

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 220 – Section 1

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Matthew Zierler

Prerequisites: None

DESCRIPTION OF COURSE:

This course is the first semester of a full-year sequence designed to introduce you to the field of international relations. This course samples the range of themes in current international politics while providing you with a common theoretical language to put everything together. This course emphasizes the political and military side of international relations. The first part of the course will discuss what international relations is all about and provide the roots of a vocabulary that we can use to analyze international politics. The second part examines some of the major theoretical traditions used to understand international relations. The third part of the course focuses on the traditional understanding of international security. Our goal here is to understand the causes of war and how states behave once conflict arises. Part four examines theoretical explanations for and empirical examples of forms of international cooperation. We conclude the course with a series of short units looking at specific new issues and problems in international politics, including the post-Cold War international system, emergent security threats, human rights, and the environment.

TYPICAL READINGS:

Robert Art and Robert Jervis (editors). 2010. *International Politics*. 10th edition.

Michael Barnett. 2002. *Eyewitness to a Genocide*. Cornell University Press.

Richard W. Mansbach and Edward Rhodes (editors). 2008. *Global Politics in a Changing World: A Reader*. 4th edition.

John Robb. 2007. *Brave New War: The Next Stage of Terrorism and the End of Globalization*.

Andrew Krepinivich. 2009. *7 Deadly Scenarios: A Military Futurist Explores War in the 21st Century*.

Paul Collier. 2010. *Wars, Guns, and Votes: Democracy in Dangerous Places*.

EVALUATION:

Likely to include a short paper, a research paper, midterm and final exams, and participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 220 – Section 002

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Michael G. Schechter

Prerequisites: None

DESCRIPTION OF COURSE:

MC 220 is the first half of a year-long introduction to the field of International Relations; an historical, theoretical and policy-oriented approach to the study of global politics. While providing an introduction to international relations theory, the course emphasizes such issues as the causes and prevention of war, the use of force, and ecological threats. Throughout the course, attention will be directed toward assessing the utility and consequences of alternative theories for understanding key world events, past and future, with an emphasis on issues related to military and human security.

TYPICAL READINGS:

Paul Battersby and Joseph M. Siracusa. *Globalization and Human Security*. Roman and Littlefield, 2009.

Richard K. Betts. *Conflict After the Cold War: Arguments on Causes of War and Peace*. 3rd edition. Pearson, 2008.

Don Hubert. *Human Security: Global Politics and the Human Costs of War*. Routledge, 2010.

Knud Erik Jorgensen. *International Relations Theory: A New Introduction*. Palgrave Macmillan, 2010.

EVALUATION:

Two papers, two examinations, classroom participation and a classroom simulation.

H-Option: Weekly meetings focused on readings related to the place of ethics in International Relations. We will start by reading the third edition of *Ethics and International Affairs: A Reader*, edited by Joel H. Rosenthal and Christian Barry (Georgetown University Press, 2009).

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 220 – Section 003

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Simei Qing

Prerequisites: None

DESCRIPTION OF COURSE:

MC 220, the first half of a yearlong introduction to the field of International Relations, adopts a historical, theoretical and policy-oriented approach to the study of world politics. It provides an overview of the key theories and concepts in the IR field. It examines the major strengths and weaknesses of each theory through historical case studies, in an attempt to discern which aspects of world politics each explains well, or poorly. And it introduces current policy debates concerning the construction of a new world order in the post-Cold War, post-9/11 world, to assess the policy-relevance of each theory. Throughout the course the focus is on the far-reaching implications of different theories or analytical lenses for understanding today's world politics, and on the great importance of developing new theoretical frameworks to encounter new challenges in the 21st century.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 220—Section 004

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Yael Aronoff

Prerequisites: None

DESCRIPTION OF COURSE:

The first half of a year-long introduction to the field of International Relations: a theoretical and empirical approach to the study of international relations. The course will focus on the strengths and weaknesses of different theoretical approaches in explaining the causes of war and of war termination, just means and ends for war, and the use of force including terrorism, counter-terrorism, and humanitarian intervention. We will analyze the changing concepts of security itself.

The course is organized so that case studies can illuminate a better understanding of international relations theory. We begin with an introduction to international relations theory and to different levels of analysis used to explain war and war termination. Moving to our first case study, we will examine the bombing of Hiroshima and Nagasaki by the U.S. in WWII. This initial case study will serve as an object of analysis to which we will return over the next several weeks: as we examine each of the various theories of international relations in turn, we will apply them to the case of Hiroshima and Nagasaki, to see how each would provide different explanations and insights into the case. Is this a just another case of war among great powers that traditionally international relations theory tried to explain? How can this be explained through the balance of power? If Japan had been a democracy, would the war with Japan have been avoided? Could further negotiations or different conditions for surrender have avoided the bombings? Can and should international law limit the goals and means for war? What role do ideology, culture, and the worldviews of leaders play in these decisions?

Our next case study will be the causes of the genocide in Rwanda, and the failure of the international community to stop the genocide. This case study will particularly enable us to examine the strengths and limits of theory. It gives us the opportunity to examine intra-state rather than inter-state war, war that involves a small state rather than a great power, the causes of the genocide, the role of international law and UN peacekeeping/peacemaking in stopping genocide, and the reasons for the failure of the international community to stop the genocide. We will also examine the extent to which powers should be motivated by values/interests in decisions for humanitarian intervention, how civil war in one country can lead to regional war, and how democratization is a delicate process that can lead to violence. We will also examine similar patterns today in regard to the genocide in Darfur.

Our next case study analyzes the Israeli-Palestinian conflict – the causes of the conflict, possibilities for its resolution, as well as its role in regional conflict in the Middle East, and in U.S. national security interests. As with the previous cases, this case will serve as a real-world example in which to ground the various theories we have studied. The main emphasis will be on the ability of the theories to explain efforts at cooperation and the difficulties of reaching successful peace negotiations. We will be focusing on the Camp David Negotiations led by President Clinton and the varied reasons for the failure to reach an agreement. We will not only be looking at issues of power and the relevance of democracy as highlighted by realist and liberal approaches, but will also be looking at the importance of culture, ideology, personality, and domestic constraints on efforts at cooperation. After conducting research concerning the interests and goals of participants to the negotiations, you will have the opportunity to present your findings and engage in a simulation of negotiations.

Finally, we will end the semester with revisiting the strengths and limits of theory to explain patterns of conflict and particular instances of conflict and cooperation. How can we use these approaches in a complementary fashion to explain these phenomenon? How has the study of security issues, the concept of security and security threats, and the nature of conflict changed since the end of the Cold War? What role does nationalism, ideology, democratization, globalization, and non-state actors play in both influencing conflict and cooperation?

TYPICAL READINGS:

Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics*

Michael Barnett, *Eyewitness to a Genocide: The United Nations and Rwanda*, (Ithaca: Cornell University Press, 2002)

Galia Golan, *Israel and Palestine: Peace Plans and Proposals from Oslo to Disengagement*, (Princeton: Markus Wiener Publishers, 2007)

Course Packet (collection of selected recent journal articles and book chapters)

HONORS OPTION:

We will discuss and analyze Richard Ned Lebow's *Forbidden Fruit: Counterfactuals and International Relations* (Princeton: Princeton University Press, 2008). Students will then write a 5 page critical analysis of the book.

DOCUMENTARIES AND VIDEOS

Hotel Rwanda

Frontline on Rwanda

Shattered Dreams, documentary on the Israeli-Palestinian peace process

EVALUATION:

Class participation, exams, simulation-related work, and research papers.

MICHIGAN STATE UNIVERSITY
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FALL 2010

MC 230: Section 001
CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

Professor: C. Tremonte

DESCRIPTION OF COURSE:

MC230 is the first course in the sophomore sequence in the Comparative Cultures and Politics major. This course aims to introduce students to the study of culture/s and politics in comparative perspective, to multiple and integrative paths of inquiry that fuse the social sciences and humanities, and to the practice of cultural analysis in the study of public affairs. It asks some of the following questions: What is 'culture/s'? What is 'cultural politics'? How are cultural identities constituted or constructed within and across societies? How do collective practices, narrations and representations contribute to these processes of construction? What is cultural difference? What is cultural hybridity? What is the relationship between cultural identities to global politics? Why do some cultural sites and/or identities become arenas of political contestation? MC230 explore these questions in light of influential theories of culture/s in the social sciences and humanities, and through comparative analysis of cultural politics in two post-empire sites: Great Britain and Hong Kong.

An honors option will be available

TYPICAL COURSE READINGS:

Roland Barthes, *Mythologies* (1972)

Kathleen D. Hall, *Lives in Translation: Sikh Youth as British Citizens* (1992)

Nicole Newendorp, *Uneasy Reunions: Immigration, Citizenship and Family Life in Post-1997 Hong Kong* (2008)

Andrew Sedgwick and Peter Edgar, *Cultural Theory: The Key Concepts* (2007)

Tvetzan Todorov, *Conquest of America: The Question of the Other* (1999)

EVALUATION:

Participation, narrative analysis, mid-term exam, cultural policy project.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

**MC 230: Section 002
CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE**

Professor: TBD

DESCRIPTION OF COURSE:

Interdisciplinary and comparative approaches to analysis of culture and politics. Whole culture, structuralist, post structuralist, and interpretive theories of culture. Analysis of the relationship of political regimes, cultural diversity, identity, and representation, and case studies.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 270 : CLASSICAL REPUBLICANISM: AN INTRODUCTION TO POLITICAL PHILOSOPHY

Section 001 – Professor Zinman

Prerequisites: None

DESCRIPTION OF COURSE:

The College's concentration in Political Theory and Constitutional Democracy is designed to form the core of a liberal education. The faculty believes that a coherent core is best provided by the joint study of political philosophy and American republicanism. To this end, PTCO begins with two sophomore-level required courses. The first, MC 270, "Classical Republicanism," introduces the tradition of political philosophy in the West. It focuses on the founding of classical political philosophy in the context of the republican politics of ancient Greece and the founding of modern political philosophy in the context of the rebirth of republican politics in Renaissance Italy. The second, MC 271, "Constitutionalism and Democracy," introduces the tradition of republicanism in America. It studies the convergence of modern political philosophy and the American experience at the founding of the republic. These courses are not intended to be merely historical exercises. Rather, they are designed to encourage students to reappropriate the traditions of political philosophy and American republicanism for themselves.

Citizens of the U.S. tend to assume that the meaning, viability, and justice of republican politics have been definitively settled by the American experience. Are they right to do so? Is the traditional American understanding of republicanism the best understanding? Will the American republic endure for another two hundred years or will it decay and collapse as did its ancient and modern predecessors? Is the American regime the best regime? Is it a just regime? Why or why not?

The political life of every regime generates such questions. But every regime also provides its citizens with authoritative answers. Those answers are always partisan and incomplete precisely because they are authoritative, i.e., imposed by the prevailing regime. Political philosophy comes into being when the authoritative opinions of the prevailing regime are called into question in a profound way and made the subject of a sustained inquiry. In fact, political philosophy is the restless inquiry into such questions -- an inquiry guided by the search for an impartial and complete answer to the question *What is the best regime?*

In order to understand who we are, where we are, and where we are headed, we need to recover the meaning of the West and its republicanism for ourselves. One powerful way to do so is to return to their origins in ancient Greece and Renaissance Italy and reexamine their original meanings. This course seeks to lay the groundwork for a thoughtful assessment of the worth of the West and its republican politics by beginning the process of rethinking the Western tradition for ourselves. It does so by attempting to resuscitate the activity of political philosophy by returning to the origins of classical republicanism and classical political philosophy in the activity of Socrates (and his predecessors and heirs), and to the origins of modern republicanism and modern political philosophy in the activity of Machiavelli.

H-OPTION: A team-taught honors seminar will be offered in conjunction with this course. It will bring together faculty and students from all the section of MC 270.

TYPICAL READINGS:

Aristophanes, Clouds; Plato, Republic; Aristotle, Politics; Machiavelli, Prince; Discourses.

EVALUATION:

Two shorter (2-3 page) and two longer (8-10 page) papers and class participation (including in- and out-of-class exercises)

**MICHIGAN STATE UNIVERSITY
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FALL 2010

MC 270

CLASSICAL REPUBLICANISM

Section 002 – Professor Petrie

Section 003 – Professor Kleinerman

Theory and practice of popular government in classical Greece and Rome. Rebirth of such forms in the cities and monarchies of Medieval and Renaissance Europe.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Fall 2010

MC 272

Political Theory and Political Issues (MARXIST THEORIES OF REVOLUTION)

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

This course is an introduction and analysis of the origin and development of Marxist thought, especially the social and political theories of Karl Marx and Fredrick Engels, V. I. Lenin, Leon Trotsky and Rosa Luxemburg. We will also read and analyze selected writings by Georg Lukacs, Karl Korsch, Antonio Gramsci, C.L.R. James, and W.E.B. Du Bois. In doing so, we will situate the ideas of these theorists within there specific social and economic context, with some attention to the Paris Commune, Bolshevik Revolution, and Cuban Revolution.

TYPICAL READINGS:

Karl Marx, Capital: A Critical Analysis of Capitalist Production

W.E.B. Du Bois, Black Reconstruction

J.M. Blaut, The Colonizer's Model of the World

Charles W. Mills, From Class to Race: Essays in White Marxism and Black Radicalism

C.L.R. James, World Revolution

George Lukacs, History and Class Consciousness

Robert C. Tucker, (ed), The Lenin Anthology

Rosa Luxemburg, The Russian Revolution

Leon Trotsky, The Permanent Revolution

Paul Le Blanc, Marx, Lenin, and the Revolutionary Experience

EVALUATION:

Several papers and class participation

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 280 – Section 001

Social Theory and Social Relations

Professor: Gene Burns

Prerequisite: None.

Restrictions: Open only to sophomores, juniors, or seniors in James Madison College or approval of college.

DESCRIPTION OF COURSE:

Social theory is an everyday activity -- when we attempt to explain why poverty persists in the midst of affluence or what it feels like to be an insider vs. an outsider or why Americans tend to live in communities that are differentiated by race and class, or the impact of dual career marriages on family dynamics, we engage in social theory. As an intellectual practice, social theory moves beyond everyday explanations to provide comprehensive explanations of the dynamics of social relations in societies; it examines questions such as: what is the relation between social solidarity and social change? What are the sources of social inequality? What is the interplay between diverse social identities like class, ethnicity, gender, race and religion and social structure? What makes such identities salient or unimportant in social relations? What leads to social change?

This course, while having its own particular focus, also more generally asks about how questions of public policy and public affairs depend upon the nature and influence of social groups. For instance, what social groups influence political developments and shape policy under what conditions?

MC 280 provides an introduction to the uses and pleasures of social theory as a way of understanding social problems and relations. Our work will include selections from some of the most influential theorists in Western social thought: Emile Durkheim, Karl Marx and Max Weber. And we will examine a range of modern and contemporary theorists who have responded to, built upon or rejected the classical conceptions of social relations. Throughout the course, we examine the interpretive power of social theory through illustrative case studies of social relations in contemporary America.

This is a core course in the Social Relations & Policy major.

TYPICAL READINGS:

1. Ian McIntosh, editor, *Classical Sociological Theory: A Reader*
2. Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago*
3. Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 280 -- Section 002

SOCIAL THEORY AND SOCIAL RELATIONS

Professor: C. Hunt

Prerequisites: None

Restrictions: Open only to sophomores, juniors, or seniors in James Madison College or approval of college.

DESCRIPTION OF COURSE:

Social theory is an everyday activity -- when we attempt to explain why poverty persists in the midst of affluence or what it feels like to be an insider vs. an outsider or why Americans tend to live in communities that are differentiated by race and class, or the impact of dual career marriages on family dynamics, we engage in social theory. As an intellectual practice, social theory moves beyond everyday explanations to provide comprehensive explanations of the dynamics of social relations in societies; it examines questions such as: what is the relation between social solidarity and social change? What are the sources of social inequality? What is the interplay between diverse social identities like class, ethnicity, gender, race and religion and social structure? What makes such identities salient or unimportant in social relations? What leads to social change?

MC 280 provides an introduction to the uses and pleasures of social theory as a way of understanding social problems and relations. Our work will include selections from some of the most influential theorists in Western social thought: Emile Durkheim, Karl Marx and Max Weber. And we will examine a range of modern and contemporary theorists who have responded to, built upon or rejected the classical conceptions of social relations. Throughout the course, we examine the interpretive power of social theory through illustrative case studies of social relations in contemporary America.

This is a core course in the Social Relations major.

TYPICAL READINGS:

1. Ian McIntosh, editor, *Classical Sociological Theory: A Reader*
2. Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago*
3. Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY
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FALL 2010

MC 293

Methods of Strategic Analysis in Public Affairs

Professor : Ross B. Emmett

Note: This course counts for the methods requirement in PTCB and IR. Students from all fields are welcome.

DESCRIPTION OF COURSE:

The study of public affairs requires an awareness of strategic thinking. Politicians plan how to get their bills passed. Nations try to make sure they prevail in international crises. Former spouses vie for the best advantage in divorce negotiations. Firms constantly seek to stay one step ahead of their competitors. In all these contexts, strategy is everything.

What makes strategic thinking so important? The key is something so obvious that it has often been overlooked: in many decision-making contexts, the outcome of your decision is dependent not only on what you do, but also on the decisions of others whom you do not control. A politician wants to ensure that she becomes chair of a legislative committee. She is going to have to convince others to vote for her, but doesn't know how they will actually vote. How is she going to ensure that she gets what she wants? The social scientist, of course, is interested in a related question: what can we say about the social outcome of the voting process by which the politician gets elected? Does it produce the "best" outcome for the legislative process, or even for society as a whole?

While the principles of strategic thinking are as old as Sun Tzu's *The art of war*, game theory has a more recent social scientific pedigree. Developed in the 1940s and 1950s in the context of the Cold War (*A Beautiful Mind* is only part of the story!), game theory has become an integral part of contemporary economic, social and political theory. The tools of game theory are now commonly used to investigate many situations in public affairs: bargaining; voting in both two-party and multi-party elections; legislative decision-making; deterrence in international crises; bureaucratic politics; competition among firms; and the role of interest groups, cartels, unions and other "clubs." This course will provide an introduction to key concepts in game theory and apply them to issues in the fields of politics, economics, social relations, and international relations.

Textbook: *Games of Strategy*, by Avinash Dixit & Susan Skeath (3rd edition, Norton, 2009)

Other required reading: Len Fisher. *Rock, Paper Scissors: Game Theory in Everyday Life* (Basic Books, 2008).

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 295 – Section 004

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor : Michael Crow

Prerequisites: None

DESCRIPTION OF COURSE:

Every day we are bombarded with information that describes the social world around us: how many people are homeless, how high have gas prices gone, what percentage of people are literate? Professionals in public policy, law and social science do more than describe the world...they seek to identify those factors that drive changes in society: what causes homelessness, why did gas prices go up? Social science professionals uncover such causal relationships by observing the social world around them, generalizing from what they see to produce theories, and testing by comparing theoretical predictions with a fresh set of observations. In this course, you will learn how to design a research project that accomplishes these tasks. We will examine every part of the research process, including how to develop a researchable question, read and review scholarly literature, formulate hypotheses, gather and analyze data, and draw conclusions from what you find. These skills will help you to prepare much better research papers in your junior-level classes and are essential in the senior seminar. You will also become a better informed citizen by becoming a more critical consumer of the social statistics that you see in the news every day. And most importantly, you will learn to think like a social science professional, providing you with the ability to evaluate social science information and arguments and make informed policy decisions.

TYPICAL READINGS:

Johnson and Reynolds, *Political Science Research Methods*
Huff, *How to Lie with Statistics*

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 320, Section 001

POLITICS, ECONOMICS AND SOCIETY OF THE THIRD WORLD

Professor: Rita Kiki Edozie

Prerequisite: MC 221 or approval of College, completion of Tier I writing requirement

DESCRIPTION OF COURSE:

Five decades of the idea of development as a process by which ‘backward’ countries would ‘catch up’ with the industrialized world- courtesy of its assistance- has spawned an industry of thinking and practice and undergone much evolution (Maggie Black, 2002). However, in the context of contemporary ‘globalization’, is the concept any longer useful?

In this course, while also exposing participants to the standard dynamics of the contemporary developing world by examining the construction and “de-construction” of Developing Countries’ (DC) histories, societies, politics, cultures, and economics using several symbolic country case studies, we will additionally explore the “Third World” in the purview of that controversial conceptual framework that is often referred to as “development”.

In this regard, our course examines the rise and fall of development theories, the north-south discourses & dialogue, democratization and human rights, conflict and peace, and the 3rd world in global governance as well as foreign policies from DC’s perspectives.

Select Books Include:

1. Roxanne Lyn Doty, *Imperial Encounters: the Politics of Representation in North-South Relations*, (Borderlines, Minneapolis)
2. Jeffrey Sachs, *The End of Poverty: Economic Possibilities of Our Time* (The Penguin Press, 2005)
3. Arturo Escobar: *The Making and Unmaking of the Third World* (Princeton University Press, 1994)
4. Stiglitz, Joseph and Andrew Charlton, *Fair Trade for All: How Trade Can Promote Development*, Oxford University Press, 2005,
5. Paul Collier et al, *Breaking the Conflict Trap: Civil War and Development Policy* World Bank and Oxford University Press, 2003

FALL 2010

MC 325 : States and Societies in Comparative Perspective

Professor: TBD

DESCRIPTION OF COURSE:

Comparison of political systems and social-economic structures in capitalist and state-socialist societies. Political history, institutions, culture, and current policy issues.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 326

U.S. FOREIGN POLICY

Professor: Simei Qing

Prerequisite: MC 221 and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

American Foreign Policy

This course is designed as an introduction to the theory, pattern and process of American foreign policy. It attempts to present as wide a variety of theoretical and historical genres and perspectives as possible. It aims to provide students with different theoretical frameworks and important historical backgrounds in their analyses of current foreign policy issues, particularly American foreign policy toward non-Western, developing countries, which have different cultural and religious traditions, with widely shared resentments of colonialism, and in their volatile stages of difficult transition from pre-modern to modern, democratic societies.

In the post-Cold War, post-9/11 world, a most important issue in the study of American foreign policy is how to assess more accurately those non-Western, developing countries' foreign policy intentions and their peoples' aspirations, to formulate more productive U.S. foreign policy. To address this highly important issue, this course will study U.S. foreign policy not only from the "inside out," but also from the "outside in." To study American foreign policy from the "inside out" is to understand American visions and aspirations, American policies and strategies entirely on their own terms. To understand American foreign policy from the "outside in" is to examine if there are any significant gaps between the American interpretations of other nations' foreign policy objectives on the one hand, and those nations' actual intentions on the other.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Fall 2010

MC 331

Encounters with Post-Communism

Professor: A. Borcila

Prerequisites: ((MC 230 or MC 231 or MC 220) or approval of college) and completion of Tier I Writing

DESCRIPTION OF COURSE:

With the events of 1989, the once “Impenetrable” and monochrome “Cold War Other” became televisible. Post-communist sites initially entered the American cultural and political landscape via the television screen as fascinating places where “history is happening”; subsequently, they became newsworthy spectacles of crisis (orphans, ethnic violence, poverty, nationalism).

This course offers students the tools and strategies to inquire into how post-communist countries are represented, how knowledge about them is produced, how “we” are positioned towards “them,” and what the real consequences of this representation, knowledge production and positioning are. Some of the questions that we will be asking include: how is post Cold War “Eastern Europe” mapped and re-mapped; how is “Eastern Europe” differentiated from “us” (the west, more specifically the U.S.) and how does this differentiation contribute to defining American identities; how do western knowledge about and western constructions of “Eastern European” identity shape the ways in which “Eastern Europeans” make sense of their past and their future; and, finally, what do these post-communist sites tell us about the relationship between television, history, and memory?

In this interdisciplinary course we will follow the trajectory of post-communist sites from hypervisibility to partial visibility by examining television news coverage, travel guides, literary narratives of travel and return to “Eastern Europe,” and scholarly essays. However, the course also means to contribute more generally to your understanding of the factors that shape and structure cultural encounters. Thus, our theoretical readings and our analysis of representations of post-communism will offer us the opportunity to query the relationship among discourse, power, and knowledge; the politics of cultural representation; the relationship between lived and mediated experience; and the impact of media on mapping cultural identities.

Students should expect a strong theoretical component in this interdisciplinary course as well as an emphasis on collaborative learning.

TYPICAL READINGS:

Maria Todorova, *Imagining the Balkans*

Slavenka DraKulic, *How We Survived Communism and Even Laughed* Eva Hoffman, *Exit Into History*

Mckenzie Wark, *Virtual Geographies*

Edward Said, *Orientalism, Culture and Imperialism*

EVALUATION: short essays, Research project (proposal and paper), class participation, collaborative learning

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 348

EDUCATIONAL POLICY

Professor: J. Grant

DESCRIPTION OF COURSE:

Examination of alternative policies to improve K-12 educational outcomes, including school finance, educational standards, teacher professional development, and school choice.
Fulfills STEPPS Public Policy requirement

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 349

ECONOMICS OF LEGAL RELATIONSHIPS IN COMPARATIVE PERSPECTIVE

Prerequisite: EC 201 or EC 251H or completion of Tier I writing requirement

Professor: Mercurio

DESCRIPTION OF COURSE:

Survey and comparison of major schools of legal-economic thought, and their implications for policy. Economic impacts of law and legal institutions.

**MICHIGAN STATE UNIVERSITY
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FALL 2010

MC 361

POLITICAL ECONOMY AND COMPARATIVE PUBLIC POLICYMAKING

Professor: Ross B. Emmett

DESCRIPTION OF COURSE:

MC 361 is an examination of the political economy of public policy. In Fall 2010, the focus will be on the political economy of innovation and entrepreneurship policies.

The questions we will ask are: what institutions (social, economic and political) and cultural values, norms and customs ensure that a society will be innovative? And what may be the respective roles of markets, civic associations, universities and governments in an innovative society?

The student's major research project will be a comparative examination of the institutional and cultural foundations for innovation in at least two countries/regions of the world.

Readings will come from a wide variety of resources on innovation and entrepreneurship policy.

FALL 2010

MC 362

PUBLIC INTERNATIONAL LAW

Professor: Mark Axelrod

Prerequisites: MC220/221 or college approval

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

This class provides a wide-ranging introduction to the subject of public international law. Among other topics, it addresses: 1) the sources of international law; 2) change and continuity in international law over time; 3) institutions through which international law is implemented; 4) the conditions under which international law alters state and individual behavior; 5) case studies of international law across different subject areas.

In this course, we will address law related to sovereign control of territory, military conflict and conflict resolution, international trade, human rights, and environmental protection.

ASSIGNMENTS: Class participation, discussion questions, midterm exam, final exam, and research paper

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

Damrosch, Lori F., Louis Henkin, Sean D. Murphy, and Hans Smit, International Law, Cases and Materials, 5th Edition (West, 2009).

Simmons, Beth A., Mobilizing for Human Rights (Cambridge University Press, 2009).

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 363

GLOBAL GOVERNANCE

Professor: Michael G. Schechter

Prerequisites: MC 221 and completion of Tier I writing requirement

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

To study global governance is to study the sum of the multiple and often overlapping ways that individuals and institutions, public and private, manage their common affairs. Thus it includes both state and non-state actors, those supportive of the current world order and those opposed to it, those formally organized and those less so, and profit-seeking as well as not-for-profit organizations. Obviously, in a single course, we cannot cover all of these organizations. So we must pick and choose. Our focus will be on the most prominent intergovernmental organizations (the UN system and the European Union), key international non-governmental organizations (usually abbreviated as NGOs) and multinational corporations.

In addition to gaining this substantive knowledge, students in MC 363 will hone their research skills in writing and revising a paper, including the use of primary documents and statistics, where appropriate.

TYPICAL READINGS:

Deacon, Bob. *Global Social Policy and Governance* (Sage, 2007).

Fuchs, Doris. *Business Power and Global Governance* (Lynne Rienner, 2007).

Jolly, Richard, Louis Emmerij, and Thomas G. Weiss. *UN Ideas that Changed the World*. (Indiana, 2009).

Karns, Margaret P and Karen A. Mingst. *International Organizations: The Politics and Process of Global Governance* (Lynne Rienner, 2009).

Tavares, Rodrigo. *Regional Security: The Capacity of International Organizations*. (Routledge, 2009).

Tömmel, Ingeborg and Amy Verdun. Editors. *Innovative Governance in the European Union: The Politics of Multilevel Policymaking* (Lynne Rienner, 2009)/.

EVALUATION:

Two in-class exams and a semester-long research paper (with opportunity for revision along the way).

H-Option: Weekly meetings, readings and a short paper related to leadership in global governance. We will discuss executive heads of IGOs, with participants reading and discussing biographies and autobiographies and reading a book in common, probably Kille's book, *From Manager to Visionary: The Secretary-General of the United Nations*.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 364

POLICY EVALUATION

Prerequisite: EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently and Soc 281 or concurrently or MC 295 or concurrently or PLS 201 and completion of Tier I writing requirement.

Not open to students with credit in PLS 313

Professor: Michael Crow

DESCRIPTION OF COURSE

Economic concepts and analytic techniques for the design and evaluation of public policies. Political environment of policy formation and implementation. Basic data analysis. Application of concepts and techniques to selected government policies.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 370 -- Section 001

Professor: L. Hunt

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Prerequisites: MC 241 or MC 271 and completion of Tier I writing requirement; or college approval

DESCRIPTION OF COURSE:

Criticisms of constitutionalism and liberal democracy. Theory and practice of 19th and early 20th century attempts to perfect or transcend bourgeois life through radical reform or revolution.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 370 – Section 002

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor: Waseem El-Rayes

DESCRIPTION OF COURSE:

Liberal democracy is seen today, at least by the majority of citizens in the West, as the preeminent model of governance in the world. And though many of these citizens might readily acknowledge imperfections in liberal democratic governance, in the absence of obvious palatable alternatives, most would not question or challenge its fundamental legitimacy. The growth and development of liberal democracy, both as an idea and as an actual model of governance, is relatively recent in the course of human history, and so is the overwhelming faith in its moral and political preeminence. For not long ago competing ideologies possessed the power to shake the confidence of significant segments of the liberal democratic citizenry in their institutions. And so other systems of governance, such as socialism and communism, were seen as either presenting valid alternatives to the liberal democratic model or as existential threats. With the collapse of the Soviet Union in 1991, such arguments seem to have been put to rest. Ten years later a partial revival of these arguments has come forth with warnings of an existential threat to liberal democracy requiring a global war against terrorism.

The primary objective of this course is to reflect on the merits of, and hence the challenges to, liberal democracy by examining part of the intellectual tradition which either formed it or helped to shape its development. In other words, our focus here will not be on a comparative analysis of different political regimes, or on the external threats, real or imagined, to liberal democracy, but rather focus on part of the tradition which gave shape to this model. In light of this understanding of the tradition, we will also explore the strengths of a more contemporary critique of liberal democracy.

To this end, this course will be divided into three parts:

1. In the first part we will examine Jean-Jacques Rousseau's *First and Second Discourses*, and *On the Social Contract*. Through these texts we will identify key questions and problems that gave rise both to the attempts to correct the course of liberalism and to radical revolt against liberalism.
2. In the second part we will examine selected readings by Immanuel Kant. Through these selected readings we will attempt to trace Kant's response to the questions raised by Rousseau and then explore the consequences of this response on the development of liberal democracy in the 19th and 20th century.
3. In the third part we will examine selected readings by, first, Karl Marx and Friedrich Engels and, second, by Michel Foucault. In these readings we will partially explore the consequences of revolutionary thought, but more importantly we will examine whether regimes can ever live up to their democratic claims.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 373C

CONSTITUTIONALISM: CONGRESS

Professor: B. Kleinerman

DESCRIPTION OF COURSE:

Congress in American constitutional democracy. Origins and development of the legislative branch, constitutional issues, and legislative practice in Congress.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 377: Postcolonialism (Profiling Africa)

Professor: Rita Kiki Edozie

DESCRIPTION OF COURSE:

A genre of new constructivist/post-structural methodologies for examining state-societies and international relations, as a theory and practice Postcolonialism emerges as an intellectual tool for examining colonial influences on independent countries and that the newly sovereign states and societies that emerged continuously respond in myriad ways to the experience of this colonial contact. Postcolonialism has come to be defined as a medium for the voice, representation and agency of formerly colonized peoples who through this vehicle now claim the moral and emotional high ground by interrogating the impact that Western modernity through colonialism has had on them through self-determined lenses. MC377 will examine Postcolonialism in Africa, the region of the world that has experienced the most devastating forms of colonialism. In this course, we will use postcolonial theory to investigate the interstitial space arising out of the postcolonial condition in Africa such as subalterns, hybrid citizenships, indigenous knowledge and alternative modernities. The course will allow its participants to engage in an understanding of the so-called 'subjugated knowledge's' of postcolonial Africans. It similarly exposes the multiple and alternative interpretations, voices, and struggles of Africans in the international arena. Our course will examine theories, issues and case-study sites of analysis in this respect.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 380: Social Policy

Professor: Michael Crow

Prerequisites:

- 1. Either MC 280 or MC 281 completed.**
- 2. EC 201 or EC 251H (completed or taken concurrently)**
- 3. EC 202 or EC 252H (completed or taken concurrently)**
- 4. completion of Tier I writing requirement.**

Restrictions: Open only to sophomores, juniors, or seniors in James Madison College or approval of college.

Recommended Background: Completion of one semester methodology course.

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

Application of social theory and methods to analysis of contemporary U.S. social policy. Competing explanations, current debates. Civil rights, education, employment, family, immigration, poverty, social welfare.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 388

SEXUAL POLITICS

Professor Burns

Prerequisites: Completion of a Tier I writing requirement.

DESCRIPTION OF COURSE:

In this course, students will explore sexual politics in nineteenth and twentieth-century history and politics. The intersections between sexuality, politics, and medicine will be a primary focus of the course. Focusing on the role of sexual politics in the women's and lesbian/gay/bi/transgender rights movements, the following questions will be raised: To what extent is sexuality socially constructed or biologically ordained? What have been the roles of science and medicine in regulating gender and sexuality? Have the changes in expressions of sexuality in the last hundred years been liberating or oppressive? What has been the significance of sexuality in the emergence of the women's and gay rights movements in the late twentieth century? Considering the public policy implications and challenges emanating from changes in the place of sexuality in American life will be a major concern of this course.

TYPICAL READINGS:

Judith Butler, Bodies that Matter: On the Discursive Limits of "Sex".

Alice Echols, Daring to Be Bad: Radical Feminism in America, 1967-1975.

Beth Bailey, Sex in the Heartland.

George Chauncey, Why Marriage? The History Shaping Today's Debate Over Gay Equality.

John Colapinto, As Nature Made Him: The Boy Who Was Raised as a Girl.

John Corvino, Same Sex: Debating the Ethics, Science, and Culture of Homosexuality.

EVALUATION:

Students will write several short papers and complete midterm and final essays.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 390 -- Section 001

ADV TOPICS IN PUBLIC AFFAIRS: Comparative Citizenship

Professor: Pegler-Gordon

DESCRIPTION OF COURSE:

Although citizenship is most often seen as a legal political status, questions of citizenship are also narratives about identity and belonging. Citizenship is a key part of, and usually a prerequisite for, political representation. But it is also a process of cultural representation. Changing claims of citizenship are legislated in public policies, and changing citizenship status shapes cultural and social understandings of membership. Through these interconnected processes, individuals experience their identities as citizens, denizens, and others. In the last twenty years, there has been a substantial expansion of interest in the political theory, sociology, history, and culture of citizenship. This has led to an expansion of the different ways that scholars have come to consider citizenship. Through a comparative analysis focusing primarily on the United States and Europe, but considering other citizenship regimes, this course seeks to introduce students to both established and emerging ideas about citizenship, place these ideas into social and historical context, and explore the resonance of classical conceptions in continuing debates about the meaning of citizenship.

Some of the questions raised in this course will include: What are some of the central ways that different societies have envisioned and enacted citizenship? What are the distinctions that states make between citizens and non-citizens and why do they make these distinctions? Does globalization challenge traditional ways of understanding, culturally constituting and legislating citizenship? What are the possibilities for a postnational citizenship? How does public policy reflect different understandings of citizenship and what implications do new understandings of citizenship have for questions of public policy?

Typical Readings

Steven Kautz, *Liberalism and Community* (Ithaca: Cornell University Press, 1995).

T.H. Marshall, *Citizenship and Social Class* (1950).

Birte Siim, *Gender and Citizenship: Politics and Agency in France, Britain and Denmark* (Cambridge University Press, 2000).

Pierrette Hondagneu-Sotelo, *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (Berkeley: University of California Press, 2001).

Yasemin Nuhoğlu Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe* (Chicago: University of Chicago, 1994).

Evaluation

Research paper, exams, participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 390 – Section 002

Professor: L. Hunt

ADVANCED TOPICS IN PUBLIC AFFAIRS: Political Theory and Asian Thought

DESCRIPTION OF COURSE:

This course examines the political theory of Asian (predominantly Hindu and Buddhist) thought from both an historical and a contemporary perspective. It addresses the question of whether the central themes of western political theory, such as the relation between justice and the human good, can be found in eastern traditions of reflection on politics. It also explores the political fate of eastern traditions of political thought during the colonial and post-colonial periods. The purpose of this course is in part to question the prejudice that western and eastern reflections on politics inhabit completely different worlds. But it also addresses the complex misunderstandings that have bedeviled cross-cultural understanding between east and west. Readings will be drawn from both classic texts and contemporary scholarship.

Sample Readings:

Original Texts:

The Arthashastra (This is the earliest text of Hindu political science)

The Law of Manu (The classic text on Hindu law)

The Bhagavad Gita (Famous discussion of the morality of violence)

The Legend of King Ashoka (Buddhist account of the best ruler)

Candrikirti's Advice for Travelers on the Bodhisattva Path (Discusses moral and political issues in the context of Buddhist practice)

Precious Garland of Advice for a King (The Buddhist philosopher Nagarjuna's advice on the duties of a good ruler)

Modern Readings:

Christophe Jaffrelot, ed., *Hindu Nationalism: A Reader* (Original readings from the founders of contemporary Hindu nationalism)

Amartya Sen, *The Argumentative Indian* (Critique of both Western Orientalist views of India as lacking rational traditions of thought as well as a critique of Hindu nationalism)

Donald Lopez, Jr., *Curators of the Buddha: A Study of Buddhism under Colonialism* (Examines the ways in which Western scholars have viewed Buddhism through the lens of their own Western preoccupations.)

Donald Lopez, Jr., *Prisoners of Shangri-La* (looks at changing perceptions of Tibetan Buddhism and the fate of Tibet under Chinese occupation)

Michael Zimmerman, *Buddhism and Violence* (Discusses how Buddhists have dealt with the problem of political violence)

Brian Daizen, *Zen at War* (Looks specifically at the role of Japanese Zen Buddhism during the rise of Japanese imperialism and the Second World War)

FALL 2010

MC 390, Section 005

ADV TOPICS IN PUBLIC AFFAIRS: Science and War

Professor: Gormley

DESCRIPTION OF COURSE:

Science and War will examine topics in the history of science and technology from World War I to present. Students will gain an appreciation for interactions between the sciences and warfare, basic and applied research, and scientists, political leaders, and military personnel. Course themes are chemical, biological, nuclear, and robotic weapons. The first section of *Science and War* will focus on chemical and biological weapons from World War I to Cold War. Before this, background material will establish national histories and international relations, as well as provide background on weaponry and interactions between scientists, political leaders, and military personnel. The next section concentrates on the development and use of nuclear weapons during World War II and the control and development of nuclear weapons during the Cold War. In addition to looking extensively at the Manhattan Project, the German, Japanese, and Soviet bomb projects will also be covered. The last section examines chemical, biological, and robotic weapons over the past 20 years. Ultimately, students in *Science and War* will explore tensions within science and between scientists and American society that are created by war. Scientists, during times of peace, consider theirs an international endeavor forging global collaboration through scientific exchanges and international congresses. Military and governmental personnel expect scientists contributing to the war effort to keep their work confidential, thereby stymieing scientific dialogues. War technologies encourage enemies to develop comparable, or even better and therefore deadlier, weapons. International agreements define protocols on the use and proliferation of weapons.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 390, Section 006

ADVANCED TOPICS IN PUBLIC AFFAIRS: Muslim Identities in Global Perspective

Professor: Zahra Jamal

DESCRIPTION OF COURSE:

COURSE DESCRIPTION

This course offers an overview of anthropological approaches to the study of contemporary Muslim societies, and how scholars interpret and articulate the fundamental concepts, contemporary issues, and practices of Islam in different cultural contexts. Students will develop an understanding of how Muslims' interpretations of Islam, and their identities, are shaped by and in turn shape the historical, political, social and economic contexts in which they live. The course explores religious notions of authority, ritual and space, religion and state, and gender in contemporary Muslim communities in the Middle East, South Asia, Southeast Asia, Africa, Europe, and North America. Approximately half of the class deals with Islam in Asia and the Middle East: the geographic spaces with the largest percentage of the world's 1.6 billion Muslims reside. Approximately one third of the class addresses issues of gender, with respect to hierarchy, conflict, citizenship and rights, as well as migration. Some knowledge of Islam will be helpful, but it is not necessary.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 395 -- Section 001
CULTURAL DIMENSIONS OF PUBLIC AFFAIRS
The Politics of Popular Culture and (In)Security

Instructors C. M. Tremonte and G. Stahl

Prerequisites: completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

This course aims to introduce students to debates regarding the politics of (in)security and popular culture. In an era in which the idea of ‘security’ is used as a justification for many controversial policies, it is important for students of public affairs to question how (in)security discourses are constructed and maintained. More specifically, it is important that students have an appreciation of the ways in which popular culture—through its narratives and representations—contributes to our understandings of specific policies. To this end, this course will ask the following questions: What is (in)security? How does popular culture, from television to film to novels, interface with other discourses on ‘national’ security? How has globalization affected the production and circulation of popular culture (in)security? The course will attempt to answer these questions by focusing on the specific issues of terrorism (its objectives and origins), the War on Terror, and torture and detention policy.

Typical assignments:

Participation, cultural text analysis, mid-term and final exam.

Possible texts:

David Campbell, *Writing Security: United States Foreign Policy and the Politics of Identity* (1998).

Doug Davis, “Future War Storytelling: National Security and Popular Film,” in *Rethinking Global Security: Media, Popular Culture, and the “War on Terror,”* eds. Andrew Martin and Patrice Petro (2006), pages 13-44

Karin Wilkins and John Downing, “Mediating Terrorism: Text and Protest in Interpretations of *The Siege*,” *Critical Studies in Media Communication*, 19.4 (2002): 419-437.

Christian William Erickson, “Thematics of Counterterrorism: Comparing 24 and MI-5/Spooks,” *Critical Studies on Terrorism*, 1.3 (2008): 343-358.

Select episodes from *24*, Robert Cochran and Joel Surnow, creators.

Rendition (2007), Gavin Hood, director.

The Power of Nightmares (2004), Alan Curtis, director.

FALL 2010

MC 395-- Section 002

Cultural Dimensions of Public Affairs

Nature's Nation: Readings in Environmental Thought

STEPPS, PTCO, SRP

Instructor: Rod Phillips

COURSE DESCRIPTION:

This course explores American attitudes toward nature from 1620 to the present, with emphasis on 20th and 21st century environmentalism. Reading and discussion topics will include American Romanticism and Transcendentalism, the Progressive era conservation movement, the post WWII ecology movement, and more recent trends toward Eco-feminism, "green" politics, and "deep ecology."

Readings:

Roderick Nash *Wilderness and the American Mind*

Henry David Thoreau *Walden*

Aldo Leopold *A Sand County Almanac*

Edward Abbey *Desert Solitaire*

Terry Tempest Williams *Refuge: An Unnatural History of Family and Place*.

Course Evaluation:

This is a writing-intensive course that features a midterm essay exam, short papers in response to course readings, a research paper, seminar presentations, and a final essay exam.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 459 - Section 001

Science, Technology, Environment and Public Policy Capstone

Professor Bellon

Prerequisites: None

DESCRIPTION OF COURSE:

Selected topics in science, technology, environment and public policy (STEPPS). Analysis of key issues and problems. Case studies.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 469

APPLIED PUBLIC POLICY RESEARCH

Prerequisite: MC 295

Professor: Bryan Ritchie

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

Research on a public policy issue organized to develop a policy proposal collectively designed by all students.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 492 – SECTION 001

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: The Global Economy and Sustainable Economic Upgrading: Getting to and Keeping Prosperity

Prerequisite: Completion of Tier One Writing course and recommended completion of Methodology course

Professor Bryan Ritchie

DESCRIPTION OF COURSE:

The United States has long been the world's richest country. But will this always be so? Is it possible that all countries can become wealthier together, or is the reality that as some get richer others must get poorer? This course examines the reasons behind the relative strength of the U.S. economy compared both to the tremendous growth in places like China and India and the many other countries that have remained poor and have few prospects for change. Finally, it examines the question of what's next? Is the global economy in its current form sustainable economically, environmentally, politically, and socially?

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC492—Section 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Israeli Foreign Policy

Professor Yael Aronoff

Prerequisite: Tier one writing course and a methodology course

Description of Course:

In May 1948, the Provisional Council proclaimed a Jewish State, knowing that its own military commanders estimated that Israel's chance of survival was 50:50 at best, in the face of the expected invasion by surrounding Arab states. Israel has largely perceived itself as struggling for its survival ever since. This context, however, is only one of several ways through which Israel's foreign policy decisions over the last 62 years can be interpreted or understood. We will explore, through a variety of theoretical lenses, the determinants of Israel's foreign policy, the consistencies and changes in that foreign policy, and evaluate the effects and consequences of those policies. We will also look toward emerging scenarios that could form the bases for future policies.

We will begin the class by reviewing how we can create and test hypotheses, select and compare case studies, and use process tracing counter-factuals, each of which are important skills that will aid you in your own thinking about your research papers. Then we turn to an overview of different approaches to the making of foreign policy as applied to Israel. We will assess the role of competing political cultures, leaders, and institutions (the military, intelligence, National Security Council, the Knesset, and Foreign Ministry) in determining Israeli foreign policy. We will explore how Israel's focus on security has influenced its policies through several wars, efforts at conflict resolution, and continued low intensity conflict. We will explore both the process of decision-making in foreign policy, and the specific results of that process in terms of trends over time, and specific case studies (the 1967 war, the 1982 Lebanon war, the 2006 war with Hezbollah, Operation Cast Lead in Gaza in December 2008-January 2009 and the ensuing Goldstone Report, and threat perceptions of Iran). We will also explore competing political cultures in Israel and their influence on efforts at cooperation with the Palestinian Authority. We will be holding video-conferences with two of the authors you will be reading, so that you have an opportunity to hear them elaborate on how their arguments in their books can explain events since the publication of the books, and engage them in discussion.

In addition to discussing and analyzing classic and contemporary books and journal articles on Israeli foreign policy, we will also be using film to explore another medium through which Israelis have critically analyzed Israeli policies. In addition to viewing an excellent PBS documentary analyzing the ways in which different decision makers (Israeli, Egyptian, U.S., Soviet) perceived events leading up to the 1967 war, we will view a couple of excellent Israeli films made in 2008. We will view *Waltz with Bashir* after having analyzed readings covering the Israeli-Lebanon 1982 war. This film is an animated documentary that was an Academy Awards nominee, winner of the best foreign language film at the Golden Globe Awards. We will also view *Lemon Tree*, examining the separation between Israelis and Palestinians along the disputed border. It won the best film at the Berlin International Festival.

In order to further examine multiple policy options and the varied perspectives that different bureaucratic and societal actors bring to the table in making decisions, you will be representing different institutional interests in our three decision-making simulations: the buildup to and prosecution of the 1967 war; current policy dilemmas surrounding Israeli relations with Hamas and Gaza; and analysis of likely future regional scenarios, and what decision can be made to promote the most favorable ones. Finally, near the end of the semester, you will have an opportunity to present your paper drafts and receive constructive comments from classmates.

TYPICAL READINGS:

Dov Waxman, *The Pursuit of Peace and the Crisis of Israeli Identity*

Yoram Peri, *Generals in the Cabinet Room: How the Military Shapes Israeli Policy*

Aaron S. Klieman, *Israel & The World After 40 years*

Course pack with recent journal articles and book chapters

EVALUATION:

25-35 page senior seminar research paper, participation, written weekly reflections on readings, and presentation of research to the class

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 492 - Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: SUSTAINABLE DEVELOPMENT AND
POLICY

Professor: Dan Kramer

DESCRIPTION OF COURSE:

In this seminar, we will explore the competing claims, politics and policies of sustainable development. We will begin with the philosophical and theoretical underpinnings of sustainable development and then transition to a series of geographically-based case studies in both international and domestic contexts.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 492 – Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Political Economy and the New Capitalism

Professor Cook

DESCRIPTION OF COURSE:

Capitalism and economic theory have been challenged as a result of the current economic and financial crises. At the same time, a number of countries, particularly in Latin America, have replaced governments embracing capitalism with those promoting socialism. What are the limits of capitalism? Are the new challenges that have arisen minor or fundamental? This course aims to capture this debate, drawing on a variety of fields, cases, and sources. In addition to the United States, cases may include Brazil, Britain, China, India, Indonesia, Russia, and South Africa. In addition to the economic dimensions of crises, the political and social dimensions of crises will also be a focus of the course, especially in drawing comparisons to the Great Depression and other periods of economic crisis.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 493, section 002

Senior Seminar Comparative Cultures and Politics:
“Race, Culture, and Politics in Haiti and Cuba “

Professor Allison Berg

Prerequisite: MC 230 and MC 231; completion of Tier 1 writing requirement

Recommended: Completion of methods requirement

Not open to freshmen or sophomores

DESCRIPTION OF COURSE:

This seminar focuses on the historical and contemporary interplay of race, culture, and politics in Haiti and Cuba. In particular, we will compare the politics of cultural production (chiefly music, film, and literature) in socialist Cuba and capitalist Haiti, interrogating the relationship between what Sujatha Fernandes calls “artistic public spheres” and the state. Gage Averill’s social history of popular music in Haiti from 1915 to 1995 introduces some of the key questions we will take up in this seminar: How does popular music enact and negotiate relations of power? What is the political economy of popular music? How does the transnational character of the Haitian diaspora and the global commercial markets within which Haitian music is consumed shape the meaning of “Haitian culture”? Robin Moore’s study of music and revolution in Cuba takes up similar questions in the Cuban context from 1959 to the 1990s, focusing on artistic institutions and policies, as well as the role of Afro-Cuban folklore in an officially “raceless” society. Sujatha Fernandes brings the Cuban case up to date by examining how Cuban rap, film, and visual art have been affected by new market conditions of production in the 1990s and 2000s.

Obviously, no study of race, politics, and culture in Haiti and Cuba can ignore the complexities of transnational cultural flows between the Caribbean and the United States. Elizabeth McAlister’s ethnographic study of Rara in Haiti and the Haitian diaspora will serve as one model for interrogating the cultural politics of transnationalism. Edwidge Danticat’s memoir of her own immigration to the United States in the 1980s and her uncle’s detention by U.S. Customs in 2004 serves as another. Student research projects will take up theoretical perspectives raised by these texts and by additional course pack materials to extend our understanding of race, culture, and politics in Haiti, Cuba, and/or their diasporas.

Typical assignments: informed participation and discussion leading; research paper proposal; oral presentation of research; research paper.

Likely texts:

Robin D. Moore. Music and Revolution: Cultural Change in Socialist Cuba. Berkeley: University of California Press, 2006.

Sujatha Fernandes. Cuba Represent! Cuban Arts, State Power, and the Making of New Revolutionary Cultures. Durham: Duke University Press, 2006.

Gage Averill. A Day for the Hunter, A Day for the Prey: Popular Music and Power in Haiti. Chicago, University of Chicago Press, 1997.

Elizabeth McAlister. Rara! Vodou, Power, and Performance in Haiti and its Diaspora. Berkeley: University of California Press, 2002.

Edwidge Danticat, Brother, I’m Dying. New York: Knopf, 2007.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 493 Section 003

Senior Seminar Comparative Cultures and Politics: Cultural Politics in Latin America and the Caribbean

Professor Jennifer Goett

COURSE DESCRIPTION:

This senior seminar will critically examine and debate a range of political, cultural, and economic transformations that have shaped contemporary Latin American and Caribbean nations. Key themes include the politics of race, gender, and nation; neoliberalism and democratization; indigenous and afro-descendant social movements; violence, militarization, and human rights; and migration and transnationalism. Case studies focus on Haiti, Honduras, El Salvador, and Colombia.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 497 – Section 001

SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY: **Islamic Political
Philosophy**

Professor: El-Rayes

Prerequisites: Completion of a Tier I writing course

DESCRIPTION OF COURSE:

What is the best political regime? What, if any, is the proper role of religion in politics? Is reason a sufficient guide for human happiness, or does happiness require the guidance of divine revelation? What is the correct balance between faith and reason? These are but some of the questions that we will have to wrestle with in this seminar as we examine the teachings of great Muslim philosophers and scholars. In this seminar, the questions raised through the examination of these teachings will be given high priority. In other words, our primary task here is to see how the medieval texts assigned for this seminar can help us think and rethink questions and problems that are of fundamental concern to us today. Among other things, we live today in a world that seems to be increasingly disillusioned and dissatisfied with secular-minded politics—and this despite the great scientific and material benefits that such politics have produced. Through the examination of the foundations of Islamic Political Philosophy, we will be able to step back and consider the possibilities and limits of secularism in an environment that is as free as possible from contemporary biases and prejudices.

Reflection on the fundamental questions raised through the assigned readings for this seminar, requires proper understanding of the context in which the teachings contained in these readings arose. To this end, we will spend a few classes examining the religious, political, and legal practices in Muslim societies in general. We will also briefly examine works by Aristotle that would help us better understand Greek influences on Islamic Political Philosophy. We will then take up selected readings by the medieval philosopher Abu Nasr Alfarabi (870-950), the founder of Islamic Political Philosophy. In these readings we will examine Alfarabi's teachings regarding political philosophy, political science, and the relationship of religion to philosophy and politics. Having familiarized ourselves with the questions raised in Alfarabi's teachings, we will turn to examine a variety of responses to him. The first critical response we will consider is that of the jurist and leading figure among theologians Abu Hamid Muhammad al-Ghazali (1050-1111). The second critical response will be that of the celebrated philosopher Ibn Tufayl. After these critical responses, we will address the defense of the philosophic way of life in a community ruled by divine law—a defense that was written by Alfarabi's attentive student Abu al-Walid Muhammad Ibn Rushd (Averroes; 1126-1198), who also happened to be a supreme judge. The course will conclude with selected readings from the *Muqaddimah*, a 14th century multi volume introduction to history written by the scholar and historian, Ibn Khaldun (1332-1406). In this book Ibn Khaldun provides, among other things, an account of the Muslim world's political and intellectual development from the 7th to the 14th century. Reflecting on this account, and armed with what we have already learned about the tradition of Islamic Political Philosophy, we will reexamine the relationship between philosophy and religion and the effects of this relationship on the welfare of the political community.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2010

MC 497 – Section 002

SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY

Professor Folke Lindahl

Prerequisites: MC 371 and Completion of a Tier I writing course

DESCRIPTION OF COURSE:

Selected problems in political theory and constitutional democracy. Relationship between theory and politics.
Analysis of key thinkers. Case studies.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 498—Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS: The Nazi Concentration Camp and Its Social Relations

Professor Ken Waltzer

DESCRIPTION OF COURSE:

In this senior seminar, we will work with both historical and theoretical materials and primary materials -- testimonies, survivor memory, memoirs, and documentary evidence -- to probe the nature of social relations inside the Nazi concentration camps. Until recently, historians shied away from entering the abyss of the camps. But an explosion of testimonies and memoirs in the last two decades plus the recent opening of the Red Cross International Tracing Service Archives, with its concentration camp/internment files, makes possible original investigation into this extreme arena of social relations.

We will begin with historical and theoretical depictions of social relations in the camps. A key text will be Wolfgang Sofsky, /The Order of Terror: The Concentration Camp (Princeton: Princeton U. Press, 1999). We will also read several memoirs, to be decided, about experience in the camps. Our attention will be on the concentration camps and sub-camps in Germany and the East, not the death camps in the East.

Was the Nazi camp sui generis, unlike all other total institutions, comparatively speaking -- e.g., unlike prisons, mental asylums, slavery and other institutions. Was the concentration camp a new form of modern slavery, a place where absolute power by the Nazis (an order of terror) created a completely dehumanized population? Was everyday existence in the concentrationary universe a war of all against all? Was the impact on time such that prisoners lost all sense of the past and all connection with a future, inhabiting a relentless uncivilized present?

On the other hand, were there small-scale solidarities, fragments of families and friendships, which helped prisoners to endure and survive? Could prisoners have any agency in affecting their fates? Did prisoners have any resources? Capacities for action? What do survivor memoirs say about prisoner agency in shaping their experiences? Generally, was the concentration camp a regime of absolute power, in which prisoners reflected total dehumanization, or was it a more complex regime of power and dominance, in which some prisoners found space and resources to exert modest agency and possibilities for resisting dehumanization? How do people behave under conditions beyond extremity?

We will then by group work and cooperation try to create new knowledge about the concentration camps, studying the experiences of particular categories of prisoners in the camps (e.g., men, women, children, religious, secular) and studying the patterns of movement from particular towns to and among the camps and the routines and practices of particular camps. Each student will be expected to write an original essay probing the history of persons of a specific category in the camps, from a particular town in the camps, or the history of a particular camp or sub-camp. Students will work with testimonies, memoirs, and documentary evidence to create original essays. At the end of the course, depending on the quality of the essays, we will seek publication of a collection of high quality original student essays from two years of seminars.....

EVALUATION

Two short papers during first half of course, participation, proposal and working bibliography, oral presentation, and original essay or group essay in second half of course.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2010

MC 498 – Section 002

SENIOR SEMINAR IN SOCIAL RELATIONS: Middle Class Politics and Policy

Professor Louise Jezierski

Prerequisites: MC 380 and completion of a Tier I writing requirement

DESCRIPTION OF COURSE:

This course explores the changing nature of the middle class in the United States and their role in American Politics. This course will also incorporate a comparative analysis of middle class formation in other western countries with strong welfare states. How has this social class been variously constructed over the years? We will study the interaction of social agency, ideology, opportunity structures, conflict, domination, normative order, political economies, cultures, and social movements in creating communities and achieved or ascribed social identities associated with the middle class. In contemporary American society, our identities and life chances are in flux. This course hopes to chart some of the larger forces which are challenging and shaping traditional roles and identities of the middle class, creating new inequalities and entitlements, and forging new political agendas. How does U.S. policy shape the Middle Class? Are models from other countries applicable to the US? Participants will demonstrate their facility with these analytical tools in a presentation of original research on a topic of their choice.

Typical Readings:

C. Wright Mills, *White Collar: The American Middle Classes*, 2nd ed.

B. Bledstein, R. Johnson, *Middling Sorts :Explorations in the History of the American Middle Class*
Kevin M. Kruse and Thomas J. Sugrue *The New Suburban History*

E. Warren and A. Tyagi, *The Two-Income Trap*

[Karyn R. Lacy](#) *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class*

Richard Florida, *Rise of the Creative Class & How It's Transforming Work, Life, Community,
And Everyday Life*

Assessment: Original Research Paper, weekly discussion participation and leadership, quizzes.

