

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 220 – Section 1

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Yael Aronoff

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.

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*, 4th edition

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)

EVALUATION:

Class participation, exam, web discussions, simulation-related work, policy memo and research papers.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 220 – Section 002

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 contemporary international relations 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 relations, which might include the post-Cold War international system, emergent security threats, human rights, and the environment.

TYPICAL READINGS:

Karen Mingst and Jack Snyder (editors). 2013. *Essential Readings in World Politics*. 5th edition. W.W. Norton.

Richard Betts (editor). 2012. *Conflict After the Cold War*. 4th edition.

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

Derek Reveron and Kathleen Mahoney-Norris. 2011. *Human Security in a Borderless World*. Westview Press.

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 220 – Sections 003 & 004

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: TBD (003), Robert Braithwaite (004)

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 2014

MC 230: Sections 001 and 002

CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

Professors: Andrea Freidus (001) and Linda Racioppi (002)

DESCRIPTION OF COURSE:

MC230 is the first course in the sophomore sequence in the Comparative Cultures and Politics major. Together with MC 231, it provides students with theories and tools of analysis that are critical for understanding contemporary public and international affairs. This course focuses on the study of culture/s and politics in comparative perspective. We begin the course by examining why 'culture' is important to the study of politics and public policy and by reviewing key concepts (e.g, culture, politics, power, state, nation) that are important in the field. This introductory material is followed by the exploration of some leading theoretical perspectives and in-depth investigation of three cases that illustrate the powerful relationship between politics and culture: Rwanda, India, and Northern Ireland. One of the key features of the Comparative Cultures and Politics sequence is its interdisciplinary approach. Thus, in MC 230 we draw on scholarship from the social sciences and the humanities and study written as well as visual texts.

A joint honors option for both sections will be available. It will be scheduled on selected Wednesday evenings at 6:00.

TYPICAL TEXTS:

Roland Barthes, *Mythologies*

Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families*

Jack Santino, *Signs of War and Peace: Social Conflict and the Use of Public Symbols in Northern Ireland*

EVALUATION:

Participation, exams and/or quizzes, take home essay, policy project.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2014

MC 241

POLITICS AND MARKETS

Professor: Ross Emmett

Prerequisite: EC 201 or EC 251H. *This is the core course of the Political Economy specialization, an elective in PTCO, and part of the Madison business cognate.*

DESCRIPTION OF COURSE:

The fundamental problem of political economy is the creation of institutions that make our individual pursuit of personal interests not fundamentally incompatible with our common interests. The critical study of political economy is, therefore, the comparative appraisal of the variety of institutions that humans devise to meet that fundamental problem. The most familiar of these are political and economic mechanisms – hierarchy, democracy and markets. Yet there are many others between politics and markets, and we consider those as well.

Debates over the relative merits of the institutional choices faced by modern societies has raged since Adam Smith first helped us realize that exchanges coordinated through markets were mutually beneficial and wealth creating. This semester our readings and discussions will focus on the clash of ideas, the contest over institutional choices, and even the disputes over the background ideological assumptions, that drive the contemporary competition between different perspectives on political and economic coordination of human activity. Along the way, you will:

- Learn about the key individuals and ideas in the major debates within political economy over the past 200 years;
- Examine several theories of economic organization;
- Understand institutional success and failure, in both markets and government, in both historical and theoretical perspective; and
- Consider the relevance of the lessons of the past to the prospects for human flourishing around the world today.

READINGS:

The course will open with readings from R. H. Coase, F. A. Hayek, J. M. Keynes, F. H. Knight, E. Ostrom, and T. Sowell to provide a background set of ideas regarding the theory of political economic organization. We then turn to a history of the major political economy debates, using L. White's *The Clash of Economic Ideas* (2012) as our guide. The course concludes with a consideration of the relevance of these ideas to the prospects for our future through reading and discussing E. Phelps' *Mass Flourishing: How Grassroots Innovation Created Jobs, Challenge, and Change* (2013).

ASSIGNMENTS:

Students will take an in-class test, write a research paper related to White's *The Clash of Economic Ideas*, and write a final paper responding to Phelps' *Mass Flourishing*.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 270 – Section 001, 002, 003

CLASSICAL REPUBLICANISM

Professors: Eric Petrie (001), Tobin Craig (002), Waseem El-Rayes (003)

DESCRIPTION OF COURSE:

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 2014

MC 280 – Sections 001 and 002

SOCIAL THEORY AND SOCIAL RELATIONS

Professors: Constance Hunt (001) and Gene Burns (002)

Restrictions: Open only to sophomores, juniors, or seniors in JMC or approval of college

DESCRIPTION OF COURSE:

Social theory is the attempt to understand systematically questions we raise in 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, we have begun to explore 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 holds communities together? What is the interplay between different social identities? Over what we decisions in our lives do we have control and which decisions are highly constrained? How should we decide whether a certain interaction involves exploitation or instead the result of human choices?

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.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2014

MC 280 – Section 003

SOCIAL THEORY AND SOCIAL RELATIONS

Professor: Louise Jezierski

DESCRIPTION OF COURSE:

This is a foundation course for social relations major, introducing logic, theories, and methods. The course focuses on the processes and institutions that create social integration, social identities and roles, and social inequality and conflict, especially in contemporary American society. Some specific topics in the course include how families pursue specific, class-based child-rearing practices, how ideologies contribute to market systems, how racial categories change over time, and how public health policies are beset by inequalities. A more general course objective is to introduce students to the theoretical and research logics that allow deep understanding of social structures and processes. The course begins with the theoretical foundations of social scientific inquiry. We cover the social theories of Karl Marx and Friedrich Engels, Max Weber, Emile Durkheim, Pierre Bourdieu, Antonio Gramsci, WEB DuBois, as well as theories on the construction of race, class, and gender. We begin with the important role of social theory in explaining modernity as well as contemporary social issues and also cover the logic and practices of various social research methodologies. The work of social analysis is demonstrated in the written texts and lectures and we will analyze these works to find out how they are constructed. These theoretical and research tools will provide a foundation for analysis of a wide range of topics and are crucial to do the intellectual work required in advanced Social Relations courses. By the end of the semester, students will be able to *know and apply* key social scientific and cultural analytic *concepts* to understand social issues, to *evaluate* different *paradigms*, or ways of thinking, that affect our approach to social problems, and to know how to study a problem using *social scientific methods*. Mastery of these course objectives will be assessed through a variety of written and oral assignments that allow you to practice and improve your analytic skills. A number of co-curricular activities will be arranged throughout the semester to allow you to expand and stretch your intellectual experiences.

TYPICAL REQUIRED TEXTS:

Ian McIntosh (ed): *Classical Sociological Theory: A Reader*

Max Weber (trans. and ed. Stephen Kalberg): *The Protestant Ethic and the Spirit of Capitalism*

Dennis Gilbert: *The American Class Structure*.

Annette Lareau: *Unequal Childhood: Class, Race and Family Life*

Michael Omi & Howard Winant: *Racial Formation in the United States*

Eric Klinenberg: *Heat Wave: A Social Autopsy of Disaster in Chicago*

EVALUATION:

Short essays and assignments due weekly.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 295

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Not open to students with credit in PLS 201 or SOC 281

Professor: Daniel Kramer

DESCRIPTION OF COURSE:

Design and execution of quantitative research in public policy and social science. Strong emphasis on statistical literacy and applied statistical analysis using open-source software, R. Examples are drawn from contemporary social science research with broad appeal (e.g. science of happiness, science of social capital and social networks).

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 319

ASIAN AMERICAN HISTORY

Professor: Anna Pegler-Gordon

DESCRIPTION OF COURSE:

Prior courses in U.S. history or racial identity may be useful, but you need only an interest in history, culture and identity.

Since the mid-nineteenth century, people of Asian descent have migrated to, worked in, and fought against discrimination by the United States. This course explores the histories of people of Asian descent in the United States from 1850 to the present, linking this longstanding presence with issues of contemporary significance.

This course will cover a broad range of topics, reflecting the diversity and complexity within Asian American communities, both past and present. It will explore immigration and exclusion; work and labor relations; acculturation and ethnic mobility; gender, family and community formation; Japanese American internment; the Asian American Movement; Asian Americans in popular culture; international adoption and mixed racial identity. We will study the shared and different experiences of immigrants and Americans with origins in China, Japan, Korea, the Philippines, India, Vietnam, Laos and Cambodia. We will also consider how these varied Asian American experiences intersect with African American, Mexican American, Native American and European American histories.

TYPICAL READINGS

In addition to readings from cultural, social and oral histories, this course will include a broad range of primary sources, such as laws, government reports, court rulings, newspaper reports, memoirs and poems. We will also pay special attention to visual media, such as films, photographs and cartoons.

Chin, Tung Pok with Winifred C. Chin. *Paper Son: One Man's Story*. 2000.

Okubo, Miné. *Citizen 13660*. Seattle: University of Washington Press, 1983 [1946].

Parrenas, Rhacel Salazar. "'White Trash' Meets the 'Little Brown Monkeys': The Taxi Dance Hall as a Site of Interracial and Gender Alliances Between White Working Class Women and Filipino Immigrant Men." *Amerasia Journal* 24 (1998).

Lee, Anthony. *Picturing Chinatown: Art and Orientalism in San Francisco*. 2001.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 320

POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD

Professor: Rita Kiki Edozie

Prerequisites: MC 221 or MC 231 or MC 281 and completion of Tier I writing

DESCRIPTION OF COURSE:

Politics of social and economic change. Policies and strategies of development and of state and national building in Third World countries. Impact of international political, security and economic structures on the process of state and national building in the Third World.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 324A

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN THE MIDDLE EAST

Professor: Russell Lucas

Prerequisite: MC 220 or PLS 160 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course will investigate the domestic, regional and international aspects of the current wave of uprisings in the Middle East and North Africa. Students will be introduced to the recent history of region with special attention to the roots of the so called 'Arab Spring' of 2010-2011 that extend back to the era of European imperialism of the nineteenth century. The major focus of the course will be varied outcomes of the current public protests against governments in the region. The domestic, regional, and international implications of regime change and violent reactions by regimes to these public protests also will be explored. Why has Tunisia apparently been able to proceed into a transition to democracy while similar circumstances in Egypt seem to have resulted in a strengthened military regime? Why were the Kings of Morocco, Jordan and Oman able to stay on their thrones? Why were protesters crushed in Bahrain while no protests ever emerged in next-door Qatar? Why did the international community intervene in Libya but has not done so in Syria? What role do Islam and oil play in these events? In investigating these multiple levels of analysis students will be asked to demonstrate their acquired knowledge of the background history and current events through class participation, individual and group research projects and exams.

TYPICAL READINGS:

William Cleveland and Martin Bunton, *A History of the Modern Middle East*, Westview Press, 2012.

Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, Public Affairs, 2012.

Think tank and NGO reports.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 324C

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN LATIN AMERICA AND THE CARIBBEAN

Professor: Rodrigo Pinto

Prerequisite: MC 220 or PLS 160 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course will focus on the domestic and international politics of Latin America and Caribbean countries. Specific areas of study will be on conflict and cooperation among states in the region as well as government policies to promote security, democracy, and growth.

Professor Pinto's teaching and research examine transnational relations, political economy, Latin American and the Caribbean, social movements, environmental and resource politics, development, and Lusophone Africa.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 325

STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor: Louis Hunt

Prerequisite: MC 221 or MC 230 or MC 241 or MC 271 or MC 281 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course will cover the comparison of political systems and social-economic structures in capitalist and state-socialist societies. Other areas of study will include political history, institutions, culture, and current policy issues.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 326

U.S. FOREIGN POLICY

Professor: Robert Braithwaite

Prerequisite: MC 221 and completion of Tier I writing

DESCRIPTION OF COURSE:

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 2014

MC 337

Global Public Health

Professor: Andrea Freidus

DESCRIPTION OF COURSE

This course is an overview of global public health tracing the historical development of global health beginning with John Snow's discovery of Cholera in London and then shifting to an emphasis on contemporary global health issues, controversies and problems from an interdisciplinary perspective. Social, economic, political, cultural, and ethical aspects of global health will be explored throughout the semester. Articles, films, lectures, and in-class assignments will tackle a range of broad themes including the intersections of health and development, poverty, human rights, and ethics. We will also discuss critical global health trends such as global health diplomacy, the ethics of globalizing pharmaceuticals and clinical trials, and the spread of infectious disease. Specific case studies of contemporary pandemics including HIV/AIDS and cholera will be used to highlight ongoing global health problems. A variety of different cultural and geopolitical contexts will be discussed throughout the semester. For example, you will learn about global health issues in London, Haiti, southern Africa, and China. By the end of the course you will have developed a basic familiarity with the field of global public health, and be able to bring an analytic perspective to contemporary global health problems, policies, debates and issues.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 349

ECONOMICS OF LEGAL RELATIONSHIPS IN COMPARATIVE PERSPECTIVE

Professor: Nicholas Mercurio

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

DESCRIPTION OF COURSE:

The Economics of Legal Relationships or more appropriately, “the economic analysis of law” or just “Law and Economics,” consists of the application of economic theory primarily microeconomics and the basic concepts of welfare economics to examine the formation, structure, processes, and economic impact of law and legal institutions. The purpose of this course is to: (1) provide a brief review of microeconomic theory sufficient to (2) undertake a survey (the history, the people, and their ideas) of the dominant schools of thought that comprise the field of Law and Economics. The various schools of thought that compete in this rich marketplace of ideas, include the Chicago approach to law and economics, the New Haven school, public choice theory, social norms and Law and Economics, Austrian law and economics, institutional law and economics, and the new institutional economics. Each of these schools of thought places a significant emphasis on the interrelations between law and economy.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 361

POLITICAL ECONOMY AND COMPARATIVE PUBLIC POLICYMAKING

Professor: Galia Benitez

Prerequisite: MC 221 or MC 231 or MC 241 and completion of Tier I writing

DESCRIPTION OF COURSE:

We commonly hear that we live in a globalized world. However, we often fail to acknowledge that we also live in an increasingly regionalized world. In the last decade the number of preferential regional agreements has been steadily increasing. Currently there are approximately 170 of these preferential agreements recorded with the World Trade Organization (WTO). This course considers the rise of Regional Trade Agreements (RTAs) around the world after War World II. Particular emphasis will be placed on regionalization theories and practices with special concentration on RTAs origins, their influence in countries' public policies, and their effects on world order. This course explores key questions such as:

§ How a region can be defined and characterized?

§ How has regionalization processes varied over time and across space?

§ What factors have driven regionalization?

§ How do regionalization and globalization relate?

§ What consequences has the process of regionalization had on polices within the participant countries?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 362

PUBLIC INTERNATIONAL LAW

Professor: Mark Axelrod

Prerequisites: MC 221 and completion of Tier I writing

DESCRIPTION OF COURSE:

Public international law regulates interactions between nation-states, building upon the concept of sovereign state independence. The principle of sovereignty allows governments to operate unconstrained within their own borders, subject to certain limits. Legally speaking, such control can be narrowed only by consent of the state's government or violation of widely accepted norms. This class provides a wide-ranging introduction to public international law, focusing on tensions between legal commitments and national sovereignty. We will explore areas in which this friction is most evident, with special attention to the conditions driving states to follow their legal responsibilities.

During the first half of the semester, we address the design and sources of public international law, and the conditions under which these provisions are implemented. Following the midterm exam, we explore a variety of issue areas, starting with rules on the use of force across national borders. Limitations on the use of military force follow directly from the notion of sovereign state independence, and serve as the basis for most other international law provisions. Once we clarify the conditions under which military action is legally acceptable, we will focus on laws regulating the conduct of war and governments' behavior towards their own citizens, as well as the punishment of individuals who violate these rules. While the laws of war restrict border incursions, other international legal provisions are designed to solve collective action problems such as unfair trade practices and access to limited natural resources. These relationships are often handled by private actors, but we will explore the rules constraining state behavior in this realm. The course concludes by examining the broader international legal system and concerns raised by it.

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

Dunoff, Jeffrey L., Steven R. Ratner, and David Wippman. *International Law: Norms, Actors, Process: A Problem-Oriented Approach*. 3rd Edition. (Aspen Law & Business, 2010).

Case study materials will be drawn from recent news reporting, primary source materials, and *ASIL Insights* produced by the American Society for International Law.

ASSIGNMENTS:

Class participation, judicial decision brief, discussion and written work addressing one recent or ongoing international dispute, short paper, midterm exam, and final exam.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 366

FILM, HISTORY AND NATION

Professor: Colleen Tremonte

Prerequisite: MC 221 or MC 230 or MC 231 or approval of college and completion of Tier I writing

DESCRIPTION OF COURSE:

This course investigates the relation of film and cinema to history, historical representation and cultural memory. In particular, it examines the relationship between feature fiction and documentary films in the formation of local, (trans)national, and global identities and histories. Special attention will be given to the ways in which films from specific ‘national’ cinemas represent major historical ruptures—such as war, rebellion, or immigration—and the politics of these representations. The course also queries the place of cinema more generally in the complex web of global capitalism: that is, within the context of production, circulation and reception. Cases studies will be on Australian, Great Britain, and US cinemas.

TYPICAL READINGS

F. Collins and T. Davis (2004), *Australian Cinema After Mabo*
S. Street (2008), *British National Cinema*
M. Hughes-Warrington (2008), *History Goes to the Movies*
W. Costanzo (2014), *World Cinema through Global Genres*
T. Shaw (2014), *Cinematic Terror: A Global History of Terrorism on Film*

TYPICAL ASSIGNMENTS

Informed participation; electronic dialoguing; multi-genre research project and presentation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 367

GLOBAL CITIES AND URBANISM

Professor: Louise Jezierski

Prerequisites: MC 280 and MC 281 or MC 230 and MC 231 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course explores the dynamic global system of cities, as some cities emerge as “global cities” and the ways that local ways of urban life are embedded in global structures. Cities are understood as crucibles of power and production. The UN Habitat declaration that people have a Right to the City will be explored through various case studies. We study the roles of changing demographics and international migration streams, the role of national and international identity structures that develop from within and across these global cities. We also study the role of global economies as certain cities become centers of global industrial sectors of finance, cultural production, manufacturing, etc. We explore changing local urban cultures in cities like New York, Rio de Janeiro, London, Johannesburg, as well as other cities such as Mumbai, Paris, Dubai, Bangalore, Shanghai, and systems of cities in China and Africa.

TYPICAL READINGS

The Global Cities Reader by Neil Brenner (2006);

Planet of Slums by Mike Davis (2007);

Saskia Sassen : *Cities in a World Economy*;

John Friedmann: *China's Urban Transition*;

Janice Perlman: *Favela: Four Decades of Living on the Edge in Rio De Janeiro*;

Loic Wacquant: *Urban Outcasts: Stigma and Division in American Black Ghetto and French Urban Periphery*;

Scott Bollens: *Urban Governance at the Nationalist Divide: Coping with Group-Based Claims*;

The Making of Global City Regions: Johannesburg, Mumbai/Bombay, São Paulo, and Shanghai by [Klaus Segbers](#) (Editor);

La Haine, film written and directed by Mathieu Kassovitz (1995) produced by Studio/Canal.

93 minutes in French with English Subtitles;

City of God (Brazilian 2002) film written and directed by Fernando Meirelles City.

EVALUATION

Midterm and Final Exams, Research Project: to examine a global city or comparative aspect of global urbanism of your choice, including a proposal, an annotated bibliography, a research paper of 15-20 pages, and a power point presentation of the project.

The course fulfills SRP and CCP selective requirements.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2014

MC 370 – Section 001

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor: Folke Lindahl

Prerequisites: MC 241 or MC 271 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course will examine the attempts since the end of the 18th century to perfect or transcend liberal democracy through radical reform or revolution. Earlier liberal political thinkers such as the authors of *The Federalist Papers* tended to regard politics as the art of balancing diverse interests, and were distrustful of the role of abstract ideas in political affairs. Beginning at least with the French Revolution (1789-1799), however, modern politics has become increasingly “ideological.” The great political struggles of the 20th century have been struggles between competing ideas about the right political order. We will critically examine the origin, character, and prospects of this ideological style in politics. Indirectly, we will also confront the ability and power of liberal democracy to respond and adjust to these radical and ideological challenges.

The course will be divided into three segments:

1. The first part begins with a reading of Rousseau’s *Second Discourse* and his *On the Social Contract*. We will then turn to Tocqueville’s reaction to the French Revolution in his *The Old Regime and the French Revolution*. This segment of the course will provide the theoretical framework for the “radical challenges” to liberalism that characterize the 19th and 20th century.
2. The second part of the course will be devoted to *The Communist Manifesto* by Karl Marx and Friedrich Engels. Marxism became the most formidable opponent to liberalism, and remained a radical alternative into the late 20th century. We will spend significant time on the excellent but difficult Introduction by Gareth Stedman Jones.
3. In the third and final segment, we will turn to a couple of contemporary works. Our specific tasks will be, on the one hand, to confront the catastrophic consequences of communism and fascism, and, on the other, to try to discover “internal” challenges to and weaknesses of liberal democracy after the demise of Marxism, the communist alternative, and radical fascism.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2014

MC 370 – Sections 002 and 003

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professors: Louis Hunt (002), Waseem El-Rayes (003)

Prerequisites: MC 241 or MC 271 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course critically examines radical left alternatives to liberal democracy, especially through the writing of Jean Jacques Rousseau and Karl Marx. And given the close historical and contemporary affinity between liberal democracy, markets and private property, we will explore the profound impact such a society and government has on the standing of working people.

EVALUATION:

Several papers and class participation

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 378

LAW AND SOCIAL GROUPS

Professor: Constance Hunt

DESCRIPTION OF COURSE:

Relationship between fundamental law and the activity of social groups in the American context. Selected Supreme Court, Appellate and State Supreme Court cases examined for their impact on the free exercise and equal protection of social groups.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 380

SOCIAL POLICY

Professor: Gene Burns

Prerequisites: MC 280 or MC 281 and EC 201 or concurrently and EC 202 or concurrently or EC 251H or concurrently and completion of Tier I writing

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE:

This is a core course in the Social Relations & Policy major and is a “Public Policy” course within the Science, Technology, Environment, and Public Policy minor (STEPPS). SRP majors are advised to take the course in their junior year.

What do we mean by “social policy”? We mean public policy concerned with the everyday social conditions of people’s lives. Just as different people do not mean exactly the same thing when they think of “politics,” one can emphasize different aspects of “social policy.” Most typically the term refers especially to public policy aiming to improve citizens’ socioeconomic conditions and prevent or mitigate personal economic crises. But because different analysts would see socioeconomic conditions inextricably intertwined with matters of politics, social organization, and group identity, the study of social policy is never limited only to socioeconomic conditions. Thus, while this course examines central issues of public policy that concern socioeconomic matters--such as Social Security, health insurance, welfare, and affirmative action--it necessarily raises questions about family structure, race in America, gender, culture, and party politics. The course will have an Honors option.

TYPICAL READINGS:

1. Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America* (3rd edition, 2011)
2. Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage* (2nd edition, 2011)
3. Ira Katznelson, *When Affirmative Action Was White* (2006)

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 383

AFRICAN AMERICAN POLITICS

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

This course examines contemporary African American politics and explores varied perspectives, strategies and public policies in the post-civil rights era; but will also include a cross-national, comparative examination of the politics of U.S. blacks and the politics of Afro-Cubans in the Republic of Cuba.

TYPICAL READINGS:

Esteban Morales Dominguez, *Race in Cuba: Essays on the Revolution and Racial Inequality* (Monthly Review Press, 2013).

Andra Gillespie, *Whose Black Politics? Cases in Post-Racial Black Leadership* (Routledge 2009)

Fredrick C. Harris, *The Price of the Ticket: Barack Obama and the Rise and Decline of Black Politics* (Oxford University Press, 2012)

EVALUATION:

Several papers and class participation

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 388

SEXUAL POLITICS

Professor: Susan Stein-Roggenbuck

DESCRIPTION OF COURSE:

Students will study sexual politics in the nineteenth and twentieth century United States. The course will include a historical lens, and our primary focus will be the intersections of sexuality, politics and policy. Topics likely will include reproductive rights, marriage, sex education and LGBT experiences and efforts to secure rights, among others. Key questions include how is sexuality defined, constructed and contested? How do sexual norms and values shape public policy? How has sexuality been constructed and contested? How are groups and individuals seeking to change such policies, or to contest change and preserve the status quo? How effective are such strategies?

POSSIBLE TEXTS:

Leslie Reagan, *When Abortion Was a Crime*
Linda Gordon, *The Moral Property of Women*
Beth Bailey, *Sex in the Heartland*
Margot Canaday, *The Straight State*
Elizabeth H. Pleck, *Not Just Roommates*
Craig Rimmerman, *The Lesbian and Gay Movements*

EVALUATION:

Short response papers, two longer synthesis essays, policy paper, consistent and engaged participation

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 390 – Section 002

ADVANCED TOPICS IN PUBLIC AFFAIRS - Intelligence and U.S. Foreign Policy

Professor: Anthony Olcott

DESCRIPTION OF COURSE

This course will offer students three things – 1) an overview of how US intelligence has served (and sometimes failed to serve) the formation and implementation of US foreign policy, from WW II to the present day; 2) in-class and take-home exercises to give some sense of what intelligence analysis feels like; and 3) the opportunity to write intelligence-style products in the format and style of real intelligence products.

The format of the course will be part lecture, part seminar, and will include in-class group exercises. A large part of the course reading will be declassified or unclassified materials from the historical periods that will be discussed (including, but not necessarily limited to, the Korean War, the Mossadegh intervention in Iran in 1953, the Bay of Pigs and Cuban missile crisis, Vietnam, the USSR, and the on-going problems of the Middle East). At the course's end, the students will be asked for their views on how the intelligence-foreign policy relationship should be changed (or not) in the future.

TYPICAL TEXTS

As noted, much of the reading will be historical material available on the internet or to be distributed in class. Books which may be used in the course include:

Rhodri Jeffreys-Jones, *The CIA and American Democracy*, (3rd edition);

John Diamond, *The CIA and the Culture of Failure*;

Roger George, James Bruce, eds, *Analyzing Intelligence*, (2nd ed);

Anthony Olcott, *Open Source Intelligence in a Networked World* (for the record, I don't get any money for this book, because I wrote it while in the government)

EVALUATION

In-class and take-home exercises will be devoted to illustrating some of the fundamental problems of data collection and interpretation in intelligence analysis, as well as the problems that arise in trying to turning that analysis into policy recommendations (or implementation).

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 395-- Section 001

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS - “Nature’s Nation”: Readings in Environmental Thought

Professor: Rod Phillips

Counts toward STEPPS, PTCO, SRP

DESCRIPTION OF COURSE:

Climate change, urban sprawl, overpopulation, species extinction, shortages of energy and natural resources, animal rights, air and water pollution, and sustainable agriculture—these global contemporary issues and many others have their historic roots in our understanding—and misunderstanding—of the natural world.

It’s impossible to make informed decisions today about issues like these without first understanding the historical and literary roots of our relationship with the natural world. With this in mind, this seminar will trace the evolution of American attitudes towards nature from the colonial period to the present. We’ll examine early American notions of nature as a “howling wilderness” to be tamed and vanquished, the 19th century’s drive to turn nature into a marketable commodity, the Progressive Era’s conservation crusade, the rise of the scientific discipline of ecology, and the international Environmental and Deep Ecology Movements of the last 30 years.

Among the key questions that we’ll concern ourselves with will be the following:

- How have Western attitudes towards the natural world changed over the last two centuries?
- How has the broad literary genre often referred to as “nature writing” reflected (and caused) this change in attitude?
- What philosophical developments (i.e. Transcendentalism, Buddhism, Natural Rights philosophy, Biocentrism) contributed to this change in attitude toward nature?
- How have scientific and technological developments (i.e. forestry, ecology, nuclear warfare) impacted on our view of nature?
- How has this change in attitude toward nature been slowly translated into government policy?

Texts for this course will be far-flung and diverse, including essays, poetry, fiction, and film, and will draw from traditions as varied as American Romanticism, Buddhism, Natural Rights Philosophy, Christian Agrarianism, Eco-Feminism, and the scientific disciplines of biology and ecology.

Class time will be divided among small group and whole class discussion, brief lectures, films, and student seminar presentations.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 395 – Section 002

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS - Performing Cultural Identities: Music, Theatre and Politics

Professor: Steve Rohs

DESCRIPTION OF COURSE:

This course will examine how collective identities are constructed and contested by public performances. By studying music, theatre and other forms of performance culture, course participants will better appreciate how pervasive forms of cultural expression significantly contribute to the creation of local, national, and global knowledges and identities. The emergence of a relatively new field of performance studies can offer different ways to understand how different communities imagine themselves. As Kelly Askew notes in *Performing the Nation* (2002), many perspectives on national imaginations presume that these identities are “cultural artifacts” but fail to explore the implications of that observation. By looking at the way these identities are *staged*, Askew argues that nationalism (and by implication local and global views) can be re-theorized as “a series of continually negotiated relationships between people who share occupancy in a defined geographic, political, or ideological space.” By examining collective identities as they are negotiated in live and recorded performance events, concerns central to performance studies – the relation between performer and audience, the compromise and conflict involved in rehearsal and collaboration, the ritual quality of staged events, the social dramas evoked by different shows, etc. – are revealed to be crucial to these identities. Performance can also provide insights into the “intercultural” aspects of vexed global identities. Class participants will be asked to consider a range of questions that emerge from these central concerns. How does music produced and contested in small gatherings constitute local social relations and national culture? How does that compare with the ways different audiences hear global music produced by large media conglomerates as aspects of national culture? To what extent are stories of national place mythologized by dramatic shows, and how might those dramas enable appropriation and re-mythologizing by people in other countries? In what ways do shows as diverse as music concerts, plays, and parades engender different forms of social ritual? To what extent do local and national rituals performed as part of collective spectacles mask internal community and national rifts? What is the role of technological recording practices in the production of a nation or community’s identity? How do performance cultures that define ethnic/national identities travel, and how do they portray those traveling identities? By paying close attention to performance conventions involving staging, recording, rehearsal, collaboration, and distribution, as well as the range of audience responses to performance events, students will better be able to analyze the role music, theatre, and other performances play in the articulation and negotiation of these collective identities.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 441

ISLAM AND WORLD POLITICS

Professor: Martha Olcott

DESCRIPTION OF COURSE:

Throughout its history, Islam and its leaders have always conceived of their religion as a way of life, with a global reach, a sense of mission that has sometimes put Islam on a collision course with competing religions, cultures and civilizations.

This course will look at the ways in which these efforts of Islam have helped shape international relations and politics from the time of the Arab Empire through to the present day. It will examine history from differing viewpoints: how the West understood Islam, how Islamic leaders understood their own societies and the clash of ideas about the role of Islam within the Muslim societies itself.

We will look briefly at the period between the Arab conquest of Europe and the fall of Constantinople, the end of the Ottoman Empire and creation of new states after WW I in the Treaty of Versailles, religion and the creation of India and Pakistan, the role of Islam in the Arab-Israeli conflict, the Iranian Revolution and the Iran hostage crisis, Islam and communism (Afghanistan and Central Asia) and al-Qaeda and the War on Terror.

TYPICAL READINGS

Huntington: "The Clash of Civilizations," Foreign Affairs, summer 1993;

Delacoura, Islamist Terrorism and Democracy in the Middle East;

Vali Nasir, The Shi'a Revival;

Thomas Simons, Islam in a Globalizing World;

Raymond Ibrahim, The al-Qaeda Reader;

Reza Aslan, Beyond Fundamentalism;

Salman Rushdie, Midnight's Children;

Boubekir and Roy, Whatever Happened to the Islamists;

Bernard Lewis, The Muslim Conquest of Europe;

Steven Runciman, The Fall of Constantinople;

Aly, Feldman, Shikaki, Arabs and Israelis: Conflict and Peacemaking in the Middle East;

Anderson, Lawrence in Arabia;

Rashid, Taliban: Militant Islam, Oil and Fundamentalism in Central Asia

EVALUATION

Students will be graded on class participation and class presentations, two short papers (the first on a historical problem, the second relying on social media or other written voices from the Muslim world) as well as a final research paper.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 459

SCIENCE, TECHNOLOGY, ENVIRONMENT AND PUBLIC POLICY CAPSTONE COURSE

Professor: Mark Largent

Prerequisites: FW 181 or approval of college

DESCRIPTION OF COURSE:

This course serves as the capstone experience for students enrolled in the Science, Technology, Environment and Public Policy Minor. It covers the following areas: selected challenges in science, technology, environment and public policy. Analysis of key issues and problems. Case studies.

MCHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 492 - Section 001

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS - Political Economy and New
Capitalism**

Professor: Lisa Cook

Restriction: Open to seniors in International Relations. Approval of college is needed

DESCRIPTION OF COURSE:

Capitalism and economic theory have been challenged as a result of recent economic and financial crises. Citizens of a number of countries, particularly in Latin America and in the euro zone, have replaced or considered replacing governments embracing capitalism with those promoting socialism. What are the limits of capitalism? What is the role of government in modern capitalist economies? 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, examples may include Brazil, Britain, China, Greece, 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 2014

MC492—Section 002

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS - Drug Policy from Asia to America:
Culture, Economics, Politics, and Society**

Professor: Siddharth Chandra

Restriction: Open to seniors in International Relations. Approval of college is needed

DESCRIPTION OF COURSE:

Drug policy has been, is, and will continue to be a hotly debated subject in the USA. The debate is often irrational if not hysterical, because many parties to the debate are uninformed. This is in part because of the “foreignness” of a variety of drugs to American culture --- by historical standards, the American public has not had a long experience with drugs such as cannabis and opium. Moreover, the American approach to drug regulation has been, by and large, an all-or-nothing or absolute approach rather than a nuanced one that considers the different forms in which the various drugs can be produced and consumed.

The purpose of this course is twofold. The first is to develop an appreciation for and knowledge of the cultural, economic, political, and social contexts of cannabis. We will do this by exploring the experience of Asian countries with cannabis (and opium, if there is significant interest in the class) from the 19th century to the present, with special emphasis on India. The second goal is to enable you to draw links between the Asian experience and the American experience with these drugs using the experience of Asia as a starting point.

For this purpose, the central study materials for the course are the contents of the archive of Harry Anslinger, the first commissioner of the US Federal Bureau of Narcotics, and the architect of modern US drug policy. We will compare the contents of Anslinger’s archive with the contents of the *Indian Hemp Drugs Commission Report*, the most comprehensive and influential policy document on cannabis ever written, highlighting in the process the very different policy approaches to the regulation of psychoactive substances in the USA and India.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 492 - Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS - Regionalization, Globalization and Nationalism

Professor: Galia Benitez

Restriction: Open to seniors in International Relations. Approval of college is needed

DESCRIPTION OF COURSE:

Globalization, regionalization, and nationalism have shaped the world in the last decades in ways never experienced before. We are witnessing the intensification of relations among different nations and institutional actors. This intensification has led to great innovations in communications and media, and significantly facilitated the internationalization of production and the mobility of capital, goods, services and peoples. We have also seen the creation of the European Union, Mercosur and NAFTA among other institutions that accentuates the importance of regional integration. In addition, we have observed the emergence of new national movements as well as non-state actors and seen lively debates regarding the supposed shirking power of the state *vis a vis* multinational corporations. This course examines the linkages of the processes of globalization and regionalization and the power of the state, and is heavily grounded on policy-making within and between countries. Specifically, we will study how globalization, regionalization and nationalism affect social and economic policies and how these policies can be used to enhance or ameliorate the consequences of these processes. We will ground our discussion in specific policy issues as illicit drugs, migration, inequality, foreign direct investment and economic policies.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 492 – Section 005

SENIOR SEMINAR IN INTERNATIONAL RELATIONS - Leadership, Political Psychology, and Foreign Policy

Professor: Yael Aronoff

Restriction: Open to seniors in International Relations. Approval of college is needed

DESCRIPTION OF COURSE:

To what extent and how do particular leaders make a difference as to whether their country makes a decision to go to war or to end a war? This seminar will concentrate on the influence of individual leaders and their foreign policy orientations, ideologies, and personality traits, on their foreign policy preferences, particularly relating to foreign policy dealing with national security. The focus of the class will be on case studies dealing with Israeli and American leaders, although the political psychology of other world leaders and their influence on foreign policy will also be analyzed.

We will analyze the conditions under which leaders make a difference to foreign policy. Changes in the international and regional balance of power are often insufficient to explain accommodation with a long-standing enemy. There can be generation-long gaps between these changes and eventual cooperation. Just as important as the actual changes in the structural environment is the recognition of such changes by leaders. This engenders the debate between the more deterministic structural adjustment model of adaptation to environmental change, in which actors respond similarly to environmental change, and the learning model that expects that different perceptions of changes in the environment will lead to varied reactions. We will ask questions put forth in the literature on learning: Are some types of people more likely to learn than others? Through what processes do political leaders learn? How quickly do they learn? From what types of events do they learn?

Richard Ned Lebow and Janice Gross Stein point out that the field of foreign policy analysis knows “surprisingly little about why, how, and when leaders initiate dramatic change in foreign policy.”ⁱ Despite the gravity of elite decisions in foreign policy change, the scholarly literature typically either ignores the impact of individual leaders, or underestimates the complexity of their roles by positing that leaders will always respond objectively to new information concerning changes on the part of their opponent or changes in domestic and international circumstances. Rose McDermott argues that “[t]he dominant paradigm, rational choice, does not tend to focus on individual leaders except to the extent that they are seen as similarly calculating men whose main desire is to stay in power.”ⁱⁱ Other scholars have concluded that leaders are resistant to change and, therefore, need to be replaced for change to occur. Given that the psychological literature regarding balance theory states that people will manipulate information to fit beliefs, rather than adapt beliefs to new information, many psychologists would agree with this conclusion. However, the fact that some leaders *do* shift their attitudes, whereas others do not, is contrary to both expectations and calls for explanation.

This seminar will analyze the influences of particular ideologies and personality traits associated with cognitive flexibility, individual time orientation, risk aversion, and emotional intelligence among other factors, as well as a variety of physical and mental illnesses on foreign policy preferences. In addition to discussion based classes on common readings, we will have a couple of video-conferences with the authors of some of the books that we are reading and will have several simulations regarding sets of particular arguments that are most likely to influence particular leaders. Finally, near the end of the semester, you will have an opportunity to present your paper drafts and receive constructive comments from classmates.

This course has three main objectives:

- 1) To hone your research, analytical, and writing skills by conducting a substantial research project of your own.
- 2) To explore in a comparative way, how and under what conditions leaders' world views and personality traits shape their foreign policy preferences and their ability to make dramatic foreign policy changes to adapt to changing circumstances.
- 3) To improve your critical thinking, reading, and speaking abilities. Particular attention will be given to developing argumentation skills, both orally and in writing, through written assignments, oral presentations, and in class discussions and simulations.

TYPICAL READINGS:

- 1) Yael S. Aronoff, *The Political Psychology of Israeli Prime Ministers: When Hard-liners Opt for Peace* (Cambridge University Press 2014).
- 2) Jerold Post, ed. *The Psychological Assessment of Political Leaders* (University of Michigan, 2003).
- 3) Fred Greenstein, *The Presidential Difference: Leadership Style from FDR to Barack Obama* (Third Edition) (Princeton: Princeton University Press, 2009).
- 4) Rose McDermott, *Presidential Leadership, Illness, and Decision-Making* (Cambridge University Press, 2008).
- 5) Course pack with relevant journal articles and selected chapters from other books.

EVALUATION:

Research paper (proposal, first draft, and final draft)

Presentation of research to the class

Participation in class discussions and simulations, alternating critiquing the readings and fostering discussion. Students are expected to attend and participate in all classes (except for excused absences).

Michigan Press, 2004).¹ Richard Ned Lebow and Janice Gross Stein, "Afghanistan, Carter, and Foreign Policy Change: The Limits of Cognitive Models," in *Diplomacy, Force, and Leadership: Essays in Honor of Alexander L. George*, eds. Dan Caldwell and Timothy J. McKeown (Boulder, CO: Westview Press, 1993), 95.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 493—Section 001

**SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS - Visible Evidence:
Global Politics and Documentary**

Professor: Colleen Tremonte

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This seminar interrogates the power of documentary in the global field, with particular attention to the politics of visible evidence in the 21st century. Critical attention to such evidence is all the more pressing given advances in digital technologies which ‘witness’ political upheaval or social trauma (e.g., revolution, displacement, poverty) in ‘real time’. The seminar will hence situate our study within the context of formal documentary studies, but be more narrowly concerned with the contemporaneity of documentary films in the public sphere. Among the specific issues that we will address in the seminar are the ‘veracity’ of the image; problems of translation; first-person film-making; alternative media forms; and, the relationship between history and memory.

As this is a capstone experience in comparative cultures and politics, our intellectual journey will be an interdisciplinary one, drawing on scholarship from a range of perspectives. This scholarship will be complemented by students own subject matter expertise and related area knowledge. Finally, as in all capstone experiences, student participation and research will be key components.

TYPICAL READINGS

E. Bernini (2006), Politics and the Documentary Film in Argentina
J.F. Salazar, et al (2008), Global Indigenous Media: Cultures, Poetics and Politics
R. Waterson (2007), Trajectories of Memory: Documentary Film and the Transmission of Testimony
B. Winston (2008), Claiming the Real II: Documentary: Greison and Beyond

TYPICAL ASSIGNMENTS

Informed participation; dialoguing and critical commentaries; multi-genre research project and presentation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2014

MC 493 - Section 002

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS - Ethnic Conflict

Professor: Linda Racioppi

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

MC 493 serves as the capstone seminar for CCP majors. Our focus in section 1 will be one of the world's most urgent and dangerous problems -- ethnic conflict. Why is it that some multiethnic and multicultural societies and states manage to be free of violent conflict, while others have fallen victim to protracted conflict or intense, violent conflict? What are the political and cultural dynamics that produce conflict? When and how does ethnicity interplay with other identities and interests to cause conflict? How might ethnic conflicts be managed or resolved? We will examine theoretical and conceptual literature on ethnic conflict, and we will ground this theoretical study with exploration of empirical case studies. Possible cases include Bosnia, Kashmir, the Kurds, Northern Ireland, Rwanda, and/or Sri Lanka. Student research is an important part of this class, as your work will be integrated into the course through readings and presentations.

TYPICAL TEXTS:

Contentious Identities by Daniel Chirot
From Culture to Ethnicity to Conflict by John Eller
An Introduction to Ethnic Conflict by Milton Esman
Ethnic Groups in Conflict by Donald Horowitz
Nationalism, ed. by John Hutchinson

EVALUATION:

Participation, academic journal, research project (including a proposal, oral presentation, and final paper).

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 497 - Section 001

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY -
Freedom, Justice & Constitutionalism**

Professor: Ross Emmett

Prerequisites: MC 371

Restrictions: Open to only seniors or approval of college

DESCRIPTION OF COURSE:

What do freedom and justice demand of a liberal democracy's constitution? What do we mean by freedom and social justice? Are their demands compatible or do they conflict? Can they be satisfied in the context of constitutional democracy, or is more required?

The purpose of the seminar is to consider these and other questions related to freedom and justice in constitutional democracy through the lens of modern political and economic thought. The course readings provide a dialogue among political economists of the past 100 years who have informed and interacted with each other, from Frank Knight and James Buchanan to John Rawls and F.A. Hayek. We conclude with John Tomasi's effort to reconcile Rawls with Hayek.

Students will read and discuss the following works, and then write a major paper on some aspect of the theory of freedom and justice in constitutional perspective.

TYPICAL TEXTS:

F.H. Knight, *Selected Essays*, vol. II: *Laissez-Faire: Pro and Con*, Excerpts from Knight will be provided.

James Buchanan, *The Logical Foundations of Constitutional Liberty*.

James Buchanan, *Moral Science and Moral Order*.

F.A. Hayek, *The Constitution of Liberty*, Preference for the 2011 Definitive Edition.

John Rawls, *A Theory of Justice: Original Edition*, Preference for the reprint of original edition in 2005.

John Tomasi, *Free Market Fairness*.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 497 – Section 002

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY –
The American Presidency: Becoming Commander-in-Chief**

Professor: Ben Kleinerman

Prerequisites: MC 371

Restrictions: Open to only seniors or approval of college

DESCRIPTION OF COURSE:

Since Barack Obama entered office, some of his most fervent supporters have been disappointed by the extent to which he has continued certain policies of the Bush administration that he had once attacked on the campaign trail. Guantanamo remains open. Troops remain in both Iraq and Afghanistan, and Obama has added Libya to the list on his own. Some of his most fervent supporters during the election now charge him with hypocrisy. But, upon further examination, Obama's transformation should not surprise us. Indeed, it mirrors the transformation of many other presidents prior to Obama, including Bush himself, and, in some ways, is fully consistent with the American founders' expectations for the institutions of government. As Madison writes in *Federalist #51*, "[t]he interest of the man must be/connected with the constitutional rights of the place." In other words, once a person occupies the office of the presidency, it is to be expected that he or she will assert more strenuously the constitutional rights of that office.

By beginning first with the phenomena as we currently experience it in the presidency of Barack Obama, we will try to keep the questions presented by his presidency in view throughout the course. This course is not intended primarily as a history course. Our examination of past presidents will aim, in the first place, to illustrate and elucidate the nature of the office itself. With this in mind, our examination of Barack Obama will be followed by an examination of another President in our immediate political memory: George W. Bush. In examining these and other presidents we will try to keep the following analytical questions in mind: What role did the American founders envision for the presidency? What role has it had throughout American history? Is there a "modern" presidency distinctly different than that which preceded it? Our examination and discussion of these more general questions will give us greater analytical leverage as we turn to the rest of the presidents we will study for the remainder of this course. In each case, we will examine the content of that transformation and what it means for the office of the presidency and American government more generally.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 497 – Section 003

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY -
Contemporary Liberal and Social Democracy**

Professor: Folke Lindahl

Prerequisites: MC 371

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

During the past seven years, this Senior Seminar has focused on a relatively straight forward topic: a comparison of American liberal democracy and European social democracy. In the last four years the course continued this theme but with less emphasis on the American model. Instead, the focus was a meditation on contemporary democracy in more general terms, but still with an emphasis on the so-called West, especially Western Europe. Two years ago, the course continued this general theme but with a more focused sub-theme: the issue of secularism and religion, and/or the relationship between the state and religion.

Last year, we returned to more philosophical approaches to the problems of contemporary liberal democracy. We approached the overall topic both theoretically and historically. We read selections from Tony Judt's *Postwar: A History of Europe Since 1945*. For the rest of the semester, we maintained a philosophical posture towards the trials and tribulations of Western democracy through works by four contemporary political theorists: John Dunn, Pierre Manent, Pierre Rosanvallon, and Harvey Mansfield. Together, these four authors made it possible for us to raise some critical questions and draw some tentative conclusions regarding the quality of today's liberal and social democracy.

The course this fall will be a variation of last year's approach, but with a completely different set of books. The main theme will remain broad problems of contemporary (American and European) democracy, but with an emphasis on Tocqueville's argument regarding the tendency in democracy to evolve towards "soft despotism."

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 498 - Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY - Immigration Policy: Historical and Contemporary Perspectives

Professor : Anna Pegler-Gordon

Prerequisites: MC 380

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

Immigration policy is central to the U.S. polity. It shapes who we are and how we think of ourselves as a nation. This course links key issues in the history of U.S. immigration policy with current debates about unauthorized immigration, national security, and American identity. We will study how U.S. immigration policies have developed since 1875 through interlocking discourses and laws concerning race, gender, sexuality, class, health, and citizenship. We will also consider new developments in U.S. immigration enforcement and contemporary debates about immigration in the context of culture, economics, and the environment. Our readings will include primary materials such as laws, popular articles and photographs, as well as secondary works by historians, sociologists, political scientists, economists, anthropologists and legal scholars.

This course addresses immigration policy as a process that operates not only from the top-down but also from the bottom-up; a process that is shaped not only by politicians, but also by immigration officials, Americans, and immigrants themselves. Throughout the course we will pay attention to both contemporary and historical immigration policies, tracing changes and continuities. We will spend approximately half our time focusing on contemporary debates and half on historical issues.

TYPICAL READINGS

Bon Tempo, Carl J. *Americans at the Gate: The United States and Refugees During the Cold War*. 2008.

Brotherton, David C. and Philip Kretsedemas, editors. *Keeping Out the Other: A Critical Introduction to Immigration Enforcement Today*. 2008.

Daniels, Roger and Otis L. Graham, *Debating American Immigration, 1882 to the Present*. 2001.

Gutierrez, David, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*.

Varsanyi, Monica, *Taking Local Control: Immigration Policy Activism in U.S. Cities and States*, 2010.

EVALUATION: Seminar presentation, class participation, short papers, major research project.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 498 – Section 002

**SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY - Issues in Higher Education:
Access, Affordability, Quality**

Professor: Julia Grant

Prerequisites: MC 380

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE

Higher education is the subject of considerable debate in recent times, with issues such as access, affordability, and the mounting student load preoccupying lawmakers. In this course, we will investigate the history of undergraduate education and its current challenges now that a 4-year degree has become almost a mandate for economic success. In this course we will consider questions, such as: How should public institutions respond to challenges that they are over-priced institutions that are saddling students with high student debt and barely marketable skills? What are the components of a quality undergraduate education and how do we ensure that students from diverse race and class backgrounds have access to them? Students will have the opportunity to work on projects that directly engage these issues, giving them the opportunity to utilize the MSU environment (or other institutions) as key sites for scholarly investigation.

TYPICAL TEXTS:

Richard Arum and Josika Ropsa, *Academically Adrift: Limited Learning on College Campuses*.

Michael S. Roth, *Beyond the University: Why Liberal Education Matters*.

Clayton M. Christensen and Henry J. Eyring, *The Innovative University: Changing the DNA of Higher Education from the Inside Out*.

ASSIGNMENTS:

In addition to weekly reading and informal writing, students will engage in a substantial research project, lead discussion, and give an oral presentation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2014

MC 498 – Section 003

SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY - Legacies of the Civil Rights Movement

Professor: Allison Berg

Prerequisites: MC 380

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE

This seminar will examine legacies of the civil rights movement fifty years after Dr. Martin Luther King, Jr. delivered his “I Have a Dream” speech at the 1963 March on Washington. Required readings will introduce two different ways of thinking about legacies: in terms of current public policy and in terms of civil rights movement historiography.

Works suggesting that two of the most celebrated victories of the civil rights era, the 1954 *Brown v. Board of Education* decision and the 1965 Voting Rights Act, have been eroded if not eviscerated by subsequent public policy. Michelle Alexander argues that the criminalization of African Americans via the War on Drugs has resulted in “legalized discrimination in employment, housing, education, public benefits, and jury service” as well as mass disenfranchisement reminiscent of the Jim Crow era. Jonathan Kozol offers a similarly pessimistic view of what he calls “apartheid schooling” in urban communities, where public schools are now more racially segregated than they have been at any time since 1968. Political scientist Joyce Baugh’s *The Detroit School Busing Case* helps to explain why this is the case. On the other hand, legal scholar Martha Minow provides a more optimistic account of *Brown*’s legacies, including its pivotal role in expanding educational opportunities for immigrants, English-language learners, and people marginalized by disability, sexual orientation, or religion.

Contrasting assessments of the civil rights movement’s legacies reflect different assumptions about its goals and achievements. Similar debates are evident in civil rights historiography. Over the past two decades, historians have focused less on legal victories and national perspectives and more on local campaigns, the significance of gender, and civil rights battles fought in the North, among other previously neglected topics. Course pack readings will illuminate other relatively neglected aspects of the civil rights movement that invite further research by students.

TYPICAL READINGS:

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Color Blindness*;
Jonathan Kozol, *The Shame of the Nation: The Restoration of Apartheid Schooling in America*;
Joyce Baugh, *The Detroit School Busing Case* (2011); Martha Minow, *In Brown’s Wake: Legacies of America’s Educational Landmark* (2010);

Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance—A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (2010).

EVALUATION: Informed participation, short essays, oral presentation, major research paper.
