

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 220 – Section 001**

**INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY**

**Professor: Robert Brathwaite**

**DESCRIPTION OF COURSE:**

This course is the first-half of a year-long sequence in the field of international relations (IR) and provides an introduction to the study of international relations with an emphasis on political and security issues. The study of international relations is primarily concerned with state-actors and their behavior in the international system. In particular, a fundamental question to IR scholars and a theme to be explored throughout the class is; what are the prospects for conflict or cooperation between states in the international system? By focusing on this question IR scholars are able to explore topics dealing with fundamental elements of state behavior that impact international security or economic interactions between state-actors. This behavior includes (but is not limited to) war, alliance formation, treaty compliance, and many other types of situations. In addition, the study of international relations is not only concerned with states, but also in what manner other important non-state actors and social/normative elements of the international system impact international politics and security. Examples of topics related to this element of the course include discussions relating to the dynamics of international law, processes associated with globalization, and the impact of the environment on international politics. In short, this course strives to show that the study of IR is more than an understanding of state behavior, but rather international relations encompasses a broad set of complex and inter-acting relationships that shape a dynamic environment where international politics occur. The general approach of the course covers several theoretical approaches and empirical issues in the field of IR. The course is divided into five parts: (I) Fundamentals; (II) Theories (realism, liberalism, and constructivism); (III) 20<sup>th</sup> Century Conflict (the World Wars and Cold War); (IV) Strategic and Regional Issues (weapons of mass destruction, ethnic conflict, and terrorism); (V) Human Security (globalization and the environment). The course concludes by discussing the future of international relations in the twenty-first century.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 220 – Section 002**

**INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY**

**Professor: Kirsten Hasler Brathwaite**

**DESCRIPTION OF COURSE:**

This course is designed to give students an introduction to some of the major topics in international politics and provide a theoretical framework for analyzing them. MC220 is the first part of a two-part introduction to international relations (IR), covering the major theoretical approaches to the study of international politics as well as issues of international security.

This course is divided into five parts. Part 1 covers the fundamentals of international politics – definitions and important concepts. Part 2 introduces the three major theoretical approaches to international relations: realism, liberalism, and constructivism. Part 3 provides a brief overview of 20<sup>th</sup> century international history – World War I, World War II, and the Cold War. Part 4 shifts us into more specific topics within the study of IR. We will think about how weapons of mass destruction, civil wars, and terrorism influence international behavior. We consider how theory might help us better understand when WMD are sought and used, why civil and ethnic wars begin and why terrorism occurs and what can be done to address it. Part 5 addresses issues that may not be security related at first glance, but have an important role to play in conflict and cooperation. Topics may include globalization, health, and the environment. By the end of this course, students will have a strong grasp of the major issues in international security as well as the theoretical framework for analyzing those issues. Students will further their critical thinking skills through applying theory to cases and analyzing how those theories explain different events in world politics. Students will also develop their writing and research skills by writing an independent research paper applying theory to understanding a specific case. Class time will also provide an opportunity for students to engage one another in discussion and informal debates. Questions of security and conflict are often polarizing, and this class provides students an opportunity to practice civil discourse on highly divisive topics.

**Typical Readings:**

Dan Drezner, *Theories of International Relations and Zombies*.

Robert Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues*.

**Evaluation:**

Students will likely take a midterm and a final exam, and write a research paper applying theory to a particular case study. Active participation in class activities and discussion is also expected.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 220 – Section 003**

**INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY**

**Professor: Matthew Zierler**

**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 politics, including the post-Cold War international system, emergent security threats, human rights, and the environment.

**TYPICAL READINGS:**

Karen Mingst and Jack Snyder (editors). 2014. *Essential Readings in World Politics*. 5th edition. W.W. Norton.

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 2015**

**MC 220 – Section 004**

**INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY**

**Professor: Simei Qing**

**DESCRIPTION OF COURSE:**

MC 220, the first half of 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 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 the great importance of developing new theoretical frameworks to encounter new challenges in the 21<sup>st</sup> century.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Fall 2015**

**MC 230 - Sections 001 and 002**

**CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE**

**Professors: Linda Racioppi (001) and Steve Rohs (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. One of the key features of the Comparative Cultures and Politics sequence is its interdisciplinary approach, in MC 230 we draw on scholarship from the social sciences and the humanities and study written as well as visual texts. An honors option for both sections will be available.

**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 2015

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 PTCD, 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; Consider the relevance of the lessons of the past to the prospects for human flourishing around the world today.

### **READINGS:**

We begin 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. We conclude 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 2015**

**MC 270 – Sections 001 and 002**

**CLASSICAL REPUBLICANISM**

**Professors: Eric Petrie (001), Tobin Craig (002)**

**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 2015

MC 270 – Section 003

## CLASSICAL REPUBLICANISM

Professor: Waseem El-Rayes

### DESCRIPTION OF COURSE:

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.*

This is the declaration that ushered the birth of liberal democracy in the modern world, the world of individual human rights, legal equality, and popular sovereignty. The political world it promised and sought to bring about is our political world, the world of modern republicanism. Though we today tend to take the principles of this declaration for granted, in its time this document was quite revolutionary, and this despite its authors' claim that the truths they profess are "self-evident," i.e., not at the least radical or revolutionary. Since the principles of the declaration are *our* principles (as modern men and women), much of what we study in the core curriculum of the Political Theory and Constitutional Democracy (PTCD) major could be viewed as engaging with the truths defined by this document – even if this objective is not always explicitly stated. In the course of this core we examine the intellectual origins, the constitutional applications, and the modern challenges to the principles animating this declaration.

But if our world is the world of modern republicanism, why begin the core requirements in PTCD with the study of classical republicanism, i.e., with the world of ancient and medieval republics? There are at least two main reasons that compel this beginning.

First, we are in need today to recover what is revolutionary in the claim that "all men are created equal," and that they are endowed with certain "unalienable rights." Today we do not view the principles of universal equality and rights as revolutionary, rather we view them a truly "self-evident." The irony here, is that it is the very belief in the self-evident nature of these principles that causes them to be taken for granted by many. By taking these principles for granted, one fails to understand their value, and consequently one loses the ability to explain why these principles are worth preserving. Since modern republicanism represents a conscious break with the old order, the world of classical republicanism, the study of the latter becomes necessary for understanding the revolutionary character of the principles of universal equality and rights. We study classical republicanism in this course by studying the works of those who best represented that world, i.e., by studying works of Plato and Aristotle (above all). We study the works of Plato and Aristotle to better understand the questions that animated their world, namely, the questions of justice, law, happiness, and the best political regime. Critically engaging with these



questions, does not mean that we accept the ancients' political answers – which do not speak to our world – but it will certainly mean appreciating the value of questions themselves, and discover that these are also *our* questions that animate and inform the nature of *our* world.

Second, in studying the ancient republicanism, in becoming aware of the questions that informed its world view, and thus in grasping the universal character of these questions, we gain a better vantage point from which to evaluate the strength and weakness of the answers that our modern republicanism provides for these universally human problems. Since evaluating the strength and weaknesses of *our* answers in our primary concerns, we will conclude this class with studying the *Prince* by Machiavelli, arguably the founder of modern political philosophy.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 272**

**POLITICAL THEORY & ISSUES – Marxist Theories of Revolution**

**Professor: Curtis Stokes**

**DESCRIPTION OF COURSE**

This course is an introduction and analysis of the origin and development of selected Marxist theories of revolution, especially the social and political theories of Karl Marx and Frederick Engels, Vladimir I, Lenin, Leon Trotsky, and Rose Luxemburg; the Paris Commune (1871), Russian Revolution (1917), and Cuban Revolution (1959) will provide context for key developments in their theories of revolution.

**TYPICAL READINGS:**

Robert C. Tucker, *The Marx-Engels Reader*

Robert C. Tucker, *The Lenin Anthology*

Rex A. Wade, *The Russian Revolution, 1917*

Rosa Luxemburg, *The Russian Revolution*

George Lukacs, *History and Class Consciousness*

Esteban Morales Dominguez, *Race in Cuba: Essays on the Revolution and Racial Inequality*

Leon Trotsky, *The Permanent Revolution*

Antonio Gramsci, *Selections from the Prison Notebooks*

Donny Gluckstein, *The Paris Commune: A Revolution in Democracy*

**EVALUATION:**

Several papers and class participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Fall 2015**

**MC 280 – Section 001**

**SOCIAL THEORY AND SOCIAL RELATIONS**

**Professor: Constance Hunt**

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

**DESCRIPTION OF COURSE:**

This course covers classical and contemporary theories of social structure, intergroup process, inequality, and social change. It also focuses on issues of class, ethnicity, race, gender, social stratification, social mobility and conflict.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Fall 2015**

**MC 280 – Section 002**

**SOCIAL THEORY AND SOCIAL RELATIONS**

**Professor: Gene Burns**

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

**DESCRIPTION OF COURSE:**

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

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, more generally asks about how questions of public policy and public affairs depend upon the nature and influence of social groups. 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.

**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 2015**

**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. We begin with the theoretical foundations of social scientific inquiry, covering 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 will study 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 gained through written and oral assignments that allow you to practice and improve your analytic skills. Co-curricular activities will be arranged to allow you to expand your intellectual experiences.

**TYPICAL READINGS:**

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 2015**

**MC 295**

**RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY**

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

**Professor: Siddharth Chandra**

**DESCRIPTION OF COURSE:**

Research design and quantitative analysis are important aspects of public policy formation and analysis. The purpose of this course is twofold. The first is to give you an appreciation for research design as it applies to policy analysis. The second is to explore a variety of quantitative methods that can be used to answer questions of policy significance.

Because the course is designed to demonstrate the role of research design and quantitative analysis in public policy, it will be hands-on, research intensive, and quantitative in orientation. Students will work on projects to learn different quantitative approaches to analyzing policy relevant questions in the important area of drug policy. Groups of students will be expected to formulate research projects that will contribute to the progress of the course. At the end of the semester, groups will present their research projects using a pre-specified structure.

This course will consist of two parts. In the first part, you will familiarize yourself with standard notions about research and research design. During this part of the course, you will also learn about a few quantitative research methods that you will be using in the second half of the course. In the second part of the course, you will apply what you learned in the first part of the course to the analysis of specific questions relating to drug policy using material from a document dealing with drug policy.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**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 2015**

**MC 321**

**COLD WAR**

**Professor: Anthony Olcott**

**Prerequisites: MC 200 or MC 231 and completion of Tier I writing requirement**

**DESCRIPTION OF COURSE**

The Cold War shaped America, Russia, and the world in profound ways, influencing not just politics, defense, and security, but also penetrating into popular culture, higher education, media, and almost every other sphere of daily life. MC 321 will examine the origins of the Cold War, the assumptions which underlay it, and the effects it had on such disparate arenas as high politics and low mass culture, both in the US and in Russia. The course will also examine the several ways that Cold War assumptions and thinking continue to shape foreign policy, defense policy, and - to a surprising extent - even culture, to this day. Indeed, one of the questions which the course will seek to answer is whether the Cold War has ended yet, or is still being played out.

**TYPICAL READINGS:**

Class materials will include readings from books and scholarly journals, novels or other fiction, declassified intelligence and security materials, and examples from popular culture - both from the US and the USSR. There will be several films and/or TV shows that will be required (but will not be shown in class).

**EVALUATION:**

Grades will be based upon in-class presentations, a short paper, and a longer paper, which will be assigned over the course of the semester.



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 324D**

**REGIONAL POLITICS, COOPERATION, AND CONFLICT IN ASIA**

**Professor: Yasu Komori**

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

**DESCRIPTION OF COURSE:**

This course introduces students to the contemporary dynamics of international relations in Asia. The ultimate goal of the course is to assess the conditions for cooperation and conflict in Asia by drawing on theories and concepts taken from the international relations (IR) literature. There are different perspectives on the contemporary situation in Asia. On the one hand, pessimistic scholars focus on various sources of instability in the region, such as historical mistrust and animosity, North Korea's aggressive behavior, increasing tensions over disputed islands in the region, the potentially destabilizing impact of China's rise, uncertainty about the U.S. influence in the region, and so forth. On the other hand, other scholars stress the growing economic interdependence and the emerging networks of cooperation in the Asian region. To evaluate the prospects for cooperation and conflict in Asia, we will examine the changing patterns of interactions among regional powers, such as Japan, China, North Korea, South Korea, and Taiwan as well as the role of the United States in the region. We will also consider the impact of India's rise and the role of the Association of Southeast Nations (ASEAN) in the East Asian regional order.

**TYPICAL READINGS:**

David Shambaugh and Michael Yahuda, eds., *International Relations of Asia*, 2<sup>nd</sup> ed., Lanham, ML: Rowman & Littlefield, 2014.

Richard J. Samuels, *Securing Japan: Tokyo's Grand Strategy and the Future of East Asia*. Ithaca: Cornell University Press, 2007.

Victor Cha, *The Impossible State: North Korea, Past and Future*, New York: Ecco, 2012.

Kent Calder and Min Ye, *The Making of Northeast Asia*. Stanford: Stanford University Press, 2010.

**EVALUATION:**

Short papers, a longer research paper, midterm and final exams, presentations, and class participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 326**

**U.S. FOREIGN POLICY**

**Professor: Robert Braithwaite**

**Prerequisite: MC 221 and completion of Tier I writing**

**DESCRIPTION OF COURSE:**

This course provides an introduction to the study of US foreign policy. At the heart of any understanding of the foreign policy of the United States is a focus on the relationships it maintains with other nations in the international system. However, US foreign policy is also influenced by the political, social, and cultural interactions of important international actors that are constantly changing. To this end, the class will focus on providing an understanding of the policy formation process and the direction of US foreign policy from a broad historical and international perspective. In addition to understanding elements of US foreign policy, this course provides an introduction to the relevant academic literature that influences US foreign policy makers and the policies they enact. The course consists of three distinct elements; overview of the foreign policy process, introduction to relevant academic theories/concepts regarding state behavior and foreign policy, and analysis of topics and themes relevant to US foreign policy.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 348**

**EDUCATIONAL POLICY**

**Professor: Julia Grant**

**DESCRIPTION OF COURSE**

This course will examine alternative policies to Improve the K-12 educational outcomes, including school finance, education standards, teacher professional development, and school choice.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**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 2015**

**MC 350**

**EVOLUTION AND SOCIETY**

**Professor: Mark Largent**

**Prerequisite: Completion of Tier I writing**

**DESCRIPTION OF COURSE:**

Basic knowledge of biology and U.S. history are recommended for students enrolling in MC 350. This course covers the reciprocal relationship between evolutionary science and American culture. Social, political, and economic influences that shape biological scientists' descriptions of evolutionary change and their claims about evolutionary influence on cultures.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 362**

**PUBLIC INTERNATIONAL LAW**

**Professor: Matthew Zierler**

**Prerequisites: MC 221 and completion of Tier I writing requirement; or college approval.**

**DESCRIPTION OF COURSE:**

This course provides students with an introduction to the field of public international law. We will study how international law is made and applied, and how it has evolved over time. Because this course is taught in the field of international relations, and not in a law school, we will also be spending some time thinking about how international law fits into the larger field of IR. More directly, we will consider how politics matters in the development, interpretation, and application of international law in the international system. We will also consider where international law comes from, concentrating on treaties and custom as the main sources of international law. We will then turn to some of the major issues in international relations where international law has come to play a major role, which might include: conduct of war; international criminality; use of force; human rights; global environment; and international economy.

**TYPICAL READINGS:**

Jeffrey L. Dunoff, Steven R. Ratner, and David Wippman. *International Law: Norms, Actors, process: A Problem-Oriented Approach*. Latest edition.  
Journal articles.

**EVALUATION:**

There will likely be midterm and final exams, case briefs, a research paper, and a simulation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 364**

**POLICY EVALUATION**

**Professor: Lisa Cook**

**Prerequisites: 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 PLS 201 or concurrently and completion of Tier I writing**

**DESCRIPTION OF COURSE:**

This course will cover economic concepts and analytic techniques for the design and evaluation of public policies. We will also focus on the political environment of policy formation and implementation, including basic data analysis. Application of concepts and techniques to selected government policies.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Fall 2015**

**MC 370 – Section 001**

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor: Curtis Stokes**

**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.

**TYPICAL READINGS:**

Robert C. Tucker (ed), *The Marx-Engels Reader*.

Jean-Jacques Rousseau, *The Discourses and Other Early Political Writings*.

Jean-Jacques Rousseau, *The Social Contract and Other Later Political Writings*.

Carole Pateman, *The Sexual Contract*.

August H. Nimtz, *Marx, Tocqueville and Race in America*.

Friedrich A. Hayek, *The Fatal Conceit: The Errors of Socialism*.

**EVALUATION:**

Several papers and class participation.



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Fall 2015**

**MC 370 – Section 002**

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor: Ross Emmett**

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

**DESCRIPTION OF COURSE:**

MC 370 is the third required course in the sequence of four core courses in the Political Theory & Constitutional Democracy field. Following the second course on the literature of constitutional democracy, MC 370 focuses on radical challenges to liberalism. The course is anchored by readings from Jean-Jacques Rousseau and Karl Marx. We will bridge the distance between Rousseau and Marx by reading some excerpts from the work Adam Smith, whose moral philosophy responds to Rousseau, while his economic ideas set the stage for our consideration of Marx's critique of capitalism, as well as a book about Smith.

**REQUIRED READINGS:**

Rousseau, *First and Second Discourses; Social Contract.*

Tucker, Robert C. (Ed.), *The Marx-Engels Reader*, 2<sup>nd</sup> edition.

Smith, Adam, selections from *The Theory of Moral Sentiments* and *The Wealth of Nations*.

Roberts, Russ, *How Adam Smith Can Change Your Life*.

Honors Option: readings from the Victorian moral critics of capitalism, including Charles Dickens, Robert Owen, Thomas Carlyle, John Ruskin, George Bernard Shaw, and William Morris.

**EVALUATION:**

Three papers.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Fall 2015**

**MC 370 – Section 003**

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professors: Louis Hunt**

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

**DESCRIPTION OF COURSE:**

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

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 377**

**CULTURE, POLITICS AND POST-COLONIALISM**

**Professor: Colleen Tremonte**

**Prerequisites: MC 221 or MC 231 or MC 271 or MC 281 and completion of Tier-I Writing requirement**

**DESCRIPTION OF COURSE:**

If global politics in the 19<sup>th</sup> and early 20<sup>th</sup> centuries were marked by the effects of European colonialism, the second half of the 20<sup>th</sup> century and the 21<sup>st</sup> century are often characterized as belonging to the era of post-colonialism. *Post*-colonialism, however, seems to imply the struggle for liberation from colonial rule had been successful (if uneven). This course examines this puzzle. We begin by examining a range of post-colonial experiences and articulations from historical and contemporary perspectives, with particular attention to Africa and Australia. We begin by looking at central concepts in the field as articulated by leading scholars and theorists from various disciplines (e.g., history, philosophy, psychology and political science). We then turn to examine the ways in which literature and literary discourses inscribe colonial and/or post-colonial power relations. We end by mapping the relationship between such discourses and post-colonial subjectivities in the global context.

**POSSIBLE READINGS:**

Chris Abani, *Graceland* (2005).  
Peter Carey, *Oscar and Lucinda* (1989).  
Frantz Fanon, *The Wretched of the Earth* (excerpt 1961).  
Keri Hulme, *The Bone People* (1986).  
Michelle Keown, *Postcolonial Pacific Writing: Representations of the Body* (2009).  
Albert Memmi, *The Colonizer and the Colonized* (excerpt 1965).  
Franco Morett, *Graphs, Maps and Trees* (excerpt 2005).  
Pauline Melville, *The Ventriloquist Tale* (1998).  
V.Y. Mudimbe, *The Invention of Africa* (excerpt 1988).

**EVALUATION:**

Electronic dialoguing; critical commentaries; multi-media project.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**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 2015

MC 380 – Section 001

## SOCIAL POLICY

**Professor: Susan Stein-Roggenbuck**

**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

Social policy encompasses a range of issues, from those that focus on class and the distribution of material resources to issues related to social values, including marriage, abortion and gay rights. It includes policies related to health, welfare, education, children, and the environment. Most definitions focus on those policies that affect both the emotional and physical health and well-being of individuals and families. It often involves the distribution (and redistribution) of resources to different groups. Embedded in social policy views are values and ideologies that drive specific policies. The emphasis placed on specific social policies has shifted with the changing nature of American society. Arguments about social policies demonstrate both change and continuity in the American past, and past policies often play a significant role in the possibilities and limits of later programs. Questions about social policy often center on questions about the role of government, the meaning of citizenship, and the obligations of citizens to one another and to society. This course will examine some of these issues, in part through the lens of history. We will analyze different areas of social policy this semester: welfare and how scholars define it; the effects of race on the development and implementation of social programs; the varied components of health care policy as well as the 2010 Affordable Care Act; the historical development of welfare programs (and how they are defined) as well as contemporary reforms and debates; and poverty and single parents. We will consider policy at the local, state and national levels; often debates center on which level of government should set social policy.

### TYPICAL READINGS:

Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America*

Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*

Michael Katz, *The Price of Citizenship: Redefining the American Welfare State*

Ira Katznelson, *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*

**EVALUATION:** Evaluation: short response papers, an eight- to ten-page policy paper, take-home midterm and final, consistent and engaged participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 380 – Section 002**

**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, to varying degrees, 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, and welfare--it necessarily raises questions about family structure, race in America, gender, 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* (3<sup>rd</sup> edition, 2011)
2. Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage* (2<sup>nd</sup> edition, 2011)
3. Ira Katznelson, *When Affirmative Action Was White* (2006)

**EVALUATION:**

Papers, exams, class participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 381**

**AMERICAN POLITICS AND EQUALITY**

**Professor: Jennifer Sykes**

**DESCRIPTION OF COURSE:**

This course examines pivotal issues relating to American politics and equality with an emphasis on how inequality is produced through political and economic decisions. The Constitution empowers Congress with the ability to “lay and collect taxes, duties, imposts, and excises” – but the debate over the role and size of government – as well as its taxing power – has raged since the beginning of our nation. This course provides a brief historical account of how various aspects of our tax policy contribute to or mediate equality. We will also focus on contemporary case studies that illuminate some of the partisan tensions surrounding equality in concrete fashion. How has the American response to corporations led to the “Wal-Mart effect”? What political thought contributed to the controversial Citizens United decision? What policies protect the now-infamous 1% in America – and how did they come to be? How do trusts and the “death tax” affect American wealth transfer across generations? What aspects of the federal income tax are considered to be a “hidden welfare state”? By examining the politics behind all of these economic decisions that powerfully shape Americans’ opportunities, this course ultimately asks students to confront and evaluate contemporary American thought on equality.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 385**

**COMPARATIVE RACE & ETHNIC RELATIONS**

**Professor: Funmbi Elemo**

**Prerequisites: MC 220 or MC 281 or MC 230 and completion of Tier I writing requirement.**

**DESCRIPTION OF COURSE:**

Advanced theories, cross national comparisons, and case studies of race and ethnic relations. Intergroup competition, conflict, dominance, accommodation, assimilation, and creolization. Prejudice, stereotypes, racism, ideologies, and political and economic processes.



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 390 – Section 001**

**ADVANCED TOPICS IN PUBLIC AFFAIRS –  
Rights, Advocacy, and Activism**

**Professor: Jennifer Goett**

**DESCRIPTION OF COURSE:**

Students of public affairs often wonder how they can make meaningful interventions that promote equality, social justice, human rights, and democratic participation both at home and abroad. This course critically examines the use of international human rights law, non-governmental organization advocacy, and grassroots or community-based activism as mechanisms of change. Using case studies, we will explore the promises and limitations of these approaches for the promotion of social justice and the rights of marginalized people around the globe.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 390 – Section 003**

**ADVANCED TOPICS IN PUBLIC AFFAIRS –  
Politics of Identity, Ideology, and Gender in Muslim Central Eurasia**

**Professor: Timur Kocaoglu**

**DESCRIPTION OF COURSE:**

The term Muslim Central Eurasia comprises roughly the Tsarist Russian territories of the various Muslim peoples (in Crimea, Volga-Ural, Caucasus, and Central Asia) and refers to the rise of modernism, nationalism, and reform movements (Jadidism) from the mid-nineteenth century down to the Soviet period. This course will examine and compare various movements, political organizations as well as the politics of identity, ideology, and gender issues in the three major periods of Central Asian political history: the pre-Soviet (from mid-19th century until early 1920s), the Soviet (early 1920s to 1991), and the post-Soviet (1992 to present). It will provide the students the basic information to understand and compare the politics of the pre-Soviet period with that of the Soviet (1920-1991) and the post-Soviet (1992-present) periods that have introduced new and sometimes drastic changes in the political, economic, social, and cultural lives of the Muslim Central Eurasian peoples. The students will have a chance to study and debate internal (domestic) political and gender issues such as steps toward democratization or authoritarianism in this region. Students will be given an opportunity to develop critical reading and writing skills and practice in defining a research agenda. The ultimate goal is to increase the awareness and understanding of the students to the politics and culture of this region the importance of which has been increasing in the global context.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**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 2015**

**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.

**Key Questions to be examined throughout the semester**

What role does competing understandings of history play in the sustaining the current conflicts in the Middle East and South Asia? How is “history” understood by the various stakeholders? What happens when the various understandings clash? How can the national interest and perceived sense of moral responsibility of the various actors be reconciled? By international law, national law, religious law? While power in democratic societies is always being contested, and it is generally clear who is empowered to speak for the State, who is empowered to speak for Islam? What is the role of the state? What role can religion play in general and Islam play in particular in defining secular state values? Can theocratic states function in the modern state system? Will they be tolerated? How has the lack of clear answers to any of these questions compounded the challenges that the U.S. has faced in constructing and executing policies in the Middle East and South Asia since the Iranian Revolution, and especially since 2001.

**TYPICAL READINGS:**

Anthony Shadid: Night Draws Near

Fuad Ajami, The Foreigner’s Gift, Free Press, trade paper, 2007, or 2006 edition

Shirin Ebadi, Iran Awakening

James Buchan, Days of God

Khaled Abou el Fadl, The Great Theft

James Toth, Sayyid Qutb

Hazim Kandil, Soldiers, Spies, and Statesmen

Hussain Haqqani, Magnificent Delusions

Carlotta Gall, The Wrong Enemy

**EVALUATION:**

Each student will be expected to complete three written projects, and make one oral presentation. You will also be graded on class participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 20154**

**MC 459**

**SCIENCE, TECHNOLOGY, ENVIRONMENT AND PUBLIC POLICY CAPSTONE  
COURSE**

**Professor: Richard Bellon**

**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 2015**

**MC 492 - Section 001**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS –  
The U.S. and China in the 21<sup>st</sup> Century: Past, Present and Future**

**Professor: Simei Qing**

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

**DESCRIPTION OF COURSE:**

This seminar aims to provide an in-depth examination of U.S.-China diplomacy in the 20<sup>th</sup> century and to shed new light on current U.S.-China relations at the beginning of the 21<sup>st</sup> century. It inquires whether a broad and persistent pattern exists in U.S.-China interactions throughout the 20<sup>th</sup> century, and whether this pattern may, subconsciously as well as consciously, persist into the early 21<sup>st</sup> century. Are there some enduring themes or vision of modernity, identity, and world order, which are deeply embedded in the national history, culture and society on both sides of the Pacific? Could those visions transcend both sides' ideological rhetoric, transcend the Cold War framework, and continue to exist in the background of U.S.-China interactions in the post-cold War world? This course will be divided into six parts:

**Part I:** introduces new theoretical approaches to the study of American East Asian relations in the past two decades, such as cognitive psychology and the cultural school of thought, or the humanist/normative dimensions of international relations.

**Part II:** explores the major similarities and key differences between classic Chinese and Western philosophies.

**Part III:** examines American exceptional historical experiences and compares them with China's search for modernity and new identity in modern times. It examines how Chinese cultural heritage and China's place in the modern international system provided the broader contexts for China's quests for modernity, from the Constitutionalist movement to the republican revolution in the early 20<sup>th</sup> century. It also explores how American Progressive reformers, particular Wilsonian liberal internationalists, responded to China's democratic reformers, before the rise of the Chinese Communist Party.

**Part IV:** focuses on U.S.-China interactions during the early Cold War. It mainly focuses on two case studies: U.S.-China military confrontation in the Korean War and indirect military confrontation in the Vietnam War.

Through these two in-depth case studies, the questions to be raised with regard to IR theory are: Did U.S.-China confrontations in the early Cold War result from an inevitable conflict of vital national interests and moral principles? Or were the origins and evolution of U.S.-China antagonism triggered by the fallout of counterproductive foreign policies on both sides, the bitter fruit of repeated misjudgments of each other's intentions, or the fatal consequences of an illusion – the perceived incompatibility of national interests and principles?

**Part V:** provides a comprehensive study of U.S.-China interactions in the post-Cold War world. It will particularly focus on the following issues: the Taiwan question, the Tibetan question, the issue of democracy and human rights in U.S.-China diplomacy, U.S.-China economic relations, and China's military defense policy.

**Part VI:** students will participate in class simulations and debates on current controversial issues in U.S.-China relations. An important objective of these simulations and debates is to examine the strengths and weaknesses of different theoretical perspectives, and to explore whether the emerging theoretical paradigms in the field of American East Asian relations, particularly the normative consideration of international relations, could help to minimize the chance of war, to construct a win-win relationship between the American and Chinese people, and to build a great world society in the future.

**MCHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 492 - Section 002**

**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 2015**

**MC492—Section 003**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS –  
International Environmental Governance, Science, and Policy in the Anthropocene**

**Professor: Dan Kramer**

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

**DESCRIPTION OF COURSE:**

Humans have profoundly altered the planet and its fundamental biophysical processes – sprawling cities, dammed rivers, flattened forests, modified nutrient cycles, a warming climate, and declining biodiversity to name a few examples. In this course, we will examine the Anthropocene, what geologists are calling the current “age of man”. What is it and more importantly, what are its implications for the planet, science, policy, governance, and society? This course is expressly NOT a cataloguing of environmental ills. Rather, we will examine our path to the Anthropocene, our future from here, and our ability to address problems increasingly global and increasingly complex.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 492 - Section 004**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS –  
Transnational Relations for a Cause: Advocacy Networks, Civic Associations and Social  
Movements**

**Professor: Rodrigo Pinto**

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

**DESCRIPTION OF COURSE:**

This senior seminar analyzes cause-oriented action in transnational relations. It emphasizes advocacy, organizing, mobilization and resistance in international relations. It examines both the upstream origins and the downstream outcomes of cause-oriented action across borders. We give careful thought to the specifics of transnational relations for a cause and to international relations (IR) more generally.

Cause-oriented action between two or more nations is committed to causes such as nationalism, socioeconomic justice, democratization, labor, environmentalism, pacifism, religion, health, human rights, ethnic or gender equity, and poverty reduction. We focus on the transnational relations of advocacy networks, social movements, civic associations, and resistant weak actors. Examples of these cause-oriented actors, respectively, range from the Climate Action Network to Transparency International; from the global justice movement to al-Qaeda; from Doctors (or Engineers) Without Borders to the National Rifle Association; and from whistleblowers to wildlife poachers.

During the initial half of the term, we ask: How much and how has transnational cause-oriented action changed the world? In terms of ‘how,’ we analyze the transnational advocacy networking through which civic non-governmental organizations, social movement organizations, public-interest groups, third-sector organizations or social enterprises organize and campaign in various geographic and issue areas. As for ‘how much,’ we assess under what conditions and to what extent these networks have changed key features of international relations including foreign policymaking and norms of multilateral governance such as state sovereignty.

Over the final half of the semester, we ask in turn: How has the world changed transnational cause-oriented action? In other words, how have international interactions between states and global flows between markets or societies shaped the tactical repertoire and identity of social movements in transnational relations? We disaggregate that activist mobilization into at least ten specific types of strategic tactics on five distinct spatial scales of transnationality along domestic-foreign frontiers.

While examining these sets of concerns with transnational relations for a cause, we revisit the main theories (realist/mercantilist, liberal, and materialist/structuralist) and research methods (rationalist and constructivist) of IR in brief and with balance as far as our general IR capstone seminar goes.

### **TYPICAL TEXTS:**

- Busby, Joshua. 2010. *Moral Movements and Foreign Policy*. Cambridge University Press.
- Keck, Margaret E. and Kathryn Sikkink. 1998. *Activists beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press.
- Tarrow, Sidney. 2005. *The New Transnational Activism*. New York, NY: Cambridge University Press.

### **EVALUATION:**

Classroom participation, three rounds of discussion facilitation, research paper (in four stages), presentation of research paper, peer reviews of research papers, and an exam.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 492 – Section 005**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS –  
Global Poverty and Inequality**

**Professor: Yasu Komori**

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

**DESCRIPTION OF COURSE:**

This seminar explores the issues of global poverty and inequality, with a focus on the role of foreign aid and development assistance. The key questions we will address in the seminar include: What are the major sources of global poverty and inequality? What roles do the existing international organizations – both intergovernmental and non-governmental – play in addressing the issues of global poverty and inequality? And what can and should be done about global poverty and inequality? Specifically, we investigate the roles of major intergovernmental organizations (e.g., the U.N., the World Bank, and regional development banks), bilateral donors (e.g., USAID), and international NGOs and private foundations (e.g., Save the Children and the Bill & Melinda Gates Foundation).

**TYPICAL READINGS:**

David Hulme, *Global Poverty: Global Governance and Poor People in the Post-2015 Era*. New York: Routledge, 2015.

Jeffrey D. Sachs, *The Age of Sustainable Development*. New York: Columbia University Press, 2015.

UNDP, *Humanity Divided: Confronting Inequality in Developing Countries*. New York: United Nations Development Programme, 2013.

William Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Books, 2006.

**EVALUATION:**

Short papers, a longer research paper, presentations, exam, and class participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 493—Section 001**

**SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS –  
Political Violence and the Postcolony**

**Professor: Jennifer Goett**

**Restrictions: Open only to seniors or approval of college**

**DESCRIPTION OF COURSE:**

This seminar examines the relationship between colonial and postcolonial inequalities and political violence in Africa, Asia, and Latin America. The correlation between the phenomena is not easy or simplistic, but difficult to ignore. In his 1961 treatise on anti-colonial struggle in Algeria, *The Wretched of the Earth*, Martinican psychiatrist and social theorist Frantz Fanon describes “the curse of independence” and presages the rise of a new world order, where the global population is divided by gross overdevelopment and intractable poverty and militarism and political conflict plague the postcolony. But what are the diverse origins and contemporary logics of political violence in postcolonies? The seminar is organized around case studies that explore this question by focusing on multiple forms of postcolonial violence including structural violence, gender-based violence, criminal violence, state terror and genocide, and revolutionary struggle.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Fall 2015**

**MC 493 - Section 002**

**SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS –  
Cultures and Conflict**

**Professor: Linda Racioppi**

**Restrictions: Open only to seniors or approval of college**

**DESCRIPTION OF COURSE:**

Are cultures, ethnic groups, nations, and religious groups doomed to conflict? Are inter-ethnic or inter-religious amity and cooperation unachievable in a world of cultural and power disparities? In this course, you will be exposed to different disciplinary approaches to cultural conflict, particularly ethnic and religious conflict; you will study different manifestations of cultural conflict; and you will engage in research on a case of interest to you. As we will be reading your work and discussing it in class, student research projects will enrich and complement our common readings and shape the content of this course.

We begin by exploring some of the rich literature on ethnic groups/ethnicity, nations/nationality, cultures, religions and ethnic conflict. We then turn to our case studies. In the past, these cases have included the Jyllands-Posten (Danish) cartoons controversy; the war in Bosnia; the secession struggle and defeat of the LTTE in Sri Lanka; and communal riots in India. The final part of the course allows you to introduce new case studies, to engage in deeper investigation of common case studies, or to probe theoretical perspectives in new ways while examining ‘real-world’ conflicts. Our aim throughout our investigations is to think collectively about how we can most productively analyze cultural conflicts.

**TYPICAL TEXTS:**

Jytte Klausen, *The Cartoons that Shook the World*. Yale University Press, 2009.

Michael Sells, *The Bridge Betrayed: Religion and Genocide in Bosnia*. University of California Press, 1996.

Ornit Shani, *Communalism, Caste and Hindu Nationalism: The Violence in Gujarat*. Cambridge University Press, 2007.

Gordon Weiss, *The Cage: The Fight for Sri Lanka and the Last Days of the Tamil Tigers*. Belleview Literary Press, 2012.

**EVALUATION:**

Participation; journal or dialogue discussion; research proposal, paper and presentation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 497 - Section 001**

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

**Professor: Folke Lindahl**

**Prerequisites: MC 371**

**Restrictions: Open to only seniors or approval of college**

**DESCRIPTION OF COURSE:**

During the past eight 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 few 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. Recently, 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.

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*. 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 2015**

**MC 497 – Section 002**

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL  
DEMOCRACY – Ancient and Medieval Perspectives on Piety and Politics**

**Professor: Waseem El-Rayes**

**Prerequisites: MC 371**

**Restrictions: Open to only seniors or approval of college**

**DESCRIPTION OF COURSE:**

Modern liberal, democratic, and secular society – with its modern politics, science and technology – is generally acknowledged as materially and morally superior to its counterparts in ancient and medieval times. This view is not hard to confirm if one uses indicators that measure human progress in areas like economic wellbeing, life expectancy, political equality, personal freedoms, and gender relations. In contrast with medieval societies, many see modern societies as living examples of the triumph of reason over superstition and science over religion. It is true that this social, political, and economic progress is not evenly distributed globally. It is also true that many scientific and technological innovations come with high environmental costs and that economic development in one area rarely comes without economic dislocation in another. But despite these (and other serious) problems, the belief in the superiority of modern liberal democratic thought appears unshakable. This is partly due to the general conviction that secular values and principles – which undergird liberal democratic thought – are both sound and unassailable. Part of the task of this seminar is to assess the truth of this premise. It does so by examining the religious worldview that modernity sees itself as its counter: the worldview of ancient and medieval societies.



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 497 – Section 003**

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL  
DEMOCRACY – Eros and Politics**

**Professor: Sherman Garnett**

**Restrictions: Open to only seniors or approval of college**

**DESCRIPTION OF COURSE:**

The aim of this seminar is to look broadly at the theme of eros and politics through a comparative examination of ancient and modern texts. For many of us, human erotic life presents itself as an essentially private realm of love, friendship, and family, a rival to—or refuge from—the public sphere. Yet for the ancients, eros was an expression of human incompleteness and longing, and it lay at the base of broader human ambitions, sublimated into political, philosophical, or poetic ambition. Modern thought has tended to focus on the continuum of power and its use and misuse, from private friendship, love, and family to politics. It has tended to see sublimated or even repressed eros as at the heart of human endeavors but also as a sacrifice and source of human frustrations.

**TYPICAL READINGS:**

This course will begin with ancient texts, which could include Plato's *Republic* and *Symposium*, Aristotle's *Politics*, and a comedy of Aristophanes. It would end with modern literary texts, such as Garcia Marquez's *One Hundred Years of Solitude*, Vargas Llosa's *Feast of the Goat*, or Bulgakov's *Master and Margarita*. These texts highlight such fundamental issues of eros and politics as the tension between love and politics, the tyrant, philosophy and artistic creation, and questions of gender roles, power in private and public contexts, and exploitation.

**EVALUATION:**

Students would be expected during the course of the semester to contribute two short analytical papers based on the readings of the day, present one of these papers to the class, and finish with a research paper.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 498 - Section 001**

**SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY –  
Sex and Law**

**Professor: Constance Hunt**

**Prerequisites: MC 380**

**Restrictions: Open only to seniors or approval of college**

**DESCRIPTION OF COURSE:**

The purpose of this seminar is to examine the intersection and conflict between sex and law in a liberal democracy - in particular in our liberal democracy. In order to examine this problem we will look closely at a range of materials. First, we will refer to a number of writings of liberal theorists to provide a theoretical framework for our review of subsequent court decisions. Second, we reflect on some feminist critics of liberalism in order to broaden our context. Finally and perhaps the most obvious, we will read from the evolving body of court decisions, primarily US Supreme Court but also some state, circuit and district court decisions that are weighing in on this subject matter.

One of the most interesting aspects of this area of law is that it cuts across so many other areas of law. In our study of the problem of sex and law, we will find ourselves confronting issues of federalism, freedom of expression, due process, equal protection and the commerce clause. Hence we enter into a varied and complex area of the law. Among the questions we will examine are:

Should sexual matters be regulated? If so, which branch and level of government is the proper authority to regulate sexual matters? To what extent should sexual matters be regulated?

Is there a right to privacy? If so, to whom does it extend and is it absolute?

What is a family? What is marriage? Who should or can marry?

Is pornography a form of expression? If so, should it be protected under the First Amendment and to what extent?

As the capstone experience in your studies at MSU, the seminar will draw on and hone all of the skills you have been developing during the past few years - writing, research, listening and speaking skills. Each student will run a seminar session, and all students will be responsible for critiquing each other's work.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 498 – Section 002**

**SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY –  
State Encounters**

**Professor: Susan Stein-Roggenbuck**

**Prerequisites: MC 380**

**Restrictions: Open only to seniors or approval of college**

**DESCRIPTION OF COURSE:**

This senior seminar will explore how both individuals and groups experience encounters with different institutions in the United States. Our readings will cover a range of such experiences, from efforts to gain access to public assistance or health benefits to encounters with the criminal justice and child welfare systems. State programs – at all levels of government - can both reward specific behaviors, or serve to punish or police others. We will consider how and why these experiences vary, and how individuals and groups respond to and/or seek to reshape those experiences. Students will learn different theories of the state that seek to explain programs and policies, and read a series of case studies examining encounters in a specific context.

**TYPICAL READINGS:**

Felicia Kornbluh, *The Battle for Welfare Rights: Politics and Poverty in Modern America*, Philadelphia: University of Pennsylvania Press, 2007.  
Sharon Hays, *Flat Broke With Children: Women in the Age of Welfare Reform*, New York: Oxford University Press, 2003.  
Dorothy Roberts, *Shattered Bonds: The Color of Child Welfare*. New York: Basic Books, 2003.  
Alice Goffman, *On The Run: Fugitive Life in an American City*. Picador, 2014.  
David K. Shipler, *The Working Poor: Invisible in America*. New York: Vintage Books, 2005.

**EVALUATION:**

The senior seminar demands careful reading and thinking, and consistent engagement with the course material building to a thoughtful, well-researched final paper. Students will write 10-12 commentaries on the assigned readings. Students will be responsible for leading one class discussion (with a partner), and consistent, informed engagement in all classes is expected. Students will develop their projects in stages (topic statement, research proposal, drafts, and a final presentation and paper), and also provide thoughtful comments on their classmates drafts. Course readings will provide students with the theoretical and analytical tools to develop and write a thoughtful and original seminar paper.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**FALL 2015**

**MC 498 – Section 003**

**SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY –  
Civic Engagement and Community Development in Lansing**

**Professor: Louise Jezierski**

**Prerequisites: MC 380 / Restrictions: Open only to seniors or approval of college**

**DESCRIPTION OF COURSE:**

Michigan cities are among the most distressed in terms of income and population loss. Yet, many neighborhoods in Michigan cities remain healthy and vibrant places, such as Detroit's Mexicantown and Grandmont- Rosedale and the Old Towns in Lansing and Saginaw. What lessons can we learn about community development in Michigan from these neighborhoods? How do we explain why neighborhoods within cities vary in social and economic stability and in economic performance? The extent to which a neighborhood exercises self-governance (i.e. the capacity to develop rules, norms and other institutions of governance) helps to explain its stability and economic performance relative to other neighborhoods. In particular, neighborhoods with more advanced neighborhood-level political institutions and with greater degrees of social capital provide property owners with greater confidence in the neighborhood's long term economic health than in neighborhoods with more poorly-developed self-governance. We hope to evaluate this explanation with data analysis from an on-going research project on Lansing's neighborhoods and city governance institutions.

**TYPICAL READINGS:**

Jacobs, Jane, *The Death and Life of Great American Cities*. 1961. New York: Vintage Press.  
Stoecker, Randy, *Research Methods for Community Change: A Project-Based Approach*, Second Edition; SAGE Publications, Inc; Second Edition edition (2012).  
Taylor, Marilyn. *Public Policy in the Community*. Basingstoke: Palgrave Macmillan, 2003.  
Donovan, Jeremy, *How to Deliver a TED Talk: Secrets of the World's Most Inspiring Presentations*, revised and expanded new edition, with a foreword by Richard St. John.

**EVALUATION:**

Students will read pertinent literature on community and economic development, evaluated by written annotation. The coursework will require student participation in the research project, including preparation and mailing of questionnaires, data entry and analysis of survey results, conducting in-depth, face-to-face interviews with neighborhood and city leaders and representatives, qualitative data analysis of interviews, and data collection and analysis of archival and primary data such as news stories, neighborhood newsletters, and other communications. Census analysis using Social Explorer. Students will also contribute to writing up results and presentation of data in the Spring Undergraduate Research Forum: URAAF.