

SPRING 2012

MC 221 – Section 001

**INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC
RELATIONS**

Professor : Galia Benitez

Prerequisites: MC220 or college approval

DESCRIPTION OF COURSE:

Theories and policy issues in international political economy. Analysis of trade, money and finance, technology, transnational corporations, debt and environment. Globalization, hegemonic power, international regimes.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 221 - Section 002

International Relations II: The Politics of International Economic Relations

Prerequisites: MC220 or college approval

Professor: Komori

DESCRIPTION OF COURSE:

MC 221 is the second semester of a year-long introduction to the study of international relations. Building upon the concepts and theories covered in MC 220, this course examines alternative approaches to international political economy (i.e., the politics of international economic relations). The goals of the course are: 1) to obtain analytical skills to understand the changing political dynamics of international economic relations; and 2) to develop problem-solving skills to analyze major problems and formulate policy responses to the major issues in the field of international political economy (IPE).

Typical Readings:

- David N. Balaam and Bradford Dillman, eds., *Introduction to International Political Economy*, 5th ed. Boston, Longman, 2011.
- Thomas Oatley, *Debates in International Political Economy*. Boston: Longman, 2010.
- Ha-Joon Chang, *Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism*. New York: Bloomsbury Press, 2008.
- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy*. New York: N. W. Norton, 2011.

Evaluation

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 221 – Section 003

INTERNATIONAL RELATIONS II: The Politics of International Economic Relations

Prerequisites: MC 220 or college approval

Professor: AXELROD

DESCRIPTION OF COURSE:

MC 221 is the second semester of a year-long introduction to the study of international relations. It builds upon the concepts, theories, and actors covered in MC 220, and applies them to the international political economy and globalization. Over the course of this semester, we will address political activities and institutional frameworks related to transboundary flows of products, people, ideas, and money. In the last part of the semester, we will focus on how these flows impact pressing contemporary issues such as criminal justice and the environment.

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

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

Balaam, David N., and Bradford Dillman. 2011. *Introduction to international political economy*. 5th ed. Boston: Pearson/Longman.

Frieden, Jeffrey A., Lake, David A, and Lawrence Broz. 2010. *International political economy: perspectives on global power and wealth*. 5th ed. New York: W.W. Norton & Co.

In addition, a wide range of recent news articles will be assigned to demonstrate how these concepts apply to current events.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 221 – Section 004

Professor: COOK

DESCRIPTION OF COURSE

Theories and policy issues in international political economy. Analysis of trade, money and finance, technology, transnational corporations, debt and environment. Globalization, hegemonic power, international regimes.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Spring 2012

MC 231—Section 001

CULTURE AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor: A. BORCILA

DESCRIPTION OF COURSE:

Building on the approaches, themes and theoretical perspectives introduced in MC 230, MC 231 shifts from a comparative national perspective to examining the relationship between culture and politics from a transnational perspective. In other words, this course extends students' understanding of culture and public affairs through systematic analysis of cultural encounters, representations, cross-cultural interactions and politics. The big questions that we will grapple with are: How do power relations affect the mobility and circulation of people, representations, and capital in our globalized world? How do they affect cultural encounters? How are cultural identities and practices formed and reconfigured in such encounters, across borders, and in new contexts? How are representations of 'others,' of 'the global,' of 'cultural difference' politicized? And, do the processes associated with contemporary globalization reproduce, ameliorate and/or intensify global inequality and conflict?

As in MC 230, our approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including academic texts across the social sciences and humanities (cultural studies, anthropology, tourism studies, media studies, ethnographies, sociopolitical works, critical theory), media, and literary and testimonial narratives.

EVALUATION: Essays, Research Project, Collaborative work, Class participation

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 231 – Section 002

Cultures and Politics in Transnational Perspective

Professor Jennifer Goett

DESCRIPTION OF COURSE:

Building on the approaches, themes, and theoretical perspectives introduced in MC230, MC 231 shifts from examining the relationship between culture and politics in a comparative national perspective to a transnational perspective. While the nation is often posited as a paradigmatic form of modern identification and political organization, interdisciplinary scholarship on transnationalism focuses on how global processes unsettle the relationship between cultural formations and discrete national contexts. The central questions we grapple with in this course include: How new are the processes associated with contemporary globalization? Are we indeed living in an era of unprecedented global mobility and interconnection? How do power relations affect the mobility and circulation of people, representations, and capital in our globalized world? How do they affect cultural encounters? How are cultural identities formed and reconfigured in such encounters? Do such processes reproduce, ameliorate, and/or intensify global inequality and conflict?

Possible Texts:

- Mohsin Hamid (2008) *The Reluctant Fundamentalist*. Harvest Books.
- Jamaica Kincaid (1988) *A Small Place*. Farrar, Straus and Giroux
- Sidney W. Mintz (1985) *Sweetness and Power: The Place of Sugar in Modern History*. Penguin Books.
- Lok Sui (2005) *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama*. Stanford University Press.

Spring 2012

MC 241 Politics and Markets

Professor: Ross B. Emmett

Prerequisite: EC 201 or EC 251H.

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 – democracy and markets. Yet there are many others between politics and markets, and we consider those as well.

TYPICAL READINGS:

Among the readings used in the last several years are:

De Soto, Hernando. *The Mystery of Capital*

Coase, Ronald. *The Firm, the Market, and the Law* (always used)

Venkatesh, Sudhir Alladi. *Off the Books: The Underground Economy of the Urban Poor*

Leeson, Peter. *The Invisible Hook: The Hidden Economics of Pirates*

Ostrom, Elinor. *Governing the Commons*

Pietra Rivoli. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*

A reading packet of articles and shorter essays.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 271 – Section 001

CONSTITUTIONALISM AND DEMOCRACY

Professor: CURTIS STOKES

Prerequisites: MC 270 or approval of college.

DESCRIPTION OF COURSE:

This course examines the origins and development of “liberal democracy,” looking closely at its development in the United States.

TYPICAL READINGS:

John Locke, Two Treatises of Government

Alexander Hamilton, James Madison and John Jay, The Federalist Papers

Herbert J. Storing, The Anti-Federalist

Alexis de Tocqueville, Democracy in America

EVALUATION:

Several papers and class participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 271 – Section 003

CONSTITUTIONALISM AND DEMOCRACY

Professor: Folke Lindahl

DESCRIPTION OF COURSE:

Origins and development of liberal constitutionalism and its democratization. Theory and practice of the modern state, especially the American variant.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 271 – Section 004

CONSTITUTIONALISM & DEMOCRACY

Professor: Emmett

DESCRIPTION OF COURSE:

Origins and development of liberal constitutionalism and its democratization. Theory and practice of the modern state, especially the American variant.

SPRING 2012

MC 272: Political Theory and Political Issues: What is the Good of Science?

Professor: TOBIN CRAIG

Prerequisites: None

DESCRIPTION OF COURSE:

From a comparative and historical perspective, no feature of our public life is stranger, more unusual, than the public status accorded to the enterprise we call science. And yet, with perhaps one or two exceptions, no feature of our public life is as uncontested, that is, generally regarded as unworthy of reflection because self-evidently, and unproblematically good. Even or precisely where our science has been lately challenged – be it for pursuing questionable powers, or questionable knowledge, stem cells or evolutionary accounts of human behavior – critics must preface their expressions of unease or dissatisfaction with profuse declarations of their allegiance to the idea of science in order to even be heard. It would thus seem that a special effort is required to come see science – or inquiry into nature with the goal of replacing belief with knowledge – as questionable, and so to be moved to undertake the effort of inquiring after inquiry, of thinking through the goodness of science. Just what is science for? It should go without saying that science itself cannot answer this question. This is and must be a task for the ‘humanities.’ Moreover, inasmuch as the goodness of inquiry is assumed in the very act of seeking higher education, is this not a question every student must sooner or later ask and answer?

The course is designed as a seminar, open to all students regardless of major. We will confront our guiding question through the reading of major works of philosophy and literature, possibly also films and field trips to research facilities on campus. We will attempt to recapitulate for ourselves the historical emergence of science and then modern science and finally the contemporary crisis in the sciences. Throughout the course we will be brought to face up to the tensions between science and religion, science and politics, science and ‘the humanities.’ Assessment will be based on participation, student presentations, and papers.

It will count for Stepps and PTCD

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 281 – Section 001

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: Anna Pegler-Gordon

Prerequisites: MC 280 or college approval.

DESCRIPTION OF COURSE:

MC 281 is a comparative history course on the interactions between different racial, ethnic, and cultural groups in the 19th and 20th century United States. As the second course in the sophomore Social Relations sequence, MC 281 provides an historical complement to the understanding of social theory developed in MC 280.

This course seeks to provide students with a broad overview of the diversity of U.S. society. How do individuals and groups adjust to new circumstances, interact, and take action to gain acceptance in U.S. society? How do individuals and groups invent and reinvent their cultures in response to American conditions? How have law, science, and popular culture helped to reinforce or dismantle hierarchies based on race, ethnicity, nationality, gender, sexuality, and class? As we address these questions, this course will consider the diversity within and the connections between the experiences of African American, Asian American, European American, Native American and Latino communities.

In addition to readings from cultural, social, intellectual and political histories, our course materials will include varied primary sources with a special focus on visual documents such as photographs, cartoons and maps. Throughout the course, our goals are to gain a broad understanding of the historical development of race, ethnicity and immigration in the United States, as well as a familiarity with significant debates about assimilation, acculturation, pluralism and multiculturalism.

TYPICAL READINGS:

Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*, (1996).

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*, (1998).

George Sanchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945*, (1993).

EVALUATION:

Short papers, research paper, exam and participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLELGE

SPRING 2012

MC 281 – Section 002

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: M. Julia Grant

Prerequisites: MC 280 or college approval.

DESCRIPTION OF COURSE:

MC 281 is a comparative history course on the interactions between different racial, ethnic, and cultural groups in the 19th and 20th century United States. It is the second course in the Social Relations field.

The course seeks to provide students with a broad overview of diversity in U.S. society. Some of the key questions the course explores include: How do individuals and groups adjust to new circumstances, interact, and take action to gain acceptance in U.S. society? How do individuals and groups invent and reinvent their cultures in response to American conditions? How have law, science, and popular culture helped to reinforce or dismantle hierarchies based on race, gender, ethnicity, and physical ability? How can American institutions mediate between groups of citizens with distinctly different conceptions of the good life and the polity? Students will examine disputes in U.S. history, ranging from the civil rights movement to immigration, deaf education, textbook wars, and child welfare, as a means of uncovering the lineage of many of today's culture wars.

TYPICAL READINGS:

Douglas Baynton, Forbidden Signs: American Culture and the Campaign Against American Sign Language.

Linda Gordon, The Great Arizona Orphan Abduction.

Glenda Gilmore, Gender and Jim Crow.

Anne Fadiman, The Spirit Catches You and Then You Fall Down.

EVALUATION:

Students will write several short papers and complete a mid-term and final examination.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 295

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Prerequisites: Mth 110 or Mth 116 or Mth 112 or Mth 114 or Mth 124 or Mth 132 or STT 200 or designated score on Mathematics Placement test.

Section 001 – Professor COOK

Section 002 -- Professor BERGAN

DESCRIPTION OF COURSE:

Design and execution of research in public policy analysis and evaluation. Critical evaluation of data and arguments. Data collection, hypothesis testing, survey of measures of association and evaluation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 320: POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD

Professor: Rodrigo Pinto

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

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 321

The Cold War: Culture, Politics, and Foreign Policy

Professor Matthew Zierler

Prerequisite: MC 220 or MC 231 and Completion of Tier I Writing Requirement

DESCRIPTION OF COURSE:

Cultural representations to explore the Cold War's balance of power politics and domestic consequences.

POSSIBLE READINGS:

Jeremi Suri. *Power and Protest: Global Revolution and the Rise of Détente.*

Timothy Garton Ash: *The File: A Personal History*

Odd Arne Westad. *The Global Cold War: Third World Interventions and the Making of Our Times.*

Stephen J. Whitfield. *The Culture of the Cold War.*

Jutta Weldes. *Constructing National Interests: The United States and the Cuban Missile Crisis.*

John Lewis Gaddis. *The Cold War: A New History.*

EVALUATION:

Class participation, research paper, and exams are likely.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 324A--REGIONAL POLITICS, COOPERATION & CONFLICT IN THE MIDDLE EAST

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

Professor: TBD

DESCRIPTION OF COURSE:

Sources of conflict and cooperation in the Middle East through case studies such as the Arab-Israeli conflict. Intrastate, regional, and global factors.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 324B REGIONAL POLITICS, COOPERATION, AND CONFLICT IN SUB-SAHARAN AFRICA

Professor: TBD

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

DESCRIPTION OF COURSE:

Domestic and international politics of sub-Saharan African countries. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 324C--Regional Politics, Cooperation, and Conflict in Latin America and the Caribbean

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

Professor: Galia Benitez

DESCRIPTION OF COURSE:

Domestic and international politics of Latin American or Caribbean countries. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 325--STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor: L. HUNT

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 326 – Section 002

U.S. FOREIGN POLICY

Professor: YAEL ARONOFF

Prerequisite: Mc 221 and completion of the Tier I writing requirement or approval of College

DESCRIPTION OF COURSE:

The end of the Cold War and the attacks of September 11th have presented American foreign policy makers with many new challenges to established ways of dealing with world problems. This course is organized so that case studies can illuminate a better understanding of the foreign policy making process and its assessment. We begin with a general overview of the myriad impacts on U.S. foreign policy, including the impact of political culture, public opinion, interests and values, federal bureaucracies and the myriad intelligence bodies, the congress, the international context, the President, the National Security Council, and the bargaining and compromises made from the juncture of all of these influences. We will then take a closer look at each of these factors so that we become more familiar with the evolving role of each institution over time and on different issue areas. The class also seeks to analyze the limitations of various types of explanations, and ask why policy implementation is at times different from the intentions of decision-makers.

After familiarizing ourselves with these institutions individually, we will explore various approaches to studying foreign policy which privilege the influence of one or more of these factors. Graham Allison and Philip Zelikow wrote a classic book applying some models of foreign policy making to explaining the Cuban Missile Crisis. They apply the rational actor model, organizational behavior model, and government politics model to the crisis and show how each approach offers a different lens through which to view decisions made during the Cuban missile crisis. You will have an opportunity to write a policy memo making recommendations for the President during the crisis, and to participate in a simulation of the crisis where you will represent a policy maker/adviser. You will be provided with an unfolding scenario throughout the simulation and will be divided into different groups. At the conclusion we will analyze to what extent each group perceived itself as operating primarily according to the dictates one of Allison's models of foreign policy making.

We will continue to apply these models, as well as elaborations of and additions to Allison's approaches, to decisions made during the first Gulf War. You will write a paper assessing which approach or sets of approaches to foreign policy decision-making best explains the decision to go to war with Iraq to compel it to leave Kuwait. We will then briefly examine the foreign policy making process in regard to economic issues and examine criteria for assessing the effectiveness of different tools of statecraft.

We will then move to some of the main issues that the U.S. has been focused on since the end of the Cold War and the September 11th attacks. We will continue to examine the role of leaders and their advisors in the formulation of U.S. foreign policy. We will also examine the international context and perceptions of U.S. hegemony and U.S. foreign policy, explanations for the causes of terrorism, and different analyses of how to counter terrorism. In addition to continuing to assess the process of foreign policy formation and implementation, we will also assess what we think U.S. policy, broadly defined, should be. Should the war on terror be considered a war? What are the ethical implications of means used to fight this war? What explains decision-making before and during the war in Iraq? We will also look at the decision-making process during the Obama Administration, in particular in regard to the war in Afghanistan, U.S. attacks in Pakistan, and the war on terror more generally. Is the U.S. relying primarily on force, but minimizing the impact of other tools of statecraft in enhancing its leadership and diminishing threats? Finally, can and should the U.S. try to retain its hegemony, and if so, how?

This course has five main objectives:

- 1) To familiarize yourself with our government institutions and how they influence foreign policy.
- 2) To understand different models and approaches for explaining foreign policy making decisions as well as understanding policy implementation.
- 3) To be able to apply these models to particular cases of foreign policy decisions and to explore the strengths and weaknesses of these various approaches: the valuable insights each perspective can give, to what extent the approaches are complimentary and to what extent they are contradictory, and the limits of their explanations.
- 4) To improve your understanding of the complexities of U.S. foreign policy in a variety of issue areas and to assess what broad policies should be.
- 5) To provide you with opportunities to improve your critical thinking, reading, writing, and speaking abilities. Particular attention will be given to developing argumentation skills, both orally and in writing, through written assignments, in class discussions and weekly discussions on ANGEL, in class debates, and simulations. We will focus on the use of logic and evidence to build an argument, and address weaknesses and exceptions in order to determine the limits of an argument.

Evaluation:

Class participation, participation in simulations, web discussions, paper, policy memo, and exam.

Typical Readings:

- 1) Bob Woodward, *Obama's Wars* (NY: Simon & Schuster, 2010).
- 2) *Contemporary Challenges to U.S. Foreign Policy* (My own compilation of recent *Foreign Affairs* articles discussing American foreign policy goals and the means to achieve them, December 2011)
- 3) Jerel A. Rosati and James M. Scott. 2011, *The Politics of United States Foreign Policy*. 5th edition.
- 4) Graham T. Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd edition Longman. ISBN 0-321-01349.
- 5) Steve Yetiv, *Explaining Foreign Policy: U.S. Decision-making and the Persian Gulf War*. (Baltimore: The Johns Hopkins University Press, 2004) ISBN 0-8018-7811-x
- 6) Eugene Wittkopf and Thomas McCormick, *Domestic Sources of Foreign Policy*. 5th edition. (NY: Rowman & Littlefield Publishers, INC., 2008) ISBN 0-7425-4740-X

Honors Option:

We will analyze Robert Jervis's *Why Intelligence Fails* (Ithaca, NY: Cornell University Press, 2010)

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 328--RUSSIAN FOREIGN POLICY

Professor: NORM GRAHAM

DESCRIPTION OF COURSE:

Evolution of Russian and Soviet foreign policy. Foreign policy decision-making structures and processes and domestic and international determinants of foreign policy.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 347--URBAN AND REGIONAL DEVELOPMENT

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

Professor: CRAW

DESCRIPTION OF COURSE:

At first glance, one might guess that urban politics and policymaking are very similar to politics and policymaking at the national level. The political institutions and actors at the national level, e.g. the President, Congress, interest groups, bureaucracy and so on, have clear counterparts in city government, such as the mayor, city council, local businesses and nonprofit groups, and city departments. However, two forces make urban politics significantly different from national politics. First, city governments are embedded in a complex network of local governments that may both drive competition for resources and create opportunities for cooperation. Secondly, city governments are embedded in the American federalist system of government, which subjects them to the influence of state and federal governments. An important consequence of this way of organizing local government is that development becomes the *raison d'être* for city governments in the United States. That is, city governments exist to support growth in income, quality of life, and property values of their communities.

In this course you will come to understand three major features of American urban development: the prominence of development issues in urban politics, the segregation of American metropolitan areas by race and class, and the revival of American central cities since the 1990s.

We will take a hands-on approach to urban development, focusing on local problems and policy in Michigan and neighboring states. Major course assignments will require you to address ongoing dilemmas facing local policymakers. Class sessions will use a variety of activities, including lectures and discussion to clarify and extend course readings; group problem-solving sessions and simulations to analyze and apply principles; and films and guest speakers to provide outside perspectives and opportunities to learn from policymakers. By the end of this course, you will be able to:

- Describe the challenges facing American cities and analyze the causes of these problems.
- Evaluate the impact of local tax, spending and development proposals on economic development, racial and income equality, and quality of life.
- Evaluate the impact of federal and state policies on local economic development and on quality of life across communities in Michigan.
- Formulate your own policy alternatives aimed at promoting economic development and improving quality of life in Michigan communities.

Typical readings:

Judd, Dennis R, and Todd Swanstrom. 2009. *City Politics: The Political Economy of Urban America*. 7th ed. New York: Pearson.

Evaluation

SPRING 2012

MC 351--SCIENCE AND SOCIAL POLICY

Professor : GORMELY

Fulfills STEPPS HPS requirement, Briggs HPS requirement, and BHS requirement

DESCRIPTION OF COURSE:

Role that scientific research on group differences plays in creating and maintaining social stereotypes and policy. Practical implications of scientific research, sources of bias among scientific investigators, and the role of scientists in creating and changing stereotypes and in attacking social prejudice.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

Spring 2012

MC 362

PUBLIC INTERNATIONAL LAW

Professor : TBD

Prerequisites: MC220/221 or college approval

DESCRIPTION OF COURSE:

Impact of international law on social, political and economic change in the international system. Military conflict and conflict resolution, economic prosperity and redistribution, human rights and ecology. Origin and operation of international laws

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 364 -- POLICY EVALUATION

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

Professor: BRYAN RITCHIE

DESCRIPTION OF COURSE:

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

Spring 2012

MC 366 -- FILM, HISTORY AND NATION

Professor: C. M. Tremonte

Prerequisites: MC 230 or MC 231 or MC 221 or approval of the college, and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

This course investigates the relation of film and cinema to history, historical representation and (trans)national identities. In particular, it examines the relationship between domestic feature 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 have represented major 'historical' ruptures—such as war, occupation, rebellion and/or immigration—and the political and ideological work of these representations. Additionally, the course investigates the place of cinema more generally in the complex web of global capitalism; that is, within context of international and global production and distribution policies and practices, and within an era of rapid media flows. To help focus this interdisciplinary study, students read a number of seminal essays on film rhetoric, on the economics of national cinemas, and on history and historiography. We will put these readings in conversation with select feature films and documentaries from the following three national and/or transnational cinemas: Great Britain, Australia, and China.

Typical Readings:

Collins, Felicity, and Therese Davis, *Australian Cinema After Mabo* (Cambridge UP, 2004)
Chow, Rey. *Sentimental Fabulations, Contemporary Chinese Films* (Columbia UP, 2007)
Higson, Andrew. *Waving the Flag: Constructing a National Cinema in Britain* (Oxford UP, 1997).
Hughes-Warrington, Marne. *History Goes to the Movies* (Routledge, 2007)
Street, Sarah. *British National Cinema* (Routledge, 2008)
Xu, Gary G. *Sinascapes: Contemporary Chinese Cinema* (Rowman & Littlefield, 2007)

Typical Films:

Gallipoli
Hero
Gandhi
Bloody Sunday
Raise the Red Lantern

Typical Assignments:

ANGEL dialogues, theory exam, visual rhetorics essay, and screening-the-nation project

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 371- Section 001

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professor : LINDAHL

Prerequisites: MC 370 and completion of Tier I writing requirements; or college approval

DESCRIPTION OF COURSE:

The contemporary status of liberal democracy. Theory and practice of late 20th century attempts to perfect, transcend, or undermine liberal democracy in light of crisis of rationalism.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 371-- Section 002

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professor : Eric Petrie

Prerequisites: MC 370.

DESCRIPTION OF COURSE:

This course will investigate the contemporary status of liberal democracy. We will emphasize recent attempts at redefining and defending liberalism as well as some twentieth century theories that try to undermine and transcend the Western liberal tradition. We will evaluate democracy from the perspective of the crisis of rationalism in an age of uncertainty.

EVALUATION:

Essays of various length; quizzes; class participation.

SPRING 2012

MC 372 – Comparative Black Political Thought

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

Facing the ongoing theoretical impoverishment of black conservatism and black liberalism, especially the latter, this course provides a comparative and critical examination of the political thought of selected black radicals in the United States, as well as Africa and elsewhere in the African Diaspora. Our conversation will be informed by the following questions: What does it mean to be a black radical and is black radicalism interchangeable with black nationalism? In what ways, if any, does U.S. black radicalism intersect with radicalism in Africa and elsewhere in the African Diaspora? Given the theoretical (and other) challenges often assumed to separate black radicalism and white radicalism, historically and presently, can the apparent divide between them be successfully bridged, and should (or must) it be? Can black radicalism be a viable theoretical and practical vehicle for black advancement in the United States, as well as Africa and elsewhere in the African Diaspora, in the twenty-first century; or, is black radicalism simply another doomed, dead-end theory put forward by starry-eyed Leftist visionaries in an era of triumphal Western (U.S.) hegemony, capitalism and neoliberalism?

TYPICAL READINGS (selections from a few of the following and other readings):

W.E.B. Du Bois, *Black Reconstruction*

Amilcar Cabral, *Return to the Source*

C.L.R. James, *World Revolution*

Anna Julia Cooper, *A Voice from the South*

Frantz Fanon, *The Wretched of the Earth*

Charles W. Mills, *The Racial Contract*

Cedric J. Robinson, *Black Marxism: The Making of the Black Radical Tradition*

EVALUATION:

Several papers and class participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 373A--CONSITUTIONALISM: THE SUPREME COURT

Prerequisite: MC 271 and Completion of Tier I Writing

Professor: PETRIE

DESCRIPTION OF COURSE:

Theory of constitutional democracy through examination of selected Supreme Court cases. History of the Supreme Court and principles of constitutionalism.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 375 -- CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS

Professor: David Winder

DESCRIPTION OF COURSE:

The American states have been viewed as “laboratories of democracy,” in which state political leaders may experiment with novel approaches to address social and economic problems on a limited scale, in comparison with national policies. This course focuses on American state institutions, politics, and social policies within the context of the U.S. federal system. Since American states form and administer policy using their own separation of powers systems, governors, legislatures, and state courts will be examined. Governors are the key state leaders who must deal effectively with their legislatures in order to pass new laws that are responsive to important state problems, such as the budget shortfalls of the contemporary period. State governments lie between the U.S government and localities (such as cities and counties) in the federal system. We will study the crucial and dynamic role that states have played in making the federal system function, a system conceived by James Madison and other framers of the Constitution. Throughout recent history, states have developed new policies, such as the health care policy in Massachusetts. States have pioneered new policy approaches in areas such as corrections and education (including the charter schools found in Michigan and public school choice). Part of this course will focus on the creative efforts of states in forming new strategies for government action to deal with problems in the contemporary period.

SPRING 2012

MC 380 Social Policy (Tu Th 10:20-11:40)

Professor Gene Burns

Prerequisites:

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

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

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 Specialization (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, 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*
2. Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*
3. Ira Katznelson, *When Affirmative Action Was White*

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Spring 2012

MC 382 (Tu Th 12:40-2:00)

Social Movements

Professor Gene Burns

Prerequisite: Completion of Tier I writing requirement.

Restrictions: Open to juniors or seniors in James Madison College or Women's Studies; open to others only with approval of the college.

DESCRIPTION OF COURSE:

This course is a selective in the Social Relations & Policy major of James Madison College; Women's Studies students should consult with advisors about whether the course can fulfill a requirement in a Gen Cen minor or specialization.

How are people mobilized into a movement? Are certain kinds of people more likely than others to participate in social movements? Why do movements happen some times and not others? Why do movements clump together within what scholars call "cycles of protest"? How has the nature of social movements changed over time? How do we determine whether social movements are successful?

These are among the central questions addressed by students of social movements. Their answers are not always simple, as even identifying the nature and boundaries of a particular social movement are not easy. For instance, does a social movement consist of everyone sympathetic to a cause, or only those involved in movement organizations?

While the primary focus of the course will be on social movements in the United States, there will be some comparative analysis. There will certainly be focus on the U.S. Civil Rights Movement, the study of which led to dramatic rethinking of the nature of social movements. There is likely also to be at least some focus on women's movements and environmental movements. Specifics will be available in the Fall.

Please note that it is impossible for one course to study every specific social movement in which students might be interested, but students will have opportunity (for instance through research papers) to study movements that interest them but which are not on the syllabus.

The course will have an Honors option.

TYPICAL READINGS:

Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader: Cases and Concepts*
Doug McAdam, *Political Process and the Development of Black Insurgency, 1930-1970*
Sydney Tarrow, *Power in Movement: Social Movements and Contentious Politics*
Karen Brodtkin, *Power Politics: Environmental Activism in South Los Angeles*

EVALUATION:

Papers, exams, class participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 386 -- WOMEN AND POWER IN COMPARATIVE PERSPECTIVE

Professor : C. HUNT

DESCRIPTION OF COURSE

Application of feminist theory to questions of gender and power in different economic and political systems and geographic areas.

SPRING 2012

MC 387: JEWS AND ANTI-SEMITISM

Professor Kenneth Waltzer

Prerequisites: Completion of a Tier I Writing course

DESCRIPTION OF COURSE

MC 387 is a comparative history course that focuses on Jews and anti-Semitism especially during the 1930s-40s, the pivotal decades of modern Jewish experience. It explores the history of anti-Semitism in Europe and the West from medieval Christendom to the Modern era, and also contemporary developments in the history of anti-Semitism. It probes the sources and dimensions of the Nazi Holocaust, including the path of Nazi policy to genocide, and European and European Jewish responses to the Holocaust, including life and response in the ghettos and camps. It also explores aspects of the global response to the Nazi Holocaust, including the American response. Primary concerns include comprehending the rise of modern racial anti-Semitism; the role of Nazi ideology, hatred, and other factors in the path to the Final Solution; the responses of witnesses and of victims to Nazi genocide; life beyond extremity in the Nazi camps; and the reactions of bystander nations and communities.

TYPICAL READINGS

Laqueur, *The Changing Face of Antisemitism*
Wistrich, *Hitler and the Holocaust*
Browning, *Nazi Policy, Jewish Workers, German Killers*
Grynberg, ed., *Words to Outlive Us: Eyewitness Accounts from the Warsaw Ghetto*
Friedrich, *Auschwitz*
A Holocaust memoir from a list of choices (*Auschwitz*)
Wyman, *The Abandonment of the Jews*

EVALUATION

three papers, final exam, and participation. An approved paper on a specialized topic can be substituted for the 3rd paper or final exam

H-option: An honors seminar with five meetings focused on issues of "Human Behavior in the Camps." Honors students read an additional book, plus other selected readings, watch testimonies, and present to a seminar. No additional paper.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 388 -- SEXUAL POLITICS

Professor: J. GRANT

DESCRIPTION OF COURSE:

Sexuality and gender in nineteenth and twentieth century history and politics.
Social change, social movements, and sex roles.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 390 --Section 001

ADV TOPICS IN PUBLIC AFFAIRS : Literature and Politics in a Comparative Perspective

Professor : DEAN SHERMAN GARNETT

DESCRIPTION OF COURSE:

Politics finds its way into literary works in one way or other. Authors have political views and are often express them in their works. Or they depict a debate or political events. Readers also bring to their understanding of the text their own values, including their politics. Critical theories openly embrace or openly reject political concerns, yet considerations of imitation, representation, realism, and deconstruction—key literary terms from various times and schools—inevitably speak to the relationship of literature to the everyday world, where politics certainly matters. The writer's task of examining, exploring, and reflecting on the world around her or him inevitably includes making a decision on incorporating politics.

This course will explore the relationship of literature to politics, particularly novels, memoirs, and other works that deal directly with political events. It will do so by beginning with a range of theoretical perspectives on literary representation. Texts here will be drawn from the critical perspectives of writers (examples here include Vargas-Llosa, Rushdie, Kundera, Milosz) and important theorists (for example, Gadamer, Bakhtin, Said, Rorty). It will then turn to a comparative examination of works drawn from Central and Eastern Europe, particularly focusing on Moscow and Vilnius in the 1920s-1940s, a period when it was simply impossible to avoid issues such as Socialism, Stalinism, the civil and political rights of minorities, mass violence, war, and the conquest, subordination, and killing of undesirables (as defined by the conquerors). Our aim is to examine what kind of contribution literary works make to understanding core political issues of dictatorships, revolution, modernization, tolerance, and mass violence. Assignments in the course will consist of a take-home mid-term essay or essays, a final research paper, and additional short written assignments and group presentations focused on the readings and the themes they raise.

TYPICAL READINGS: Anna Akhmatova, Mikhail Bulgakov, Chaim Grade, Nadezhda and Osip Mandelstam, Czeslaw Milosz. Readings will also include selected source material, as well as contemporary historians (Shield Fitzpatrick, Timothy Snyder)

EVALUATION: Group presentation, short critical response, mid-term, and final research paper.

SPRING 2012

MC 390 –Section 002

ADV TOPICS IN PUBLIC AFFAIRS: ISRAELI POLITICS AND SOCIETY

Professor Yael Aronoff

DESCRIPTION OF COURSE:

This course focuses on Israeli politics and society and investigates the relationship between society and social and ethnic cleavages, culture and politics, political institutions and parties, and democracy and the Jewish nature of the state. We will also be assessing the influence of these on Israel's foreign policy. The course aims to give students an understanding of the historical, political and cultural transformations Israel has undergone over the past 63 years of its dynamic existence as an independent state and their consequences.

Founded in 1948, the state of Israel has developed as a democracy, absorbed waves of migration from all over the globe, and engaged in frequent regional wars. In MC 390, we examine the major transformations of the political system over this era – the legacy of the lengthy dominant party system under the Labor Party; the period of a competitive system dominated by the two major parties (Labor and the Likud); following electoral reform, the decline of support for the major parties and the rise of parties based on identity; and the new realignment currently taking place. The transition from a predominantly collectivist to an increasingly individualistic political culture (Americanization or globalization) will also be discussed. Particular attention will be paid to the major challenges to the dominant Zionist discourse. The relation between identity politics and controversial issues like the role of religion in the state, ethnic politics, and the status of Palestinian citizens of Israel will be analyzed. Although Israel is ethnically and religiously diverse, it was conceived for many years by many Israelis as a melting pot with a homogeneous core. Instead, this course examines how diverse parts of Israeli society interact and how Israelis have adapted to the realization that diversity has trumped homogeneity. We will be investigating this through articles written by sociologists, political scientists, historians and economists, as well as interviews of different sectors of the society by journalists and novelists, and documentaries directed by sociologists who interview members of the different societal groups to assess their relationship to the state and to the society at large. We will also explore the impact of immigration, political culture, and organizational culture in analyzing explanations for Israel's recent economic success in regard to start up entrepreneurial companies.

Finally, the impact of war and peace on elections and the implication of election results for the revival of the peace process will also be discussed. Israeli Prime Ministers will be analyzed as reflective of different interpretations of political culture and as having significant impact on

Israel's foreign and domestic policies. Israel's political borders have been contested since the beginnings of the state. Israeli occupation of the Sinai, the Golan Heights, and the West Bank as a result of the 1967 war reopened old issues and brought new ones. The impact of border changes on the crisis of identity which Israel is currently undergoing and related issues will be analyzed. We will discuss the domestic influences on Israeli foreign policy.

There will be collaborative group work in which groups pick an Israeli political party (only one group to each party) and then write a 12-20 page paper together highlighting the party's interests and political platform for the next election. Among the parties analyzed will be Labor, Likud, Kadima, Yirael Beitenu, Meretz, Ballad, and the United Arab List. Much research is required regarding the history of the party, its changing composition, strength, and platforms. In your party platform you must address your party's stance on foreign policy (highlighting policy toward the Palestinian Authority), your party's identity and how it will shape Israel's identity in terms of ethnic pluralism, stance on Israel as a democracy (what type of democracy, civic, ethnic, or in between), stance on religion and the state, and possibly other issues that are important to your particular constituency. Prioritize your strategies and recommendations for the future (which are you highlighting and will distinguish your campaign?) Base your platform on your party's actual current party platform, but do not simply regurgitate it. Use some creativity in modifying, expanding, and changing your party's platform while still grounding it in its present context. We will be holding a simulation of mock elections in which you present your party platform and students vote for parties. The party with the most votes will then try to build a government coalition with other parties in our next simulation. These exercises will not only better familiarize you with the parties and the political cultures, identities, and foreign policies that they represent in the Israeli context, but will also better familiarize you with parliamentary democracy.

Typical Readings:

- 1) Nadav G. Shelef, *Evolving Nationalism: Homeland, Identity, and Religion in Israel, 1925-2005* (Ithaca, NY: Cornell University Press, 2010). ISBN 978-0-8014-7675-4
- 2) Dan Senor and Saul Singer, *Start-Up Nation: The Story of Israel's Economic Miracle* (New York: Council on Foreign Relations, 2009) ISBN 978-0-446-54146-6
- 3) Robert O. Freedman, ed., *Contemporary Israel: Domestic Politics, Foreign Policy, and Security Challenges* (Philadelphia, PA: Westview Press, 2009) ISBN 978-0-8133-4385-3
- 4) Donna Rosenthal, *The Israelis: Ordinary People in an Extraordinary Land* (New York: Free Press, 2008) ISBN 0-7432-7035-5
- 5) Course pack including recent journal articles and think tank reports.

Honors Option:

David Grossman, *To the End of the Land* (NY: Alfred A. Knopf, 2010). This is an award winning novel written by one of Israel's three most prominent novelists that explores the heavy price of war on a society and its individuals, and especially the turmoil of parents whose children serve in the military. David Grossman's own son was killed in the 2006 Israeli war with Hezbollah while he was writing this book.

Evaluation:

Class participation in class discussions and simulations, participation in web discussions, exams, and a research paper

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 391

SELECTED TOPICS IN PUBLIC AFFAIRS : ASIAN AMERICAN HISTORY

Professor: A. PEGLER-GORDON

DESCRIPTION OF COURSE:

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

This course covers a broad range of topics, reflecting the diversity and complexity within Asian American communities, both past and present. We will study the shared and different experiences of immigrants and Americans with origins in China, Japan, Korea, the Philippines, India, Vietnam and Laos. Together, we will explore: processes of colonialism, migration and exclusion; issues of citizenship; racial and ethnic identity formation; practices of resistance; work and labor relations; acculturation, family and community formation; transnational networks; and, representations of Asian Americans. Our historical topics will include: Chinese and Asian exclusion, Asian independence movements, World War II, Japanese internment, the Cold War, the Model Minority myth, the Asian American Movement, post-1965 Asian American communities, transnational adoption, and multiracial identities.

In this course, you will not only become familiar with the key themes and topics in Asian American history, you will also learn skills that are important to becoming a thoughtful interpreter of historical and contemporary events. In addition to readings from cultural, social and oral histories, we will review a broad range of primary sources, such as laws, court rulings, newspaper reports, memoirs and poems. We will also pay special attention to visual media, such as films, photographs and cartoons. Our class assignments are designed to help develop your skills as historians: you will not only learn to analyze secondary histories, but also to research and write histories.

Possible readings

Chan, Sucheng. *Asian Americans: An Interpretive History*. Boston: G.K. Hall and Co., 1991.

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

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

Prashad, Vijay. *The Karma of Brown Folk*. Minneapolis: University of Minnesota Press, 200

**MICHIGAN STATE UNIVERSITY
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SPRING 2012

MC 395 – Section 001

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS: Women and the Politics and Poetics of biblical Interpretation

Professor: Ilana Blumberg

DESCRIPTION OF COURSE:

This course is about women in the Bible, women scholars and writers on the Bible, and the Bible itself. We will study the founding narratives of the Book of Genesis, focusing on the representation of women in relationship to each other, to men, to God and history. To help us consider these subjects, we will turn to some of the most creative and scholarly readings that women have offered in the last twenty years. In reading these recent interpretations, we will be able to reflect on older, influential assessments offered by male scholars and note the innovations at hand.

We will thus be involved in both the ancient past of the biblical stories and our own contemporary world where the Bible continues to inspire and undergird a wide variety of spiritual and political positions.

SPRING 2012

MC 395 – Section 002

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

Professor: Stephen 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**

SPRING 2012

MC 441 -- ISLAM AND WORLD POLITICS

Professor: TBD

DESCRIPTION OF COURSE:

Manifestations of political Islam within key Muslim countries such as Turkey, Egypt, Saudi Arabia, Iran, and Pakistan. Use of political Islam by states and groups as an instrument to advance their international goals

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 445: BIODIVERSITY CONSERVATION POLICY AND PRACTICE

Interdepartmental with Fisheries and Wildlife

Professor: Dan Kramer

DESCRIPTION OF COURSE:

Social, economic, and policy considerations. Approaches to conserve biodiversity.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC/FW 450

INTERNATIONAL ENVIRONMENTAL LAW AND POLICY

Professor: KRAMER

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

Overview of concepts, actors, norms, laws, and institutions related to international environmental policy. Case studies on current global environmental issues.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 459 STEPPS CAPSTONE

Professor : NELSON

DESCRIPTION OF COURSE

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 469-- APPLIED PUBLIC POLICY RESEARCH: Michigan Futures Seminar

Professor : Bryan Ritchie

DESCRIPTION OF COURSE:

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

Fulfills STEPPS Public Policy requirement

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 481 – GLOBAL ISSUES IN FISHERIES AND WILDLIFE

Prerequisite: EC 201 or EC 201

Interdepartmental with Fisheries and Wildlife

Professor: Bill Taylor

DESCRIPTION OF COURSE:

Global issues and their impacts on implications for the management of fisheries and wildlife resources.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 492 – Section 1

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:
“U.S. NATIONAL SECURITY: STRATEGY, PROCESS, AND POLICY”**

Professor Matthew Zierler

Prerequisite: Completion of Tier I Writing Requirement
Recommended Background: MC 326

DESCRIPTION OF COURSE:

This seminar will focus on the development and application of U.S. national security policy. It will consider the continuities and changes that have occurred based on the evolution of the United States' capabilities, interests, and position in a world that has changed dramatically over the last 200 years. We will examine the changes that have occurred since the end of the Cold War and after 9/11 in light of earlier patterns of behavior. We will also examine how America's national security institutional infrastructure has been adapted over time to meet new conceptions of threat. Throughout the course, we will focus on the interaction between the development of strategic visions, the development and execution of policy options, and the process of national security policy making.

TYPICAL READINGS:

Sapolsky, Gholz, and Talmadge, *US Defense Politics*
Max Boot, *The Savage Wars of Peace: Small Wars and the Rise of American Power*
John Lewis Gaddis, *Strategies of Containment*
Derek Chollet and James Goldgeier, *America between the Wars*
Gelpi, Feaver, and Reifler, *Paying the Human Costs of War*
Tom Ricks, *The Gamble*

EVALUATION:

Includes active class participation, reaction papers, research paper (in multiple stages), presentation of research, exam.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 492 – Section 002

Senior Seminar in International Relations: The Political Economy of East Asia

Professor: Komori

DESCRIPTION OF COURSE:

This seminar explores the relationship between global and regional dynamics, with emphasis on East Asia. The seminar first examines the political and economic development of East Asian economies, including Japan, South Korea, Taiwan, Hong Kong, China, and ASEAN countries. Second, it explores the impact of globalization on these states. Third, the seminar explores the emergence of regionalism in East Asia and the Asia-Pacific region.

Typical Readings:

- Simon S. C. Tay, *Asia Alone: The Dangerous Post-Crisis Divide from America*. Singapore: John Wiley & Sons.
- Ming Wan, *The Political Economy of East Asia: Striving for Wealth and Power*. Washington, DC: CQ Press, 2008.
- Kent Calder and Min Ye, *The Making of Northeast Asia*. Stanford: Stanford University Press, 2010.
- Mark Beeson, *Regionalism and Globalization in East Asia: Politics, Security and Economic Development*. New York: Palgrave Macmillan, 2007.
- Richard Stubbs, *Rethinking Asia's Economic Miracle: The Political Economy of War, Prosperity and Crisis*. New York: Palgrave Macmillan, 2005.
- Andrew MacIntyre, T. J. Pempel, and John Ravenhill, eds., *Crisis as Catalyst: Asia's Dynamic Political Economy*. Ithaca: Cornell University Press, 2008.
- Stefan Halper, *The Beijing Consensus: How China's Authoritarian Model Will Dominate the Twenty-First Century*. New York: Basic Books, 2010.

Evaluation

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2012

MC 492 – SECTION 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: The United States and China in the 21st Century: Past, Present, and Future.

Professor: Simei Qing

Prerequisites: Completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

This seminar aims to provide an in-depth examination of U.S.- China diplomacy in the 20th century and to shed new light on current U.S.- China relations in the post-Cold War, post-9/11 era. It inquires whether a broad and persistent pattern exists in U.S. – China interactions throughout the 20th century, and whether this pattern may, subconsciously as well as consciously, persist into the early 21st century. Put another way, are there some enduring themes or visions 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?

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 492 –Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: *Eurasian Natural Resource Challenges and Conflict*

Professor: *Norm Graham*

DESCRIPTION OF COURSE:

This seminar will examine comparatively the current and prospective environmental challenges and natural resource issues in Europe and the Former Soviet Union. The course will begin with a review of relevant theory relating to ecological economics, global climate change and international law and global/regional governance. It will examine energy pipeline strategies and politics in the region, along with the political economy of government policies in energy producing states (e.g., is there an “energy curse” in reality?). It will also address the growing crisis of clean water availability, rights of access, and consequent impacts on food supply, as well as national and international efforts to mitigate future scarcity and political conflict, in the light of population pressure and climate change projections. It will also examine the impact of the socio-cultural context that may influence both the course of the debates and the feasibility of alternative policy strategies in a changing and increasingly interdependent global economy

The course objectives are to provide an overview of the impact of theory, policy and institutions in transition and an opportunity for conducting detailed research on specific aspects of that impact. It is designed to serve as the “capstone” experience for Madison students majoring in international relations, providing opportunity for using and refining knowledge, skills and a spirit of inquiry developed in previous coursework and experience at Madison College. It will strive to encourage students to reflect on the conflicting perspectives and national experiences examined in the seminar as a means to prepare for engaged citizenship in the coming decades.

MICHIGAN STATE UNIVERSITY
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SPRING 2012

MC492 –Section 005

Senior Seminar in International Relations: Transnational Relations for a Cause: Advocacy Networks, Civic Groups and Social Movements

Professor: RODRIGO PINTO

DESCRIPTION OF COURSE:

This senior seminar analyzes cause-oriented action in transnational relations, with emphases on advocacy, associations, movements and resistance. It examines the origins and outcomes of transnational activism. Careful attention is given to specific tactics of activism across borders and to broad questions of transnational relations.

Capstone overview

This senior seminar will examine cause-oriented action in transnational relations. Activists are committed to causes including independence, democratization, labor, environmentalism, human rights, gender, social justice, pacifism, and disease and poverty reduction. We will focus on the transnational activism of advocacy networks, civic groups, social movements and weak actors who resist in defiance. Well-known examples of these sorts of activists, respectively, range from the Climate Action Network to Transparency International; from Doctors (or Engineers) Without Borders to the National Rifle Association; from the global justice movement to al-Qaeda; and from eco-saboteurs to wildlife poachers.

Our semester will begin and end with pre and post surveys of transnational activist relations taken together. The early part of the semester will allow us to assess the theoretical lenses that have been used to capture various angles of activism between two or more nation-states. In this initial phase we will learn, for instance, to view transnational activist entities at once in five distinct ways: as infrastructures for change; non-governmental, non-profit, civil-society, public-interest or third-sector organizations; social movement organizations; everyday disorganizations; and protest businesses or social enterprises. During the bulk of the semester we will keep in mind salient features of transnational activism while extending our attention to both its upstream origins and downstream outcomes. Sampling varieties of cause-oriented action across borders, we will disaggregate transnational activism into at least ten specific types of tactics. Generalizing toward broader questions of transnational relations, we will also use the tactical repertoire to explore themes such as globalization, governance, cooperation, normative change, domestic-foreign frontiers and peace.

(Note that this is a new seminar, which will be taught for the first time. The professor intends to use his expertise in this arena of research to meet a growing demand for this theme on the part of college students—amplified by the recent protests across Arab

borders, transatlantic protests of either the Tea Party movement or labor unions in the United States and Europe, and changes in philanthropy, volunteerism and conscious consumerism due to a recession in the industrialized world.)

Possible books (required volumes will include a fraction of this illustrative list)

DeSombre, Elizabeth R. 2000. *Domestic Sources of International Environmental Policy: Industry, Environmentalists, and U.S. Power*. Cambridge, MA: MIT Press.

Eschle, Catherine, and Bice Maiguashca. 2011. *Making Feminist Sense of the Global Justice Movement*. Lanham, MD: Rowman & Littlefield.

Keck, Margaret E., and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press.

Klandermans, Bert, and Suzanne Staggenborg, eds. 2002. *Methods of Social Movement Research*. Minneapolis, MN: University of Minnesota Press.

Nelson, Paul J., and Ellen Dorsey. 2008. *New Rights Advocacy: Changing Strategies of Development and Human Rights NGOs*. Washington DC: Georgetown University Press.

Raynolds, Laura T., and Douglas L. Murray, eds. 2007. *Fair Trade: The Challenges of Transforming Globalization*. New York: Routledge.

Reydams, Luc, ed. 2011. *Global Activism Reader*. New York: Continuum.

Tarrow, Sidney. 2005. *The New Transnational Activism*. New York, NY: Cambridge University Press.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2012

MC 493—Section 001

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS: Television, Televisuality and Global Events

Professor: BORCILA

Prerequisites: MC 230 and MC 231; completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

Television impacts the ways in which we see the world: our understanding of and experiencing of the nation, of places, of "others," of the global, of history. It is inextricable from such global events as the Tiananmen Square protests of 1989, the fall of communism, "the Kosovo crisis," the Iraq war. In this seminar, we will grapple with key and competing perspectives on the complex role of television and televisuality in such global events (i.e. movements of protest and wars). Along the way, we will familiarize ourselves with critical work on the politics of televisual representation, on geographies of visibility in American television news, and on how we are implicated as viewers in global events.

As this is a capstone experience in comparative cultures and politics, our intellectual journey will be an interdisciplinary one, and we will draw on readings from a range of disciplinary perspectives. As in all capstone experiences, student participation is a crucial dimension of this seminar, and student research will complement our common readings and case studies.

Typical assignments:

Short writing assignments, informed participation, collaborative work, research project and oral presentation.

SPRING 2012

MC 493 – Section 002

Senior Seminar: Cultural Politics in Latin America

Professor Jennifer Goett

DESCRIPTION OF COURSE:

Upon receiving the Nobel Prize in Literature, the Colombian novelist Gabriel García Márquez thanked the Swedish Academy, and went on to lament the “solitude” of Latin America in relation to the powerful North. “The interpretation of our reality through patterns not our own,” he proclaimed, “serves only to make us ever more unknown, ever less free, ever more solitary.” He concluded with an appeal for an opposing utopia, “where the races condemned to one hundred years of solitude will have, at last and forever, a second opportunity on earth.” This course juxtaposes and critically examines the relationship between imperial power and subaltern politics—utopian and otherwise—in shaping the cultural dynamics of colonial and postcolonial Latin America. By pairing film, literature, memoirs, and cultural critique with interdisciplinary scholarship on the region, we examine the following kinds of questions: What is the relationship between race, gender, and imperial power in the colonial period? Why did 20th century nationalisms rely on myths of *mestizaje* and racial democracy? What kinds of utopian political projects fueled revolutionary movements in Central America? What is the relationship between US intervention, authoritarianism, and early neoliberal experiments in the region? After several decades of neoliberal democratization, why have we seen the revitalization of leftist nationalist projects? How has transnational migration reconfigured the relationship between Latin American nations and the US?

Possible Texts and Films:

- Gioconda Belli (2002) *The Country Under My Skin: A Memoir of Love and War*. Knopf.
- Junot Díaz (2007) *The Brief Wondrous Life of Oscar Wao*. River Head Books.
- Eduardo Galeano (1997) *The Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. Monthly Review Press.
- Victoria Sanford (2004) *Buried Secrets: Truth and Human Rights in Guatemala*. Palgrave Macmillan.
- Peter Wade (2009) *Race and Sex in Latin America*. Pluto Press.
- *La Batalla de Chile (The Battle of Chile)* (2009), Dir. Patricio Guzmán
- *La Última Cena (The Last Supper)* (1976), Dir. Tomás Gutiérrez Alea
- *Pictures from a Revolution* (1991), Dirs. Alfred Guzzetti, Susan Meiselas, and Richard P. Rogers
- *Sugar* (2008), Dirs. Anna Boden and Ryan Fleck

MICHIGAN STATE UNIVERSITY
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Spring 2012

MC 497—Section 001

Senior Seminar in PTC D: COMPLETING PTC D: THE QUARREL BETWEEN REASON AND REVELATION – THE CASE OF CHRISTIANITY

Instructors: Dean Sherman Garnett and Professor M. Richard Zinman

Prerequisites: MC 371 or permission of the college

DESCRIPTION OF COURSE:

For many centuries, the burning issue at the center of Western thought was the religious issue: reason versus revelation, human guidance versus divine guidance. During the last two hundred years, many in the West came to believe some version of the so-called “secularization thesis”: the motion of modernity, driven by the progress of modern science and technology, would lead to the decline of religious belief or at least of its public significance. The religious issue would become a purely historical issue; religion would be outlived; God would die; houses of worship would become tombs of the dead Deity.

But the secularization thesis does not seem to describe accurately the state of religious belief and its public significance in the contemporary world. On the one hand, religious belief seems to be alive and growing in large parts of the world. On the other hand, the terrifying dangers posed by unfettered scientific and technological progress lead many to doubt the ultimate wisdom of secular rationalism. Moreover, that rationalism is in the process of undermining itself through the postmodernist critique of reason. If reason cannot defend itself before the bar of reason, in what sense is secular rationalism superior to faith in Christian (or any other) revelation?

While the PTC D curriculum provides a fairly comprehensive introduction to the tradition of political philosophy in the West, that curriculum skips over the great clash between philosophy and religion, reason and revelation in the Middle Ages. In doing so, it also neglects the claims of faith or revelation as those claims are understood by the most thoughtful believers. This seminar is designed to fill these gaps in the PTC D curriculum.

Christianity (like any religion worth its salt) claims to be the true religion. As such, it claims to provide an account of human life, including the best way of life and the best regime, that is superior to (and thus more comprehensive and coherent than) than any account that has been or can be provided by philosophy or science. Are these claims true?

This issue was fought out at the highest level during Middle Ages, when Christian (as well as Jewish and Muslim) thought achieved its intellectual peak when the most thoughtful defenders of Biblical religion had to face the great challenge posed to its supremacy by the most thoughtful defenders of classical philosophy and science. Some believers responded to this challenge by attempting to refute the claims of unassisted natural reason. Others responded by attempting to synthesize Greek philosophy and science and Biblical faith. Both attempted to replace philosophy as the queen of the sciences by theology, thereby transforming reason or philosophy or science into to a handmaid to faith or theology. Did these attempts succeed?

This seminar will attempt to return to these quarrels. It will focus on two of the great works of what might be called “the Christian Enlightenment”: Dante’s *Divine Comedy* and Boccaccio’s *Decameron*.

Dante (1265-1321) and Boccaccio (1313-1375) both were Florentines (and thus countryman of Machiavelli). Both, were thinkers of high rank. But they were also poets of the highest rank. Dante's *Comedy* is perhaps the greatest Christian poem. It is celebrated for its gravity. Boccaccio's *Decameron* is one is greatest Christian prose works. It is celebrated for its levity (as well as for its bawdiness). Dante's poem and Boccaccio's tales were the first great literary works in Christendom to be written in the vernacular (rather than Latin, the language of the Church and thus the learned). As such, they made writing in the vernacular respectable, paving the way for the explosion of great writing in French, Spanish, and English during the Renaissance (e.g., by Montaigne, Cervantes, and Shakespeare).

Why Christian poets rather than Christian philosophers or theologians? In the *Republic*, Plato's Socrates reminds his interlocutors that there is "an old quarrel between philosophy and poetry." That quarrel is about whether the philosophers or poets have the better claim to wisdom and to the title "educators of humankind." The poets claim to be inspired by the gods and thus to be their prophets. The philosophers, in contrast, claim that the poets merely imagine and thus invent the gods. According to the philosophers, if humankind is be properly educated, poetry must be subordinated to philosophy. In other words, the philosophers claim that the quarrel between reason and faith, properly understood, can be reduced to the quarrel between philosophy and poetry. In the Middle Ages, this come to mean that the authors of the Bible were mere poets and that the Bible itself was mere poetry. How do thoughtful Christian poets respond to such claims?

TYPICAL READINGS: Dante, *The Divine Comedy*; Boccaccio, *The Decameron*; Boccaccio, "Life of Dante"

EVALUATION: Two seminar papers and presentations, two response papers and responses, a term paper, and seminar participation.

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SPRING 2012

MC 497 -- Section 002

Senior Seminar in Political Theory and Constitutional Democracy: Religion and Politics in Medieval and Modern Perspectives

Professor: EL-RAYES

DESCRIPTION OF COURSE:

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

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SPRING 2012

MC 497 – Section 003

SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY:

Professor : L. HUNT

Prerequisites: MC 270, 271, 370, 371 or the consent of the instructor

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
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SPRING 2012

MC 498 - Section 001

**SENIOR SEMINAR IN SOCIAL RELATIONS
TOPIC: SOCIAL ENTREPRENEURSHIP
Professor: M. CRAW**

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

DESCRIPTION OF COURSE:

One of the most visible sources of change in American politics since the 1960s has been the emergence of a variety of grassroots-driven social and political movements, including those dedicated to black civil rights, women's rights, the environment, gay and lesbian rights and Christian conservative values. Looking at the successful emergence of so many new organizations, it is easy to get the impression that organizing for social change is a simple process. But in order to understand the dilemmas involved in creating successful new organizations, one must consider not just the successes, but also the failures: why are so many potential social groups and interests NOT organized? Why did it take so long for organized and visible movements for African-Americans, Latinos, women and others to emerge? And more generally, why do so many other potential opportunities for gain from cooperation go unfulfilled?

In this course, we will seek to understand the dilemmas associated with social entrepreneurship: organizing people to cooperate with each other to solve common problems and participate in joint activities. This can come in the form of social movements, advocacy organizations, non-profit enterprises or informal *ad hoc* events. In the first half of the course, we will discuss the problem of political cooperation, or how individuals come together to influence politics. Here, we will explore theories of cooperation and collective action, and then apply these theories to understand how advocacy organizations and social movements form or fail to form. In the second half of the course, we will apply the lessons we learn concerning political organizing to a related problem: fostering cooperation to solve social problems. Here, we will learn some of the basic principles of institutional analysis, and apply these principles to better understand why some attempts to manage such problems. Some possible issues we might consider include management of local environmental problems or efforts to limit the spread of HIV. As we explore these dilemmas, you will learn much about how to develop successful organizations of your own. In addition, you will be introduced to a body of literature that is foundational for graduate study in law, business and the social sciences.

The senior seminar is often characterized as a capstone experience, a chance to integrate the knowledge and experience you have accumulated over the past three years into a focused study. And while it is a capstone, I also regard the senior seminar as a beginning: your introduction to the self-driven style of learning that will characterize your education, in school or outside academia, for the rest of your life. The course goals then are not only to introduce you to a theoretically important and useful body of literature, but also to critically read and evaluate peer-reviewed research, to design and execute original research, and to professionally present research results orally and in writing.

Typical course readings:

Axelrod, Robert. 1984. *The Evolution of Cooperation*. Basic Books.

Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: University of Chicago Press.

Fiorina, Morris. 2005. *Culture War? The Myth of a Polarized America*. Longman.

Olson, Mancur. 1965. *The Logic of Collective Action*.

Ostrom, Elinor. 1990. *Governing the Commons*. Cambridge, UK: Cambridge University Press.

Rotello, Gabriel. 1997. *Sexual Ecology: AIDS and the Destiny of Gay Men*. New York: Plume.

Evaluation Book reviews; senior seminar research presentation and paper; course participation

**MICHIGAN STATE UNIVERSITY
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SPRING 2012

MC 498 – Section 002

SENIOR SEMINAR IN SOCIAL RELATIONS: “Sex and Law”

Professor: Constance Hunt

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

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 US 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 a marriage? Is pornography a form of free 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 will critique each other's work.

TYPICAL READINGS:

- William N. Eskridge, Jr. & Nan D. Hunter, editors. *Sexuality, Gender and the Law*. 2nd Edition Westbury, NY: Foundation Press, 2003.
- William N. Eskridge, Jr. & Nan D. Hunter, editors. *Sexuality, Gender and the Law: 2003 Supplement*. Westbury, NY: Foundation Press, 2003.
- John Locke. *Second Treatise on Government* Indiana: Hackett Publishing, 1980
- Reading Packet

EVALUATION:

The various components of the course evaluation are as follows: Research Paper=30%, Presentation Paper =10%, In class Presentation=15%, Critique of Fellow Seminar Member's Presentation Paper=5%, In-class Examination=25%, Seminar Participation=15%

The first three components build upon each other. Each seminar member will submit the topic and abstract or outline for their research paper in early October. Seminar members should choose a research topic in one of the specific areas of sex and law, e.g., employment law, definition of marriage, reproductive rights, privacy rights etc., which interests and concerns them. One could investigate the topic from a historical perspective looking at how the area of the law has evolved over the past century or more in the US. One could investigate the topic from a comparative perspective examining how other liberal democracies grapple with the same area of law or how different states within the US define the issue. Finally, one could examine the topic from a theoretical perspective bringing a range of perspectives to bear on a specific area of the law. All three approaches will inform each research paper to some extent; but for the purposes of specificity and a successful research topic it will be necessary to choose one of these approaches.

