

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 221 – Section 001

INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor: Lisa Cook

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 explores the interconnection between politics and economics in the international system, an area whose importance is underscored by the ongoing global financial crisis. Throughout the semester we explore recurrent themes such as the balance between state and market and national pursuits of wealth and power.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE
Spring 2016

MC 221 – Section 002

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

Professor: Yasu 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*, 6th ed. Boston: Pearson, 2013.

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 2016

MC 221 – Section 003

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

Professor: Galia Benitez

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 and theories covered in MC 220. MC 221 will include the study of these areas: 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 2016

MC 221 – Section 004

INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor: Norman Graham

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 and theories covered in MC 220 and examines alternative perspectives, ideologies and theories of international political economy. It will include coverage of: the politics of international trade, monetary and investment relations; technology development and transfer; transnational corporations, international organizations and international regimes; theories of social change, modernization and development; natural resource and international environmental constraints; and economic relations among industrialized countries and between industrialized and developing countries.

A second but nonetheless important objective of the course is to develop skills in analyzing problems and formulating policy responses. The goal is to provide structured opportunities to refine written and oral expression skills developed in the first year program at the College, with an eye toward the challenges and demands of upper division Madison courses.

TYPICAL READINGS:

Balaam, David N. and Bradford Dillman, Introduction to International Political Economy. 6th edition. Boston: Pearson/Longman, 2013.

Acemoglu, Daron and James A. Robinson. Why Nations Fail: The Origins of Power, Prosperity, and Poverty. NY: Crown, 2012

Jackson, Tim, Prosperity Without Growth: Economics for a Finite Planet. London: Earthscan, 2009.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 231 – Section 001

CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor: Jennifer Goett

DESCRIPTION OF COURSE:

Building on the approaches, themes, and theory introduced in MC 230, MC 231 shifts from examining the relationship between culture and politics in a comparative national perspective to a transnational global perspective. While the nation is often posited as the 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: Are we 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 shape cultural encounters? How are cultural identities formed and reconfigured in such encounters? Do such processes ameliorate, reproduce, or intensify global inequality and conflict?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 231 – Section 002

CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor: Andaluna Borcila

DESCRIPTION OF COURSE:

Building on the approaches, themes, and theory introduced in MC 230, 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 and practices formed and reconfigured in such encounters, across borders, and in new contexts? Do the processes associated with contemporary globalization ameliorate, reproduce, or intensify global inequality and conflict? How are our representations of “others,” of “the global,” of “cultural difference,” of “the nation” and of “globalization” politicized in our contemporary context, and how do they participate in shaping policies?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

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

Spring 2016

MC 271 – Section 001

CONSTITUTIONALISM AND DEMOCRACY

Professor: Folke Lindahl

DESCRIPTION OF COURSE:

This course will examine the origins and development of the theory and practice of modern liberal and constitutional democracy, especially its American variant. The course will be divided into four parts: 1) Origins and Foundations: Locke and Montesquieu; and an intellectual background to liberalism; 2) American Constitutionalism: The Federalists vs. the Anti-Federalists; 3) American Democracy: Tocqueville; and 4) Conclusion to the Philosophy of Liberalism. The main purpose of the course is to provide a philosophical understanding of the central principles underlying the type of regime we call a liberal, constitutional democracy. The emphasis will be on the Machiavellian and strategic core of liberalism, together with the central conflict between secularism and religion.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 271 – Section 002

CONSTITUTIONALISM AND DEMOCRACY

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

This course provides an introduction and analysis of the origins and development of liberal democracy, initially in Western Europe but especially its development and institutionalization in the United States.

TYPICAL READINGS:

John Locke, *Two Treatises of Government*

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

Charles-Louis de Montesquieu, *The Spirit of the Laws*

Alexis de Tocqueville, *Democracy in America*

EVALUATION:

Several papers and class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 271 – Section 003

CONSTITUTIONALISM AND DEMOCRACY

Professor: Ben Kleinerman

DESCRIPTION OF COURSE:

This course focuses on the 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 2016

MC 281 – Section 001

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: Susan Stein-Roggenbuck

DESCRIPTION OF COURSE:

MC 281 is the second course in the required sophomore sequence for Social Relations and Policy. We will explore the interactions and experiences between and among various groups in American history. Questions we will address include how are racial constructions reshaped over time? Who is included in the American polity? How are groups included and excluded? How do groups and individuals seek to change their status? Using a case study approach, students will analyze not only the experiences of different groups, but also the connections between them to assess the larger dynamics and their implications for public policy.

POSSIBLE READINGS:

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

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

Gabriela Arredondo, *Mexican Chicago: Race, Identity, and Nation, 1919-193*.

Alice Goffman, *On the Run: Fugitive Life in an American City*.

EVALUATION:

Short response papers, two longer essays, consistent and engaged class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 281 – Sections 002 & 003

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: Allison Berg

DESCRIPTION OF COURSE:

The second course in the sophomore Social Relations and Policy sequence, this course provides a historical complement to the understanding of social theory that you developed in MC 280. We will focus on immigrants and minorities to explore the historical dynamics of intergroup relations in the U.S. Our readings span key moments from the post-Reconstruction era through the present, but the course is not intended as a historical survey, nor does it attempt to cover every minority or immigrant group. Instead, we will examine how shifting meanings of race and ethnicity have intersected with other important aspects of identity to shape experiences of Chinese Americans, Mexican Americans, African Americans, and Haitian Americans.

We will begin by reading two historians' accounts of the 1898 Wilmington, North Carolina riots, which represent a pivotal moment in post-Reconstruction racial politics but are largely forgotten by all but professional historians. A series of introductory readings on racial formation; immigration and naturalization laws; the role of the historian; and the gap between the professional study of history and the way history is taught in most American high schools will provide us with a common vocabulary that we can employ, critique, and supplement as we delve into a variety of book-length studies. Class discussions will evaluate each text's major claims and evidence; reflect on the relative merits of different methodologies; and make meaningful comparisons across texts.

TYPICAL READINGS:

Mae Ngai. The Lucky Ones: One Family and the Extraordinary Invention of Chinese America. Princeton University Press, 2010.

Ian Haney Lopez. Racism on Trial: The Chicano Fight for Justice. Harvard Univ. Press 2003.

Chana Kai Lee. For Freedom's Sake: The Life of Fannie Lou Hamer. University of Illinois Press, 2000.

Georges Fouron and Nina Glick Schiller. Georges Woke Up Laughing: Long-Distance Nationalism and the Search for Home. Duke University Press, 2001.

Edwidge Danticat. Brother, I'm Dying. Random House, 2007.

EVALUATION:

Informed participation in small group and class discussions; several two-page Reading Commentaries; midterm take-home essay; final exam.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 293

METHODS FOR STRATEGIC ANALYSIS IN PUBLIC AFFAIRS

Professor: Ross Emmett

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 math placement test.

Counts for the methods requirement in PTCO and IR. All JMC majors are welcome.

DESCRIPTION OF COURSE:

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

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

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

We will use the new edition of a standard text (*Games of Strategy*, 4th edition, by Avinash Dixit, Susan Skeath & David H. Reiley, Jr.) to introduce basic themes of strategic thinking, and then a variety of materials that differ semester to semester to apply strategic thinking to public affairs settings.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 295

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor: Dan Kramer

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

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 2016

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

Professor: Sarinna Areethamsirikul

Prerequisite: 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

Spring 2016

MC 322: INTERNATIONAL SECURITY

Professor: Kirsten Hasler Brathwaite

Prerequisite: MC 220

DESCRIPTION OF COURSE:

This course focuses on one of the main tools of international security – the military and the changing nature of warfare. Specifically, it addresses the following questions: How are militaries organized and why does that organization change? Who fights in the military and why? How do militaries adapt to and innovate new technologies? Why do militaries develop and implement different strategies? Why do soldiers/militaries commit atrocities? We will investigate the relationship between military politics and international politics and explore the ways in which militaries have changed in different locations and times. Students will engage a wide range of theory and history, developing a deep understanding for how military organizations develop and operate in the realm of international security.

TYPICAL READINGS:

Christopher Browning, *Ordinary Men*
Michael Waltzer, *Just and Unjust War*
Sean McFate, *The Modern Mercenary*
Lawrence Freedman, *Strategy: A History*
John Kaag and Sarah Kreps, *Drone Warfare*

EVALUATION:

Students will likely take midterm and final exams and write a substantial research paper analyzing a particular military in terms of the theories learned in class. Active participation in class activities and discussions is also expected.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 324A

REGIONAL POLITICS, COOPERATION AND CONFLICT IN THE MIDDLE EAST

Professor: Russell Lucas

Prerequisites: MC 221 or PLS 160 or completion of Tier I Writing requirement. MC 221 recommended.

DESCRIPTION OF COURSE:

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

TYPICAL READINGS:

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

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

Think tank and NGO reports.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 324C

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

Professor: Rodrigo Pinto

Prerequisites: MC 221 or PLS 160 or completion of Tier I Writing requirement. MC 221 recommended.

DESCRIPTION OF COURSE

Whereas this course focuses on a transformation in Latin American and Caribbean democracy, it also examines two other regional transformations in (human) security and socioeconomic growth. It traces and tests a five-part explanation of regime transformation, cross-checking conceptual theories of democratization and empirical evidence from the region as listed in the table below. Two of these five explanatory components shed light on the distinct matters of (human) security and socio-economic growth. Internationalities that impact democracy such as militarism and migration show (human) security. A vested interest in high standards of well-being that impacts democracy also illustrates socioeconomic growth. We compare regional democratization through the following case studies with a consistent attention to causal analysis, a constructivist emphasis on culture, and a constancy of testing all five explanatory components on Brazil and the U.S. as well as Argentina, Mexico and/or another case.

<i>Why, if at all, is the region democratizing?</i>	<i>Case Study</i>	<i>Component</i>
<i>Do cultures democratize the region?</i>	Colombia, El Salvador	Identities
<i>Do laws democratize the region?</i>	Costa Rica, Venezuela	Institutions
<i>Do non-militarism and migration democratize the region, and vice-versa?</i>	Amazon, Andes, Central America	Internationalities
<i>Do 'civic' associations democratize the region?</i>	Cuba, Nicaragua	Ideals
<i>Does well-being democratize the region?</i>	Chile, Honduras	Interests

An initial part of the course offers an introduction to the region, democratization, and the framework that we follow to explain both. The first part of the explanation generalizes from Colombia and El Salvador on an identity-based question of whether the region has become more democratic as a result of becoming more culturally egalitarian and individualist over the dozen decades since the 1880s. The second part generalizes from Costa Rica and Venezuela on an institutional question of whether the region has become more democratic as a result of becoming more liberal through institutional changes from an unequal rule of persons to an equal rule of law over the same decades. The third part generalizes from Amazonian, Andean and Central American case studies on an international question of whether the region has become more democratic as a result of reversing a downward spiral or vicious circle into an upward spiral or virtuous circle over that time. The sub-question asks whether Latin America and the Caribbean democratized not only because of a democratic peace pattern where democracies do not wage war against each other, but also because of less militarism in civil-military relations and more migration in international waves that break into national sprays. In other words, along with a migrant causation, it asks whether regional regimes have democratized and thereby tipped international war into peace that demilitarized and in turn further democratized these regimes. The fourth part generalizes from Cuba and Nicaragua on an idealists' question of whether the region has become more democratic as a result of less insurrection by social movements and more advocacy by civil society over these decades. The fifth and

final part generalizes from Chile and Honduras on an interest-based question of whether the region has become more democratic as a result of a rise in income per capita over the dozen decades.

TYPICAL READINGS:

- DaMatta, Roberto. *Carnivals, Rogues, and Heroes: An Interpretation of the Brazilian Dilemma*. Notre Dame, IN: University of Notre Dame Press, 2007 [1991].
- Skidmore, Thomas E.; Peter H. Smith; and James N. Green. *Modern Latin America*, Eighth (8th) Edition. New York: Oxford University Press, 2013.

EVALUATION:

Classroom participation, three take-home exams, research term paper and paper presentation.

MCHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 325

STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor: Louis Hunt

Prerequisite: Mc 221 or MC 241 or MC 271 or MC 230 or MC 281 and completion of the Tier I writing requirement.

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.

MCHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 326

U.S. FOREIGN POLICY

Professor: Simei Qing

Prerequisite: MC 221 and completion of the Tier I writing

DESCRIPTION OF COURSE:

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

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

This course is divided into three parts: **Part I** will provide a survey of competing theories or conceptual frameworks in the study of American foreign policy concerning how to evaluate other nations' foreign policy intentions and peoples' aspirations. In the past two decades, scholars of American foreign policy have increasingly employed major IR theories to study America's interactions with the rest of the world. There are, however, significant differences between general IR theories and the theories of American foreign policy, as you will study in this course. **Part II** will test these competing theories through historical case studies, in an attempt to examine which aspects of U.S. foreign policymaking each theory or conceptual framework can explain well, or poorly, and understand why it does. **Part III** will offer students' opportunities to test these competing theories/conceptual frameworks through their own researches and class presentations.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 332

LITERATURE AND POLITICS IN COMPARATIVE PERSPECTIVE

Professor: Waseem El-Rayes

DESCRIPTION OF COURSE:

Politics finds its way into literary works in many ways. Authors have political views and often express them in their works, or they depict a central political event in their works. 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. This course—a CCP elective--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.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 358

POLITICS OF THE U.S.S.R. AND ITS SUCCESSOR STATES

Professor: Timur Kocaoglu

DESCRIPTION OF COURSE

Scope and Objectives of the Course: This course covers the political history, Communist ideology, state institutions, and political processes in the Soviet Union and its post-Soviet successor states. It will analyze the record of political “reform” efforts under Gorbachev, Yeltsin, and Putin, and will assess the prospects for improved governance and development in Russia. It will also examine the political change underway in the post-Soviet republics of Georgia, Ukraine, and Kyrgyzstan accentuated by the “color revolutions” emerging there 2003-2010, as well as the challenges of political reform in authoritarian regimes like those ruling Armenia, Azerbaijan, Belarus, Kazakhstan, Moldova, Tajikistan, Turkmenistan, and Uzbekistan.

Finally, it will examine the challenges faced by the “maturing” democracies in the Baltic Republics. Students will develop analytical and expression skills as they explore the range of cases and issues covered.

NB: This course qualifies as a key social science component of the Undergraduate Specialization in Russian and East European Studies offered by the College of Arts and Letters and the Center for European, Russian and Eurasian Studies.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 361

**POLITICAL ECONOMY AND COMPARATIVE PUBLIC POLICYMAKING –
Comparative Regionalism: Theories and Practices**

Professor : Galia Benitez

Prerequisites: MC221 or MC 231 or MC 241 and completion of Tier I writing.

DESCRIPTION OF COURSE

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

How a region can be defined and characterized?

How has regionalization processes varied over time and across space?

What factors have driven regionalization?

How do regionalization and globalization relate?

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 366

FILM, HISTORY AND NATION

Professor: Colleen Tremonte

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

DESCRIPTION OF COURSE:

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

TYPICAL READINGS

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

TYPICAL ASSIGNMENTS

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 370 – Sections 001, 002, and 003

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professors: Eric Petrie (001), Folke Lindahl (002) and Tobin Craig (003)

Prerequisites: MC 370 and completion of Tier I writing

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.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 372

COMPARATIVE BLACK POLITICAL THOUGHT

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

This course provides a comparative and critical examination of the political thought of selected black radicals and conservatives 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, whether in the United States or elsewhere in the African Diaspora? What does it mean to be black and conservative, and is black conservatism a viable theoretical and practical alternative to black radicalism? Is black political thought, whether conservative or radical, no more than warmed over Americanism?

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

Emmanuel Chukwudi Eze, (ed), Race and the Enlightenment.
Jeffrey B. Leak, (ed), Rac(e)ing to the Right: Selected Essays of George S. Schuyler.
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.
Adolph L. Reed, Class Notes: Posing as Politics and Other Thoughts on the American Scene.
Harold Cruse, The Crisis of the Negro Intellectual.
Cheikh Anta Diop, Civilization or Barbarism: An Authentic Anthropology.
Frantz Fanon, The Wretched of the Earth.
Charles W. Mills, The Racial Contract.
Patricia Hill Collins, Black Feminist Thought.
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 2016

MC 373B

CONSTITUTIONALISM: THE PRESIDENCY

Professor: Ben Kleinerman

DESCRIPTION OF COURSE:

The Presidency in American constitutional democracy. Origins and development of the executive, constitutional issues, presidential practice.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 375

CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS

Professor: Daniel Bergan

DESCRIPTION OF COURSE

Contemporary developments related to persistent issues of American governance. Normative, empirical, and historical inquiry into topics such as the role of popular opinion, policy capacities and democratic and deliberative practice. Examination of case studies and selected policy problems.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 376

MODERN POLITICAL THOUGHT IN THE MUSLIM WORLD

Professor: Waseem El-Rayes

DESCRIPTION OF COURSE:

In this class, we will examine the intellectual background of major secular and religiously based ideologies in the Arab and Muslim world. Through our reading of primary and secondary sources, we explore how Arab and Muslim intellectuals attempted to deal with the problem of European imperialism/colonialism and the associated question of modernity and modernization. The primary objective of the course is to identify some of the important internal and external factors that have influenced (and continue to influence) major intellectual movements in the Arab and Muslim world. The course is designed to appeal to students with a wide range of interests. Students of International Relations and Comparative Cultures and Politics will be able to examine the intellectual background that has shaped the social and political landscape of a central region in the Muslim world. Students of Political Theory will be able to reflect on the possibilities and limits of liberal democratic ideas when applied to a non-Western region of the world, and hence to assess their efficacy as universal ideas.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 380

SOCIAL POLICY

Professor: Jennifer Sykes

DESCRIPTION OF COURSE:

In this course we examine what social policy means – who studies it, who informs our understanding of it, how it is formed, the historical foundations of it in the U.S., and some of the pressing contemporary social policy issues today. Though scholars debate exactly what social policy encompasses, it is most commonly concerned with societies' response to social need. In other words, how do we take care of our citizens' needs for employment and income, housing, health care, food, and perhaps even dignity. Who is deserving of assistance, and how should that assistance be provided? How far should the welfare state go in assisting citizens? How we construct "social need" and who determines what constitutes an appropriate "societal response" is often historically shaped, frequently contested, and therefore continues to evolve. We will consider the development of essential social policies in the US – welfare programs, health care provision, social security – and important questions of poverty and family structure in America. In doing so, students will gain an understanding of different perspectives on the relationship between the citizen and the state, and ultimately, a better understanding of the bargain individuals and the collective have made.

SPRING 2016

MC 380, sec. 750

SOCIAL POLICY

Professor: Gene Burns

Prerequisites: MC 280 or MC 281; EC 201 or EC 251H or concurrently; EC 202 or EC 252H or concurrently; completion of Tier I writing requirement.

Restrictions: Open to sophomores, juniors, or seniors in JMC or approval of college. This “London post-term” version of MC 380 will require an application process and enrollment will be done via overrides. Interested students should watch for announcements; additional information is available from Prof. Burns, burnsg@msu.edu.

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, but this version will also admit sophomores.

This is a special version of MC 380 that involves a London “post-term” component that is targeted specifically at first-generation college students and other students who are unlikely to have other opportunities to study abroad. In short, from January through April the course works like other MC courses (except that we meet once a week, for 95 minutes). But our course finishes with two weeks in London, England in mid-late May (so that a substantial number of the course’s contact hours occur in London). All students’ cost for the London portion is partly subsidized. Indeed, this is likely to be a less expensive study abroad option than students would typically be able to find. In addition, the hope is that, as in the past, additional financial aid—specifically focused on students in this course--will be available for students with financial need.

The two cases of the United Kingdom and the United States make for quite useful analytic comparisons of public policy. Scholarly comparisons of social policy regularly talk of an "Anglo-American model," given the less generous benefit levels for the poorest sector of the population, greater socioeconomic inequality, and greater faith in the market in comparison to Western and Northern European countries. At an immediate level, U.S. students following British debates over social welfare and social problems will find familiar some British political rhetoric about family breakdown and personal responsibility.

However, in central ways Britain also provides a sharp contrast with the United States. Most notably, the National Health Service of the United Kingdom is a great exception to the "Anglo-American model." The term "socialized medicine" is often thrown around, inaccurately, in U.S. politics. But the U.K. does have a heavily socialized medical system which is generally popular but does elicit considerably grumbling. The U.S. has a more privatized system, but one which is the most costly in the world, and has long left a good portion of the population without health insurance.

Another long-standing difference between the U.S. and the U.K. had been the diversity of population, especially racial diversity. Until recently, the United Kingdom had been racially homogeneous, especially in contrast to the United States. Even ethnic diversity among whites, while significant, has always been less extensive than among American whites. Immigration, for instance, had primarily come from across the Irish Sea. But in recent decades, the London area especially has become a very international and racially diverse metropolis, the destination of immigrants from throughout the Commonwealth. These changes raise interesting questions for the politics of social policy.

While excursions in London vary from year to year, in the past we have made visits to a racially and socioeconomically diverse middle school, the office of a Member of Parliament, and think tanks. There will probably be one excursion outside of London as well, perhaps to a centuries-old town such as St Albans or Cambridge.

TYPICAL READINGS:

1. Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America* (3rd edition, 2011)
2. Tom Clark, Robert D. Putnam, and Edward Fieldhouse, *The Age of Obama: The Changing Place of Minorities in British and American Society* (2010)
3. Ira Katznelson, *When Affirmative Action Was White* (2006)

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 384

METROPOLITAN SOCIETY

Professor: Louise Jezierski

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

DESCRIPTION OF COURSE:

This course explores the significance of urban and suburban life in American society, focusing on the case study of Detroit. How has inequality between cities and suburbs developed? Are those who live in poor, inner city neighborhoods afforded full citizenship? Does suburbia represent the ideal democratic community? How has American urban policy abetted the decline of American cities? Can we achieve greater integration and diversity in our communities? Are our cities worth saving? We explore in depth the uneven development and spatial segregation by social class, race and ethnicity, and gender in American metropolitan areas. New fragmentation and segregation patterns have emerged with deindustrialization and post-industrial restructuring. The interdependent processes of urban decline and the social composition of the suburb will be examined through the comparison of cases, in particular Detroit, Los Angeles, Chicago, and New York. We cover the history of American urban policy and current debates in urban and community redevelopment. The issues of globalization and post-modernism and urban life are explored.

An interdisciplinary perspective is emphasized using readings from urban and community sociology, urban history, geography, economics, and cultural studies. We examine how social inequality is organized spatially and how identities and opportunities are forged in community politics. Analytic skills are developed as we compare urban theories and evaluate urban policies. Students will learn demographic and economic census analysis, qualitative analysis using urban ethnography and in depth interview, and cultural analysis. The course will encourage debate over policy choices, the importance of community organization, assessment of structural forces versus political agency and participation, and the measure of social justice that converge in urban issues.

TYPICAL READINGS:

Thomas Sugrue: Origins of the Urban Crisis;

J. Abu-Lughod, New York, Chicago, Los Angeles: America's Global Cities;

LeGates and Stout: The City Reader;

N. Abraham and A Shryock: Arab Detroit: From Margin to Mainstream

EVALUATION:

Seven short (3-5 pages) analytic essays are due throughout the semester. A semester-long census exercise requires students to provide a population and economic profile of Detroit and one other city. A class tour of Detroit is arranged. A final short research paper on a contemporary urban policy.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 390 - Section 001

**ADVANCED TOPICS IN PUBLIC AFFAIRS –
Chinese Foreign Policy**

Professor: Simei Qing

DESCRIPTION OF COURSE:

This course is designed as an introduction to the theory, history and process of Chinese foreign policy. It will be divided into two parts:

Part I will provide a historical survey with respect to the sources of Chinese foreign policy. Namely, what are the primary forces in shaping the PRC's foreign policy? Is it communist ideology? Is it Chinese culture? Is it nationalism? Is it international security environment? Is it world economic system and China's position in the system? Is it domestic economic interest? Or is it domestic politics? What is the role of the military in Chinese foreign policymaking? Does Chinese public opinion matter in Chinese foreign policymaking process?

Part II will provide in-depth case studies to look more closely into the underlying assumptions and bureaucratic processes of Chinese foreign policymaking. The focus here is on China's foreign policies toward the Asian regionalism, the Korean peninsula, Russia, Africa, EU, Latin America, energy policy, and defense policy.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 395 - Section 001

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS –
Performing Cultural Identities: Music, Theater and Politics**

Professor: Steve Rohs

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 459

STEPPS CAPSTONE

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 2016

MC 482

GENDER AND VIOLENT CONFLICT

Professor: Linda Racioppi

DESCRIPTION OF COURSE:

From all-male and male-dominated armies to the heroic masculinization of combat, from systematic rape campaigns to the policing of sexual relations, violent conflicts throughout the world are deeply gendered. An emerging scholarship has documented the profound gender consequences of wars, conflicts and their resolution. This course is designed to review some of that scholarship and to explore specific cases of violent conflict, war and militarization, addressing the theoretical contours, social, cultural and political dynamics, and policy implications of gendered conflict within and between states. It draws on a wide range of disciplinary perspectives and genres (from social science analyses to history, memoir, and film).

TYPICAL READINGS:

Aaron Belkin, *Bring Me Men*.

Tamara Herath, *Women in Terrorism: Case of the LTTE*.

Kirsten Holmstedt, *Band of Sisters: American Women at War in Iraq*.

Janie Leatherman, *Sexual Violence and Armed Conflict*.

Tara McKelvey (ed), *One of the Guys: Women as Aggressors and Torturers*.

Dubravka Zarkov, *The Body of War: Media, Ethnicity and Gender in the Break-up of Yugoslavia*.

Leymah Gbowee, *Mighty Be Our Powers*.

EVALUTION:

Exams or quizzes, take home essay, research project, active participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 492 – Section 001

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS –
U.S. National Security: Strategy, Process, and Policy**

Professor Matthew Zierler

Prerequisites: Tier I Writing Requirement. Recommended background in MC 326

Restrictions: Open only to seniors or approval of college

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*, 2nd edition
John Lewis Gaddis, *Strategies of Containment*
Derek Chollet and James Goldgeier, *America between the Wars*
David Rothkopf, *National Insecurity*
David Sanger, *Confront and Conceal*

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 492 – Section 002

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS –
21st Century Conflict: Terrorism, Drone Warfare, and Human Security**

Professor: Robert Brathwaite

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This course examines 21st Century Conflict from a theoretical and empirical perspective. Since the end of the Cold War, security dynamics in the international system have been constantly evolving. States find themselves ill-prepared to operate in today's security environment where they face a bewildering array of newly emerging threats while still burdened by traditional security concerns. This course focuses not only on recent developments from a strategic and technological perspective but also examines the political implications of the changing security environment in the international system. The course explores topics related to terrorism and asymmetric conflict, utilization of automated combat systems, and various human security issues (use of sexual violence, security implications of climate change, and refugee dynamics).

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 492 –Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS –

Water, Energy and Commerce: Resource Scarcity, Sustainable Development and Environmental Impacts

Professor: Norm Graham

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This seminar will examine comparatively the experience of states undergoing rapid economic, political, social and environmental change since the collapse of the Soviet Union. It provides an interdisciplinary analysis of the progress made and challenges faced in post-socialist era Europe, Russia, and the Eurasian successor republics to the former Soviet Union with a focus on sustainable development. It will examine the philosophical debates underlying international trade and business trends and policy, economic development and reform efforts, and the evolution of political and economic institutions. It will also examine the feasibility of alternative policy strategies in a changing and increasingly interdependent global economy. An important focus will be on the comparative analysis of natural resource challenges and conflicts, particularly as they relate to the energy-water nexus in Eurasia.

KEY QUESTIONS:

For countries that face the challenge of “transition” to democracy and a market economy, is there evidence of a superior strategy for the timing/sequencing of economic and political initiatives?

What is missing in the current debates on economic transition? Is there a “third way” or steady state/low growth option yet to be fully defined? Do the proponents and critics of market forces and state intervention alternatives (along with empirical studies of impact) offer prospects for fresh theoretical and policy development? Is rapid economic growth the only viable goal? Is globalization stalled?

Has the environmental degradation in post-Communist regimes threatened the “carrying capacity” of key countries and regions?

Is there validity in the proposition that resource rich countries fall prey to a “resource curse”?

Does global climate change threaten to exacerbate the environmental stress thus far experienced in Eurasian transition countries?

Is there increased prospect for international conflict over increasingly scarce natural resources?

Are there emerging technological solutions to some of the key environmental and resource challenges facing transition countries?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 492 – Section 301

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS –
Gendering Global Affairs**

Professor: Linda Racioppi

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

What do gender, sex and sexuality have to do with international relations? How are gender and sexual relations affected by globalization? How do sex and gender affect international security and military affairs? In this seminar, we move between the local, the “national” and the international to address these questions and others. We begin with a brief examination of some of the path-breaking work of authors such as Simone de Beauvoir, Cynthia Enloe, and Sherry Ortner whose writings have been crucial for the development of feminist scholarship in cross-cultural studies and international relations. We then turn to an examination of sex, sexuality and gender in specific sites in the international environment. We look at the politics of women’s bodies, focusing especially on female genital mutilation/female circumcision. We explore the impact of war on women and gender politics in the military. We investigate sex tourism and sex trafficking. Student research will enrich and complement our common readings, as they give presentations of their own research findings.

TYPICAL TEXTS:

Susan Dewey, *Making Miss India Miss World: Constructing Gender, Power, and the Nation in Postliberalization India*. Syracuse University, 2008.

Ellen Gruenbaum, *The Female Circumcision Controversy: An Anthropological Perspective*. University of Pennsylvania, 2000.

Sheila Jeffreys, *The Industrial Vagina: The Political Economy of the Global Sex Trade*. Routledge, 2009.

Chris Ryan and C. Michael Hall, *Sex Tourism: Marginal People and Liminalities*. Routledge, 2001.

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 493—Section 001

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

Professor: Colleen Tremonte

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

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

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

TYPICAL READINGS:

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

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 493 – Section 002

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

Professor: Andaluna Borcila

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

Television has undeniably impacted the ways in which we see, understand and experience the nation, places, “others,” the global, history, and the everyday. Academics, journalists, politicians, military personnel, and activists have both enthusiastically embraced and bemoaned its impact. Academics from a wide variety of disciplines and fields of inquiry have approached television and televisuality, theorized it, and engaged in debates about it. Persistent key and interrelated debates involve the relationship between televisuality and other modes and technologies of seeing/visuality; between the work of and power of television and other media (print media, photography, film, the internet, and social media); between television as a technology of nationhood and as a technology of globalization; between television and history; between telesthesia, lived experience, and memory; and between television and policy.

Television is inextricable from such global events as the Tiananmen Square protests of 1989, the fall of communism, the Gulf War, the wars in Bosnia, the Kosovo crisis, the war in Afghanistan, the Iraq war, the “ Arab Spring,” to name but a few. 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, on television and memory, and on how we are implicated as viewers in global events. Key questions that will animate our inquiry are: how has television participated in producing and representing historical change and crisis? What is the relationship between television and war? How have changes in televisual formats and broadcasting technology affected the coverage of world events, and what are some of the consequences of these changes on movements of protest and on wars? What is the relationship between television and other forms of media? How have television, televisuality and mediatization more generally impacted our ways of seeing the world, our lived experience, and our memory (both social and personal memory)?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 497—Section 001

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY –
Art and Politics**

Professor: Louis Hunt

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This seminar will examine various dimensions of the relation between art and politics using a variety of different artistic genres, including literature, music, painting, sculpture and architecture. We will look at the influence of politics on art and the role of art in shaping political regimes. We will look at material rarely used in PTC D, like Hegel's *Aesthetics* and reexamine classic PTC D authors like Rousseau, Kant, Marx, Nietzsche, and Heidegger in the light of their views on art and politics. The senior thesis will require the student to develop an independent case study on a specific work (or works) of art with reference to a specific political context. This seminar will combine traditional class presentations and discussion with careful evaluation of a range of different works of art.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 497—Section 003

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY –
The History and the Study of Politics**

Professor: Tobin Craig

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

What is the relationship between political history and political science? By way of exploring this question, we will read classic ‘histories’ which appear to be aiming to teach something about politics, works of history by political philosophers, and essays exploring the question of the relationship between history and the study of politics.

TYPICAL READINGS:

Tacitus’ *Histories* or *Annals*

Thomas More’s *Richard III*

Shakespeare’s *Henriad*

Francis Bacon’s *History of the Reign of King Henry VII*

Hobbes’ *Behemoth*

Montesquieu’s *Considerations of the Greatness of the Romans and their Decline*

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 498—Section 001

**SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY –
Sex, Religion, and Public Policy**

Professor: Gene Burns

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

It is somewhat striking how often public policy debates over sexuality also involve the politics of religion, including debates over the relationship between religion and state. When we argue about sex, and/or gender, very frequently we also argue about religion.

While the intertwining of the politics of sex and religion seems to have accelerated in recent times, there is a considerable history of such linkage in public policy debates. For instance, family policy has repeatedly involve debates that elevate or outlaw different religious views of marriage, including who may enter into marriage, and under what circumstances. Same-sex marriage laws—while certainly not only about religion—are arguably a new chapter in a long-running debate.

Marriage is just one example; there are many public policy debates involving clashes over matters sex and religion. For instance, the clergy sexual abuse crisis has in some countries led public officials to assert greater legal authority over internal church matters; in a particularly striking example, the aftermath of the crisis fundamentally changed the relationship between the Catholic Church, on the one hand, and Irish society and government, on the other. Assumptions about sex, gender, and religion can intersect in ways that look strange to outsiders: For instance, why does restricting Muslim women’s wearing of headscarves in public appear to so many French to be not a restriction on women’s civil liberties, but as an *advancement* of those liberties? What assumptions about religion, sex, and the role of public policy inform such perspectives?

In the contemporary debate over the Affordable Care Act (Obamacare), one of the provisions that has received the most attention has been the “contraceptive mandate.” Some religious employers claim that participating in health insurance plans that include contraceptive coverage violates their First Amendment religious freedom rights. Relevant context here is that the Affordable Care Act was crafted in the first place in a way that avoided expanding insurance coverage of abortion services, as well. But we have seen some of these battles before: For instance, it has long been established that religion is not usually a valid excuse in the United States for employment discrimination on the basis of sex or race.

Sometimes assumptions about the power of religion in shaping our political debates and policy choices are overblown. And so the seminar will also examine cases where religious influence on public policy is not as strong as many critics assume.

It is important to note that, as of this writing, the specific cases and readings used in this seminar are still under development, so not all the topics listed above will actually be addressed. Focus will primarily be on the U.S. but examples from other countries are also likely.

TYPICAL READINGS:

1. Mark Chaves, *American Religion: Contemporary Trends*
2. Clyde Wilcox and Carin Robinson, *Onward Christian Soldiers? The Religious Right in American Politics*, 4th edition.
3. Christian Joppke, *Veil: Mirror of Identity*
4. Marie Keenan, *Child Sexual Abuse and the Catholic Church: Gender, Power, and Organizational Culture*

EVALUATION:

Papers, exam, class participation, research project, class presentation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2016

MC 498—Section 002

**SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY –
The American Dream**

Professor: Jennifer Sykes

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE

The ideology of the American dream – the belief that prosperity awaits those willing to work hard – resonates powerfully today. Yet, where did this national ethos originate? What were, and are, the central tenets of this dream? This course examines the persistence of this promise that predates the founding fathers and evaluates the success of the American dream – who has been able to realize this dream, and importantly, who has not? How is this potent concept of the American dream evoked politically today? Topics in this course will highlight the continuing importance of this ideology and the barriers to the promise that economic opportunity is open to all. Readings highlight social mobility trends and opinion poll research, theories on the reproduction of social class, and ways media and social policy reinforce or challenge the American dream.