

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 221 – Section 001**

**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 2017**

**MC 221 – Section 002**

**INTERNATIONAL RELATIONS II: THE 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 2017**

**MC 221 – Section 003**

**INTERNATIONAL RELATIONS II: THE 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 2017**

**MC 221 – Section 004**

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

**Professor Galia Benitez**

**Prerequisites: MC220 or college approval**

**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. The central theme of this course is to understand conditions under which transboundary economic flows are blocked or enabled by governments.

The semester begins by revisiting theories of international relations studied in MC 220. We will use these approaches to develop expectations about how domestic and international politics influence state economic behavior. We will then test these expectations by exploring how states regulate transboundary flows of products, people, ideas, and money. In the final part of the semester, we will focus on how these transboundary movements – and their regulation – impact pressing contemporary issues such as economic development, criminal justice, environmental protection, and disease control.

**EVALUATION:**

Class participation, short essay, midterm exam, final exam, and research proposal.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 231 – Sections 001 & 002**

**CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE**

**Professor: Andaluna Borcila (001) TBD (002)**

**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 2017**

**MC 271**

**CONSTITUTIONALISM AND DEMOCRACY**

**Professors: Folke Lindahl (001), Ben Kleinerman (002), and TBD (003)**

**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 2017**

**MC 272**

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

**Professors: Curtis Stokes**

**DESCRIPTION OF COURSE**

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

**TYPICAL READINGS:**

Robert Tucker, *The Marx-Engels Reader*

Robert Tucker, *The Lenin Anthology*

Rex Wade, *The Russian Revolution, 1917*

Rosa Luxemburg, *The Russian Revolution*

George Lukacs, *History and Class Consciousness*

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

Leon Trotsky, *The Permanent Revolution*

Antonio Gramsci, *Selections from the Prison Notebooks*

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

**EVALUATION:**

Several papers and class participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 281 – Sections 001 & 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.



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 281 – Section 002**

**IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM**

**Professor: Anna Pegler-Gordon**

**DESCRIPTION OF COURSE:**

As the second course in the sophomore Social Relations sequences, MC 281 provides an historical complement to the understanding of social theory you developed in MC 280. In this class we will focus on immigrants, racial and ethnic groups to explore the historical dynamics of intergroup relations in the U.S. Our goals are to gain a broad understanding of the historical development of race, ethnicity, and immigration in the U.S., as well as develop our critical skills in interpreting and evaluating history. In addition to readings from cultural, social, and intellectual histories, this course will also introduce you to varied historical sources. Throughout the semester, we will pay special attention to visual documents and history textbooks, both of which shape the ways in which we see and understand race and ethnicity in America.

This course takes an historical approach, but is not an historical survey. Rather, it focuses on significant shifts in ways that people thought about and lived race in the United States. We will also consider the questions: Why do we study American history? How has the teaching of American history changed over time? And what role has history played in American understandings of race and ethnicity? As we address these questions, this course will consider the diversity within the connections between the experiences of African American, Asian American, European American, Native American and Latino communities.

This section of MC 281 may be especially interesting to you if you have interests in Native American and Asian American studies.

**TYPICAL READINGS:**

- Ta-Nehisi Coates, *Between the World and Me*. New York: Spiegel & Grau, 2015.  
James Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. Touchstone Press, 2007.  
Tiya Miles, *Ties that Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*. Berkeley: University of California Press, 2005.  
Mae Ngai, *The Lucky Ones: One Family and the Extraordinary Invention of Chinese America*. Boston: Houghton Mifflin Harcourt, 2010.

**EVALUATION:**

Short paper, research paper, quizzes and participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 290 - section 002**

**SPECIAL TOPICS: RACE AND JUSTICE**

**Professors: Curtis Stokes and Louis Hunt**

**Restrictions: Open to rising sophomores and incoming freshmen. An override is needed for this course. Contact the JMC Assistant Dean's Office for the override (517-353-6754 or [hofmeister@msu.edu](mailto:hofmeister@msu.edu)).**

**DESCRIPTION OF COURSE:**

This two-person taught course examines varied and complicated understandings of race and justice, historically and globally; especially focusing on contemporary America. We first explore how the idea of race, shaped by the rise of nationalism, racial slavery, capitalism, and colonialism from the 16<sup>th</sup> through 19<sup>th</sup> centuries, impacts democracy in the United States today. Following which we consider two dominant versions of justice in our era, distributive justice (egalitarian model) and liberal/libertarian justice (laissez-faire model) and importantly doing so by exploring both the tensional and integrative relationship between 'race' and 'justice' in a self-described democratic United States.

**TYPICAL READINGS:**

Emmanuel Chukwudi Eze, (editor), *Race and the Enlightenment: A Reader*

Audrey Smedley, *Race in America*

Michael J. Sandel, (editor), *Justice: A Reader*

Jennifer L. Hochschild, *What's Fair?: American Beliefs about Distributive Justice*

Maurianne Adams, et al. (editors), *Readings for Diversity and Social Justice*

Charles W. Mills, *The Racial Contract*

Joy James, *Seeking the Beloved Community: A Feminist Race Reader*

**EVALUATION:**

Several papers and class participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**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 PTC 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? How is she going to account for what the others want and the strategies they are going to employ? 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, 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 use 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 2017**

**MC 295**

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

**Professor: TBD**

**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 2017**

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

**Professor: 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 2017**

**MC 322: INTERNATIONAL SECURITY**

**Professor: Robert Brathwaite**

**Prerequisite: MC 220**

**DESCRIPTION OF COURSE:**

This course provides an introduction to the international security literature with an emphasis on current and historical theoretical debates on how international politics influences the security environment in the international system. In particular, the end of the Cold War has challenged many assumptions and concepts within security studies. This course provides an understanding of fundamental historical concepts as well as an overview of recent trends in the study of international security. This perspective covers expansive topics that range from nuclear strategy, proliferation, grand strategy, intra-state violence, terrorism, and drone warfare. This course will approach these topics with a particular emphasis on the international security literature and recent trends in scholarship associated with conflict processes.

**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 2017**

**MC 324A**

**REGIONAL POLITICS, COOPERATION AND CONFLICT IN THE MIDDLE EAST**

**Professor: Yael Aronoff**

**Prerequisites: MC 221 or PLS 160.**

**DESCRIPTION OF COURSE:**

This course will focus on the causes for conflict and cooperation between states, within states, and between state and non-state actors, in the modern Middle East. It also analyzes efforts at democratization in the Middle East, and the national and transnational influences on uprisings in the region. We will analyze why calls for reform in some countries led to mass demonstrations while in others they did not and the diverse causes for the uprisings and their varied outcomes. We will be analyzing these questions in regard to Tunisia, Egypt, Jordan, Syria, Libya, Yemen, and Saudi Arabia. We will emphasize differing internal conditions and histories as well as the influence of external regional and international actors. The course will center on several in-depth case studies emphasizing the Persian Gulf as a security region, the emergence of ISIS and efforts to combat it, as well as the Arab-Israeli conflict and efforts to negotiate peace agreements.

After analyzing the diversity of causes for and outcomes of the uprisings in the Middle East, we will turn to in-depth case studies of the Persian Gulf security region, including wars, political alliances, and the balance of power within the region. We will explore the causes and effects of the Iranian-Iraqi war, the Persian Gulf War, the second war in Iraq, and current dilemmas and politics in Iraq. After exploring Iraq, we move to discussing Saudi Arabia, the impact of oil on its political development, its influence in the region, and its special relationship with the United States. We will then explore the dynamic changes within Iran, its status as a competing regional power and its regional influence, as well as U.S. policies toward Iran. We will also explore the emergence of ISIS, the civil war in Syria, and efforts to combat ISIS in Iraq and Syria.

Just as international relations within the Persian Gulf are important to understanding the Middle East, the Arab-Israeli conflict is central to any study of wars and efforts at negotiation in the region. We will focus on conflict and efforts at cooperation between Syria and Israel, Lebanon and Israel, and especially the emerging Palestine and Israel. We will focus on the main actors in negotiations between Israel and Syria, Israel and Palestine, and Israel and Lebanon, as well as the role of the U.S., regional actors, and the international community in facilitating negotiations. We will examine conditions for conflict and cooperation as they relate to state and non-state actors involved. We will discover how in the midst of violent conflict unofficial negotiations can pave the way to cooperation and official negotiation and what the conditions are for successful negotiations. This allows for a greater understanding of domestic and foreign policies of these countries in conflict, and enable comparisons of different types of conflict and cooperation.

**Continued...**

**MC 324A**

**REGIONAL POLITICS, COOPERATION AND CONFLICT IN THE MIDDLE EAST**

**Professor: Yael Aronoff**

We shall examine and simulate the ongoing quest for peace in the Middle East. The class will be divided into 9 teams. Each team will represent one of the aforementioned actors and mediators. Each team will be collectively responsible for researching and negotiating on behalf of, the actor they are representing. Each team will decide how it is going to organize and reach decisions. You will need to determine who the most relevant actors who influence foreign and security policies are for your state and/or nation. Each team member then writes an individual research paper of a particular key actor (could be political party, interest group, bureaucracy, or political leader), their goals and interests in an agreement, past stances toward negotiations, and preferred negotiating positions. The American mediators need to show an understanding of both states' interests, as well as U.S. interests in resolving the conflict. They should specify what kinds of influence and persuasion they intend to use as well as any positions they might propose to further progress in the negotiations. Each team will then determine the policy of their state by simulating the negotiation between competing domestic interests and their perceptions of regional and international interests and pressures. This first set of simulations, whereby each nation negotiates among its own relevant domestic constituencies is also intended to show the multi-layered complexity of the conflicts and to expose the dangers of treating any side to a conflict in a monolithic way. There is deep domestic contestation concerning the advisability of negotiation and the extent to which each nation should compromise in any such negotiation. Therefore, these types of peace negotiations often require just as much negotiation internally as they do with the representatives of their traditional adversary across contested borders.

**TYPICAL READINGS (subject to change)**

- 1) Mark L. Haas and David W. Lesch, *The Arab Spring: Change and Resistance in the Middle East* (Westview Press, 2013)
- 2) Gregory Gause, *International Relations of the Persian Gulf* (Cambridge: Cambridge University Press, 2010)
- 3) Daniel C. Kurtzer, Ed. *Pathways to Peace: America and the Arab-Israeli Conflict* (Palgrave Macmillan, 2012).
- 4) Alan Dowty, *Israel/Palestine*, <sup>3rd</sup> Edition, (Cambridge: Polity Press, 2012)
- 5) Course Pack

**EVALUATION:**

Class participation, class simulations, individual and group research papers, and exams.



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 324C**

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

**Professor: Galia Benitez**

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

**DESCRIPTION OF COURSE**

*Latin America is “nobody’s backyard”  
The Economist (Sept. 11, 2010)*

This course provides an introduction to the politics, economics and culture of Latin America, an exciting and diverse region of the world. In the last two decades, Latin America has accomplished stable fiscal and monetary policies, steady economic growth, and possesses companies involved in outward foreign direct investment (FDI), both within their region and in developed countries. However, despite these successes the region must face persistent challenges to compete effectively in the world economy, such as low education, widespread poverty and income inequality, low technology diffusion, poor R&D investment, and debilitating gang violence among others. Through lectures, films, paintings, discussions, readings and writing assignments, this class investigates the sources of Latin America governments’ successful policies as well as the major challenges ahead.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 326**

**U.S. FOREIGN POLICY**

**Professor: Simei Qing**

**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.

The course objectives include the following:

To learn about major competing theories regarding how to assess other nations' foreign policy intentions and moral aspirations.

To understand the complex "concentric circles" of U.S. foreign policymaking process.

To understand the unique characteristics of U.S. foreign policymaking that are deeply ingrained in American political culture and exceptional historical as well as religious experiences.

To learn about the multi-faceted dimensions of nation-state building and turbulent transition from pre-modern to modern societies in the developing world, and compare them with America's historical, social, cultural and religious experiences.

To learn about the ongoing national debates concerning how to encounter the new challenges in the age of globalization, and to reflect on those competing American strategies toward developing countries through solid case studies.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 332**

**LITERATURE AND POLITICS IN A COMPARATIVE PERSPECTIVE**

**Professor: Sherman Garnett, Dean**

**DESCRIPTION OF COURSE:**

The great Colombian writer, Gabriel Garcia Marquez, wrote that he “could ignore politics and live, very happily, on a Greek island. However, I am, indeed, Latin American, and so the only choice I have is to be an emergency politician.” This course will examine what Marquez defines as the “emergency politics” of Latin American literature. Such a politics finds its way into the novel in one way or other. Authors have political views, of course, and express them in their works. Readers bring to their understanding of the text their own values, including their politics. The political regimes in which the writers work and in which the books appear often define what is political and non-political, acceptable and unacceptable, a positive contribution to be celebrated and a negative one to be suppressed. The writer’s task of examining, exploring, and reflecting the world around her or him inevitably incorporates all this reality and thus political and social issues as well. This course will explore politics and the Latin American novel, particularly the political novel (a novel that makes politics and political issues central themes). We begin by looking at a range of theoretical perspectives on the novel that provide insight into the social and political significance of the novel, including texts by writers such as Marquez, Vargas Llosa, and Padilla and by critics such as Gadamer, Bakhtin, and Rorty. We will then examine both key novels (selected works from writers such as Gabriel Garcia Marquez, Mario Vargas Llosa, Alejo Carpentier, and Juan Rulfo) and historical, anthropological, and other texts that help us understand and question the literary texts. These texts will consider issues of the caudillo, revolution, social injustice, and corruption through examination of the background of Cuban and Mexican revolutions, the Machado presidency, and the Porfiriato. One of the goals of this course is to encourage students to think of the political novel as a tool with which we can aim to understand histories and peoples through a more complex and humanized lens.

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 presentations focused on the readings and the themes they raise. I will also open up a portion of the Honors Option, with the help of my research assistant, to those wishing to engage the novels in Spanish.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 349**

**ECONOMICS OF LEGAL RELATIONSHIP IN COMPARATIVE PERSPECTIVE**

**Professor: Nicholas Mercurio**

**DESCRIPTION OF COURSE**

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

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 351**

**SCIENCE AND SOCIAL POLICY**

**Professor: Joy Rankin**

**DESCRIPTION OF COURSE**

This course will explore the role that scientific research on group difference plays in creating and maintaining social stereotypes and policy. We will look at 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 2017**

**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 2017**

**MC 363**

**GLOBAL GOVERNANCE**

**Professor: Yasu Komori**

**DESCRIPTION OF COURSE:**

This course introduces students to the changing dynamics of global governance. The first part of the course examines the actors and processes of global governance. The main actors of global governance include states, international organizations (such as the UN, the IMF, the World Bank, and the WTO), regional organizations (such as the EU, NATO, APEC, and the African Union), multinational corporations, and non-state actors. The second part of the course deals with the major issues of global governance, such as international security, trade, economic development, human rights, and environmental protection.

**TYPICAL READINGS:**

Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*, 3rd edition. Boulder, CO: Lynne Rienner, 2015.

Thomas G. Weiss and Ramesh Thakur, *Global Governance and the UN: An Unfinished Journey*. Bloomington, IN: Indiana University Press, 2010.

Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell University Press, 2004.

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 364**

**POLICY EVALUATION**

**Professor: Lisa Cook**

**Prerequisites: EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently and SOC 281 or concurrently or PLS 201 or concurrently and completion of Tier 1 writing requirement. Not open to students with credit in PLS 313.**

**DESCRIPTION OF COURSE:**

This course will examine economic concepts and analytic techniques for the design and evaluation of public policies. We will study the political environment of policy formation and implementation. In addition, this course will cover basic data analysis and application of concepts and techniques to selected government policies.



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**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 2017**

**MC 367**

**GLOBAL CITIES AND URBANISM**

**Professor: Louise Jezierski**

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

**DESCRIPTION OF COURSE:**

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

**TYPICAL READINGS:**

*The Global Cities Reader* by Neil Brenner; *Planet of Slums* by Mike Davis; *Cities in a World Economy* by Saskia Sassen; *China's Urban Transition* by John Friedmann; *Favela: Four Decades of Living on the Edge in Rio De Janeiro* by Janice Perlman; Loic Wacquant: *Urban Outcasts: Stigma and Division in American Black Ghetto and French Urban Periphery*; Scott Bollens: *Urban Governance at the Nationalist Divide: Coping with Group-Based Claims*; *The Making of Global City Regions: Johannesburg, Mumbai/Bombay, São Paulo, and Shanghai* by Klaus Segbers (Editor); *La Haine*, film written and directed by Mathieu Kassovitz (1995) produced by Studio/Canal. 93 minutes in French with English Subtitles; *City of God* (Brazilian 2002) film written and directed by Fernando Meirelles City.

**EVALUATION:**

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

The course is designed as an upper division course for SRP majors and CCP majors. For SRP majors, this course will fulfill a cluster in comparative studies or urban studies. It is designed to be a companion course to MC384: Metropolitan. For CCP majors, this course incorporates comparative cultures and transnationalism. This course has been approved in the past as an IR selective as well, but it needs to be approved by the IR chair.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 369**

**GLOBAL ISSUES IN CITIZENSHIP**

**Professor: Funmbi Elemo**

**DESCRIPTION OF COURSE:**

This course will focus on the history and political theory of citizenship, including citizenship laws and policies. We will study classical liberal and republic perspectives; gender and race; national, post-national, and transnational citizenship.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 371 – Sections 001 and 002**

**BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY**

**Professors: Louis Hunt (001), Eric Petrie (002)**

**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 2017**

**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 'radical' in general and especially a 'black radical?' Are reformism, black nationalism, and revolution interchangeable? Is black political thought, whether conservative or radical, no more than warmed over Americanism?

**TYPICAL 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*

Amilcar Cabral, *Return to the Source*

Anna Julia Cooper, *A Voice from the South*

Harold Cruse, *The Crisis of the Negro Intellectual*

Frantz Fanon, *The Wretched of the Earth*

Patricia Hill Collins, *Black Feminism*

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 2017**

**MC 375**

**CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS**

**Professor: Daniel Bergan**

**DESCRIPTION OF COURSE:**

This course will examine the contemporary developments related to persistent issues of American governance. We will cover normative, empirical, and historical inquiry into topics such as the role of popular opinion, policy capacities and democratic and deliberative practice. Throughout the course we will conduct examination of case studies and selected policy problems and issues.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 378**

**LAW AND SOCIAL GROUPS**

**Professor: Ben Kleinerman**

**DESCRIPTION OF COURSE:**

This course examines the relationship between fundamental law and the activity of social groups in the American context. We examine selected Supreme Court, Appellate and State Supreme Court cases to determine their impact on the free exercise and equal protection of social groups.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 380 – section 001**

**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.



## **MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**SPRING 2017**

**MC 380 – section 002**

**SOCIAL POLICY**

**Professor: Louise Jezierski**

**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.

### **DESCRIPTION OF COURSE:**

MC 380 introduces SRP students to the social and political construction of the American welfare state, where we have been engaged in a prolonged debate about governance and social policies concerned with how to best take care of individuals and families and the scope of government itself. We'll examine these issues theoretically --- How do we define the welfare state? What are its functions, contradictions, and tensions? We look at theories on the origin and comparative development of the welfare state, but will focus on the U.S. case. The interdisciplinary approach used here incorporates journalistic and current events approaches, economics, history, political science, and sociology. We examine five major policy reform issues that are presently part of public debate. First, we explore the larger political debate over the size of the government and to what degree the American welfare state is "exceptional" compared to other industrialized countries. We'll look at this historically and will examine the development of social welfare/ investment programs, especially during the New Deal, which has left a legacy of debate on the functions and scope of the state. Secondly, we will examine the charge that much of New Deal federal social policy created a racially and gender biased social contract, corrected by Great Society Programs, particularly Affirmative Action. We will also explore the intersection of policy generated and/or implemented at the state level and the federal level. Thirdly, we will explore the impacts of mass incarceration. Finally, we evaluate welfare reforms, including the Temporary Aid to Need Families (TANF) program passed in 1996 and its aftermath, and the Earned Income Tax Credit (EITC) as a means to bring the working poor out of poverty.

The objectives of the course are to provide students the opportunity to learn new theories about the workings of the welfare state, to sharpen analytical tools such as identifying the theoretical and normative assumptions embedded in policy debate, to learn evaluative methods available in ethnographic, historical, and statistical social science, and to help students become better citizen and professional analysts of the main policy issues of the day.

**MC 380, section 002 – continued**

**TYPICAL TEXTS:**

1. Ira Katznelson, When Affirmative Action Was White
2. Michelle Alexander, The New Jim Crow
3. Kathryn Edin and Maria Kefalas, Promises I Can Keep: Why Poor Women Put Motherhood before Marriage.

**EVALUATION:**

Students will develop and demonstrate policy analysis through discussion and debate, writing short position papers and preparing for public debate on one of these issues in depth.

Development of professional writing through short, 1-2 page analytic memos will be the core of the course assignments.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 385**

**COMPARATIVE RACE AND ETHNIC RELATIONS**

**Professor: Rita Kiki Edozie**

**DESCRIPTION OF COURSE:**

This course will focus on advanced theories, cross national comparison, and case studies of race and ethnic relations. We study intergroup competition, conflict, dominance, accommodation, assimilation, and creolization, as well as prejudice, stereotypes, racism, ideologies, and political and economic processes.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 386**

**WOMEN AND POWER IN COMPARATIVE PERSPECTIVE**

**Professor: Gupta**

**DESCRIPTION OF COURSE:**

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

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 387**

**JEWS AND ANTI-SEMITISM**

**Professor: Amy Simon**

**DESCRIPTION OF COURSE:**

This course will focus on comparative history and sociology of modern Jewish experiences. We will study anti-Semitism and intergroup relations; the Holocaust and responses to the Holocaust; assimilation and pluralism in the United States.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 388**

**SEXUAL POLITICS**

**Professor: Susan Stein-Roggenbuck**

**DESCRIPTION OF COURSE:**

In this course, we will explore key facets connected to sexual politics and the terms, ideas and concepts that shape our understanding of these issues. Although at times treated as a fixed and “natural” idea, sexuality, and the meanings attached to it, shift over time and with context. Sexuality is at the heart of notions of family, marriage and society. The course will include an historical lens, and our primary focus will be the intersections of sexuality, family, race, politics and policy. Topics will include debates focused on reproductive rights, marriage, LGBTQ rights, and sexual violence. Central questions include how is sexuality defined, constructed and contested? How do sexual norms and values shape public policy? How has sexuality been constructed and contested? How have policies sought to police or criminalize sexuality? How does race, class, religion and ethnicity intersect with these debates? How are groups and individuals seeking to change such policies, or to contest change and preserve the status quo?

**POSSIBLE TEXTS:**

Linda Gordon, *The Moral Property of Women*

Beth Bailey, *Sex in the Heartland*

Margot Canaday, *The Straight State*

Dorothy Roberts, *Killing the Black Body*

**EVALUATION:**

Short synthesis papers, policy paper, final essay, and consistent and engaged participation.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 390 - Section 001**

**ADVANCED TOPICS IN PUBLIC AFFAIRS – International Energy Policy**

**Professor: Sharlissa Moore**

**DESCRIPTION OF COURSE:**

Energy systems are critical infrastructure in the industrialized world, driving economies and much of contemporary life. Given the importance of energy to all nation-states, it plays a crucial role in the international political system, especially because energy resources are unevenly distributed across the globe. This course offers an overview of international energy policy, its challenges, and its opportunities. The first part of the course addresses the societal, policy, and international context of energy, including the basics of how energy systems work, plus the key social and policy issues in understanding international energy governance including energy poverty, energy security, and geopolitics. The second section of the course focuses on oil and natural gas geopolitics and environmental impacts, including the effects of the recent U.S. shale gas boom, and fossil fuel subsidies. The third section examines electricity generating technologies, including coal-fired power plants and their implications for climate change and development, nuclear power and international proliferation issues, dams and development, and renewable energy transitions. Building upon this knowledge, the course then considers how to improve the environmental, social, and economic sustainability of energy systems.

**TYPICAL READINGS:**

Miller, C.A., Iles, A., & Jones, C.F. (2013). The Socia Dimensions of Energy Transitions. *Science as Culture*, 22(2), 135-148.

Energy Poverty: How to make modern energy access universal? International Energy Agency report.

Eberhard, A. (2005). From State to Market and Back Again: South Africa's Power Sector Reforms. *Economic and Political Weekly*, 40(50), 5309-5317.

Hindmarsh, R. (2013). Chapter 1: Nuclear Disaster at Fukushima Daiichi: Introducing the Terrain. In *Nuclear Disaster at Fukushima Daiichi: Social, Political and Environmental Issues*. New York: Routledge.

O'Brien, K.L., & Leichenko, R. (2003). Winners and Losers in the Context of Climate Change. *Annals of the Association of American Geographers*, 93, 89-103.

**EVALUATION:**

Short writing assignments that provide practical experience writing in different communication styles (e.g., blog, memo, tweet, op-ed); short news article presentation; final research paper on an energy policy issue, energy system, or societal energy challenge.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 390 - Section 002**

**ADVANCED TOPICS IN PUBLIC AFFAIRS – Popular Culture and International Relations**

**Professor: Kirstin Brathwaite**

**DESCRIPTION OF COURSE:**

War, peace, globalization, diplomacy, nationalism, and climate change: all are issues important to the study of international relations. These issues are also at the heart of many of the products of popular culture we engage with and consume every day. This class explores the relationship between international relations and popular culture by examining how they influence one another. The first half of the course will focus on how theories of international relations appear in literature, television, and film narratives. Through the exploration of several “texts” (both written and visual) we will deepen our understanding of the theory that helps to explain international relations in our own world. The second half of the course will examine the ways in which popular culture influences international relations. How do the stories we tell, the images we create, even the sports we cheer for influence global politics? We will ask whether the theories we learned in the first half of the course help us to understand the ways in which pop culture influence IR, and what the real world impact of pop culture is on international politics. By the end of the course students will have a deeper understanding of the theories at the heart of international relations, as well as the ways in which international politics is shaped and influenced by the stories we tell and the ways we tell them.

**POSSIBLE POP CULTURE TO BE EXAMINED:**

Game of Thrones  
Star Trek  
Lord of the Rings  
FIFA  
Travel/tourism  
The Olympics  
Belfast “peace wall” murals  
I, Robot  
The Daily Show  
Occupied  
The Hunger Games  
24

**EVALUATION:**

Students will be evaluated based on participation in classroom discussion, analytical essays, and a final group project.



# MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2017

FW/MC 450

## INTERNATIONAL ENVIRONMENTAL LAW & POLICY

Professor Mark Axelrod

### **DESCRIPTION OF COURSE:**

News reports are crowded with predictions of environmental doom, from resource depletion to polluted landscapes. While these concerns are often addressed by national and local governments, solutions for shared resources (such as oceans) and mobile resources (such as wildlife) require coordination between countries. Contemporary environmental regulation therefore involves both global participants and global impacts. However, this arrangement is challenged by the principle of sovereignty, which allows governments to operate unconstrained within their own borders. This course addresses conditions under which states have and have not successfully constrained their citizens' environmental behavior in order to achieve global environmental goals. We address equity by examining how costs and benefits of environmental protection and degradation are distributed among countries, communities, and individuals. In addition to discussing the current state of international environmental law, we also focus on how that state of affairs came to be, what stakeholders are involved, and what other policy options exist for handling these concerns.

The semester begins with an introduction to collective action problems and the environmental policy process. We then continue by exploring how international environmental law is formed and implemented. Building on this background, we analyze international laws and policies surrounding various environmental issues. Finally, we conclude the semester by addressing international law in other fields (such as armed conflict and international trade) that impact the environment, as well as a few issues on which international cooperation has not yet emerged.

### **TYPICAL READINGS:**

Barkin, J. Samuel, and George Shambaugh, eds. 1999. *Anarchy and the environment: the international relations of common pool resources*.

Brown Weiss, Edith, and Harold K. Jacobson, eds. 1998. *Engaging countries: strengthening compliance with international environmental accords*.

Chasek, Pamela S., David L. Downie, and Janet Brown. 2013. *Global environmental politics*, 6th edition. Boulder, CO: Westview Press. [or new edition if available]

Earth Negotiations Bulletin (<http://www.iisd.ca/voltoc.html>)

In addition, we will rely on a wide range of legal documents, journal articles, and news articles.

### **EVALUATION:**

Class participation, midterm exam, analysis of one international treaty, research paper on one country's behavior, final exam

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 459**

**STEPPS CAPSTONE**

**Professor: Kevin Elliot**

**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 2017**

**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 in International Relations. Approval of college needed.**

**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*, 2<sup>nd</sup> 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*  
Colin Dueck, *The Obama Doctrine*.

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 492 –Section 002**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS – Water, Energy and Commerce: Resource Scarcity, Sustainable Development and Environmental Impacts**

**Professor: Norman Graham**

**Restrictions: Open only to seniors in International Relations. Approval of college needed.**

**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:**

1. 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?
2. 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?
3. Has the environmental degradation in post-Communist regimes threatened the “carrying capacity” of key countries and regions?
4. Is there validity in the proposition that resource rich countries fall prey to a “resource curse”?
5. Does global climate change threaten to exacerbate the environmental stress thus far experienced in Eurasian transition countries?
6. Is there increased prospect for international conflict over increasingly scarce natural resources?
7. Are there emerging technological solutions to some of the key environmental and resource challenges facing transition countries?

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 492 – Section 003**

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

**Professor: Robert Brathwaite**

**Restrictions: Open only to seniors in International Relations. Approval of college needed.**

**DESCRIPTION OF COURSE:**

This course examines 21<sup>st</sup> 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 2017**

**MC 492 – Section 004**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS – The Challenge of New  
Capitalism**

**Professor: Lisa Cook**

**Restrictions: Open only to seniors in International Relations. Approval of college needed.**

**DESCRIPTION OF COURSE:**

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

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 493—Section 001**

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

**Professor: Andaluna Borcila**

**Restrictions: Open only to seniors.**

**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 fall of communism, the Gulf War, the wars in Bosnia, the war in Afghanistan, the Iraq war, the WTO protests, the “Arab Spring,” the “Occupy” movements, to name but a few. We will grapple with key and competing perspectives on the complex role of television and televisuality in such 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 media and other media (print media, radio, film, the internet, and social media): how do these interact in representing and producing global events, and how do we interact with them? How has 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 2017**

**MC 497—Section 001**

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY –  
Philosophy, Political Economy, and Inequality Through the Lens of Adam Smith**

**Professor: Ross Emmett**

**Restrictions: Open only to seniors.**

**DESCRIPTION OF COURSE:**

The seminar will be an in-depth look at Adam Smith’s moral philosophy and political economy, with special attention paid to his views on the political and economic sources of inequality. Smith’s moral philosophy is centered on the “mutual sympathy of sentiments” we experience when our judgments and sentiments are in harmony with those around us. In his account, our social life is a give-and-take process as we moderate our sentiments and improve our morality. Smith’s political economy is built around the notion that we each wish to better our condition. The theorist’s task is to explore historical cases to understand what the institutions and policies are that enable us to do that. But how do our moral sentiments and the institutions of “the natural system of liberty” that allows us to best better our condition fit together? And do they create inequality?

**READINGS:**

Adam Smith, *The Theory of Moral Sentiments* (Penguin edition)

Adam Smith, *An Inquiry Into the Nature and Causes of the Wealth of Nations* (Canaan edition, intro by George Stigler, published by University of Chicago)



**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 497—Section 002**

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

**Professor: Tobin Craig**

**Restrictions: Open only to seniors.**

**DESCRIPTION OF COURSE:**

The guiding aim of this seminar is to facilitate a serious consideration of the relationship between technology and politics. Living as we do in the most thoroughly technologized society in human history, one can scarcely imagine a more timely and pressing line of inquiry. And yet, despite its conspicuous omnipresence and the many prominent and important thinkers who have called ‘the question of technology’ to our attention over the last century, it is astonishing how seldom and little we reflect on the myriad ways our customs, laws, mores, and institutions, even our conception of ourselves, are impacted by one or another of the unceasing stream of technological innovations with which we are presented. We act as though our devices were utterly neutral tools, picked up (or not), used (or not), and put down again (or not!), leaving us (and our political situation) otherwise essentially unchanged. And yet we each of us know that our tools change us, introducing new habits of mind, new modes of social interaction, opening up new avenues for action, demanding of us new kinds of choice and therefore new powers of judgment. We in societies premised upon the autonomy of the individual are particularly vulnerable to this form of self-forgetting – for our default position is to leave to the individual the question of whether and how to use a particular device. Thus while we know well that as often as not the deepest and most questionable consequences of our technological innovations are ‘unintended’, we fail to take up the task of actually thinking through the political consequences of our technological innovations, and so give ourselves over to the rule of chance or accident.

The plan of the seminar is to begin by reminding you of some of the important statements on this question from the tradition of political thought in the West, culminating in Heidegger’s famous and difficult essay ‘The Question Concerning Technology’, and then to consider two major and relatively recent theoretical analyses of technology, finally to look at two important and contemporary case studies – the new digital communication technologies, and human enhancement biotechnology.

In the final part of the course you will be developing and presenting your own analyses of some aspect of the course question.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 497—Section 003**

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY –  
What Kind of Despotism Democratic Nations Have to Fear**

**Professor: Folke Lindahl**

**Restrictions: Open only to seniors.**

**DESCRIPTION OF COURSE:**

This seminar will take as its starting point the above title borrowed from Tocqueville's *Democracy in America*. The course will be grounded in Tocqueville's concerns, but quickly move to more contemporary questions with an emphasis on the current crises in Western democracies on both sides of the Atlantic. We will analyze and critically discuss problems such as: the rise of populism and demagoguery; the threat of growing authoritarianism; the European migrant crisis; the decline of civility in politics; and the loss of faith in liberal democracy as a regime type.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 498—Section 001**

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

**Professor: Jennifer Sykes**

**Restrictions: Open only to seniors.**

**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.

**MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE**

**Spring 2017**

**MC 498—Section 002**

**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. Same-sex marriage is just one example. Also relevant is 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 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?

Much of the course concerns the legal and social context of religion in liberal democracies. This is important in understanding whether legal precedent allows people to engage in gender discrimination when they claim that their religion requires a particular understanding of sex and gender. Different countries have made different accommodations for religious practice; for instance, the U.S. has no official religion and yet sees significant influence on religion on public policy, whereas some countries assume that religion should be kept out of the public square.

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.

**TYPICAL READINGS** (subject to change):

Mark Chaves, *American Religion: Contemporary Trends*; Hilal Elver, *The Headscarf Controversy*; Marie Keenan, *Child Sexual Abuse and the Catholic Church: Gender, Power, and Organizational Culture*

**EVALUATION:**

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