

Spring 2018

**MC 221 – INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL
ECONOMIC RELATIONS**

Professor Lisa Cook – Section 001

Professor Galia Benitez – Section 002

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.

Spring 2018

**MC 221 – INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL
ECONOMIC RELATIONS**

Professor Mark Axelrod – section 003

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 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 course, 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.

TYPICAL READINGS:

Balaam, David N., and Bradford Dillman. 2014. *Introduction to international political economy*. 6th ed. Boston: Pearson/Longman. [or new edition]

Selections from: Frieden, Jeffrey A., Lake, David A., and Lawrence Broz. 2017. *International political economy: perspectives on global power and wealth*. 6th ed. New York: W.W. Norton & Co.

A wide range of recent news articles will be assigned to demonstrate how these concepts apply to current events.

EVALUATION:

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

Spring 2018

**MC 221 – INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL
ECONOMIC RELATIONS**

Professor Kiki Edozie – section 004

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.

Spring 2018

MC 221 – INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Norman Graham – section 005

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:

Acharya, Amitav, The End of the American World Order. Cambridge, UK: Polity Press, 2014.

Marx, Karl and Friedrich Engels, The Communist Manifesto. London: Penguin Books.

Oreskes, Naomi and Erik Conway, The Collapse of Western Civilization: A View from the Future. NY: Columbia University Press, 2014.

Sharma, Ruchir. The Rise and Fall of Nations. NY: W.W. Norton, 2016.

Spring 2018

MC 231 – CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor Funmbi Elemo – section 001

Professor Andaluna Borcila – section 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?

Spring 2018

MC 271 - CONSTITUTIONALISM AND DEMOCRACY

Professor Tacuma Peters - section 001

Professor Curtis Stokes – section 002

Professor Ben Kleinerman – section 003

DESCRIPTION OF COURSE:

This course focuses on the emergence of liberal democracy within contestations over monarchical rule, empire, slavery, and Amerindian dispossession. The semester provides students with three of the four most influential ideologies of the modern era (republicanism, conservatism, and liberalism), while placing the liberal democratic order in the framework of the long sixteenth century.

The course traces practices and ideas of freedom beyond the confines of ordinary politics as well as from a variety of social and political perspectives. For example, the three Atlantic revolutions of the 18th century (American, French, and Haitian) are given considerable weight. Similarly, this course takes seriously the historical and contemporary understanding that liberal democracy cannot be easily separated from the social/political forms of control that were instrumental in its constitution. Thus, chattel slavery and the conquests of the Americas are included as “foundations” of liberal democracy. Finally, the idea of constitutional democracy necessitates ideas about the place of power within human life; through an exploration of John Locke, the Federalist Papers, and classical liberal thinkers (Alexis de Tocqueville and J.S. Mill), the course examines understandings of power that undergird liberal democracy.

Spring 2018

**MC 272 - POLITICAL THEORY & ISSUES
Marxist Theories of Revolution**

Professor Curtis Stokes

DESCRIPTION OF COURSE

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

TYPICAL READINGS:

Robert 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.

Spring 2018

MC 281 – IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor Susan Stein-Roggenbuck – section 001

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.

TYPICAL TEXTS:

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, 1919-1939*.

Bryan Stevenson, *Just Mercy: A Story of Justice and Redemption*.

EVALUATION:

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

Spring 2018

MC 281 – IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor Allison Berg – sections 002 & 003

DESCRIPTION OF COURSE:

This is the second course in the sophomore SRP sequence and 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 United States. While our readings span key moments from the post-Reconstruction era through the present, 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 the experiences of Chinese Americans, Mexican Americans, African Americans, and Haitian Americans.

We will begin by reflecting on the apparent gap between the professional study of history and the way most of us learned American history in high school. Then we will take up the case of the 1898 Wilmington, North Carolina riots to explore how contemporary approaches to race and ethnicity—for example, sociologists Michael Omi and Howard Winant’s concept of “racial formation” might be applied to the dynamics of race in the post-Reconstruction era. These introductory readings will provide a common vocabulary that we can employ, critique, and perhaps improve upon as we delve into the major texts of the course.

TYPICAL TEXTS:

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

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

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

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

Edwidge Danticat. Brother, I’m Dying. New York: Random House, 2007.

EVALUATION:

Short essays, midterm exam, final paper, participation

Spring 2018

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 PTCB 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.

Spring 2018

MC 318 – CHINESE FOREIGN POLICY

Professor Simei Qing

DESCRIPTION OF COURSE:

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

Part I will provide a concise survey with respect to the sources of Chinese foreign policy. Namely, what are the primary underlying forces in shaping Chinese 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 individual policymakers in Chinese foreign policymaking? 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 People's Republic of China (PRC)'s foreign policymaking. It will focus on Chinese foreign policies toward Asia, Russia, Africa, Middle East, Latin America, and EU. It will also focus on Chinese military defense policy and Chinese foreign policy toward global warming/climate change. (Chinese foreign policy toward the United States and U.S.-China interactions will be too big a topic to be discussed in this course, and will be discussed in-depth in the senior seminar).

Spring 2018

MC 319 – ASIAN AMERICAN HISTORY

Professor Anna Pegler-Gordon

DESCRIPTION OF COURSE:

This course will focus on a survey of Asian American history from mid-nineteenth century to the present. We will analyze shared and different experiences of the Chinese, Japanese, Korean, Filipino, Vietnamese, Hmong, and East Indian peoples who have come to the United States.

Spring 2018

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

Professor: To be determined

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.

Spring 2018

MC 322 - INTERNATIONAL SECURITY

Professor Kirstin 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 of how military organizations develop and operate in the realm of international security.

TYPICAL READINGS:

Christopher Browning, *Ordinary Men*
Michael Waltzer, *Just and Unjust War*
John Kaag and Sarah Kreps, *Drone Warfare*

EVALUATION:

Exams, substantial research paper, active participation.

Spring 2018

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.

Spring 2018

MC 324D - REGIONAL POLITICS, COOPERATION AND CONFLICT IN ASIA

Professor Yasu Komori

DESCRIPTION OF COURSE

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

TYPICAL READINGS

David Shambaugh and Michal Yahuda, eds., *International Relations of Asia*, 2nd ed. Lanham, MD: Rowman & Littlefield, 2014.

Thomas J. Christensen, *The China Challenge: shaping the Choices of a Rising Power*. New York: W.W. Norton & Company, 2015.

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

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

EVALUATION

A research paper, midterm and final exam, presentation, and class participation.

Spring 2018

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.

Spring 2018

MC 332 - LITERATURE AND POLITICS IN A COMPARATIVE PERSPECTIVE

Professor Sherman Garnett, Dean

DESCRIPTION OF COURSE:

A spring break trip to Cuba led by Dean Garnett will be embedded into this course. You must be able to go on the Cuba trip to enroll in MC 332.

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.

Spring 2018

MC 333 – PERFORMANCE, POLITICS, AND NATION
Politics, Protest & Popular Culture

Professor Steve Rohs

DESCRIPTION OF COURSE

This course will examine how collective identities are constructed and contested by public performances. By studying music, theatre, public rallies, speeches, demonstrations, 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 knowledge and collective 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 communal and national imagination 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 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.*” We will examine collective identities as they are negotiated in live and recorded performance events and explore 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. Performance can also provide insights into the “intercultural” aspects of vexed global identities.

There are a wide range of “performances” we could consider in studying the way people create collective identities. We will focus on performances of protest in different areas of the world and study the ways *some* themes of national performance are played out in particular detail. We move to another perspective, examining how theorists explain the ways people “perform” themselves in everyday life, followed by texts and videos that illustrate and complicate these theories. That investigation, as well as the subsequent section on “stages and places” give us opportunities to understand the inter-actions and inter-plays of individual and collective identities, and the important ways people act on, respond to, improvise, dramatize, and evaluate personal performances on particular social stages. Questions guiding our movement from site to site and frame to frame include: How/why do people create identities through the “performance of the self,” and how do individual performances intersect with collective identities? How do such performed identities inform and respond to social and cultural places as if they were stages, places of dramatic action? What strategies do people use to cultivate such collective (national, racial, gendered, classed, religious, etc.) identities in the service of a protest movement, and how might those strategies be evaluated? How does the concept of nation inform such protests? How is it critiqued by them? In what ways are performed rituals transformational? In what ways do they fail?

Spring 2018

MC 337 – GLOBAL PUBLIC HEALTH

Professor Linda Sayed

DESCRIPTION OF COURSE

Comprehensive, interdisciplinary and policy-oriented approach to global public health. Examination of infectious disease, as well as case studies.

Spring 2018

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.

Spring 2018

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.

Spring 2018

MC 362 – PUBLIC INTERNATIONAL LAW

Professor Mark Axelrod

Prerequisites: MC 220/221 or college approval

DESCRIPTION OF COURSE:

Public international law regulates interactions between nation-states, building upon the concept of sovereign state independence. The principle of sovereignty allows governments to operate unconstrained within their own borders, subject to certain limits. Legally speaking, such autonomy can be narrowed only by the government's consent (treaties) or in response to widely accepted norms (custom). This course provides an introduction to these constraints, focusing on tensions between legal commitments and national sovereignty. Throughout the semester we will explore areas in which this friction is most evident, assessing conditions that drive states to comply with – or avoid – their legal responsibilities.

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

TYPICAL READINGS:

Dunoff, Jeffrey L., Steven R. Ratner, and David Wippman. *International Law: Norms, Actors, Process: A Problem-Oriented Approach*. 4th Edition. (Aspen Law & Business, 2015). [or possibly a new edition of the book]

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

EVALUATION:

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

Spring 2018

MC 364 - POLICY EVALUATION

Professor Lisa Cook

Prerequisites: EC 201 or EC 251H or concurrently **and** EC 202 or EC 252H or concurrently **and** SOC 281 or PLS 201 or concurrently. **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.

SPRING 2018

MC 369 – GLOBAL ISSUES IN CITIZENSHIP

Professor Amanda Flaim

DESCRIPTION OF COURSE:

Around the world, citizenship is the fundamental prerequisite for political representation. In the words of Hannah Arendt, citizenship comprises the ultimate “right to have rights” within the global system of nation-states. Citizenship does not merely determine who belongs and who may access its attendant rights, but institutionalizes frameworks of exclusion as well. Behind every policy consideration of who belongs is an implicit or explicit debate about who does not belong to a particular national community—a debate that reflects particular, yet constantly contested cultural and social understandings of membership. The ascendance of citizenship as the hegemonic identity category through which individuals assert their rights and claims to belong has also attended the proliferation of official categories of those who do not: the aliens, migrants, refugees, and ‘stateless’ people of the world. In this era of unprecedented migration and displacement, the logics of citizenship and the limits of inclusivity are being tested worldwide.

This course engages different theoretical understandings of citizenship and its historical origins, and traces its cultural, socio-political, and physical-material limits through the (hi)stories of those who exist outside the axis of inclusion. Some of the questions we aim to address include:

- What is a citizen? Who is and who should be a citizen?
- What is the historical root of citizenship? How was it originally conceived and implemented in different Western democracies?
- What are the distinctions that states make between citizens and non-citizens and why do they make these distinctions? How do these distinctions differ over time, and in different nations today?
- In a world of global nation states, why are millions of people excluded from citizenship? What are the effects of this exclusion?
- How do states manage citizens and non-citizens? What are the physical, material, and infrastructural mechanisms by which inclusion and exclusion are enforced?
- How do non-citizens navigate and challenge exclusion? Among refugees and undocumented migrants, do their methods of navigating exclusion differ as they move from their home countries to countries of resettlement? How and why?
- Is the concept of citizenship at odds with the belief that all human beings have fundamental human rights?
- In what ways is citizenship tied to nationality? What are the possibilities for a regional, transnational, or postnational citizenship?

We will engage these questions by drawing on comparative cases (statelessness; Thailand vs. Dominican Republic), and different refugee flows (not state-by-state, but different migration flows out of, through and into different countries that are responding in different and similar ways).

Spring 2018

**MC 371 – BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN
POLITICAL THEORY**

Professor Eric Petrie - section 001

Professor Louis Hunt - section 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.

Spring 2018

MC 373B – CONSTITUTIONALISM: THE PRESIDENCY

Professor Ben Kleinerman

DESCRIPTION OF COURSE

This course focuses on the Presidency in American constitutional democracy. Origins and development of the executive, constitutional issues, presidential practice.

Spring 2018

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.

Spring 2018

MC 376 – POLITICAL THOUGHT IN THE MUSLIM WORLD

Professor Waseem El-Rayes

DESCRIPTION OF COURSE:

Major intellectual transformations in the Muslim world from the 19th century to the present.
Important internal and external influences.

Spring 2018

MC 377 – CULTURE, POLITICS AND POST-COLONIALISM

Professor Funmbi Elemo

DESCRIPTION OF COURSE:

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

SPRING 2018

MC 380 – SOCIAL POLICY

Professor Louise Jezierski

DESCRIPTION OF COURSE:

MC380 is the core 300 level course required for SRP majors. It introduces students to the social and political construction of the ever-changing welfare state. The shape and content of social policy is a socio-political process and we will explore these processes in this course. Our own society is 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 examine these issues theoretically, i.e., How do we define the welfare state? What are its functions, contradictions, and tensions? We will also examine theories on the origin and comparative development of the welfare state. However, this course focuses especially on the U.S. case. The interdisciplinary approach used here incorporates journalistic and current events approaches, economics, history, political science, and sociology. The U.S. welfare state is a complex and fragmented field, embedded in private and public institutions and in a federalist government structure that allows for lots of variation among states, counties, and municipalities. Here we look at how the state manages and promotes social security and insecurity.

We look closely at four 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 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, specifically the role of expenditures to understand how the middle class is the main beneficiary of the welfare state. Secondly, we 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 also explore the intersection of policy generated and/or implemented at the state level and the federal level. Thirdly, we review local and state issues of poverty and environmental crisis, focusing on the case of Flint. Fourthly, we will explore the policy options for addressing crises in youth education and policing, using the case of Chicago. Because all of these issues are part of contemporary political debate, we will use *The New York Times* to keep up with current analyses of developments on these issues.

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 analysts of the main policy issues of the day (and to help you participate in policy processes that affect your own future). 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.

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MC 380 – Social Policy
Professor Jezierski

TYPICAL READINGS:

1. Ira Katznelson, *When Affirmative Action Was White*
2. Carla Shedd, *Unequal City: Race, Schools, and Perceptions of Injustice*
3. A.R. Highsmith, *Demolition Means Progress: Flint, Michigan and the Fate of the American Metropolis.*
4. John Iceland , *Poverty in America: A Handbook.* 3rd Edition
5. Poison on Tap, The Staff of Bridge Magazine 2016

EVALUATION:

Students will develop and demonstrate policy analysis through discussion and debate, writing short position papers and preparing for in-class 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.

Spring 2018

MC 382 – SOCIAL MOVEMENTS

Professor Rashida Harrison

DESCRIPTION OF COURSE:

Theories and case studies of social movements in comparative perspective. Origins, development, membership, organizational dynamics, social control, political efforts.

Spring 2018

MC 384 – METROPOLITAN SOCIETY

Professor Louise Jezierksi

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 explore issues of globalization and postmodernism and urban life and cover the history of American urban policy and current debates in urban and community redevelopment.

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. We also take a field trip to Detroit to meet with people who are engaged in Detroit redevelopment and to see both Downtown and Neighborhoods. 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 throughout the semester. A semester-long census exercise requiring 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.

Spring 2018

MC 386 - WOMEN AND POWER IN COMPARATIVE PERSPECTIVE

Professor Jennifer Goett

DESCRIPTION OF COURSE:

What is gender and why does it matter to politics? Cross-culturally why are women so frequently politically subordinate to men? How do women assert their political agency and challenge gender oppression? These questions frame this interdisciplinary course on gender and power relations. Scholarship on gender shows considerable social and cultural variation in how women become women and men become men, even providing cross-cultural examples of gendered identities that do not strictly conform to either category. This course explores this variation and how it shapes gender identity and power relations around the globe. We focus on the globalized and persistent nature of gender inequality, even as we examine women's agency and resistance as rich sites of cultural politics. Case studies focus on Northern Ireland, Suriname, and colonial Rhodesia (contemporary Zimbabwe).

Spring 2018

MC 387 - JEWS AND ANTI-SEMITISM

Professor Amy Simon

DESCRIPTION OF COURSE:

This class serves as both a historical evaluation of antisemitism as well as an analysis of antisemitism in the present day. Since the beginning of Christianity, Jews have been singled out for persecution by the majority groups amongst which they have lived. From Europe to the Middle East to the United States, Jewish people have faced various forms of hostility and discrimination. This class will examine some of the most important moments of persecution encountered by the Jewish people because of their ethnic and religious identities as Jews.

Throughout the semester, we will explore definitions, forms, and examples of antisemitism, as well as discuss Jewish responses to it. We will analyze the old forms of antisemitism that focus on images of Jews as parasitic outsiders, and we will examine how that antisemitism has changed, as well as avenues of continuity. We will take special care to discuss current antisemitism throughout the world in the context of historical Jew-hatred, and we will try to understand its more recent impetuses and iterations. The recent increase in antisemitic incidents throughout the United States has made this subject incredibly relevant and important for our 21st century understanding of the place of Jews in the world.

TYPICAL READINGS:

Burrin, Philip. *Nazi Anti-Semitism: From Prejudice to the Holocaust*.
Dinnerstein, Leonard. *Antisemitism in America*.
Laqueur, Walter. *The Changing Face of Anti-Semitism*.
Nilus, Sergyei. *Protocols of the Learned Elders of Zion*.
Smith, Helmut. *The Butcher's Tale*.

EVALUATION:

Medium-length research paper on topic of your choice, mid-term and final exams, blog posts, active participation

Spring 2018

**MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS
What Is the Good of Science?**

Professor Tobin Craig – section 001

Counts toward PTCB and STEPP minor

DESCRIPTION OF COURSE:

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

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

Spring 2018

**MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS
Global Environmental Justice**

Professor Daniel Ahlquist – Section 003

Counts toward SRP, CCP and the STEPP minor

DESCRIPTION OF COURSE:

For better and worse, our modern world is characterized by a rapidly changing relationship between society and the environment. But this changing relationship is not understood or experienced equally by all members of society, nor can it be understood apart from our changing relationship to each other. In this course, we will explore the ways in which social inequalities play out through the unequal distribution of environmental risks, burdens, and benefits along the lines of race and ethnicity, class, gender, and geopolitical location. In particular, we will zero in on the cultural politics and relations of power that inform the ways in which such inequalities are normalized, justified, and resisted.

Key questions guiding our inquiry in this course include: What is the relationship between exercising control over nature (as an idea or a thing) and exercising power over other people? In what ways, and to what effect, are some environmental narratives, knowledge, or values privileged over others? In what ways do subaltern groups use different narrative forms as cultural and political acts of resistance? What, if any, is the relationship between sustainability, cultural politics, and environmental justice? We will pursue these questions by engaging with diverse epistemological frameworks from a variety of academic and cultural traditions over three units. In Unit I, we will develop a foundational understanding of the history and key concepts of environmental justice (EJ). Staying close to the roots of the EJ movement, our focus in Unit I will be on the processes, power dynamics, and impacts of, as well as resistance to, waste dumping in racially and socio-economically marginalized communities in the US and West Africa.

In Unit II, we will do a deeper dive into the experiences of indigenous peoples with environmental (in)justice. Rather than simply applying the lens of EJ to cases affecting indigenous peoples, we will draw on a variety of texts, ranging from scholarly articles and personal narratives to traditional stories and films, from indigenous authors and activists to better understand indigenous positionalities and perspectives as they encounter and resist environmental injustice. We will engage these texts not simply for their content, but as political acts and forms of cultural production through which indigenous and other marginalized groups make their experiences visible, and through which they contest the politics of oppression. We will focus on three cases in this unit: dams in the Pacific Northwest; the ongoing struggle at Standing Rock; and the Ogoni people's struggle against an oil company and the Nigerian government. (continued)

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MC 390 – section 003

Professor Daniel Ahlquist

Finally, in Unit III, we will build on and complicate the conceptual and moral framework that we established in Units I & II as we hold the lens of EJ up to a widespread practice seen by many as not only desirable, but essential: environmental conservation. Drawing on historical and contemporary cases from North America, East Africa, and Southeast Asia, we will explore the ways in which environmental knowledge and discourses, and the positions they inform, are culturally constructed and laden with both power and silence. Ultimately, we will wrestle with a central question of EJ: what place, if any, should culture and justice have in the debate over, and quest for, environmental sustainability?

TYPICAL READINGS

- LaDuke, W. (1999). *All Our Relations: Native Struggles for Land and Life*.
- Neumann, R. (2002). *Imposing Wilderness: Struggles over Livelihood & Nature Preservation in Africa*.
- Bullard, R. (1994). “Overcoming racism in environmental decision-making.” *Environment*.
- Dickinson, E. (2012). “Addressing Environmental Racism through Storytelling: Toward an environmental justice narrative framework.” *Communication, Culture & Critique*.
- Alexie, S. (1998). “The Place Where the Ghosts of Salmon Jump.” In *First Fish, First People: Salmon tales of the North Pacific rim*.

EVALUATION

Informed & consistent participation, discussion leadership, reading responses, exams, small group project, presentation, final paper.

Spring 2018

MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS

The Fragility of Democracy and the Rise of Authoritarian Populism

Professor Folke Lindahl – Section 005

Counts toward PTCB, the European Studies minor, and the Russian and Eurasian Studies minor.

DESCRIPTION OF COURSE:

Is there a crisis of (liberal) democracy? This course will address this question from theoretical, historical and contemporary perspectives. The course readings and discussions will attempt to shed light on issues and themes such as: the decline of the nation-state; the conflict between “the few and the many”; the “depoliticization” inherent in liberalism; the appeal of populism in both democratic and authoritarian regimes; and the tendency of democracy to move towards “soft despotism”. The focus will be on the political situation in the United States and Europe.

Spring 2018

MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS

Race, Inequality, and a Quest for Uniform U.S. Citizenship

Professor Rashida Harrison – Section 008

Counts toward SRP

DESCRIPTION OF COURSE:

The American culture consists of pluralistic identities, shaped by various social and institutional categories. The interconnections of race, class, gender, sexuality, religion, ability, etc., shape the lives of all Americans, despite the idea of a normative experience. Since its inception, the rhetoric a homogenous U.S. cultural identity served to marginalize various groups of people. These groups have exercised agency in the face of structural and institutional barriers.

The course begins with readings that offer theoretical grounding of the complexity of race and what Omi and Winant discusses as racial projects in the U.S. Next, we look at several policy issues in the late 20th century that act as a racial project, offering a shift in the meanings we make about certain groups of people in our country. Finally, we examine 21st century implications of the nation's first president of color and the simultaneous everyday racial backlash experienced by many non-white Americans. The course takes an intersectional approach to discussion of race, emphasizing how ethnicity, gender, religion, and sexuality are always and already racialized components in our social structure.

Texts may include:

Racial Formation by Michael Omi and Howard Winant.

Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class by Ian Haney Lopez.

The Declining Significance of Race by William Julius Wilson.

Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America by Eduardo Bonilla Silva.

The American Non-Dilemma: Racial Inequality Without Racism, by Nancy DiTamaso.

Not Just Black and White, by Nancy Fonner and M. Frederickson.

Whiteness and Racialized Ethnic Groups in the United States, by Sherrow O. Pinder.

Domestic Disturbances: Reimagining narratives of Gender, Labor and Immigration by Irena Mata.

North Carolina and the Problem of AIDS: Advocacy, Politics, and Race in the South by Stephen J. Inrig

Spring 2018

MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS
Title to be determined

Professor Constance Hunt – Section 012

DESCRIPTION OF COURSE:

To be determined.

Spring 2018

**MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS
Culture, Colonialism, and Nationalism in the Modern Middle East
and North Africa**

Professor Linda Sayed – Section 013

Counts toward CCP and IR (comp., reg., and cultural studies)

DESCRIPTION OF COURSE:

This course introduces students to the main nationalist trends in the Middle East and North Africa (MENA) through the lens of culture and the impact colonialism has had on the development of nation-state formation in the region. In taking this approach, the course examines the main ideological trends in the MENA that shaped the colonial and post-colonial national movements. With a focus on the twentieth and twenty-first century, the course begins by giving students a contextual understanding of the MENA region and important historical shifts. Students will examine the impact of colonialism on the region followed by the ways it came to shape nationalist movements that propelled independence in the postcolonial context. Over the course of the semester, we will also examine the ways that global processes shape the politicization of cultural identities, practices, and representations across national spaces in the MENA region. It approaches nationalism and national identity as complex products of cultural and political forces, and places Middle Eastern and North African experiences within global and diasporic contexts. By emphasizing nationalism in the colonial and postcolonial context, this course also gives students a firm understanding of the role of cultural expression and the arts in both reflecting and initiating national, social and political developments across the region. Together we will consider the diverse components forming the MENA region and national and transnational identities, including gender, language, religion, race, sports, music, memory, commemoration, exile, refugees, and culture. We will read cutting-edge and interdisciplinary studies of nationalism as a way of examining historical methods. Students with no historical background in the Middle East will gain a broad comprehension of the major historical forces, and key figures and events.

In doing this, the course will grapple with the following questions: What do we mean when we talk about the MENA region? How has the region changed conceptually and politically? What political and social processes were involved in shaping the MENA region? What long lasting impact has colonialism had on the region? How did colonialism shape nationalist movements and the post-independence in MENA? How can we better understand the various nationalist movements in the region? How do power relations affect the representations, cultural, and (continued...)

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MC 390 – section 013

Professor Linda Sayed

commodification of the MENA region in our globalized world? How can we understand nationalist and transnationalist identities and movements in different spaces of culture such as music, sports, gender, literature, and health?

The course is organized into three topical sections. The first section examines the broader power relations involved in producing the Middle East and North Africa in global politics. Students are introduced to the central concepts and nationalist theory of the course as well as setting the historical framework to understand political and cultural trends. Students will examine the circumstances leading up to World War I and the lasting impact it had on the region. Students will examine primary documents (in translation) to come to understand these changes. This will lead to an analysis of colonialism and the effects it had on shaping nationalist movements in the region. The second section will expand on these concepts by focusing on diverse nationalism movements that emerge after World War I. Students will be introduced to Arabism, Arab nationalism, secularism, and Zionism as key ideological movements followed by an analysis of how memory, commemoration, refugees, and commercialism have played a role in the politics in the MENA region and various nationalist projects. The third section of the course focuses on how groups imagine and construct national and cultural identities through the role of music, sports, oil, feminist discourse, and religious modernity across national and diaspora sense of belonging. Students will be examining cases that stretch across the MENA region ranging from Lebanon, Egypt, Algeria, Israel, Palestine, Turkey, Iran, Iraq, Syria and Sudan to name a few.

As in our approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including academic texts across the social sciences and humanities (cultural studies, history, anthropology, art, literature, media studies, ethnographies, sociopolitical works, critical theory), media, primary documents, and literary and testimonial narratives. Students will read writings from prominent literary writers and political scholars to gain a better understanding of the usage of primary sources as a means of intellectual and analytical inquiry.

Spring 2018

MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS

South Asia: Paradoxes of Cultural Identities and Development

Professor Sejuti Das Gupta – Section 014

Prerequisites: Completion of Tier 1 Writing Requirement and MC 230/231, MC 220/221 or by permission of the instructor. Counts toward CCP.

DESCRIPTION OF COURSE:

South Asia consists of seven nation states: Bangladesh, Bhutan, India, Nepal, India, Pakistan and Sri Lanka. The region is intriguing with the highest population of the world, a sustained economic growth of 6% for last two decades with the world's second largest number of poor as residents. Though defined as a geographical entity, the region shares much more in common. This region was affected by colonialism and emerged out of it gradually since 1947. Nationhood was an import from the west to an extremely diverse community of people who identified themselves through religion, caste, language, ethnicity among other markers. The imposition of nationhood onto the region came with one expectation: that it would transform itself into a modern society like the colonisers. These postcolonial societies did not have a clean break. The region witnessed multiple contradictions such as traditional caste, religion and purdah interact with modern institutions of democracy and capitalism. The process of de-colonization and formation of sovereign nation states unleashed paradoxes of culture and politics that we will examine. 'Paradox' will be the underlying theme investigated through five key themes.

We will begin with an examination of the historical context for independence in the region, with particular attention to the Partition of India and Pakistan. Partition left millions of Indians and Pakistanis scarred and it raised questions about the content of 'nation' and 'nationality' on the subcontinent and influenced the cultural politics of all the countries of the region. After this overview, we will take up four specific paradoxes: nationality and belonging, secularism and communalism, class/caste cleavages and development, and gender-power and powerlessness. Each of these paradoxes will be explored through exploration of any two of the countries, in order to comprehend the depth of the issue. India will remain the most prominent case as it is the de facto hegemon of the region and exercises tremendous power not just over the region but its influence permeates the domestic politics of these nations. Despite being a celebrated as the largest democracy of the world, the politics of India is mired in traditional cleavages like religion, caste, class, ethnicity and gender which makes the contradiction even more stark.

TYPICAL TEXTS:

Christopher Jaffrelot, *Saffron Modernity in India: Narendra Modi and His Experiment with Gujarat*; Ranajit Guha, *Dominance without Hegemony*; T.J. Byres, *The State and Development Planning in India*; Ayesha Jalal, *Democracy and Authoritarianism in South Asia*; Partha Chatterjee, *Nation and Its Fragments: Colonial and Post-colonial Histories*; Naila Kabeer, *The Power to Choose*; Nira Wickramasinghe, *Sri Lanka in the Modern Age*.

EVALUATION:

Participation; response paper and verbal presentation; midterm; position paper and debate.

Spring 2018

MC 430 – APPLIED INTERNATIONAL DEVELOPMENT

Professors Linda Racioppi and H. Galhena

This course will begin February 5, 2018 and will be held on Monday evenings. However, there will be three Wednesday evening class meetings on February 7, 14, and 21.

DESCRIPTION OF COURSE:

Despite global improvements at the aggregate level in income distribution, access to education and healthcare, and other measures of development, poverty and inequality remain critical problems for too many of the world's population. Consequently, the world's poorest and most disadvantaged populations suffer more from food insecurity, water and energy scarcity, inadequate educational opportunities and healthcare, etc. The field of international development purports to work towards mitigating the effects of these problems while nurturing economic growth and human development. However, its results have not been adequate. This course provides an intense, interdisciplinary, and 'grassroots-focused' introduction to the field.

In this class, you will be exposed to some of the key challenges that international development specialists confront, such as devising strategies to insure food security and integrated rural development, providing access to clean water, education, and healthcare, and facilitating gender equity, among others. We will examine the role of public and private sectors in development, learn about major development donors and specific development projects around the globe, and analyze and critique development projects and programs. The applied and pragmatic focus of the course will expose you to skills commonly used by development specialists such as transect walks and logframe analyses, helping to prepare you for work in this field. An honors option will be available.

Those who complete this course will have the preparation necessary and will be given preference for participation in an optional field-based overseas development experience that will take place in South Asia in the summer term.

TYPICAL TEXTS:

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

FAO, *The State of Food and Agriculture.*

Mehra and Hill Rojas, *Women, Food Security and Agriculture.*

Mosse, *Cultivating Development.*

Narayan, Pritchett and Kapoor, *Moving Out of Poverty: Success from the Bottom Up.*

Sachs, *The End of Poverty: Economic Possibilities for Our Time.*

Spring 2018

MC 445 – SOCIO-ECONOMICS AND POLICY OF CONSERVATION BIOLOGY

Professor Daniel Kramer

Prerequisites: Recommend EC 201 or concurrently or EC 202 or concurrently or EC 251H or concurrently or EC 252H or concurrently and an interest in Conservation Biology.

DESCRIPTION OF COURSE:

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

Spring 2018

MC 459 - STEPP CAPSTONE

Professor Arthur Ward

DESCRIPTION OF COURSE

Selected topics in Science, Technology, Environment and Public Policy (STEPP). Analysis of key issues and problems. Case studies.

Spring 2018

MC 481 – GLOBAL ISSUES IN FISHERIES & WILDLIFE

DESCRIPTION OF COURSE

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

Spring 2018

MC 482 – GENDER AND VIOLENT CONFLICT

Professor Kirstin Brathwaite

**Prerequisites: MC 220 or MC 231 or MC 270 or MC 280 or ANP 220 or WS 201 or
SOC 216**

DESCRIPTION OF COURSE:

From all-male armies to the heroic masculinization of combat, from systematic rape campaigns to the policing of sexual relations, from visions of Amazonian women warriors to the shaming of ‘cowardly’ male draft resisters, violent conflicts throughout the world are deeply gendered. An emerging scholarship has documented the profound gender consequences of wars, conflicts and their resolution, and the ways in which gender has shaped war, militaries and militarization. This course is designed to review some of that scholarship and to explore specific issues and cases of violent conflict, war and militarization while addressing the theoretical contours, social, cultural and political dynamics, and policy implications of gendered conflict within and between states. In particular, we will touch upon specific cases (including the US and its military as well as countries in the Middle East, Asia, and Africa) and issues such as the war on terror, torture and rape during war/conflict, terrorism, and conflict resolution, among others.

TYPICAL READINGS:

Joshua Goldstein, *War and Gender*
Mia Bloom, *Bombshell: Women and Terrorism*.
Megan Mackenzie, *Beyond the Band of Brothers*

EVALUTION:

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

Spring 2018

**MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS
U.S. National Security: Strategy, Process, and Policy**

Professor Matthew Zierler – section 001

Restrictions: Open only to seniors in International Relations with college approval.

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*

Rosa Brooks *How Everything Became War and the Military Became Everything: Tales from the Pentagon.*

Derek Chollet and James Goldgeier, *America Between the Wars*

Emma Sky. *The Unraveling: High Hopes and Missed Opportunities in Iraq*

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.

Spring 2018

**MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS
Genocide and Politicide in Asia**

Professor Siddharth Chandra – section 002

Restrictions: Open only to seniors in International Relations with college approval.

DESCRIPTION OF COURSE:

Incidents of genocide and politicide have been all too common across the globe. Understanding these events using multiple perspectives can be key to learning about why they happen and to understanding ways in which they can be prevented.

The purpose of this course is twofold. The first is to develop in-depth appreciation for the cultural, demographic (i.e., population), economic, geographic, historical, political, and social contexts of mass killings. We will do this by exploring the experiences of two Asian countries, Bangladesh and Indonesia, in the late 20th century. The second goal is to enable you to draw comparisons between these two cases and to identify some of the commonalities that underlie these tragic events more generally with a view to thinking about how they may be prevented in the future.

Study materials for the course will include documentary film, eyewitness accounts, scholarly works in a broad range of disciplines, and official reports. We will compare the contents of these materials for both countries as we explore the cultural, demographic, economic, geographic, historical, political, and social factors underlying the events. The results of fresh research being conducted by the instructor on these events will also be presented, and students will have the opportunity to explore detailed data relating to the events to produce original research.

Spring 2018

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS
The Challenge of New Capitalism**

Professor Lisa Cook – section 003

Restrictions: Open only to seniors in International Relations with college approval.

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.

Spring 2018

MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS

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

Professor Norman Graham – section 004

Restrictions: Open only to seniors in International Relations with college approval.

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 will provide 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. As such, 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 water-energy-food nexus in Eurasia.

Spring 2018

MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS
Television, Media Representations, and Global Events

Professor Andaluna Borcila - section 001

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, the everyday. Activists, politicians, military personnel, journalists, cultural producers, and people in general have both enthusiastically embraced and bemoaned its functions and 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 relationships among televisuality and other modes and technologies of seeing; media, the military, and executive power; the power and politics of televisual representations and their relationship to other media (print media, photography, film, online, and social media); television and history; telesthesia, lived experience, and memory.

Television is inextricable from such global events as the Vietnam war, the Tiananmen Square protests of 1989, the “fall of communism,” the Gulf War, the wars in Bosnia, the wars in Afghanistan, the Iraq war, the WTO protests, the “ Arab Spring,” the “Occupy” movements, to name but a few. In this interdisciplinary seminar, we will grapple with key perspectives on the complex role of television, and its interfacing with other media, in such movements of protest and wars. Along the way, we will familiarize ourselves with critical work on the politics of media representations, on geographies of visibility, 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, crisis, and conflicts? What factors shape television news coverage, televisual representations, and the circulation of media representations? 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 wars and movements of protest? What is the relationship between television news media and other media (print media, film, online, and social media), and how do they interface and interact in representing, producing, and remembering events? How has television, and mediatization more generally, impacted our ways of seeing the world, our lived experience, and our memory (both social and personal memory)?

Spring 2018

**MC 497 - SENIOR SEMINAR IN PTC D
Technology and Politics**

Professor Tobin Craig – section 001

Restrictions: Open only to PTC D 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. 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 know that our tools change us, introducing new habits of mind, new modes of social interaction, opening new avenues for action, demanding of us new kinds of choice and 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. 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 develop and present your own analyses of some aspect of the course question.

Spring 2018

MC 497 - SENIOR SEMINAR IN PTC D

Ancient and Medieval Perspectives on Politics

Professor Waseem El-Rayes – section 002

Restrictions: Open only to PTC D seniors

DESCRIPTION OF COURSE:

Focusing on ancient and medieval philosophers, the capstone seminar for the PTC D major explores how their thought can help us better understand contemporary political problems. The assumption is that we can gain new knowledge about the contemporary crisis in liberal democracy by examining it outside of its modern intellectual framework. The course includes themes like justice, law, piety, poetry, politics, and happiness as well as selections from authors such as Plato, Aristotle, Alfarabi, Al-Ghazālī, Averroes, Rousseau, and Nietzsche.

Spring 2018

MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY
The Holocaust in American Memory

Professor Amy Simon - section 001

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This course will examine the ever-changing constructions of Holocaust memory in the United States, from the revelations of the horrors of the concentration and death camps in the spring of 1945, through the challenge of Holocaust remembrance in personal testimony, literature, film, and physical memorials in the present day. During the course of this class, we will discuss questions such as: How does the Holocaust live on in American remembrance? Why should the United States be so invested in the memory of a European genocide? What kinds of stories do Americans tell about the Holocaust? What role does the Holocaust play in American pop culture, politics, and identity? What does Holocaust memory mean to different social groups, and how has it been negotiated in the public realm?

Students will read seminal texts on the creation of the Holocaust memorials and memorial events as well as those addressing the politics of Holocaust memory and its uses and abuses more broadly. In addition to participating in discussions about the shared readings, students will explore different types of official and unofficial Holocaust memory in the United States using digital media including the USC Shoah Foundation's archive of oral testimonies.

TYPICAL READINGS:

Peter Novick, *The Holocaust in American Life*.

Robert Abzug, *Inside the Vicious Heart: Americans and the Liberation of Nazi Concentration Camps*.

Anne Frank, *The Diary of a Young Girl, The Definitive Edition*.

Edward Linenthal, *Preserving Memory: the Struggle to Create America's Holocaust Museum*.

Alvin Rosenfeld, *The End of the Holocaust*.

EVALUATION:

Active participation, presentations, reading responses, research paper

Spring 2018

**MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY
The American Dream**

Professor Jennifer Sykes - section 002

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.