

Spring 2020

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

Professor Mark Axelrod – Section 001

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.

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

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.

In addition, 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 2020

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

Professor Norm Graham – Section 002

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.

Dieter, Helm, Burn Out: The End Game for Fossil Fuels. New Haven, CT: Yale University Press, 2017.

Marx, Karl and Friedrich Engels, The Communist Manifesto. London: Penguin Books, 1967 or 2002; also available at various web sites, e.g.:
www.anu.edu.au/polsci/marx/classics/manifesto.html/

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

Spring 2020

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

Professor Yasu Komori – section 003

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).

The course begins with an introduction to the field of IPE and four major theoretical perspectives: Mercantilism, economic liberalism, Marxism/structuralism, and constructivism. Next, we delve into the four structures of IPE: trade, production, money and finance, and knowledge and technology. In particular, we cover topics, such as the pros and cons of international trade, the evolution of the international monetary and financial regime, and the causes and consequences of financial crises. We then focus on the issue of development in the global economy and North-South relations. This section explores the causes of global poverty, different development strategies, and the role of foreign aid. The final section examines some of the major current trends in the global political economy, including the consequences of economic globalization, regionalism, the impact of rising powers, and the environment. We end with a discussion of the possibility for global governance of the world economy.

TYPICAL READINGS:

- David N. Balaam and Bradford Dillman, *Introduction to International Political Economy*, 7th ed. New York: Routledge, 2019.
- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy*. New York: N. W. Norton, 2011.

EVALUATION:

Midterm and final exams, a research paper, and class participation.

Spring 2020

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

Professor Lisa Cook – 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 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.

Spring 2020

MC 231 – CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor Andaluna Borcila – section 001

DESCRIPTION OF COURSE:

Building on the approaches, themes and theoretical perspectives 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. Here are the big questions that we will grapple with in this course: 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? 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? What are the implications and consequences of different ways of representing/seeing/understanding the relation between culture and globalization? Do the processes associated with contemporary globalization reproduce, ameliorate and/or intensify global inequality and conflict?

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

Spring 2020

MC 231 – CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor Funmbi Elemo – section 002

DESCRIPTION OF COURSE:

MC 231 builds on the concepts, themes, and theoretical approaches introduced in MC 230 by shifting 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. Over the course of the semester, we will examine the ways that global processes shape the politicization of cultural identities, practices, and representations across national spaces. In doing this, the course will grapple with the following questions: How do power relations affect the mobility and circulation of people, representations, and capital in our globalized world? How do they shape cultural encounters? How are cultural identities formed and reconfigured in such encounters? Do such processes ameliorate, reproduce, or intensify global inequality and conflict?

As in MC 230, our approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including academic texts across the social sciences and humanities (cultural studies, anthropology, music, tourism studies, media studies, ethnographies, sociopolitical works, critical theory), media, and literary and testimonial narratives. Therefore, MC 231's course objectives are the following:

- To introduce students to central theoretical approaches to the study of transnational cultural politics.
- To cultivate the ability to understand key concepts such as globalization, transnationalism, representation, othering, colonialism, post-colonialism, diasporas, and Orientalism.
- To recognize the role of cultural identities, practices, and representations in shaping global politics and public affairs.
- To build competency in interdisciplinary inquiry and analysis.
- To improve research, writing, and communication skills.

Spring 2020

MC 271 - CONSTITUTIONALISM AND DEMOCRACY

Professor Ben Lorch - section 001

DESCRIPTION OF COURSE:

MC 271 examines liberal democracy through the careful study of major works of modern political philosophy and the American political tradition. We will study the original philosophical arguments in favor of liberal democracy; the way these arguments were put into practice in the United States, both in the Constitution and in our lives as individuals; and the major dilemmas and challenges that democracies face.

The course is divided into two main parts. The first part studies the political philosophers who provided the original justification and blueprint for modern politics, such as Thomas Hobbes, the first philosopher who argued that politics should be based on the rights of all individuals to live as they please, and John Locke, the first proponent of liberal democracy and constitutional government. The second part of the course studies foundational writings of the American political tradition, including the arguments in favor of the U.S. Constitution in the Federalist Papers, Alexis de Tocqueville's classic analysis of American life in Democracy in America, and the thought and statesmanship of Abraham Lincoln.

Spring 2020

MC 271 - CONSTITUTIONALISM AND DEMOCRACY

Professor TBD – 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 2020

MC 281 – IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor Allison Berg – sections 001 & 002

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 2020

MC 281 – IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor Anna Pegler-Gordon – section 003

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. 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. 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 a 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:

- Kelley, Robin. *Race Rebels: Culture, Politics, and the Black Working Class*. New York: Free Press, 1994.
- Lytle Hernández, Kelly. *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles*. Chapel Hill: University of North Carolina Press, 2017.
- Miles, Tiya. *Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits*. New York: The New Press, 2017.
- Sleeper-Smith, Susan, et. al., eds., *Why You Can't Teach US History without American Indians*. Chapel Hill: University of North Carolina Press, 2015.
- Tang, Eric. *Unsettled: Cambodian Refugees in the NYC Hyperghetto*. Philadelphia: Temple University Press, 2015.

EVALUATION:

Short paper, research paper, quizzes and participation.

Spring 2020

MC 293 – METHODS FOR STRATEGIC ANALYSIS IN PUBLIC AFFAIRS

Professor TBD

Counts for the methods requirement in PTCD an IR. All JMC majors are welcome to enroll.

DESCRIPTION OF COURSE:

Basic methods of strategic analysis and game theory. Applications and case studies in international relations, politics, political economy, and social relations.

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

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

Spring 2020

MC 295 – RESEARCH DESIGN & QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor Daniel Bergan

Prerequisites: Completion of University Mathematics requirement.

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

This course is an accepted Methods course in all four Madison majors.

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.

Spring 2020

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

Professor Amanda Flaim

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 2020

MC 322 – INTERNATIONAL SECURITY

Professor Kirstin Brathwaite

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*

EVALUATION:

Exams, substantial research paper, active participation.

Spring 2020

**MC 324C - REGIONAL POLITICS, COOPERATION AND CONFLICT
IN LATIN AMERICA AND THE CARIBBEAN**

Professor Galia Benitez

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 2020

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

TYPICAL READINGS:

- David Shambaugh and Michael Yahuda, eds., *International Relations of Asia*, 2nd ed. Lanham, ML: 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:

Midterm and final exams, a research proposal, a final paper, and class participation.

Spring 2020

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 2020

MC 331 – ENCOUNTERS WITH POST-COMMUNISM

Professor Andaluna Borcila

DESCRIPTION OF COURSE:

With the events of 1989, the once “impenetrable” and monochrome “Cold War Other” exploded into visibility. Post-communist sites entered the American cultural and political landscape through the television screen as places where “history is happening”; subsequently, they became spectacles of crisis (orphans, ethnic violence, war, poverty, nationalism, human trafficking). The course offers the tools and strategies to inquire into how post-communist countries are represented, how knowledge about them is produced, how “we” are positioned towards “them,” and what the real consequences of this representation, knowledge production and positioning are.

We will investigate American representations of and encounters with post-communist “Eastern Europe” as well as representations produced by authors and media from the region. We examine media, tourism, narratives and scholarly representations. Some questions we will ask include: how is post Cold War “Eastern Europe” mapped and remapped; how is “Eastern Europe” imagined in relation to “the west” and how does this understanding contribute to defining both American and post-communist identities; how is communism represented (imagined and remembered) in American and post-communist Eastern European cultural productions; how does media participate in framing American encounters with post-communist “Eastern Europe” and in remembering the communist past; what are the factors that shape the remembering of communism and what functions does this remembering play in contemporary contexts?

While we are focusing specifically on representations of and encounters with post-communist “Eastern Europe,” the course also means to contribute more generally to your understanding of the factors that shape cultural encounters. Our theoretical readings and our analysis will offer us the opportunity to query the relationship among discourse, power, and knowledge; the politics of cultural representation; the impact of media on cultural encounters; the relationship between lived and mediated experience; and the cultural politics and transnational dimensions of memory and remembering. You should expect a strong theoretical component in this interdisciplinary course as well as an emphasis on collaborative learning.

TYPICAL READINGS Maria Todorova, *Imagining the Balkans*; Slavenka Drakulic, *How We Survived Communism and Even Laughed*; Eva Hoffman, *Exit Into History*. **EVALUATION** Likely to include a short essay, exam, longer paper (with research component), class participation, collaborative learning.

Spring 2020

MC 332 – LITERATURE AND POLITICS IN A COMPARATIVE PERSPECTIVE

Professor/Dean Sherman Garnett

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.

Spring 2020

MC 333 – PERFORMANCE, POLITICS, AND NATION

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 2020

MC 348 – EDUCATIONAL POLICY

Professor Gene Burns

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

DESCRIPTION OF COURSE

MC 348 is a selective or “cluster” in SRP and can also fulfill a requirement in the Political Economy minor (either “Law & Political Economy” or “Society and Political Economy”)

At the time this course description was written, the Spring 2020 version of this course was still very much in the planning phase. This description concerns matters that *may* be addressed; not everything listed here will necessarily be included in the syllabus.

Schools serve multiple functions. The motivations to establish a public school system in the first place included supplying the country with an educated work force, providing opportunities to children across the socioeconomic spectrum, and socializing the entire population into common values of citizenship and patriotism. And so one of the earliest disputes about children’s schooling came with the establishment of a private Catholic school system, which built upon existing suspicions about the loyalties of immigrant Catholics. Other disputes about privatization of schools—especially when private schools (including charter schools) receive public funding—raise multiple issues about equity across different socioeconomic and racial groups and whether public funds will be used to support schooling that many Americans might find problematic.

Perhaps precisely because Americans plan much of their lives around schools, debates about the funding and access to public schools are central parts of American political and social life. People who have the economic means to choose to live in different neighborhoods, especially if they have children, typically choose a neighborhood where the public schools have a good reputation. As the funding of schools typically depends on local property taxes, typically, then, people who cannot afford expensive housing (which provides a richer tax base to funnel money into the local schools) do not have access to the more desirable, better-funded schools. Concern about the quality of schools is a recurring feature of American politics, with various methods—including rigid approaches to testing—having been tried out. Public schools are a fundamental example of the complexities of a federal system of governing, in that national issues are played out within institutions that involve primarily state and local control. Concern about schools is also difficult to disentangle from the health and wealth of local communities, so that class segregation and racial segregation become intertwined with the politics of schooling.

The course will have an Honors option.

EVALUATION: Papers, exams, class participation.

Spring 2020

MC 351– SCIENCE AND SOCIAL POLICY

Professor John Jackson

DESCRIPTION OF COURSE

This course focuses on the role that scientific research on group difference plays in creating and maintaining social stereotypes and policy. We will study 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 2020

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.

During 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 international criminal law. 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. We conclude by examining the broader international legal system and concerns raised by it.

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

Dunoff, Jeffrey L., Steven R. Ratner, and David Wippman. *International Law: Norms, Actors, Process: A Problem-Oriented Approach*. 4th Edition. (Aspen Law & Business, 2015).

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 2020

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 2020

MC 367 – GLOBAL CITIES AND URBANISM

Professor Louise Jeziarski

Prerequisites: MC 280 and MC 281 or MC 230 and MC 231

DESCRIPTION OF COURSE

This course explores the dynamic global system of cities and how certain cities emerge as “global cities.” Cities take on new or evolving roles in the changing global economy as globalization develops in particular local sites and contexts, sometimes referred to as “glocalization.” Cities are understood as crucibles of power and production. Key global cities are engaged in cultural production, finance, and manufacturing, or global governance and have forged new connections to these changing industrial sectors and to each other as productive capitals. We also will study the roles of changing demographics and international migration streams as cities become more “internationalized” through trans-national migration. Cities also play a crucial role in the creation of national and international identities that develop from within and across these global cities. The UN Habitat declaration that people have a Right to the City will be explored through case studies. The role of culture is a key concept in the course, as landscapes and architecture in global exchange have become a new focal point for organization and development. We explore the question of how local urbanism or local urban cultures are constructed and how local urban cultures change as globalization situates these cities. We explore changing local urban social relations, cultures, politics and economies in case studies of cities, including, New York, Rio de Janeiro, London, Johannesburg, as well as others and systems of cities in China and Africa. We will view films as key texts, which are a key medium to explore global cities. Students will study one city of their own choosing to research in depth.

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; Taming the Disorderly City: The Spatial Landscape of Johannesburg After Apartheid (2nd ed. 2017) by Martin J. Murray. Films: *City of God* written and directed by Fernando Meirelles *City; 24 City* by Zhangke Jia; *Tsotsi* writer and director Gavin Hood.

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 and CCP majors. This course is designed to be a companion course to MC384: Metropolitan Studies. For CCP majors, this course incorporates comparative cultures and transnationalism.

Spring 2020

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

Professor Tobin Craig - section 001

Professor Eric Petrie- section 002

Professor Louis Hunt - section 003

Prerequisites: MC 370 and completion of Tier I writing

DESCRIPTION OF COURSE:

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

EVALUATION:

Essays of various length; quizzes; class participation.

Spring 2020

MC 373A – CONSTITUTIONALISM: SUPREME COURT

Professor Benjamin Kleinerman

DESCRIPTION OF COURSE:

This course will focus on the theory of constitutional democracy through examination of selected Supreme Court Cases. We will look at the history of the Supreme Court and principles of constitutionalism.

Spring 2020

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.

In this class, we will examine in outline the intellectual background of major secular and religiously based ideologies in the Arab and Muslim world. Through our reading of parts of primary and secondary sources, we will seek to understand how Arab and Muslim intellectuals attempted to deal with the problem of European imperialism/colonialism and the associated question of Modernity and Modernization. We will then move to address how the legacy of colonialism and the cold War have shaped the contemporary political culture of the Arab and Muslim world.

Spring 2020

MC 377 – CULTURE, POLITICS AND POST-COLONIALISM

Professor Steve Rohs

Prerequisites: MC 221 or MC 231 or MC 271 or MC 281

DESCRIPTION OF COURSE:

This course will focus on international politics and power. Other areas of study will include contemporary repercussions. History, literature, culture, and political theory.

Spring 2020

MC 378 – LAW AND SOCIAL GROUPS

Professor Constance Hunt

DESCRIPTION OF COURSE:

MC 378, Law and Social Groups, will look at the relationship between fundamental law and the activity of social groups in the American context. We will focus on selected Supreme Court, Appellate and State Supreme Court cases examined for their impact on the free exercise and equal protection of social groups.

SPRING 2020

MC 380 – SOCIAL POLICY

Professor Gene Burns – section 001

Prerequisites: MC 280 or MC 281 completed.

EC 201 or EC 251H completed or taken concurrently

EC 202 or EC 252H completed or taken concurrently

Completion of Tier I writing requirement

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE:

This is a core course in the SRP major and is a “Public Policy” course within the STEPP minor. SRP majors ideally take the course in their junior year but if you need to wait until senior year, you’ll be fine.

What do we mean by “social policy”? We mean public policy concerned with the everyday social conditions of people’s lives. Just as different people do not mean exactly the same thing when they think of “politics,” one can emphasize different aspects of “social policy.” Most typically the term refers especially to public policy aiming to improve citizens’ socioeconomic conditions and prevent or mitigate personal economic crises. But because different analysts, to varying degrees, would see socioeconomic conditions inextricably intertwined with matters of politics, social organization, and group identity, the study of social policy is never limited only to socioeconomic conditions. Thus, while this course examines central issues of public policy that concern socioeconomic matters--such as Social Security, health insurance, and welfare--it necessarily raises questions about family structure, race in America, gender, immigration politics, and party politics.

The course will have an Honors option.

Please note that it is likely that the Fall 2019 version of Prof. Burns’s MC 380 will have a primarily U.S. focus, while **this Spring 2020 version will probably still focus at least 50% on the U.S. but also have a larger comparative dimension than the Fall version.** The exact focus of the Spring 2020 version was still in the planning stages at this writing, but among the issues likely to be addressed are different family support policies; antipoverty policies; and a comparison of the British system of socialized medicine with the U.S. medical insurance system. **It’s possible, then, that the United States and Great Britain will be the central comparative focus.**

SPRING 2020

MC 380 – SOCIAL POLICY

Professor Jennifer Sykes – section 002

Prerequisites: MC 280 or MC 281 completed

EC 201 or EC 251H completed or taken concurrently

EC 202 or EC 252H completed or taken concurrently

Completion of Tier I writing requirement

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE:

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

SPRING 2020

MC 381 – AMERICAN POLITICS AND EQUALITY

Professor Jennifer Sykes

DESCRIPTION OF COURSE:

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

Spring 2020

MC 386 – WOMEN & 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 2020

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. Throughout the semester, we will explore definitions, forms, and examples of antisemitism, as well as discuss Jewish responses to it. Focusing on a few case studies from early Christianity to today, 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. Overall, we will seek to understand why antisemitism is, indeed, “the longest hatred” and how we can address this problem moving forward. To this end, students will read both secondary and primary sources. We will contribute to a blog on current antisemitic events started by students in MC 387 last year, "Blogging Antisemitism." Students will also research in the extensive Radicalism collection at MSU's library.

TYPICAL READINGS:

1. Burrin, Philip. *Nazi Anti-Semitism: From Prejudice to the Holocaust*..
2. Dinnerstein, Leonard. *Antisemitism in America*. New York: Oxford University Press, 1995.
3. Laqueur, Walter. *The Changing Face of Anti-Semitism*. New York: Oxford University Press, 2006.
4. Nilus, Sergyei. *Protocols of the Learned Elders of Zion*. CPA Books, 1996.
5. Smith, Helmut. *The Butcher's Tale*. New York: W.W. Norton, 2002.

EVALUATION:

Participation, reading responses, midterm and final exam, short research paper

Spring 2020

MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS
“Theory and Practice: For the Sake of Arguments”

Professor Sejuti Das Gupta – Section 003

Counts as CCP elective

DESCRIPTION OF COURSE:

This course attempts to bridge the gap between theory and practice and provide a theoretical spine to build arguments in critical development and policy studies. The course has two objectives: First, to familiarize with key tenets of important theories like liberalism and communitarianism that we hear about all the time but seldom know where they come from. The second objective is to assess how these can be applied in real life situations in arguing in favour and against developmental dilemmas. The course aims to simplify difficult theories, read and engage with few most known philosophers of political theory and comprehend their relevance in world of policies. The arguments we hear so often can be traced to historical philosophical schools and then through attempting to apply these tenets in real situations, we think of how it works or does not work for the ‘people’ the policies intend to serve. The case studies shall be from Africa, Asia, Latin America and North America.

The course breaks the edifice of ‘universal’ and argues justice cannot survive without engaging with interest of ‘particular’ groups. The tense relation between individual and group is a part of all the sections in the course.

Spring 2020

MC 459 - STEPP CAPSTONE

Professor Dan Kramer

DESCRIPTION OF COURSE

This course serves as the capstone experience for students enrolled in the Science, Technology, Environment and Public Policy (STEPP) minor. It covers the following areas: selected challenges in science, technology, environment and public policy. Analysis of key issues and problems. Case studies.

Spring 2020

MC 481 – GLOBAL ISSUES IN FISHERIES & WILDLIFE

Prerequisites: EC 201 or EC 202 or EC 251H or EC 252H

DESCRIPTION OF COURSE:

This course will cover global issues and their impacts on implications for the management of fisheries and wildlife resources.

Spring 2020

MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS
“Existential Dread and International Decision-making:
From Nuclear Weapons to Climate Change”

Professor Sharlissa Moore – section 001

Restrictions: Open only to seniors in I.R. Pre-registration and enrollment through JMC only.

Students that took MC 390: “The Nuclear Age” with Prof. Moore and Brathwaite should not enroll in this seminar because of material overlap

DESCRIPTION OF COURSE:

From the end of the Manhattan Project through the Cold War arms race, the potential use of weapons of mass destruction made mutually assured destruction possible and thus posed an international existential threat of global annihilation. Physicists and engineers were heralded for their role in ‘winning the war,’ partially because of their work developing the first atomic weapons. Advances in military technology during World War II led to enthusiasm among policymakers and the public about the use of science and technology for achieving military might, bolstering international pride, and yielding social progress. After the Cold War, concern about global climate change slowly rose to the fore. While the threat of nuclear war still exists, climate change has arguably become the international existential threat facing the global community today. Climate scientists banded together through the Intergovernmental Panel on Climate Change to study and to communicate the danger of climate change to the international community. Unlike during World War II, today, scientific consensus is approached with skepticism and politicized disbelief.

This seminar explores questions related to how decision-makers cope with crises and threats. How do long-term, existential threats change decision-making calculi and impede or facilitate international cooperation? What roles do science and scientists, as well as uncertainty associated with research and the prediction of the future, play in international and domestic decision-making? Finally, how do these two existential threats converge in decision-makers’ consideration of nuclear power as a potential clean energy source to mitigate climate change?

TYPICAL READINGS:

Ronald Powaski, (1987). March to Armageddon The United States and the Nuclear Arms Race 1939 to the Present. Roberts, B. (2006.) The case for US nuclear weapons in the 21st century. Falkner, R. (2016). The Paris Agreement and the new logic of international climate politics. Thompson, A. (2009). Responsibility for the end of nature: Or, how I learned to stop worrying and love global warming.

Spring 2020

MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS

“The U.S., China and Russia in the 21st Century: Past, Present, & Future”

Professor Simei Qing – section 002

Restrictions: Open only to seniors in I.R. Pre-registration and enrollment through JMC only.

DESCRIPTION OF COURSE:

This seminar aims to provide an in-depth examination of U.S.-China-Russia diplomacy in the 20th century and to shed new light on current US-China-Russia relations. It inquires whether a broad and persistent pattern exists in U.S.- China – Russia interactions throughout the 20th century, from the birth of the Chinese Communist Party (CCP) through the post-Cold War era, and whether this pattern may, subconsciously as well as consciously, persist into the early 21st century. Put another way, it is intended to examine some enduring themes concerning national identity and world order, which are deeply embedded in divergent histories, cultural heritages, and geopolitical thinking in this triangular diplomacy. How shall we better understand those very different, deep-rooted concepts of national identity? How can we better encounter those competing visions of a new world order at present? And how would we better address those different underlying cultural assumptions and geopolitical paradigms of each nation with new IR theories and philosophical frameworks?

Spring 2020

MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS
“U.S. National Security: Strategy, Process, and Policy”

Professor Matthew Zierler – section 003

Restrictions: Open only to seniors in I.R. Pre-registration and enrollment through JMC only.

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 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*, 3rd 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*

EVALUATION:

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

Spring 2020

MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS

“Mass Violence: A Comparative Perspective ”

Professor Siddharth Chandra – section 004

Restrictions: Open only to seniors in I.R. Pre-registration and enrollment through JMC only.

DESCRIPTION OF COURSE:

The purpose of this course is twofold. The first is to develop an appreciation for and knowledge of the cultural, economic, political, and social contexts within which mass violence occurs. Students will explore a variety of material on selected cases of mass violence, including documentary film, literary work, and scholarship by anthropologists, demographers, historians, political scientists, and sociologists. The second goal is to enable students to creatively draw on materials from the course to come up with insights into important questions that surround such events. These include but are not restricted to questions about why they occur, how they occur, and what lessons we can learn from them. In doing so, students will have the opportunity to draw links between what they have learned to date in James Madison College and the materials they will use during the course of the semester.

Because the course is designed to fulfill the senior seminar requirement at James Madison College, it will be very research intensive. Students will work closely with the instructor just as graduate students do, and will be expected to conduct original research that will contribute to class discussions.

Spring 2020

MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS

“Regionalization, Globalization and Nationalism”

Professor Galia Benitez – section 005

Restrictions: Open only to seniors in I.R. Pre-registration and enrollment through JMC only.

DESCRIPTION OF COURSE:

Globalization, regionalization, and nationalism have shaped the world in the last decades in ways never experienced before. We are witnessing the intensification of relations among different nations and institutional actors. This intensification has led to great innovations in communications and media, and significantly facilitated the internationalization of production and the mobility of capital, goods, services and peoples. We have also seen the creation of the European Union, Mercosur and NAFTA among other institutions that accentuates the importance of regional integration. In addition, we have observed the emergence of new national movements as well as non-state actors and seen lively debates regarding the supposed shirking power of the state *vis a vis* multinational corporations. This course examines the linkages of the processes of globalization and regionalization and the power of the state, and is heavily grounded on policy-making within and between countries. Specifically, we will study how globalization, regionalization and nationalism affect social and economic policies and how these policies can be used to enhance or ameliorate the consequences of these processes. We will ground our discussion in specific policy issues as illicit drugs, migration, inequality, foreign direct investment and economic policies.

Spring 2020

MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS
“Class Matters: Interlocking Identities and Nation Building”

Professor Sejuti Das Gupta – section 001

Restrictions: Open only to seniors in CCP

DESCRIPTION OF COURSE:

CCP has nation state as a central area of interest right from sophomore sequence which the course builds on. The central theme of the course is in imagination of a homogeneous nation, can marginalization of classes caused by the State be overlooked? Is nation an opium that masses drink to overlook the atrocities a State confers upon the very citizens. It looks at historical processes through which resources are allocated, private property created, and some interests promoted at the cost of others. The course will look at class as a theory and then examine the concept unfold in four different contexts, UK, USA, India, and Botswana. An understanding of class will be arrived at by engagement with multiple scholars, Weber, Marx, Marshall, Poulantzas, Jessop, Gramsci and Bernstein. The key concepts to be explored would be private property, means of production, relations of production, alienation, hegemony, immiserisation of proletariat and accumulation by dispossession. How class intersects with other identities, race, caste and ethnicity will also be assessed as we engage with the case studies. State-class relation will be a recurring theme. It will also take a disaggregated look at class between rural and urban sectors and how these groups have been treated in nation building. The exercise will seek answer to ‘who does a nation belong to?’

Sample Text: Pauline Peters, Dividing Up the Commons: Politics, Policy, and Culture in Botswana <https://archive.nytimes.com/www.nytimes.com/pages/national/class/index.html>

Spring 2020

MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS
**“How to Rig an Election: Power and Identity Politics in Fledgling
and Pseudo Democracies”**

Professor Funmbi Elemo – section 002

Restrictions: Open only to CCP seniors

DESCRIPTION OF COURSE:

In this seminar, we will examine how elections facilitate the goals of democracy, potential limitations (especially in ethnically divided societies), and the reasons why leaders with authoritarian tendencies may still choose to rely on elections in their regimes. Using *How to Rig an Election* by Nic Cheeseman and Brian Klaas (2018)--accompanied with additional materials--we will investigate the tools political elites have at their disposal, elite calculations as they seek to manipulate elections to their advantage, and consequences for ordinary people and their perceptions of politics. We will draw on case studies from Sub-Saharan Africa, Latin America, and Western/Eastern Europe to explore these themes; however, students are free to utilize cases of their own choosing for their individual research projects.

Spring 2020

MC 497 - SENIOR SEMINAR IN PTC D

“From Utopia to Dystopia: Thinking the Limits of Politics”

Professor Tobin Craig – section 001

Restrictions: Open only to PTC D seniors

DESCRIPTION OF COURSE:

We are realists. Utopias are fairy tales. What can we learn about real politics by imagining ‘republics and principalities that have never been seen or known to exist’? In this seminar we will consider this question through a examination of several works from the tradition of utopian political philosophy. Possible texts we will consider include Plato’s Laws, More’s Utopia, Bacon’s New Atlantis, Huxley’s Brave New World, Atwood’s Oryx and Crake.

Spring 2020

**MC 497 - SENIOR SEMINAR IN PTCB
“Fairy Tales and Politics”**

Professor Waseem El-Rayes – section 002

Restrictions: Open only to PTCB seniors

DESCRIPTION OF COURSE:

This seminar explores the intersection between politics and literature. It does so by focusing on fairy tales and morality: what they teach us regarding class conflict, gender relations, resistance and accommodation to political power, piety in the face of overwhelming human suffering, among other relevant subjects. We begin the seminar by examining traditional European fairy tales—such as Little Red Riding Hood, Snow White, and Sleeping Beauty—in their original forms as folk tales. We then compare these tales cross-culturally by reading a selection from the *Arabian Nights*. We conclude by reflecting on how modern fairy tales in both literature and film expose contemporary political morality.

Spring 2020

**MC 497 - SENIOR SEMINAR IN PTC D
“Art and Politics”**

Professor Louis Hunt – section 003

Restrictions: Open only to PTC D seniors

DESCRIPTION OF COURSE:

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

Spring 2020

**MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY
“Comparative Black Social Movements”**

Professor Rashida Harrison - section 001

Restrictions: Open only to SRP seniors

DESCRIPTION OF COURSE:

The contemporary moment of political unrest in the United States and abroad is resurging public conversations about the role of protest and social movements in social change. Such conversations illustrate that socio-political change does not occur in a particular moment but rather over time and across geographical and social spaces. Additionally, the various changes that occur are often interconnected and the results of multiple movements and political platforms.

This course interrogates several important politically black social movements throughout the second half of the 20th century. We will emphasize the importance of a black radical tradition as a stream of consciences for black movements globally. In addition, we will offer a distinct focus on Black Radical Feminism as an important framework for movement building that has spanned a variety of race, ethnic, and geographical boundaries.

The post WWII era provided the global, socio-political conditions for people of African descent, as well as politically black people, to mobilize for freedom. Such movements, at the global level all work together to craft a paradigm of liberation struggle- one in which black people worldwide find themselves moving in today. The mid-twentieth century is shaped by the burgeoning era of the U.S. Civil Rights Movement and Black Power, multiple independence movements in Africa, beginning with Ghana’s independence in 1956, the global awareness of Apartheid South Africa and the everyday struggle, and more largely more concerted global efforts to resist imperial rule and create independent nations. In all of these movements there is a distinct gendered analysis.

Students in the senior seminar will interrogate the following:

- What does it mean to construct a Black Radical Tradition?
- What role does Black Feminism play in a Black Radical Tradition?
- What role does the U.S. and African Americans play in global black political ideologies?
- How do identity base social movements form?
- How are black feminist transnational praxis distinct to building of radical movements?
- How have Black feminist ideologies impacted current mainstream social movements?
- How is Black Lives Matter situated as a direct lineage of a Radical Black Tradition?
- When do social movements become political change?

Additionally, students will embark on their own research project that offers an intervention into literatures on black social movements with emphasis on radical and feminist political agendas.

Spring 2020

**MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY
title TBD**

Professor TBD - section 002

Restrictions: Open only to SRP seniors

DESCRIPTION OF COURSE:

Spring 2020

**MC 498 – SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY
“Civic Engagement & Community Development in Lansing”**

Professor Louise Jezierski – section 003

Restrictions: Open only to SRP seniors

DESCRIPTION OF COURSE:

This course will examine the history and application of community development strategies. Lansing will serve as our empirical community laboratory. This course hopes to chart some of the forces which are challenging and shaping community opportunities and the possible responses to expanding them. What tools are available for empowering local citizens in their own communities? Students will engage in original research on a topic of their choice using Lansing (and other cities) as an empirical case study. We look at local political economies, including community organizing, non-profit organization, local governance, constituency development, civic capacity, and local democracy. We explore the concepts of social capital, social entrepreneurship, public private partnerships and civic culture. How do we explain why neighborhoods and civic organizations within cities vary in social and economic stability and in economic performance? The extent to which neighborhoods or civic organizations contribute to city governance (i.e. the capacity to develop rules, norms and other institutions of governance) helps to explain city stability and economic performance. As a complement to class work, my own on-going research project on Lansing’s neighborhoods and city governance institutions will help to inform these mechanisms. Students will use primary data from Lansing neighborhoods. We will start with a tour of Lansing and engage in field trips and guest lectures from key contributors to the City of Lansing. As a senior seminar, this course will depend on a cooperative and interactive learning environment where all participants are responsible for attendance, readings, and presentations.

TYPICAL READINGS:

The Community Development Reader edited by James DeFilippis and Susan Saegert; *The Story of Reo Joe: Work, Kin and Community in Autotown, USA* (2004) by Lisa Fine; *Qualitative Research Methods for Community Development* (2015) by Silverman and Patterson; *Our Kids: The American Dream in Crisis* (2015) by Robert Putnam.

EVALUATION:

You will develop expertise in content by producing seven 2-3 page position papers that summarize the issues discussed that week for group discussion. Sometimes films or field trips are included during the week and these are also included in your analysis. The main product will be an original research paper (about 20-25 pages) and powerpoint-based oral presentation of your research. These projects may also be organized through research teams. A project that provides policy analysis for delivery to community groups is the goal of these projects. A level of research based and community based writing is expected.