

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 220 – Section 1

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Michael Schechter

Prerequisites: None

DESCRIPTION OF COURSE:

The first half of a year-long introduction to the field of International Relations; an historical, theoretical and policy-oriented approach to the study of global politics. While providing an introduction to international relations theory, the course emphasizes such issues as the causes and prevention of war, the use of force, and key contemporary transnational issues like migration and refugees, ecological threats and resource maldistribution. Throughout the course, attention will be directed toward assessing the utility and consequences of alternative theories for understanding key world events, past and future, with an emphasis on issues related to military security.

TYPICAL READINGS:

Michael E. Brown, *Grave New World: Security Challenges in the 21st Century*.

David Carment and Albrecht Schnable, Editors, *Conflict Prevention: Path to Peace or Grand Illusion?*

Edward Newman and Joanne van Selm, Editors, *Refugees and Forced Displacement: International Security, Human Vulnerability and the State*

Michael T. Klare, *Resource Wars: The New Landscape of Global Conflict*

Karen Mingst and Jack Snyder, *Essential Readings in World Politics*

Chris Brown, *Sovereignty, Rights and Justice: International Political Theory Today*

EVALUATION:

Two papers, two examinations, and a classroom simulation.

H-Option: Weekly meetings focused on readings related to the “age of terror”. Short paper related to the readings and discussions.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 220 – Section 2

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Linda Racioppi

Prerequisites: None

DESCRIPTION OF COURSE:

MC 220 serves as the first in a two-course, sequenced introduction to the field of international relations. In this semester, we try to provide students with an overview of major theoretical approaches in the field and focus on the political and security dimensions of world politics. This section of MC 220 will use critical case studies such as the dropping of the atomic bomb on Hiroshima, the wars and break-up of Yugoslavia, and the ethnic conflict in Sri Lanka to introduce students to important concepts (e.g., power, influence, system, balance of power, justice, human rights, gender, culture, etc.) and leading theoretical approaches (e.g., realism, liberalism, Marxism, feminism) in the field and to examine the evolution of the international system.

TYPICAL READINGS:

Baylis and Smith, *The Globalization of World Politics*.

Mingst and Snyder, *Essential Readings in World Politics*.

Miall, Ramsbotham and Woodhouse, *Contemporary Conflict Resolution*.

Tickner, *Gendering World Politics*

EVALUATION:

Quizzes, papers, presentations, participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 220 – Sections 3 & 4

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Simei Qing (3), Staff (4)

Prerequisites: None

DESCRIPTION OF COURSE:

This course is intended as an introduction to the field of International Relations, especially its political and security dimensions. It will attempt to achieve the following objectives:

- (1) analyze the main concepts in the field and the major approaches to the study of International Relations, with special emphasis on international security;
- (2) provide an overview of the evolution of the contemporary international system;
- (3) deal with the major mechanisms used to bring order to the anarchical society of states;
- (4) investigate major instruments of international security, e.g., deterrence and mutual assured destruction (MAD) capability, devised in the bipolar nuclearized context of the Cold War era and assess their relevance to the post-Cold War world;
- (5) assess the impact of the end of the Cold War on issues pertaining to the maintenance of order in the international system and attempt to map the contours of the emerging post-Cold War international order;
- (6) analyze the effect of globalization, especially the proliferation of transnational institutions and international organizations, on the operation of the international system;
- (7) discuss the question of the North-South divide and its increasing salience in the post-Cold War era, especially the impact of conflicts in the Third World on the task of order maintenance in the international system;
- (8) raise the question whether in light of the changes in the economic, technological, ecological and moral contexts, that are both responsible for the process of globalization and have been further augmented by this process, the system of sovereign states continues to remain valid as the principal organizing principle of international political life.

TYPICAL READINGS:

John Baylis and Steve Smith, The Globalization of World Politics

Hedley Bull, The Anarchical Society: A Study of Order in World Politics

Williams, Goldstein, and Shafritz (eds), Classic Readings of International Relations, 2nd edition

EVALUATION:

Mid-term exam, final exam, analytical essay

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 270 – Section 1

CLASSICAL REPUBLICANISM

Professors Louis Hunt (1), Eric Petrie (3)

Prerequisites: None

DESCRIPTION OF COURSE:

The College's concentration in "Political Theory and Constitutional Democracy" is designed to form the core of a liberal education. The faculty believes that a coherent core is best provided by the joint study of political philosophy and American republicanism. To this end, PTCO begins with two sophomore-level required courses. The first, MC 270, "Classical Republicanism," introduces the tradition of political philosophy in the West. It focuses on the founding of classical political philosophy in the context of the republican politics of ancient Greece and the founding of modern political philosophy in the context of the rebirth of republican politics in Renaissance Italy. The second, MC 271, "Constitutionalism and Democracy," introduces the tradition of republicanism in America. It studies the convergence of modern political philosophy and the American experience at the founding of the republic. These courses are not intended to be merely historical exercises. Rather, they are designed to appropriate the traditions of political philosophy and American republicanism for ourselves.

Citizens of the United States tend to assume that the meaning, viability, and justice of republican politics has been definitively settled by the American experience. But are they right to do so? Is the traditional American understanding of republicanism the best understanding? Will the American republic endure for another two hundred years or will it decay and collapse as did its ancient and modern predecessors? Most important, is the American regime the best regime? Is it a just regime? If so, why? If not, why not?

The political life of every regime generates such questions. But every regime also provides its citizens with authoritative answers. Those answers are always partisan and incomplete precisely because they are authoritative, i.e., imposed by the prevailing regime. Political philosophy comes into being when the authoritative opinions of the prevailing regime are called into question in a profound way and made the subject of a sustained inquiry. In fact, political philosophy is the restless inquiry into such questions -- an inquiry guided by the search for an impartial and complete answer to the question "What is the best regime?"

In order to understand who we are, where we are, and where we are headed, we need to recover the meaning of the West and its republicanism for ourselves. One powerful way to do so is to return to their origins in ancient Greece and Renaissance Italy and reexamine their original meanings. This course seeks to lay the ground-work for a thoughtful assessment of the worth of the West and its republican politics by beginning the process of rethinking the Western tradition for ourselves. It does so by attempting to resuscitate the activity of political philosophy by returning to the origins of classical republicanism and classical political philosophy in the activity of Socrates (and his predecessors and heirs), and, on the other, to the origins of modern republicanism and modern political philosophy in the activity of Machiavelli.

There will be an honors option in which we will examine two rivals to Socrates: Achilles and Jesus of Nazareth.

TYPICAL READINGS:

Plato, Republic; Aristotle, Politics; Machiavelli, Prince; Discourses.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 270 – Section 2

CLASSICAL REPUBLICANISM

Professor M. Richard Zinman

Prerequisites: None

DESCRIPTION OF COURSE:

The College's concentration in Political Theory and Constitutional Democracy is designed to form the core of a liberal education. The faculty believes that a coherent core is best provided by the joint study of political philosophy and American republicanism. To this end, PTCDC begins with two sophomore-level required courses. The first, MC 270, "Classical Republicanism," introduces the tradition of political philosophy in the West. It focuses on the founding of classical political philosophy in the context of the republican politics of ancient Greece and the founding of modern political philosophy in the context of the rebirth of republican politics in Renaissance Italy. The second, MC 271, "Constitutionalism and Democracy," introduces the tradition of republicanism in America. It studies the convergence of modern political philosophy and the American experience at the founding of the republic. These courses are not intended to be merely historical exercises. Rather, they are designed to encourage students to reappropriate the traditions of political philosophy and American republicanism for themselves.

Citizens of the U.S. tend to assume that the meaning, viability, and justice of republican politics have been definitively settled by the American experience. Are they right to do so? Is the traditional American understanding of republicanism the best understanding? Will the American republic endure for another two hundred years or will it decay and collapse as did its ancient and modern predecessors? Is the American regime the best regime? Is it a just regime? Why or why not?

The political life of every regime generates such questions. But every regime also provides its citizens with authoritative answers. Those answers are always partisan and incomplete precisely because they are authoritative, i.e., imposed by the prevailing regime. Political philosophy comes into being when the authoritative opinions of the prevailing regime are called into question in a profound way and made the subject of a sustained inquiry. In fact, political philosophy is the restless inquiry into such questions -- an inquiry guided by the search for an impartial and complete answer to the question *What is the best regime?*

In order to understand who we are, where we are, and where we are headed, we need to recover the meaning of the West and its republicanism for ourselves. One powerful way to do so is to return to their origins in ancient Greece and Renaissance Italy and reexamine their original meanings. This course seeks to lay the groundwork for a thoughtful assessment of the worth of the West and its republican politics by beginning the process of rethinking the Western tradition for ourselves. It does so by attempting to resuscitate the activity of political philosophy by returning to the origins of classical republicanism and classical political philosophy in the activity of Socrates (and his predecessors and heirs), and to the origins of modern republicanism and modern political philosophy in the activity of Machiavelli.

H-option: Examine two rivals to Socrates and Machiavelli: Homer's Achilles and Matthew's Jesus.

TYPICAL READINGS:

Plato, Republic; Aristotle, Politics; Machiavelli, Prince; Discourses.

EVALUATION:

Two shorter (2-3 page) and two longer (8-10 page) papers and class participation (including in- and out-of-class exercises)

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 272 – Section 1

POLITICAL THEORY AND POLITICAL ISSUES
“Strategic Thinking in Public Affairs”

Professor Ross Emmett

Prerequisites: None

DESCRIPTION OF COURSE:

NOTE: Students in the PTC D field may request that this section of MC 272 be used to fulfill their field’s methods requirement.

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 decision of others whom you do not control. A politician wants to ensure that she becomes chair of a legislative committee. She is going to have to convince others to vote for her, but doesn’t know how they will actually vote. How is she going to ensure that she gets what she wants? The social scientist, of course, is interested in a related question: what can we say about the social outcome of the voting process by which the politician gets elected? Does it produce the “best” outcome for the legislative process, or even for society as a whole?

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 280 – Sections 1 & 3

SOCIAL THEORY AND SOCIAL RELATIONS

Professors Gene Burns (1) and Louise Jeziarski (3)

Prerequisites: None

DESCRIPTION OF COURSE:

Social theory is an everyday activity -- when we attempt to explain why poverty persists in the midst of affluence or what it feels like to be an insider vs. an outsider or why Americans tend to live in communities that are differentiated by race and class, or the impact of dual career marriages on family dynamics, we engage in social theory. As an intellectual practice, social theory moves beyond everyday explanations to provide comprehensive explanations of the dynamics of social relations in societies; it examines questions such as: what is the relation between social solidarity and social change? What are the sources of social inequality? What is the interplay between diverse social identities like class, ethnicity, gender, race and religion and social structure? What makes such identities salient or unimportant in social relations? What leads to social change?

MC 280 provides an introduction to the uses and pleasures of social theory as a way of understanding social problems and relations. Our work will include selections from some of the most influential theorists in Western social thought: Emile Durkheim, Karl Marx and Max Weber. And we will examine a range of modern and contemporary theorists who have responded to, built upon or rejected the classical conceptions of social relations. Throughout the course, we examine the interpretive power of social theory through illustrative case studies of social relations in contemporary America.

TYPICAL READINGS:

Kai T. Erikson, Everything in its Path: Destruction of Community in the Buffalo Creek Flood.

Ian McIntosh (ed.), Classical Sociological Theory (NYU Press, 1997).

Jay MacLeod, Ain't No Makin' It: Levelled Aspirations in a Low Income Neighborhood, revised ed. (Boulder: Westview, 1995).

EVALUATION:

varies for sections

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 280 – Section 2

SOCIAL THEORY AND SOCIAL RELATIONS

Professor Katherine O'Sullivan See

Prerequisites: None

DESCRIPTION OF COURSE:

"All so called 'facts' are embodied in a matrix of beliefs and theories and what we see is very much colored by our basic assumptions. We all like to believe that we think 'rationally' and that our ethical views and policy recommendations are informed by an honest attempt to understand contemporary reality and future possibilities, but few of us, especially in times of crisis, are capable of developing the necessary detachment that enterprise requires, assuming such detachment and 'objectivity' are really possible."

Stanley Rothman, Through Different Eyes

"Situated at the crossroads of the humanities and natural sciences, social science combines understanding and explanation. Understanding is achieved by virtual or actual participation in social situations, through a real or constructed dialogue between participant and observer, or what we call the hermeneutic dimension of social science. Explanation on the other hand, is the achievement of an observer or outsider and concerns the dialogue between theory and data, or what we call the scientific dimension."

Michael Burawoy, Ethnography Unbound

Can we know accurately and objectively what produces social inequality, social conflict, communal solidarity? How do we know if a social policy actually addresses the "real problem?" Is there a predictable logic to social relations, to the interaction of social identities like class, ethnicity, gender, race and religion? Does social science offer us powerful ways of understanding or is it just another take on life, a more sophisticated form of journalism, common sense dressed in fancy language?

MC 280 serves as the gateway course to the Social Relations field, introducing students to the interpretive and explanatory skills we need to make sense of the society in which we live and providing us with an opportunity to appreciate the value of these skills for social understanding. In MC280, we draw from the work of social theorists to explore ways of discerning the logic of social relations and to become familiar with some of the basic methods for analyzing and evaluating social theory. Thus we will engage, both the "hermeneutic" and the "scientific" dimensions of social science. In so doing, we will ask, how do we know what we know? How do theory and method together help us think critically about what we know about social relations?

TYPICAL READINGS:

Dalton Conley, ed., Wealth and Poverty in America: A Reader
Eric Klineberg, Heat Wave: A Social Autopsy of Disaster in Chicago
Ian McIntosh, Classical Sociological Theory: A Reader
Katherine S. Newman, Falling from Grace
Joan Williams, Unbending Gender

EVALUATION:

Mid-term, two analytic papers, theory debate, class participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 323

JAPANESE FOREIGN POLICY

Professor Mark Elder

Prerequisites: MC 221 and completion of a Tier I writing requirement

DESCRIPTION OF COURSE:

This course provides an introduction to the study of Japanese foreign policy. Prior knowledge of Japan is not assumed. In this course, we will study Japanese foreign policy from a variety of historical and theoretical perspectives. We will look at Japan's international economic relations as well as security issues, and the relationship between economics and security is one main theme that will be pursued in much of the course. A significant amount of time will be spent on Japan's policymaking process, but the role of systemic and external forces on Japan's foreign policy will also be examined.

TYPICAL READINGS:

Varies by year. We will use a wide variety of readings, including some articles available on the internet. Examples of past course readings include:

- Katz, Richard, Japan: The System that Soured -- The Rise and Fall of the Japanese Economic Miracle.
- Heginbotham, Eric, and Richard J. Samuels, "Mercantile Realism & Japanese Foreign Policy."
- Helweg, M. Diana, "Japan: A Rising Sun?"
- Mulgan, Aurelia George, "Japan: A Setting Sun?"
- Vogel, Steven, U.S.-Japan Relations in a Changing World.
- Schaede, Ulrike, and William W. Grimes, Japan's Managed Globalization: Adapting to the Twenty-First Century.
- Wan, Ming, Japan Between Asia and the West: Economic Power and Strategic Balance.
- Lincoln, Edward, Troubled Times: U.S.-Japan Trade Relations in the 1990s.

EVALUATION:

Two analytical essays based on the course readings, a research paper, class participation.

H-Option: The honors section will meet several times during the semester to discuss additional readings, and students will write an additional 5-7 page paper based on these additional readings and discussion. Topics and readings will be chosen based on mutual agreement between the professor and students in the section.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 324B

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN SUB-SAHARAN AFRICA

Professor Okey Iheduru

Prerequisites: MC 220 or PLS 160 and completion of Tier I writing requirement. MC 221 is recommended.

DESCRIPTION OF COURSE:

MC 324B is a survey course dealing with the international and domestic contexts of regional politics, cooperation, and conflict in contemporary sub-Saharan Africa. It provides an overview of the pre-colonial political and economic conditions, colonialism and colonial legacies. The course will also discuss the central challenges of political and economic development in the post-independence era, and the central sources of intra-state, inter-state and regional conflicts and processes of cooperation on the continent. Other themes include state-society relations, political reform and democratization; development strategies, economic regionalism and new directions in regional integration; and the place of sub-Saharan Africa in world politics.

TYPICAL READINGS:

William A. Tordoff, Government and Politics in Africa, 4th ed., (2003).

Abdel-Fatau Musah and J. 'Kayode Fayemi (eds.), Mercenaries: An African Security Dilemma (Pluto Press, 2000).

Robert Rotberg (ed.), Peacekeeping and Peace Enforcement in Africa: Methods of Conflict Prevention (Brookings Institute Press, 2000).

Chinua Achebe, A Man of the People (Doubleday & Anchor, 1965).

EVALUATION:

Midterm and final exams; research paper; book report; and class participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 324C

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

Professor Jonas Zoninsein

Prerequisites: MC 220 or PLS 160 and completion of Tier I writing requirement. MC 221 recommended.

DESCRIPTION OF COURSE:

This course will examine the economic and political development of Latin America and the Caribbean in the post World War II period. Particular emphasis will be placed on the experiences of Argentina, Brazil, Chile, Columbia, Cuba, Guatemala, Mexico, and Peru, countries that represent special varieties within the Latin American development model. The following set of issues will be addressed in this course: 1) the structural characteristics of Latin American and Caribbean development; 2) the United States and Latin America; 3) political change and economic reforms in the 1990s and 2000s; 4) the Free Trade Area of the Americas; 5) race and gender; and 6) environmental crisis.

TYPICAL READINGS:

Skidmore and Smith, Modern Latin America.

Jose Antonio Ocampo and Juan Martin, Globalization and Development: A Latin American and Caribbean Perspective.

Schott, Prospects for Free Trade in the Americas.

Vanden and Prevost, Politics of Latin America.

EVALUATION:

Midterm examination, paper proposal, final examination, research paper, class participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 325

STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor Folke Lindahl

Prerequisite: MC 221 or MC 241 or MC 271 and completion of a Tier I writing requirement or college approval.

DESCRIPTION OF COURSE:

This course investigates the comparison of political systems and social-economic structures in capitalist and state-socialist societies. Political history, institutions, culture, and current policy issues.

It asks two all-encompassing questions: 1) How much autonomy should the state have so that it does not encroach on, or constrain, the freedoms of civil society? 2) How much control should civil society have over the state so that the state does not become ineffective or too weak? The state is presented as a key regulator of interest group activity, of political parties, and of the policy-making process. The state will also be shown to have degrees of autonomy from society and a dynamic relationship with that society.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 326

U.S. FOREIGN POLICY

Professor Simei Qing

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

DESCRIPTION OF COURSE:

This course is designed as an introduction to the theory, pattern and process of U.S. foreign policy. It attempts to present as wide a variety of theoretical and historical genres and perspectives as possible. It is divided into two major parts: Part I provides a survey of the theory, pattern and process of U.S. foreign relations. Part II examines how these models can be applied to our analyses of U.S. foreign policy from the post-WWII period to the post-Cold War years, in an attempt to discern which aspects of U.S. foreign relations each model explains well or poorly.

TYPICAL READINGS:

Warren I. Cohen, The Cambridge History of American Foreign Relations, vol. IV (Cambridge, 1993).

Michael Hogan and Thomas Patterson (eds.), Explaining the History of American Foreign Relations (Cambridge).

Michael Hunt, Ideology and U.S. Foreign Policy (Yale, 1987).

Charles Kegley, Jr., and Eugene Wittkopf, American Foreign Policy: Pattern and Process (St. Martin's Press, 1996).

EVALUATION:

Students will be expected to take a midterm and a final in-class examination based on the material covered in the lectures, the required readings, and students' paper presentation; write a research paper of 20 pages; participate in a class debate.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 342

SOCIAL ECONOMICS OF THE WORKPLACE

Staff

Prerequisites: EC 201 or EC 251H and EC 202, or concurrently, or EC 252H, or concurrently and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

Labor market analysis of wages and employment. Class, gender, and race in the workplace. Productivity, income distribution, and living standards. Systems of work organization. Impact of globalization and new technology. The changing and living standards. Systems of work organization. Impact of globalization and new technology. The changing role of unions.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 348

EDUCATIONAL POLICY

Professor Marvel Lang

Prerequisites: EC 201 or EC 251H and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

Examination of alternative policies to improve K-12 educational outcomes, including school finance, educational standards, teacher professional development, and school choice.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 363

GLOBAL GOVERNANCE

Professor Michael Schechter

Prerequisites: MC 221 and completion of Tier I writing requirement; NOT open to students with credit in MC 322

DESCRIPTION OF COURSE:

Global Governance, according to the 1995 Commission on Global Governance's widely distributed report, *Our Global Neighborhood*, is the sum of the multiple and often overlapping ways that individuals and institutions, public and private, manage their common affairs.

The first part of this class will be spent reading and discussing together a number of recent books on the subject of global governance. They have been chosen, in part, because they underscore the theoretical richness, controversies, complexity and policy relevance of our inquiry. The readings chosen are both theoretical and case study focused. Our objective will be to gain an understanding of the key theoretical and policy controversies imbedded in this new field of intellectual inquiry. We will proceed to read institutional books, focused on the key non-state actors influencing global affairs in the 21st century. We will then move onto a number of case studies, from which we hope to garner a more in-depth sense of the evolution of global governance in the 21st century. Our foci will include issues of international trade and finance, the environment, and military security. By comparing the evolution (and devolution) of global governance in various issue-areas, we hope to go beyond merely mapping the various regimes that we are studying, and to begin to explain the diversity of public-private, highly institutionalized-anarchical arrangements that we are exploring and to assess the costs and benefits for different people and collectivities of such varied arrangements.

TYPICAL READINGS:

Morten Bøas and Desmond McNeill, *Multilateral Institutions: A Critical Introduction*.

Robin Cohen and Shirin M. Rai, *Global Social Movements*.

Rorden Wilkinson and Steve Hughes, Editors, *Global Governance: Critical Perspectives*.

Andrew F. Cooper, John English and Ramesh Thakur, *Global Governance: Towards a New Diplomacy*.

Deepak Nayyar, Editor, *Governing Globalization: Issues and Institutions*.

Robin Broad, Editor, *Global Backlash: Citizen Initiatives for a Just World Economy*.

Esref Asku and Joseph A. Camilleri, *Democratizing Global Governance*.

EVALUATION:

Two in-class exams and a semester-long research paper (with opportunity for revision along the way).

H-Option: Weekly meetings, readings and a short paper related to the so-called new multilateralism and "cosmopolitan multilateralism". We will start with readings by Robert W. Cox and David Held.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 370 - Section 1

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor Eric Petrie

Prerequisites: MC 241 or MC 271 and completion of Tier I writing requirement; or college approval

DESCRIPTION OF COURSE:

Criticisms of constitutionalism and liberal democracy. Theory and practice of 19th and early 20th century attempts to perfect or transcend bourgeois life through radical reform or revolution.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 370 - Section 2

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor Curtis Stokes

Prerequisites: MC 241 or MC 271 and completion of Tier I writing requirement; or college approval

DESCRIPTION OF COURSE:

This course explores “radical” challenges to the early liberal embrace of capitalism and its uneven consequences; in doing so, we will especially highlight and critically examine the emergent socialist project in selected writing of Karl Marx and Frederick Engels. The course will also examine the implications of this 17th century liberalism-socialism “debate” for 21st century America.

TYPICAL READINGS:

Karl Marx, Capital, (volume one)

Robert C. Tucker, ed., The Marx-Engels Reader (second edition)

Jean Jacques Rousseau, The Discourses and Other Early Political Writings

Carole Pateman, The Sexual Contract

Charles W. Mills, The Racial Contract

Curtis Stokes and Theresa Melendez, eds., Racial Liberalism and the Politics of Urban America

EVALUATION:

Several papers and class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 374

CONSTITUTIONALISM: THE PRESIDENCY AND CONGRESS

Professor Douglas Hoekstra

Prerequisites: Completion of a Tier I writing requirement

DESCRIPTION OF COURSE:

MC 374 examines the American Congress and Presidency. The course gives attention to the constitutional dimension of each branch of national government, focuses on the formal structure and political incentives shaping congressional behavior and Congressional-Presidential relations. It examines a series of inter-branch constitutional controversies, and the normative issues surrounding the uses of executive power, while giving critical attention to those “models” of the presidency which purport to explain executive choices.

TYPICAL READINGS:

Divided Democracy, James A. Thurber

Congress: The Electoral Connection, David Mayhew

Dilemmas of Presidential Leadership, Aaron Wildavsky and Richard Ellis

Presidential Power, Richard Neustadt

The Constitution Between Friends, Louis Fisher

The Politics Presidents Make, Stephen Skowronek

The Presidents Agenda, Paul Light

EVALUATION:

Research papers, essay examinations

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 377

CULTURE, POLITICS AND POST-COLONIALISM

Professor Steve Rohs

Prerequisites: MC 221 or MC 271 and completion of a Tier I writing requirement

DESCRIPTION OF COURSE:

MC 377 is an elective for both international relations and political theory majors. We will examine the culture and politics of colonialism, national liberation and international relations, asking the following questions: What was colonialism? How did women and men respond to colonialism? What was the relationship of the colonizer and the colonized? How was that relationship influenced by gender relationships? How was that relationship “written” in literature? When does colonialism end and independence begin? Is national liberation liberating? For whom? How do literature, film and music narrate the post-colonial nation?

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 380

SOCIAL POLICY

Staff

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

DESCRIPTION OF COURSE:

Application of social theory and methods to analysis of contemporary U.S. social policy. Competing explanations, current debates. Civil rights, education, employment, family, immigration, poverty, social welfare.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 384

METROPOLITAN SOCIETY

Professor Louise Jezierski

Prerequisites: MC 240 or MC 280 or MC 281 and EC 201, or concurrently, or EC 251H or concurrently, and EC 202 or concurrently, or EC 252H or concurrently and completion of a Tier I writing course

DESCRIPTION OF COURSE:

This course explores the significance of urban and suburban life in American society. 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 produce more effective urban planning for women and children? 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 class, race 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, using, in particular, the cases of Detroit, Los Angeles, Chicago, and New York. We study global cities to provide a context for comparison. The course covers 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 citizenship are forged in community politics. Analytic skills are developed as we compare urban theories and evaluate urban policies. Students will learn demographic and economic census analysis, qualitative analysis using urban ethnography and in depth interview, and cultural analysis. The class usually does a tour of Detroit and/or Lansing. 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:

R. Waste, Independent Cities, 1998.

Thomas Sugrue, Origins of the Urban Crisis.

J. Abu-Lughod, America's Global Cities, 1999, New York, Chicago, Los Angeles.

J. Hannigan, Fantasy City: Pleasure and Profit in the Post-Modern City.

EVALUATION:

A number of short analytic essays are due throughout the semester. In addition, a semester-long census exercise requires students to provide a population and economic profile of Lansing or Detroit. A class tour of Detroit and/or Lansing is arranged. A final research paper on a contemporary urban policy is required.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 388

SEXUAL POLITICS: Historical and Contemporary Perspectives (SR-politics)

Professor Gene Burns

Prerequisites: Completion of Tier I writing requirement

DESCRIPTION OF COURSE:

This course focuses on the intersection of sexual politics with reproductive politics. Debates over the morality and purpose of contraception and abortion, for instance, have necessarily intersected with debates over sex roles and sexual morality. Similarly, contemporary debates about teenage pregnancy are intertwined with debates over whether teenage sexuality is itself a social problem. Some of the issues addressed in this course are probably quite familiar to you at some level. Many political analysts have observed that abortion, for example, is one of the most polarizing issues in American politics. However, it is too easy to assume that the way contemporary Americans frame the abortion debate is the natural, or only, way to discuss such issues. An advantage of an historical approach is that we see that popular conceptions on reproductive issues have varied a great deal across time and space; in addition, such conceptions have intersected, in complex ways, with issues of class, race and gender.

More specifically, this class focuses on the conflict over the morality and legality of contraception in the early twentieth century; conflict over abortion in the nineteenth and twentieth centuries, contemporary debates and policy concerning pregnancy and child-bearing among teenagers and unmarried women; and policy, political, and ethical debates about new reproductive technologies.

TYPICAL READINGS:

Linda Gordon, *Woman's Body, Woman's Right: Birth Control in America*, (Penguin/Vintage, 1990).

Mary Ann Glendon, *Abortion and Divorce in Western Law: American Failures, European Challenges*.

Kristin Luker, *Dubious Conceptions: The Politics of Teenage Pregnancy*.

Lori B. Andrews, *The Clone Age: Adventures in the New World of Reproductive Technology*.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 390

ADVANCED TOPICS IN PUBLIC AFFAIRS:

“Institutions, the Market Process and Democratic Action in Historical Perspectives” (PTCD)

Professor Ross Emmett

Prerequisite: Completion of Tier I Writing requirement.

DESCRIPTION OF COURSE:

The focus of this course will be a set of historical debates in political economy. Each of these debates occurred over the relative merits of alternative institutional frameworks for organizing economic, social and political activities.

The first debate comes from the beginnings of political economy, in the argument over the relative merits of mercantilism and free trade. We trace this debate from before Adam Smith until the end of British mercantilism in 1846. In the process, we will explore the arguments regarding free trade and protectionism, and the issue of economic nationalism more generally.

The second debate begins with Robert Malthus’ astonishing *Essay on Population* (1798) which was a response to William Godwin’s *Political Justice* (1793). With the French Revolution as a backdrop, Malthus countered Godwin’s call for libertarian anarchy in a way that also provided a new contractarian solution to the Hobbesian state of nature. At the core of Malthus’ argument is the introduction of a theme that has come to dominate modern political economy; namely, how modern societies develop institutions to organize their activities in the face of scarcity.

We will turn next to a mid-19th century debate that brings together economics, religion, politics, and science. The Victorian moral critics of capitalism – Carlyle, Dickens, Ruskin, Kingsley – have often been thought of as harbingers of socialist theory in their descriptions of capitalism’s effects on workers and capitalists. Yet when one considers their work more closely, it becomes apparent that for some (not all!), the alternative to capitalism they advocated was a return to a race-based feudalism. We will focus on the debate between J.S. Mill and Thomas Carlyle, and its connections to the conception of universal economic rationality, the beginnings of scientific anthropology, and the role of those who choose to be “spokespersons” for humanity.

From the 19th century we move to the mid 20th century and the capitalism v. socialism debate. The question of why socialism is better than capitalism (or vice versa) can be approached from various perspectives. We will focus on four debates: the socialist calculation debate, the ethical debate over liberal democratic capitalism and socialism, progressive social science and the exercise of social control in democratic societies, and the postwar debate over social organization and economic development.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 391

SELECT TOPICS IN PUBLIC AFFAIRS:

“Asian American History” (SR)

Professor Anna Pegler-Gordon

Prerequisites: completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

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

This course will cover a broad range of topics, reflecting the diversity and complexity within Asian American communities, both past and present. It will explore: processes of migration and exclusion, including the influence of U.S. colonialism on migration; work and labor relations; acculturation, ethnic mobility, family and community formation; Asian Americans in popular culture; Japanese internment; the Asian American Movement; and mixed race identities. Throughout the course, we will pay close attention to the ways that gender, class, and sexuality intersect with racial, national and generational identities. We will study the shared and different experiences of immigrants and Americans with origins in China, Japan, Korea, the Philippines, India, Vietnam, Laos and Cambodia. In addition to learning about the histories of Asian American, this course will also consider how these histories have been told and what these ways of telling reveal about contemporary Asian American concerns.

Our readings will include primary sources such as laws, newspaper reports, memoirs, photographs and cartoons, as well as a broad range of cultural, social and oral histories. There are no prerequisites for this course. Although prior course in U.S. history or racial identity may be useful, you need only an interest in Asian American history, culture and identity.

TYPICAL READINGS:

Tung Pok Chin, *Paper Son: One Man's Story*, (2000).

Lon Kurashige and Alice Yang Murray, eds., *Major Problems in Asian American History*, (2003).

Robert G. Lee, *Orientalists: Asian Americans in Popular Culture*, (1999).

EVALUATION:

Short papers, oral history, final exam and participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 395

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS:

“Encounters with Post-Communism ”

(Elective for International Relations, Social Relations and Political Theory)

Professor Andaluna Borcila

DESCRIPTION OF COURSE:

With the events of 1989, the once “impenetrable” and monochrome “Cold War Other” became televisual. Post-communist sites initially entered the American cultural and political landscape via the television screen as fascinating places where “history is happening”; subsequently, they became newsworthy spectacles of crisis (orphans, ethnic violence, poverty, nationalism); and, as of late, they have receded into partial visibility.

This course offers students 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. Some of the questions that we will be asking include: how is post Cold War “Eastern Europe” mapped and re-mapped; how is “Eastern Europe” differentiated from “us” (the west, more specifically the U.S.) and how does this differentiation contribute to defining American identities; how do western knowledge about and western constructions of “Eastern European” identity shape the ways in which “Eastern Europeans” make sense of their past and their future; and, finally, what do these post-communist sites tell us about the relationship between television, history, and memory?

We will follow the trajectory of post-communist sites from hypervisibility to partial visibility, and from their explosion on the television screen to their circulation in travel guides, essays, memoirs, literary narratives, and film.

Students should expect a strong theoretical component in this interdisciplinary course and an emphasis on collaborative learning.

TYPICAL READINGS:

Maria Todorova, *Imagining the Balkans*;
Slavoj Zizek “Caught in Another Man's Dream in Bosnia”;
Slovenka DraKulic, *Cafe Europa*;
Petre Popescu, *The Return*;
Eva Hoffman, *Exit Into History*;
Fodor’s and Frommer’s *Travel Guides to Eastern Europe*;
Mckenzie Wark, *Virtual Geographies*;
Edward Said, from *Orientalism* and *Culture and Imperialism*;
Michel Foucault, “Space, Power and Knowledge.”

EVALUATION:

short response papers, a collaborative research project, a research paper, and active learning tasks (including in-class presentations, group work, and discussion leading).

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 492 – Section 1

SENIOR SEMINAR IN INTERNATIONAL RELATIONS:

“Gendering Global Affairs: Sex, Sexuality and International Politics”

Professor Linda Racioppi

Prerequisites: MC 221 and completion of Tier I writing requirement

DESCRIPTION OF COURSE:

This course examines the transnational politics of sex and sexuality in the contemporary era. We begin with some influential feminist approaches to international and cross-cultural studies. We then turn to several specific issue areas, such as gender and the military, the impact of conflict/war on women, sex tourism, international media and gender. Our task is to try to understand how global politics affects and is affected by gender, sex, and sexuality, and to explore how theorizing these issues might affect the ways we think about international relations more broadly. Student participation is a crucial dimension of this course, and student research will supplement and complement our common readings.

TYPICAL READINGS:

Simone de Beauvoir, *The Second Sex*.

Sherry Ortner, *Making Gender: The Politics and Erotics of Culture*.

Cynthia Enloe, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*.

Anne Llewellyn Barstow (ed.), *War's Dirty Secret: Rape, Prostitution and Other Crimes Against Women*.

David Gauntlett, *Media, Gender and Identity*.

Ellen Gruenbaum, *The Female Circumcision Controversy*.

Gary LeFrang, *Officially Gay: The Political Construction of Sexuality by the U.S. Military*.

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

EVALUATION:

Participation, e-mail dialogues, research proposal, oral presentation of research findings, draft paper, and final research paper.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 492 - Section 2

SENIOR SEMINAR IN INTERNATIONAL RELATIONS:

“Globalization, Development and Ethnic Minorities”

Professor Jonas Zoninsein

Prerequisites: MC 221, MC 320 and EC 340

DESCRIPTION OF COURSE:

This seminar examines the processes of economic growth and development, and their presumed linkages to the political, civil, economic, social and cultural influences and rights of minorities. Seminars presented by students will focus on their research and analyses of minority community experiences in a variety of countries. Lectures by the professor and student seminars also will explore diverse approaches to insert minority rights into development policy and aid programs.

TYPICAL READINGS:

Chua, World on Fire

Riddell, Minorities, Minorities Rights and Development

Sen, Development as Freedom

Tomasevski, Minority Rights in Development Aid Policies

Young, Ethnic Diversity and Public Policy

EVALUATION:

Book critiques, midterm evaluation, research paper, oral presentation, and classroom participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 492 – Section 3

SENIOR SEMINAR IN INTERNATIONAL RELATIONS:

“Globalization and Transsovereign Security Threats to the State”

Professor Okey Iheduru

Prerequisites: MC 221 and completion of Tier I writing requirement

DESCRIPTION OF COURSE:

This is a capstone course that seeks to fill a gap in international political economy literature and offers a new and powerful lens through which to examine core issues of concern to international relations scholars: the changing nature of states and markets, the impact of globalization across place and issue areas, and the sources of cooperation and conflict. It will focus specifically on how globalization has had both integrative and disintegrative consequences for states and the global economy. Contrary to scholars and policymakers who claim a general erosion of state power in the face of globalization, this seminar explores the selective nature of the state’s retreat, persistence, and reassertion in relation to transsovereign challenges unleashed by globalization.

Some of the substantive themes to be covered include: contending perspectives on globalization and its impact on the state and the global economy; traditional non-traditional theories of security; transnational corporations and global networks of information, communication, transportation, and financial intermediation; transsovereign activist networks or global civil society; inter-governmental organizations and institutions; illicit cross-border flows, such as narco-trafficking and the “drug war”, human trafficking, global commercial sex trade and illegal immigration. We will also discuss transsovereign ideological movements and religious fundamentalism; terrorism and new forms of cross-border wars. Finally, we will evaluate national, regional and global policy regimes that seek to address these challenges in the context of an emerging global culture.

TYPICAL READINGS:

Patrick O’Meara, Howard D. Mehlinger and Matthew Krain (eds.), Globalization and the Challenges of the New Century: A Reader (2000).

H. Richard Friman (ed.), The Illicit Global Economy and State Power (Lanham, MD: Rowman & Littlefield, 1999).

Maryann K. Cusimano (ed.), Beyond Sovereignty: Issues for a Global Agenda, 2nd ed. (Thomson/Wadsworth, 2002).

David Kyle and Rey Koslowski (eds.), Global Human Smuggling: Comparative Perspectives (Baltimore, MD: Johns Hopkins University Press, 2001).

Phil Williams and Dimitri Vlassis (eds.), Combating Transnational Crime: Concepts, Activities and Responses (Frank Cass, 2001).

EVALUATION:

Mid-term exam; book review/report; major research paper; class and research paper presentations; and group projects.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2004

MC 497 – Section 1

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY:
“Liberal Democracy Today”**

Professor Folke Lindahl

Prerequisites: Completion of a Tier I writing course

DESCRIPTION OF COURSE:

We will analyze and discuss some aspects of the current debate relating to the health or illness of liberal democracy. The course will begin by mapping out the American liberal terrain through a reading of one or two classical texts on American liberalism (e.g., Louis Hartz's *The Liberal Tradition in America*). We will add to this map through a discussion of the criticism liberalism offers of both egalitarianism and communitarianism, and then turn to a critique of recurrent illiberalism in the American past. After this focus on America, we will make a detour to Europe in order to gain a broader perspective on the problems of contemporary liberal democracy. The course will end with a return to the U.S. in the form of some more recent assessment of American liberalism in which the latter is understood as a "form of life" that shapes our moral and political values in rather specific ways. To some extent, I perceive the course to be an attempt to update and perhaps revise Tocqueville's treatment of liberal democracy in his *Democracy in America*.

TYPICAL READINGS:

Ellis, Richard J. *The Dark Side of the Left: Illiberal Egalitarianism in America*.

Hartz, Louis. *The Liberal Tradition in America*.

Kautz, Steven. *Liberalism and Community*.

Manent, Pierre. *Tocqueville and the Nature of Democracy*.

Siedentop, Larry. *Democracy in Europe*.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 497 – Section 2

SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY:

Topic unknown at time of printing

Staff

Prerequisites: MC 371 and completion of a Tier I Writing Requirement

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 498 - Section 1

SENIOR SEMINAR IN SOCIAL RELATIONS:

“Sex and Law”

Professor Constance Hunt

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

DESCRIPTION OF COURSE:

The purpose of this seminar is to examine the intersection and conflict between sex and law in a liberal democracy - in particular in US liberal democracy. In order to examine this problem we will look closely at a range of materials. First, we will refer to a number of writings of liberal theorists to provide a theoretical framework for our review of subsequent court decisions. Second, we reflect on some feminist critics of liberalism in order to broaden our context. Finally and perhaps the most obvious we will read from the evolving body of court decisions, primarily US Supreme Court but also some state, circuit and district court decisions that are weighing in on this subject matter.

One of the most interesting aspects of this area of law is that it cuts across so many other areas of law. In our study of the problem of sex and law, we will find ourselves confronting issues of federalism, freedom of expression, due process, equal protection and the commerce clause. Hence we enter into a varied and complex area of the law. Among the questions we will examine are: Should sexual matters be regulated? If so, which branch and level of government is the proper authority to regulate sexual matters? To what extent should sexual matters be regulated? Is there a right to privacy? If so, to whom does it extend and is it absolute? What is a family? What is a marriage? Is pornography a form of free expression? If so, should it be protected under the First Amendment and to what extent? As the capstone experience in your studies at MSU, the seminar will draw on and hone all of the skills you have been developing during the past few years - writing, research, listening and speaking skills. Each student will run a seminar session and will critique each other's work.

TYPICAL READINGS:

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

EVALUATION:

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

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2004

MC 498 – Section 2

SENIOR SEMINAR IN SOCIAL RELATIONS:

“Immigration Policy: Historical and Contemporary Perspectives”

Professor Anna Pegler-Gordon

Prerequisites: MC 380 and completion of a Tier I Writing Course

DESCRIPTION OF COURSE:

Immigration policy is central to the U.S. polity. It shapes who we are and how we think of ourselves as a nation. This course links key issues in the history of U.S. immigration policy with current debates about national security and American identity. We will study how U.S. immigration policies have developed since 1875 through interlocking discourses and laws concerning race, gender, sexuality, class, health and citizenship. We will also consider contemporary debates about U.S. immigration in the context of race, culture, economics, the environment and illegal immigration. Our readings will include primary materials such as laws, popular articles and photographs, as well as secondary works by historians, sociologist, political scientists, economists, anthropologists and legal scholars.

This course addresses immigration policy as a process that operates not only from the top-down but also from the bottom-up; a process that is shaped not only by politicians, but also by immigration officials and ordinary immigrants themselves. Throughout the course we will pay attention to both contemporary and historical immigration policies, tracing changes and continuities. We will spend approximately half our time focusing on contemporary debates and half on historical issues.

TYPICAL READINGS:

Roger Daniels and Otis L. Graham, *Debating American Immigration, 1882-present*, (2001).

Keith Fitzgerald, *The Face of the Nation: Immigration, the State and the National Identity*, (1996).

David Gutierrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*, (1995).

Bill Ong Hing, *Making and Remaking Asian America Through Immigration Policy, 1850-1990*, (1993).

David Reimers, *Unwelcome Strangers: American Identity and the Turn Against Immigration*, (1998).

EVALUATION:

Seminar presentation, class participation, short papers, major research project.