

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2005

MC 220 – Sections 1 & 5

**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 21<sup>st</sup> Century*.

Michael Sheehan, *International Security: An Analytical Survey*.

Cynthia Enloe, *The Curious Feminist: Searching for Women in a New Age of Empire*.

John Baylis and Steve Smith, *The Globalization of World Politics*, 3<sup>rd</sup> edition.

**EVALUATION:**

Two papers, two examinations, and a classroom simulation.

H-Option: Weekly meetings focused on readings related to religion and international politics. Short paper related to the readings and discussions.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2005

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 genocide in Rwanda, the wars and break-up of Yugoslavia, the dropping of the atomic bomb on Hiroshima, and/or 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 in the field (e.g., realism, liberalism, Marxism, feminism) 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*.

Barnett, *Eyewitness to a Genocide*.

**EVALUATION:**

Quizzes, papers, presentations, participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 220 – Section 3**

**INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY**

**Professor Simei Qing**

**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 2005**

**MC 270 – Sections 1, 2 & 3**

**CLASSICAL REPUBLICANISM**

**Professor Louis Hunt (1), Professor M. Richard Zinman (2), Professor 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, 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 2005**

**MC 280 – Sections 1 & 2**

**SOCIAL THEORY AND SOCIAL RELATIONS**

**Professors Gene Burns (1) and Constance Hunt (2)**

**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 2005

MC 280 – Section 3

**SOCIAL THEORY AND SOCIAL RELATIONS**

**Professor Louise Jezierski**

**Prerequisites:** None

**DESCRIPTION OF COURSE:**

This is a foundation course for social relations majors, introducing logic, theories, and methods. The course focuses on the processes and institutions that create social integration, social identities and roles, and social inequality and conflict, especially in contemporary American society. Some specific topics in the course will include how families pursue specific, class-based child-rearing practices, how ideologies contribute to market systems, how racial categories change over time, and how public health policies are beset by inequalities. But a more general course objective is to introduce students to the theoretical and research logics that allow deep understanding of social structures and processes. Thus, the course begins with the theoretical foundations of social scientific inquiry and cultural studies. We begin with the important role of social theory. We will also cover the logic and practices of various social research methodologies. The work of social analysis is demonstrated in the written texts and lectures and we will analyze these works to find out how they are constructed. These theoretical and research tools will provide a foundation for analysis of a wide range of topics and are crucial to do the intellectual work required in advanced Social Relations courses. By the end of the semester, students will be able to *know* and *apply* key social scientific and cultural analytic *concepts* to understand social issues, to *evaluate* different *paradigms*, or ways of thinking that affect our approach to social problems, and to know how to study a problem using *social scientific methods*. Your mastery of these course objectives will be assessed through a variety of written and oral assignments that allow you to practice and improve your analytic skills. Moreover, a number of co-curricular activities will be arranged throughout the semester to allow you to expand and stretch your intellectual experiences.

**TYPICAL READINGS:**

Ian McIntosh (ed): **Classical Sociological Theory: A Reader.**

Max Weber (trans. and ed. Stephen Kalberg): **The Protestant Ethic and the Spirit of Capitalism.**

Dennis Gilbert: **The American Class Structure.**

Annette Lareau: **Unequal Childhood: Class, Race and Family Life.**

Michael Omi and Howard Winant: **Racial Formation in the United States.**

Eric Klinenberg: **Heat Wave: A Social Autopsy of Disaster in Chicago.**

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 295**

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

**Professor unknown at time of printing**

**Prerequisites:** None

**DESCRIPTION OF COURSE:**

This course provides an opportunity for students to develop their skills in research design, methodology, and quantitative analysis, and apply these skills to an analysis of public policy issues. We will examine all phases of the research process, including constructing research questions and hypotheses, gathering data, processing and analyzing data, and presenting results. The course will focus on quantitative analysis, although we will also provide an overview of qualitative methods and design. A significant portion of the class will be “hands on”, and you will learn how to use appropriate computer software packages.

**TYPICAL READINGS:**

Earl Babbie, The Practice of Social Research (9<sup>th</sup> edition)

Norusis, SPSS 10.0 Guide to Data Analysis.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 320**

**POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD**

**Professor Jonas Zoninsein**

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

**DESCRIPTION OF COURSE:**

This course focuses on the strategies for development pursued by Third World countries. It emphasizes the pure theoretical aspects that inform these strategies as well as the relevant national experiences where these strategies were implemented. A comparative approach will be used to assess the long-term performance of the development models pursued by countries in Asia, Africa and Latin America. The experiences of structural adjustment, stabilization and growth policies of selected countries will also be evaluated.

**TYPICAL READINGS:**

Chang & Grabel, Reclaiming Development: An Alternative Economic Policy Manual.

Kohli, State-Directed Development: Political Power and Industrialization in the Global Periphery.

Rodrik, The New Global Economy and Developing Countries.

Sen, Development as Freedom

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 324B**

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

**Professor unknown at time of printing.**

**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.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 324D**

**REGIONAL POLITICS, COOPERATION, AND CONFLICT IN ASIA**

**Professor Bryan Ritchie**

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

**DESCRIPTION OF COURSE:**

This course explores the political economy and geopolitics of Southeast Asia in the context of historical and current global systems. The course first evaluates the political and economic development of Thailand, the Philippines, Singapore, Malaysia, and Indonesia, with some time (although much less) spent on the non-capitalist countries of the region such as Vietnam, Myanmar, and Cambodia (Kampuchea). Equally important, the course looks at the rise of regionalism in Asia as well as the impact of globalization on these smaller, export-intensive societies. Finally, the course explores the meaning of nation, development, and prosperity from the perspective of Southeast Asia.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**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 2005**

**MC 348**

**EDUCATIONAL POLICY**

**Professor unknown at time of printing**

**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 2005**

**MC 349**

**ECONOMICS OF LEGAL RELATIONSHIPS IN COMPARATIVE PERSPECTIVE**

**Professor Nicholas Mercurio**

**Prerequisites:** EC 201 or EC 25aH and completion of Tier I writing requirement

**\*\*\*SPECIAL NOTE TO JMC STUDENTS\*\*\***

**This 4-credit course meets from 12:40-2:30 and you are required to be there the entire time**

I have offered this course to JMC students for the past several years...I have detected one problem that I hope to remedy through this communication. In the past there have been a few students who found that they did not like the course because it entailed an economic analysis of the law (which it does)...and they "did not know or like economics." The problem was that they came to this realization **after** the first month of classes, which are devoted to a review of microeconomic theory sufficient to undertake a survey of various schools of thought that now comprise the field of Law and Economics...Of course this realization came after the "drop date." Consequently, these students were very unhappy, uninterested, and did very poorly. Yes, this is a 300-level course but one that is demanding and designed for students truly interested in various theories that are trying to come to grips with the intersection between economics and the law...these are the theories that are "in play" at many of the top-tier law schools. If you are uncertain as to "what the course is about" and "whether this is something you want to do", please read the two very short articles I have placed on reserve in the JMC library:

1. Paul Burrows and Cento G. Veljanovski, "Introduction: The Economic Approach to Law," in *The Economic Approach to Law*, P. Burrows and C.G. Veljanovski, eds., (London:Butterworths, 1981), pp. 1-17;
2. Cento G. Veljanovski, *The Economics of Law: An Introductory Text*, (Institute of Economic Affairs, 1990), pp. 11-27.

Together, they describe the subject matter of this course. If the ideas expressed in these articles are of interest to you, I can assure you that you will enjoy the course; if on the other hand, you are not interested in analyzing the law from the perspective of economics...do yourself a favor and avoid the "drop date paradox" described above.

**DESCRIPTION OF COURSE:**

**The Economics of Legal Relationships in Comparative Perspective** (alternatively named **Law & Economics**, or more accurately, **The Economic Analysis of Law**) is defined as the application of economic theory (primarily microeconomics and the basic concepts of welfare economics) to examine the formation, structure, processes, and the economic impact of law and legal institutions. The purpose of this course is twofold. It is intended to 1) provide a review of microeconomic theory sufficient to 2) undertake a survey of various schools of thought that now comprise the field of Law and Economics. Specifically, this course will explore the various schools of thought that compete in this rich marketplace of ideas, including Chicago law and economics, public choice theory, institutional law and economics, and the new institutional economics. In addition, we will review the literature on social norms and Law and Economics. If time permits, we will explore the principal contours of the New Haven school, modern civic republicanism, and Austrian law and economics. Each of these schools of thought place a significant emphasis on the interrelations between law and economy.

**EVALUATION:**

Class participation - 10%  
Three exams – 30% each

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 370 - Sections 1 & 2**

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor unknown (1), Professor Folke Lindahl (2)**

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

**DESCRIPTION OF COURSE:**

This course is the first of two required junior level courses in the PTCB field. It will focus on the major criticisms of constitutionalism and liberal democracy. The students will study the theory and practice of 19<sup>th</sup> and early 20<sup>th</sup> century attempts to perfect or transcend bourgeois life through radical reform or revolution. Themes might include the rise and fall of Marxism, the socialist challenge to liberalism, and the Fascist threat to bourgeois democracy.

**TYPICAL READINGS:**

Jean-Jacques Rousseau, First and Second Discourses

Robert Tucker, ed., The Marx-Engels Reader

Immanuel Kant, Grounding for the Metaphysics of Morals

Hannah Arendt, The Human Condition

**EVALUATION:**

Varies with sections.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2005

MC 375

CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS

Professor Douglas Hoekstra

**Prerequisites:** Completion of a Tier I writing requirement

**DESCRIPTION OF COURSE:**

Contemporary political developments related to persistent issues of American governance. Are U.S. politics grounded sufficiently in civic virtue or “social capital”? Does a “creedal” core animate our politics, and if so, with what effects? Does popular opinion play its rightful role in our governance? Has a Madisonian politics made safer by a diversity of interests become a policy process clogged by transfer-seeking groups? Critical evaluation of varied contemporary critiques. Normative, historical, and empirical modes of inquiry.

**TYPICAL READINGS:**

Harvey C. Mansfield, Jr., America’s Constitutional Soul

Francis Fukuyama, Trust

Allan Ehrenhalt, The Lost City

Samuel Huntington, American Politics: The Promise of Disharmony

Alan Wolfe, One Nation, After All

William Gamson, Talking Politics

**EVALUATION:**

Major papers, joint presentation papers.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 380**

**SOCIAL POLICY**

**Professor unknown at time of printing**

**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 2005**

**MC 383**

**AFRICAN AMERICAN POLITICS**

**Professor Curtis Stokes**

**Prerequisites:** Completion of Tier I writing requirement; or college approval.

**DESCRIPTION OF COURSE:**

This course examines contemporary African American politics. Framed against the backdrop of the “Founding” era of modern African American politics (1880s-1920s), the Civil Rights movement (1950s-1960s), the political and demographic emergence of Latino and Asian American communities (1980s-present), and the current “globalization” of the world, the course is especially concerned with exploring the meaning and prospects for “black economic and political empowerment” in 21<sup>st</sup> century America. Thus, we will analyze the role of black leaders, black organizations, public policies, and coalitional possibilities between African Americans and other communities of color, both inside and outside of the United States, in the continuing quest for African American advancement.

**TYPICAL READINGS:**

Robert C. Smith, *We Have No Leaders: African Americans in the Post-Civil Rights Era*

Manning Marable, *How Capitalism Underdeveloped Black America*

Cathy J. Cohen, *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*

Ronald W. Walters, *White Nationalism: Conservative Public Policy and the Black Community*

Glenn C. Loury, *The Anatomy of Racial Inequality*

Johnnetta B. Cole and Beverly Guy-Sheftall, *Gender Talk: The Struggle for Women’s Equality in African American Communities*

Yvette M. Alex-Assensoh and Lawrence J. Hands, eds., *Black and Multiracial Politics in America*

**EVALUATION:**

Several papers and class participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**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. How has inequality between cities and suburbs developed? Are those who live in poor, inner city neighborhoods afforded full citizenship? Does suburbia represent the ideal democratic community? How has American urban policy abetted the decline of American cities? Can we achieve greater integration and diversity in our communities? Are our cities worth saving? We explore in depth the uneven development and spatial segregation by 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. The course covers the history of American urban policy and current debates in urban and community redevelopment. The issues of globalization and postmodernism and urban life are explored.

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

**TYPICAL READINGS:**

Dreier, Mollenkopf, and Swanstrom: Place Matters.

Thomas Sugrue, Origins of the Urban Crisis.

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

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 2005

MC 390

**ADVANCED TOPICS IN PUBLIC AFFAIRS:**

**“Religion, Politics and Society” (SR)**

**Professor Gene Burns**

**Prerequisite:** Completion of Tier I Writing requirement.

**DESCRIPTION OF COURSE:**

This course examines cases in which religious institutions and religious groups ally with or challenge state power, as well as situations in which religious groups attempt to influence political and social change. By focusing on different state and social contexts, the course asks how political structures and religious change influence and constrain each other. Thus, one of the contrasts examined in the course is the situation of nineteenth-century European Catholicism, in which church-state boundaries as we know them did not exist, and the pluralist context of religious minorities in the contemporary United States. We also ask why a religious tradition might appear to align itself with left or right-wing political forces in different social and political contexts, and why religion might sometimes serve as the vehicle of solidarity and protest for social groups disadvantaged by poverty or discrimination. The primary focus will be the U.S., but up to half the readings will develop comparisons with the American religious and political experience.

*This course is not a survey of religious beliefs or religious doctrines;* while we certainly examine how religious beliefs might affect politics and social movements, students should note *that this is not a theology or “survey of religions” course.* There is more focus on the organizational strength of religion than there is on specific religious beliefs. Please also note that because it is impossible to cover the myriad of ways that different religions might be relevant within public affairs, **this course limits its consideration to social movements and state politics affected by Roman Catholicism and Protestantism, especially evangelical Protestantism.**

**TYPICAL READINGS:**

David I. Kertzer, *The Kidnapping of Edgardo Mortara* (NY: Knopf, 1997)

Michael O. Emerson and Christian Smith, *Divided by Faith: Evangelical Religion and the Problem of Race in America.*

Christian Smith, *The Emergence of Liberation Theology: Radical Religion and Social Movement Theory* (University of Chicago Press, 1991)

Roger Finke and Rodney Stark, *The Churching of America, 1776-1990*, (Rutgers University Press, 1992).

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 395 – section 1**

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS:**

**“Nature’s Nation: Readings in Environmental Thought” (PTCD and SR-Dynamics )**

**Professor Rod Phillips**

**Prerequisites: completion of Tier I writing requirement.**

**DESCRIPTION OF COURSE:**

Urban sprawl, overpopulation, species extinction, shortages of energy and natural resources, animal rights, air and water pollution, sustainable agriculture, global warming, and land use – these global contemporary issues and many others have their historical roots in our understanding – and misunderstanding – of the natural world.

It is impossible to make informed decisions today about issues like these without first understanding the historical and literary roots of our relationship with the natural world. With this in mind, this seminar will trace the evolution of American attitudes towards nature from the colonial period to the present. We will examine early American notions of nature as a “howling wilderness” to be tamed and vanquished, the 19<sup>th</sup> century’s drive to turn nature into a marketable commodity, the Progressive Era’s conservation crusade, the rise of the scientific discipline of ecology, and the international Environmental and Deep Ecology Movements of the last 30 years.

Among the key questions that we will concern ourselves with will the following:

- How have Western attitudes towards the natural world changed over the last two centuries?
- How has the broad literary genre of ten referred to as “nature writing” reflected (and caused) this change in attitude?
- What philosophical developments (i.e. Transcendentalism, Buddhism, Natural Rights philosophy, Biocentrism) contributed to this change in attitude toward nature?
- How have scientific and technological developments (i.e. forestry, ecology, nuclear warfare) impacted on our view of nature?
- How has this change in attitude toward nature been slowly translated into government policy?

**TYPICAL READINGS:**

Texts for this course will be far-flung and diverse, including essays, poetry, fiction and film, and will draw from traditions as varied as American Romanticism, Buddhism, Natural Rights Philosophy, Christian Agrarianism, Eco-Feminism, and the scientific disciplines of biology and ecology.

**EVALUATION:**

Class time will be divided among small group and whole class discussion, brief lectures, films, and student seminar presentations.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2005

MC 395 – section 3

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS:**

**“Representing the Civil Rights Movement: History, Literature and Film”**

**Professor Allison Berg**

**DESCRIPTION OF COURSE:**

This course will examine the U.S. civil rights movement of the 1950s and 1960s as represented in a variety of media, through different genres, and from distinct points of view. Drawing on a range of texts-including history, fiction, drama, autobiography, and film-we will consider the difficulties each medium faces in representing a complex and multifaceted social movement. We will have two primary goals: 1) to understand the different ways personal agency, local contexts, and larger socio-political forces intersected in the evolution of the civil rights movement; and 2) to examine critically how our ideas about the movement have been shaped by subsequent representations.

**TYPICAL READINGS:**

Baldwin, James, The Fire Next Time. 1963. New York: Vintage, 1991.

Garrow, David, Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference. New York: Random House, 1986.

Payne, Charles, I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle. Berkeley: University of California Press, 1995.

Hansberry, Lillian, A Raisin in the Sun. 1959. New York: Penguin, 1998.

Baraka, Amiri (LeRoi Jones), Dutchman and the Slave: Two Plays. New York: William Morrow, 1964.

Smith, Lillian, Killers of the Dream. Revised edition. 1961. New York: Norton, 1994.

Walker, Alice, Meridian. New York: Simon & Schuster, 1976.

Malcolm X, The Autobiography of Malcolm X. 1965. New York: Ballantine, 1995.

Holland, Endesha Ida Mae, From the Mississippi Delta: A Memoir. New York: Simon & Schuster, 1997.

Steinhorn, Leonard and Barbara Diggs-Brown, By the Color of Our Skin: The Illusion of Integration and the Reality of Race. New York: Dutton, 1999.

**EVALUATION:**

Assignments will include weekly response papers, 1-2 longer, analytical essays, and 1-2 collaborative papers/presentations. The H-option will involve in-depth study of an additional text or texts, to be determined by the interests of H-option participants and the instructor.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 442**

**U.S. INDUSTRY & WORLD ECONOMY**

**Professor Mark Elder**

**Prerequisites:** MC 221 and EC 340 or MC 340

**DESCRIPTION OF COURSE:**

The basic goal of this course is to explore the general position of US industry in the world economy and the factors affecting it, with special attention to the role (positive, negative, or neutral) played by government policy. One of the main questions we will discuss is to what extent government policies and national institutions – both in the US and in other countries – affect the competitive position of US industry. So, an important part of this exploration will involve comparisons with industries and government policies in other countries (such as Japan, China, India), and where relevant, consideration of international negotiations and agreements. The question of the nature and importance of the concept of competitiveness, including its significance in a global economy, and the question of whether or not companies are losing their national roots will also be considered. Here are some other questions that we will explore during this course. Has US industry recovered from its decline in the 1980s? Is it about to suffer another decline? What are foreign governments and companies doing to improve their competitiveness, and how successful are they likely to be? What are the effects of foreign governments on competitive environment of US firms, including their efforts to promote their own firms? What is the role of competition/antitrust policy in a global, high technology economy? What is the government's role in regulating and promoting e-commerce? Should government regulate outsourcing? Policy areas that we will look at include trade, tax, environment, antitrust/competition, technology, and industrial policy.

The theme of US Industry in the World Economy encompasses such a broad range of topics that we will be able to cover only a few of them in this course. Therefore, this course places important emphasis on a research paper that will allow you to explore in depth your own interests relating to this topic.

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

We will use a variety of readings. They will be updated before the start of the course. Specific possibilities include selections from:

- Porter, Michael E. *The Competitive Advantage of Nations*.
- Lester, Richard K. *The Productive Edge: How U.S. Industries Are Pointing the Way to a New Era of Economic Growth*.
- Howes, Candace, and Ajit Singh. *Competitiveness Matters: Industry and Economic Performance in the U.S.* Ann Arbor: University of Michigan Press, 2000.
- Krugman, Paul. "Competitiveness: A Dangerous Obsession."
- Sturgeon, Timothy. "Does Manufacturing Still Matter? The Organizational Delinking of Production from Innovation."
- Various case studies from Harvard Business School, Kennedy School, on Environmental protection and automobiles, steel industry tariffs, the Indian software industry, etc.

**EVALUATION:**

Analytical essays, research paper, class participation.

H-Option will be available.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 468**

**GREAT LAKES WATER POLICY**

**Professor unknown at time of printing**

**DESCRIPTION OF COURSE:**

This course offers students an opportunity to develop and apply analytical and creative problem-solving skills to leading issues associated with the largest freshwater system on the face of the earth. We will examine the physical, socio-economic and governance dimensions of the binational Great Lakes basin. We will explore current issues that include water quality; water use/diversion; aquatic nuisance species; coastal management; land use; U.S./Canada relations; and many others. Students' personal interests will also be incorporated into class discussions.

The course instructor is a leading policy practitioner who specializes in bridging science, policy and management to promote informed decisions. The instructor will be joined by multiple guest speakers who are experts in a variety of Great Lakes topics.

**EVALUATION:**

The course contains lectures, discussion and readings, with assignments that include article abstracts, a take home mid-term exam, and a final paper and presentation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 492 – Section 1**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“Political Economy of East Asia”**

**Professor Mark Elder**

**DESCRIPTION OF COURSE:**

In this course we will explore the debate about the role of the state in economic development by examining in depth the relationship between government, economic policies, and growth in East Asia. We will also look at patterns of business-government relations. The main focus will be on six countries/areas: Japan, Taiwan, South Korea, Hong Kong, Singapore, and China. In the first part of the course, we will study the political institutions and economic policies of these countries in the era of “miracle growth” before the East Asian economic crisis of 1997. In the second part of the course, we will look at the evolution of political institutions and business government relations during and after the crisis. We will end the course with a discussion of the political economy of recent reform efforts in these countries.

This course does not assume any previous knowledge of East Asia. It is designed so that students learn about the basic political and economic institutions and policies of the main countries in the first part of the course. Because the scope of this course is very broad, coverage of individual countries and issues is necessarily abbreviated and selective. Students will have the opportunity to explore areas of particular interest in further depth in their research papers.

My policy is to allow broad latitude on the research paper topic, as long as it deals with political economy and East Asia. Your paper may focus on an area of political economy and/or country that we do not focus on in the course readings. Your paper may also be comparative and include countries outside East Asia.

**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:

- Ezra F. Vogel, *The Four Little Dragons*.
- Noland, Marcus. *Industrial Policy in an Era of Globalization: Lessons from Asia*.
- Paul Krugman, “The Myth of Asia's Miracle.”
- Morris Goldstein, “The Asian Financial Crisis: Causes, Cures, and Systemic Implications.”
- Steven Radelet and Jeffrey Sachs, “Asia's Reemergence.”
- Dani Rodrik, “The Asian Financial Crisis and the Virtues of Democracy.”
- Peter Evans, “Transferable Lessons? Re-examining the Institutional Prerequisites of East Asian Economic Policies.”
- Edward Lincoln, “Japan's Financial Mess.”
- Katz, Richard. "Japan's Phoenix Economy."
- Bremner, Brian, and Moon Ihlwan. "Cool Korea: How It Roared Back from Disaster and Became a Model for Asia."
- Various Harvard Business School Case studies on particular countries like China, Taiwan, Korea, Singapore.

**EVALUATION:**

- Research paper, including proposal, rough draft, oral presentation, final draft
- Two short analytical papers
- Peer critiques of research paper proposals, drafts, and presentations
- Class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2005**

**MC 492 - Section 2**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**topic unknown at time of printing**

**Professor Bryan Ritchie**

**Prerequisites:** MC 221, ?????

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2005

MC 492 – Section 3

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 Lehring, *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 2005**

**MC 497 – Section 1**

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY:**

**“Constitutional Political Economy”**

**Professor Ross Emmett**

**Prerequisites:** Completion of a Tier I writing course

**DESCRIPTION OF COURSE:**

Economics often takes the institutional framework within which individuals function for granted. Political economists have long argued that a society’s institutional framework matters – recent work, for example, examines the role that politics plays in economic and social policymaking. **Constitutional political economy** (CPE) asks a different question. Can economics say anything about the evaluation of constitutions, which provide the fundamental institutional framework of a society’s political system?

Constitutions define the rules by which political systems operate. Political theorists have long debated the relative merits of different constitutional frameworks in terms of their fit with various conceptions of citizenship and good governance. Economists approach the evaluation of constitutions from a different perspective, one informed by the economist’s assumptions of rationality and opportunity cost. CPE as a field of study dates from 1962 and the publication of *The Calculus of Consent*, by James Buchanan and Gordon Tullock. Its pedigree, however, goes back at least as far as Madison’s Federalist #10, which can be construed as a theory of legislative construction based on Adam Smith’s notion of the “invisible hand”.

The senior seminar will discuss major works in CPE, as well as address contemporary constitutional issues from a CPE perspective. Students will be expected to complete and present a major research paper related to the theory of CPE or its implications for contemporary constitutional analysis in a specific setting.

**TYPICAL READINGS:**

*The Federalist Papers*

F.A. Hayek, *The Constitution of Liberty*

J. Buchanan and G. Tullock, *The Calculus of Consent*

J. Buchanan and G. Brennan, *The Reason of Rules* and *The Power to Tax*

J. Buchanan and R. Congleton, *Politics by Principle, Not Interest*

R. Cooter, *The Strategic Constitution*

D. Mueller, *Constitutional Democracy*

J. Rawls, *A Theory of Justice*

S. Voight, *Explaining Constitutional Change*

A course reading packet will include other readings

**EVALUATION:**

Analytical Essays (1 short and 2 long); Seminar Paper (including proposal, annotated bibliography, class presentation and final paper), written responses to 2 research presentations by other students.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2005

MC 497 – Section 2

**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 2005**

**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*. 2<sup>nd</sup> 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 2005

MC 498 – Section 2

SENIOR SEMINAR IN SOCIAL RELATIONS:

“Disability and the Politics of Normal”

Professor Julia Grant

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

**DESCRIPTION OF COURSE:**

We are currently witnessing the emergence of a disability rights movement in tandem with an explosion of literature on disability studies. Scholars in the field of disability studies are using conceptions of disability as lenses for examining ideas of normalcy in shaping social hierarchies and constructing attitudes about race, gender, and sexuality, as well as disability in order to discern and debate the various meanings of and consequences of these ideas for social life and public policy. As we move through the course, we will examine the emergence of the disability rights movement and the challenges it poses to law and social policy in America.

**TYPICAL READINGS:**

Michael Dorris, The Broken Chord

Oliver Sachs, Seeing Voices: A Journey into the World of the Deaf

Eli Clare, Exile and Pride

Alice Domurat Dreger, One of Us: Conjoined Twins and the Future of Normal

Doris Zames Fleischer, Freida Zames, The Disability Rights Movement: From Charity to Confrontation

**EVALUATION:**

Students will write about and present informally on class readings. In addition, students are required to complete a research project and deliver a formal presentation on topics in disability studies.