

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 220 – Section 1**

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

**Professor Michael G. Schechter**

**Prerequisites:** None

**DESCRIPTION OF COURSE:**

MC 220 is 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:**

Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics*. 2<sup>nd</sup> edition.

Jennifer Sterling-Folker, editor, *Making Sense of International Relations Theory*.

Christine Gray. *International Law and the Use of Force*. 2<sup>nd</sup> edition.

Ken Booth, editor, *Critical Security Studies and World Politics*.

Dennis Pirages and Ken Cousins, editors. *From Resource Scarcity to Ecological Security: Exploring New Limits to Growth*.

**EVALUATION:**

Two papers, two examinations, and a classroom simulation.

H-Option: Weekly meetings focused on readings related to religion and international politics. These will include *Sacred and Secular: Religion and Politics Worldwide* by Pippa Norris and Ronald Inglehart. Short paper related to the readings and discussions.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

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 2006**

**MC 220 – Section 3**

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

**Professor Matthew Zierler**

**Prerequisites:** None

**DESCRIPTION OF COURSE:**

This course is the first semester of a full-year sequence designed to introduce you to the field of international relations. This course samples the range of themes in current international politics while providing you with a common theoretical language to put everything together. This course emphasizes the political and military side of international relations. The first part of the course will discuss what international relations is all about and provide the roots of a vocabulary that we can use to analyze international politics. The second part examines some of the major theoretical traditions used to understand international relations. The third part of the course focuses on the traditional understanding of international security. Our goal here is to understand the causes of war and how states behave once conflict arises. Part four examines theoretical explanations for and empirical examples of forms of international cooperation. We conclude the course with a series of short units looking at specific new issues and problems in international politics, including the post-Cold War international system, emergent security threats, human rights, and the environment.

**TYPICAL READINGS:**

Robert Art and Robert Jervis (editors). 2005. *International Politics*. 7<sup>th</sup> edition.

Michael Barnett. 2002. *Eyewitness to a Genocide*. Cornell University Press.

Richard W. Mansbach and Edward Rhodes (editors). 2006. *Global Politics in a Changing World: A Reader*. 3<sup>rd</sup> edition.

**EVALUATION:**

Likely to include a short paper, a longer research paper, midterm and final exams, and participation

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 220 – Section 4

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Yael Aronoff

Prerequisites: None

**DESCRIPTION OF COURSE:**

The first half of a year-long introduction to the field of International Relations: a theoretical and empirical approach to the study of international relations. The course will focus on the strengths and weaknesses of different theoretical approaches in explaining the causes of war and of war termination, just means and ends for war, and the use of force including humanitarian intervention. We will analyze the changing concepts of security itself, including the impact of refugee flows and other non-state actors on security. We will use case studies such as the Israeli-Palestinian conflict and attempts at negotiation, the Rwanda genocide and the failure of humanitarian intervention, the dropping of the bombs on Hiroshima and Nagasaki, and the war in Iraq, to illustrate the use of competing theoretical approaches and concepts.

**TYPICAL READINGS:**

Joseph S. Nye, Jr., *Understanding International Conflicts: An Introduction to Theory and History*, Fifth Edition

Lieutenant-General Romeo Dallaire, *Shake Hands with the Devil: The Failure of Humanity in Rwanda*

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

Charles, Enderlin, *Shattered Dreams: The Failure of the Peace Process in the Middle East 1995-2002*

**DOCUMENTARIES AND VIDEOS**

*Hotel Rwanda*

Frontline on Rwanda

*Shattered Dreams*, documentary on the Israeli-Palestinian peace process

**EVALUATION:**

To be determined mix of in class participation, tests, presentations, simulation-related work, and papers.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 220 – Section 5**

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

**Professor Rita Kiki Edozie**

**DESCRIPTION OF COURSE:**

The global security structure, a central component of international relations, refers to the formal and informal rules represented in a network of agreements, treaties, and conventions that determine how secure societies and individuals will be from threats or risks. It is made up of nation-states, international organizations, nongovernmental organizations, sub-national groups, international corporations and the media. Specific topics in this course include the evolution of international society; the history of the current IR order before and after WWII; the Cold War and Post Cold War Security regimes; theories of international relations; security structures and processes, including the UN and NGOs; security issues, including nuclear proliferation and humanitarian intervention.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 270 – Sections 1, 2 & 3**

**CLASSICAL REPUBLICANISM**

**Professors Louis Hunt (1), Tobin Craig (2) 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 2006

MC 280 – Sections 1, 2, 3

**SOCIAL THEORY AND SOCIAL RELATIONS**

Professors Gene Burns, C. Hunt and Louise Jezierski

Prerequisites: None

**Restrictions: Open only to sophomores, juniors, or seniors in James Madison College or approval of college.**

**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.

**This is a core course in the Social Relations major.**

**TYPICAL READINGS:**

1. Ian McIntosh, editor, *Classical Sociological Theory: A Reader*
2. Eric Klinenberg, *Heat Wave: A Social Autopsy of Disaster in Chicago*
3. Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*

**EVALUATION:**

Papers, exams, class participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 293**

**STRAT METHODS PUBLIC AFFAIRS**

**Professor Ross Emmett**

**DESCRIPTION OF COURSE:**

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

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 295

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor Michael Crow

Prerequisites: None

**DESCRIPTION OF COURSE:**

Every day we are bombarded with information that describes the social world around us: how many people are homeless, how high have gas prices gone, what percentage of people are literate? Professionals in public policy, law and social science do more than describe the world...they seek to identify those factors that drive changes in society: what causes homelessness, why did gas prices go up? Social science professionals uncover such causal relationships by observing the social world around them, generalizing from what they see to produce theories, and testing by comparing theoretical predictions with a fresh set of observations. In this course, you will learn how to design a research project that accomplishes these tasks. We will examine every part of the research process, including how to develop a researchable question, read and review scholarly literature, formulate hypotheses, gather and analyze data, and draw conclusions from what you find. These skills will help you to prepare much better research papers in your junior-level classes and are essential in the senior seminar. You will also become a better informed citizen by becoming a more critical consumer of the social statistics that you see in the news every day. And most importantly, you will learn to think like a social science professional, providing you with the ability to evaluate social science information and arguments and make informed policy decisions.

**TYPICAL READINGS:**

Johnson and Reynolds, *Political Science Research Methods*  
Huff, *How to Lie with Statistics*

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 300 – Section 1**

**COLLABORATIVE STUDY : “Economic and Social Aspects of Conservation”**

**Professor Daniel Boyd Kramer**

**DESCRIPTION OF COURSE**

The socio-economics and policy of biodiversity conservation

**FALL 2006**

**MC 300 – Section 2**

**COLLABORATIVE STUDY: STEPP SPECIALIZATION CAPSTONE COURSE**

**Professor Mark Largent**

**DESCRIPTION OF COURSE**

The STEPPS Capstone course serves as the senior seminar for students enrolled in the Science, Technology, Environment and Public Policy Specialization. It should be taken by STEPPS students who have completed either MC/FW 181 or LBS 133 and are in either their Junior or Senior years. It is offered each fall.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 320**

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

**Professor : No professor listed at time of printing**

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

**DESCRIPTION OF COURSE:**

Politics of social and economic change. Policies and strategies of development and of state and nation building in Third World countries. Impact of international political, security and economic structures on the process of state and nation building in the Third World.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 324a**

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

**Professor Andrew F. March**

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

**DESCRIPTION OF COURSE:**

MC 324a will begin with a historical survey of the Middle East and North Africa region from the end of World War One and the fall of the Ottoman Empire until the present. It then introduces various theoretical frameworks for explaining political development in the regions' various states, focusing on such topics as the political economy of oil, state-military relations, and authoritarianism. The course will also cover additional topics including the rise of political Islam in both national and transnational contexts, nuclear proliferation and water.

**TYPICAL READINGS:**

Roger Owen, *State, Power and Politics in the Making of the Modern Middle East*

Dale F. Eickelman, James P. Piscatori, *Muslim Politics*

Alan Richards, John Waterbury, *A Political Economy of the Middle East*

**EVALUATION:**

Essays of various length; quizzes; class participation.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 325

**Professor Yael Aronoff**

**Prerequisite:** MC 221 or MC 241 or MC 271 and completion of Tier I writing requirement.

**DESCRIPTION OF COURSE:**

An investigation of the dynamic, mutually constitutive relationship between the state and civil society, and the competing influences of each. We will examine the political competition between groups to negotiate the internal and external boundaries of society. We will analyze how an environment of conflict shapes the formation of states and society. We will pay close attention to the impact of religious social movements on the state and its foreign policy. We will draw on more generally comparative literature, but emphasize state formation and society formation in Israel and in the emerging Palestine, and how both continue to reconstruct one another. We will analyze the parallel emergence of Israeli and Palestinian nationalism, comparing the role of political parties and movements, and extra-parliamentary political and social movements. We will investigate the influence of foreign policy on state and society formation, and the influence of continuing changes in the state and society, as also reflected in leadership, on foreign policy and the peace process.

**TYPICAL READINGS:**

Joel Migdal, *Through the Lens of Israel: Explorations in State and Society*

Baruch Kimmerling and Joel Migdal, *Palestinians: The Making of a People*

Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness*

Alan Dowty, *Israel/Palestine* (2005)

Ian S. Lustick, *Unsettled States: Britain and Ireland and Algeria, Israel and West Bank-Gaza*  
(selections)

Ben Halpern, *The Idea of a Jewish State* (selections)

**EVALUATION:**

To be determined mix of participation in class discussions, papers, and in class presentations.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**Fall 2006**

**MC 326**

**U.S. FOREIGN POLICY**

**Professor Matthew Zierler**

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

**DESCRIPTION OF COURSE:**

Through an examination of the historical, contemporary, and possible future behavior of U.S. foreign policy, our primary goal is to understand the process by which foreign policy is created in the United States. This course will examine how the international system, domestic political institutions, domestic societal institutions, and individual people play a role in the formulation of American foreign policy. To do so, we will examine specific policies and see how the process led to the specific outcome.

**TYPICAL READINGS:**

Ivo H. Daalder and James M. Lindsay. 2003. *America Unbound: The Bush Revolution in Foreign Policy*.

Glenn Hastedt. 2006. *Annual Editions: American Foreign Policy 06/07*. 12<sup>th</sup> edition.

Jerel A. Rosati, *The Politics of United States Foreign Policy*. 3<sup>rd</sup> edition.

Eugene Wittkopf and Thomas McCormick. 2004. *Domestic Sources of Foreign Policy*. 4<sup>th</sup> edition.

**EVALUATION:**

**May include midterm and final exams, a research paper, and participation.**

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

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 2006**

**MC 351- Section 1**

**SCIENCE AND SOCIAL PREJUDICE**

**Professor Mark Largent**

**DESCRIPTION OF COURSE:**

This course examines the role that scientific research on differences between and among individuals from particular social groups plays in creating and maintaining stereotypes about their groups and from particular social groups plays in creating and maintaining stereotypes about their groups and prejudice toward them. It considers the practical implications of scientific research, various sources of bias among scientific investigators, the role of scientists in creating or altering particular stereotypes and their roles in attacking social prejudice and discrimination. Students in this course will develop an understanding of the reciprocal relationship between natural and social science disciplines and the cultures in which they operate by studying the impact of a priori social prejudices on scientific research and conclusions as well as the influences of claims from various scientists over the past two centuries on prejudices of race, nationality, gender, class, and sexual orientation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 364**

**POLICY EVALUATION**

**Professor: Bryan Ritchie**

**DESCRIPTION OF COURSE:**

Economic concepts and analytic techniques for evaluating public policies. Political context of policy design and evaluation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 365**

**ISLAM AND DEVELOPMENT IN SOUTHEAST ASIA**

**Professor: Bryan Ritchie**

**DESCRIPTION OF COURSE:**

Islam in Southeast Asia. Impact of religion on political and economic development in Southeast Asia. Comparison of Islam, Christianity, and Buddhism in Indonesia, Malaysia, Thailand, and the Philippines.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**FALL 2006**

**MC 370 - Section 1**

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor Folke Lindahl**

**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 PTC D 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 2006

MC 370 – Section 2

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

Professor Curtis Stokes

**DESCRIPTION OF COURSE:**

Given its linkages to a predatory and institutionally racist capitalist economic system, especially its American variant, “liberalism,” both historically and presently, has a somewhat contradictory relationship to democratic theory and practice. This course critically examines the Classical Marxist challenge to what is confusingly called “liberal democracy.”

**TYPICAL READINGS:**

Karl Marx, Capital (volume one)

Robert C. Tucker, The Marx-Engels Reader

Friedrich A. Hayek, The Fatal Conceit: The Errors of Socialism

Carole Pateman, The Sexual Contract

Charles W. Mills, The Racial Contract

Jean Jacques Rousseau, The Discourses and Other Early Political Writings

**EVALUATION:**

Several papers and class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 370 Section 3**

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor Andrew F. March**

**Prerequisites:** MC 270 and 271

**DESCRIPTION OF COURSE:**

MC 370 examines both left-wing and right-wing “radical critiques” of liberal democracy. It follows the introduction to liberalism and constitutionalism encountered in MC 271, with an overview of three particularly important rejections of liberal conceptions of freedom, justice and politics. Jean-Jacques Rousseau saw human freedom not in individual rights, but in collective self-government, the pursuit of the common good, and mutual recognition through equal citizenship. Karl Marx saw liberal states, even democratic ones, as just “the form of organization which the bourgeoisie [i.e., capitalists] by necessity adopts as a guarantee of their property and interests.” Liberal rights, for Marx, alienate man from his true nature and are a smokescreen for economic exploitation. For Carl Schmitt “the political” is that relationship characterized by absolute enmity between two groups of people. Such enmities are “political” if they are strong enough to subordinate all other identities and justify war. Schmitt saw liberalism as naively ignoring the tendency for such “political” relationships to make a mockery of liberal pretensions to contract, common interests and the rule of law. For all three theorists, we will consider their contemporary relevance both in discussions and through further readings.

**TYPICAL READINGS:**

Jean-Jacques Rousseau, *The Social Contract; Discourse on the Origins of Inequality*

Karl Marx, Selected writings

Carl Schmitt, *The Concept of the Political*

**EVALUATION:**

Essays of various length; class participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 374**

**CONSTITUTIONALISM: THE PRESIDENCY AND CONGRESS**

**Professor Douglas Hoekstra**

**DESCRIPTION OF COURSE:**

This course examines alternative understandings of how Congress works, and the interplay of the branches in determining the powers of government. Primary attention is given to the features of constitution, circumstance, politics, and character which shape presidential choices. We shall also be reading and critically examining books which have become influential in shaping views of Congress and the presidency.

Readings may include the following: David R. Mayhew, CONGRESS: THE ELECTORAL CONNECTION; Richard Neustadt, PRESIDENTIAL POWER; Raymond Tatalovich and Thomas S. Engeman, THE PRESIDENCY AND POLITICAL SCIENCE: TWO HUNDRED YEARS OF CONSTITUTIONAL DEBATE; Stephen Skowronek, THE POLITICS PRESIDENTS MAKE.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 380**

**SOCIAL POLICY**

**Professor Julia Grant**

**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 2006

MC 382

SOCIAL MOVEMENTS AND POLITICS

Professor Katherine O'Sullivan See

**DESCRIPTION OF COURSE**

MC 382 is a course about social protest and political change. Social movements are efforts to challenge and change socio-cultural norms and policies through unconventional and "normal" politics. American political life has always been marked by social movements that have challenged and altered the social, cultural and political landscapes: Social Gospel, abolition, prohibition, anti-immigration, and labor unionism were all movements that profoundly shaped American culture and society. In the mid twentieth century, civil rights, feminism, environmental activism, religious mobilization, gay, lesbian and queer politics, white supremacy movements, and disability activism have b" But like earlier social movements, these too have had political and socio-cultural purpose. Each has sought to challenge conventional mores, to pressure governments to embrace its views, to secure popular support for its particular view of "social emancipation." From rock mega-events to pro-life pray-ins, movement activists seek to use and to reshape American popular culture.

Nor are social movements bound only to transformation of social norms, policies and practices in a particular society. Just as the abolitionist movement was trans-national, so too contemporary social movements have global reach, seeking to challenge the globalization of capital, the impact of liberal trade policies, environmental practices and to advance human and social rights. In this course, we will explore the dynamics of contemporary social movements in the U.S. and globally. We will examine how social scientists theorize about movements; and we will undertake original research to assess social science interpretations and to develop our own.

**TYPICAL READINGS**

Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell: Cornell University Press 1998.

Jane Mansbridge and Aldon Morris, eds., *Oppositional Consciousness: The Subjective Roots of Social Protest*. Chicago: University of Chicago Press, 2001.

Valentine Moghaddam, *Globalizing Women: Transnational Feminist Networks*. Baltimore: Johns Hopkins, 2005.

Aldon Morris, *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*. New York: Free Press, 1984

Sidney Tarrow, *Power in Movement, Social Movements and Contentious Politics*, 2<sup>nd</sup> edition. Cambridge: Cambridge University Press, 2003.

**EVALUATION:**

Major research project, critical reviews and reflective writing, class participation.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 383

AFRICAN AMERICAN POLITICS

Professor Curtis Stokes

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

**DESCRIPTION OF COURSE:**

This course critically examines contemporary African American politics and explores varied perspectives, strategies and public policies proposed for black advancement in an environment of a predatory and institutionally racist capitalist economic system. Against this backdrop, the course's organizing idea is the "present crisis of black leadership is endangering the future of the race."

**TYPICAL READINGS:**

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

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

Manning Marable, How Capitalism Underdeveloped Black America

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

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

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

Thomas Sowell, Black Rednecks and White Liberals

**EVALUATION:**

Several papers and class participation.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 388

**SEXUAL POLITICS**

**Professor Gene Burns**

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

**Restrictions: Open only to students in James Madison College or Women's Studies (or Women, Gender, and Social Justice) or approval of college.**

**DESCRIPTION OF COURSE:**

This course focuses on the centrality of sexual politics for American understandings of family and social policy, as well as the intersection of sexual politics with social movements and politically contested legal changes. 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. We also see interesting changes in the private and public dimensions of sexual morality, as well as the fact that certain questions, such as the meaning of gender equality and the relevance of eugenics, continue to resurface.

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.

**This course is a selective in the Social Relations major and a “Gender and Sexuality” course in the Women, Gender, and Social Justice specialization.**

**TYPICAL READINGS:**

Linda Gordon, *The Moral Property of Women: A History of Birth Control Politics in America*  
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, *Future Perfect: Confronting Decisions about Genetics*

**EVALUATION:**

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 391 – Section 1

**SPECIAL TOPICS IN PUBLIC AFFAIRS: ASIAN AMERICAN HISTORY**  
(Crosslisted with HST 319: Asian American History)

**Professor: Anna Pegler-Gordon**

**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 Americans, 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. These are no prerequisites for this course. Although prior courses in U.S. history or racial identity may be useful, you need only an interest in Asian American history, culture and identity.

**TYPICAL READINGS:**

Sucheng Chang, *Asian Americans: Asian Americans in Popular Culture* (1999).

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

Yen Le Espiritu, *Homebound: Filipino American Lives Across Cultures, Communities and Countries* (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 2006

MC 395 – Section 1

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS**  
**“Encounters With Post-Communism”**

Professor Andaluna Borcila

**DESCRIPTION OF COURSE:**

With the events of 1989, the once “Impenetrable” and monochrome “Cold War Other” became televisible. 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).

**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?**

In this interdisciplinary course we will follow the trajectory of post-communist sites from hypervisibility to partial visibility by examining television news coverage, travel guides, literary narratives of travel and return to “Eastern Europe,” and scholarly essays. Students should expect a strong theoretical component in this interdisciplinary course as well as an emphasis on collaborative learning.

**TYPICAL READINGS:**

Maria Todorova, *Imagining the Balkans*  
Slavoj Zizek, *Caught in Another Man’s Dream in Bosnia*  
Slavenka DraKulic, *How We Survived Communism and Even Laughed*  
Petre Popescu, *The Return*  
Eva Hoffman, *Exit Into History*  
Fodor’s and Frommer’s excerpts from *Travel Guides to Eastern Europe*  
Mckenzie Wark, from *Virtual Geographies*  
Edward Said, from *Orientalism and Culture and Imperialism*  
Michael Foucault, *Space, Power and Knowledge*

**EVALUATION:**

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

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 395 – Section 2

Professor Ilana Blumberg

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS**

**“History of Ethics: The Cultures of Altruism and Egoism, Individualism and Community Today”**

**DESCRIPTION OF COURSE:**

MC 395: History of Ethics: The Cultures of Altruism and Egoism, Individualism and Community Today, calls to action in the Anglo-American political and social spheres often draw upon the language of self-realization. (Consider the longstanding slogan of the U.S. armed forces: "be all that you can be.") Yet as natural as this sort of appeal may sound to our ears, the language of self-realization reflects a major shift in ethics that occurred over the course of a turbulent nineteenth century, particularly in England. For the great majority of the nineteenth century, English writers and thinkers imagined the highest form of human behavior as *\*self-sacrifice\** or altruism. Our study will chart the shift from reigning ideas of self-sacrifice to the emergence of an ethical appreciation for self-realization and self-interest.

We will start by investigating the ideal of altruism as Victorian writers and thinkers imagined it. Why was the ideal of self-sacrifice so important to Victorians? What forms did recommended self-sacrifice or denial take? Were there limits to the recommended self-denial? Did self-sacrifice look different in application to men, on one hand, and women, on the other? And practically speaking, how could human beings get beyond the limited core of the self and effectively know and respond to another person's needs? Was it even possible to act out of pure altruism?

Questions like these dogged Victorian thinkers across disciplines. Political economists, proto-anthropologists and sociologists, scientists, novelists, and clergy all sought answers in their different ways. We will study texts from each of these categories in an attempt to understand the culture of debate that Victorians inhabited. We will end the course by considering how and why ideas about the value of altruism began to shift so that, by the century's end, writers could imagine a role for what sociologist Herbert Spencer called a "measured egoism." How did Victorian ideals of self-sacrifice yield to an appreciation for the idea of self-value? How did Victorians imagine a way to build community on a basis of self-interest? How can we trace in this historical shift the roots of our own commitments to "self-discovery" and "self-realization"? Where is the place for altruism today?

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2006

MC 482

GENDER AND VIOLENT CONFLICT

Professor Linda Racioppi

**DESCRIPTION OF COURSE:**

From the heroic masculinization of combat, to policing of sexual relations, to systematic rape campaigns, violent conflicts throughout the world are deeply gendered. Indeed, scholarship has documented the profound gender consequences of such conflicts and their resolution. This course addresses both the theoretical contours and policy implications of gendered conflict within and between states. The course begins with an examination of the reasons for the gendered nature of war and conflict. Why are men more frequently associated with militarization and the conduct of war than women? Are men by nature or biology more aggressive and therefore more militaristic? Are men and women socialized to participate in conflicts in distinct ways? After consideration of the contours of the essentialist versus constructivist debate, we draw on feminist and non-feminist writings to explore the range of ways in which men and women have participated in or been affected by conflicts. We explore such questions as: What are the gendered consequences of war and protracted conflict? How are women and men mobilized differently to engage in conflict? How are gendered identities deployed in the service of military mobilization? What is the role of militaries in legitimating and reinforcing gendered roles? How are social and sexual relations regulated in situations of conflict, and why is this regulation seen as important for military success? We then turn to the gendered dimensions of conflict resolution, asking: How are processes of peace and reconciliation affected by gender dynamics? What may be the gendered impacts of conflict resolution efforts? Our exploration of these will entail discussion of many situations of war and conflict and will lay the groundwork for a more systematic comparison in the third part of the course in which we investigate how gender functions in specific contemporary conflicts: Bosnia, Rwanda, and Sri Lanka.

**TYPICAL READINGS:**

Cynthia Enloe, *Maneuvers: The International Politics of Militarizing Women's Lives*. University of California Press, 2000  
Lori Fenner and Marie deYoung, *Women in Combat: Civic Duty or Military Liability?* Georgetown University Press, 2001  
Wenona Giles et al. *Feminists Under Fire: Exchanges Across War Zones*. Between the Lines, 2003  
Joshua Goldstein, *War and Gender: How Gender Shapes the War System and Vice Versa*. Cambridge University Press, 2001.

**EVALUATION:** Participation, essays, research project.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 492 – Section 1**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS**

**“ Globalization and the Environment”**

**Professor Daniel Boyd Kramer**

**DESCRIPTION OF COURSE:**

Relationships between trade, capital and technology flows, cultural exchange, global communication networks, and global governance regimes on the environment and natural systems.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 492 – Section 2**

**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 2006**

**MC 492 - Section 3**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“Hegemonic Foreign Policy”**

**Professor Michael G. Schechter**

**Prerequisites:** MC 326 and completion of Tier I writing requirement.

**DESCRIPTION OF COURSE:**

The purpose of this seminar is to study about the foreign policies of hegemonic powers. We will begin by reading (or perhaps rereading) books on the foreign policy of hegemonic powers of the past and then focus on the U.S. in the 21<sup>st</sup> century. We will be reading works that praise hegemonic powers and those that are critical of them. Students' papers and presentations will present specific post-Cold War case studies of U.S. foreign policy in a variety of issue-areas and geographical areas.

In terms of skills building, the seminar aims to hone research, writing, listening and speaking skills. All students will revise papers and run a seminar session as well as be active participants in all others. All students, on a random basis, will be responsible for summarizing the key points of another's presentation.

**TYPICAL READINGS:**

Paul M. Kennedy, *Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500 to 2000.*

Niall Ferguson, *Empire: The Rise and Demise of the British World Order.*

Francis Fukuyama, *America at the Crossroads: Democracy, Power, and the Neoconservative Legacy.*

Stephen M. Walt, *Taming American Power: The Global Response to U.S. Primacy.*

**EVALUATION:**

Midterm, formal paper proposal, presentation paper, presentation, draft and final semester-long paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 492 – Section 4**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS**

**“Comparative Democracy in an Emergent World: A Study in Political Development”**

**Professor Rita Kiki Edozie**

**DESCRIPTION OF COURSE:**

The proliferation of democratically elected governments around the world since the mid-1970s has resulted in the reference of the contemporary world as the “democratic age”. Freedom House has characterized this trend as reinforcement that humankind is rejecting oppression and opting for greater freedom and openness. The 80s and 90s, especially, underscored an apparent belief that authoritarianism had served people ill, in terms of failing to provide material prosperity, stability, human rights or political inclusion of the masses in decision-making. As a result of these events, comparative democratization has become an important area of academic study for scholars of comparative politics and international relations. This course is a senior level undergraduate seminar and it examines the core conceptual features of third world democratic theory, complex democratic transitions in practice, as well as varying configurations of democratic consolidation and performance. The course will cover key developing world and ‘transitional’ regions including Asia, Africa, Latin America, Post-Communist Eastern Europe, and the former Soviet Union and its successor states.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**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 2006**

**MC 497 – Section 2**

**SENIOR SEMINAR IN PTCB: DEMOCRACY AND EMPIRE: JUSTICE AND NECESSITY IN THUCYDIDES**

**Professor M. Richard Zinman**

**Prerequisites:** MC 270, 271, 370, 371 or the consent of the instructor

**DESCRIPTION OF COURSE:**

Politics moves between the poles of justice and necessity. On the one hand, justice is the political virtue and all political communities and politicians claim to act justly. On the other hand, we know that it is naïve to take such claims at face value. Political communities and politicians regularly depart from what justice demands when they are powerful enough to get away with it. Might seems to make right and justice seems to be nothing other than the advantage of the stronger. Yet the mighty rarely admit that they are acting unjustly. Rather, they justify such departures by appealing to the necessities of political life. Does necessity in fact justify actions that would otherwise be regarded as unjust? Or is it foolish to accept such excuses for injustice? What is and should be the relative power of justice and necessity in politics and, indeed, in human life altogether? This seminar will explore this question through a study of Thucydides' history of the Peloponnesian War.

Thucydides was an Athenian and a contemporary of Socrates. He is universally regarded as one of the most profound students of politics, foreign and domestic. He is perhaps the greatest ancient teacher of politics and certainly the greatest ancient "realist." In fact, his work is the fountainhead of the tradition of realism (a tradition revived in modernity by Machiavelli, who is Thucydides' greatest rival). For more than 2500 years, it has had an enormous impact on the study of political philosophy, international relations, and war. (It is, for example, a required text at the US military academies and war colleges around the world.)

Thucydides' inquiry takes the form of an account of the "world war" between Athens and Sparta, the two most powerful Greek republics. While his central concern is the tension between justice and necessity, his treatment of that theme enables us to study a number of other vital issues. Athens, the predominant naval power, combined democracy at home and imperialism abroad. It was innovative, daring, and commercial. Sparta, the predominant land power, rejected both democracy and imperialism. It was conservative, cautious, and agrarian. After a 27-year struggle, Sparta defeated Athens. On one level, Thucydides' work is a study of the tragedy of Athens' imperialist democracy. Why do political communities, and especially republics, rise and fall? What kind of republic is best able to deal with the exigencies of political life? Can democratic republics (such as the United States) avoid the fate of Athens? On another level, Thucydides' work is a study of political virtue and vice, individual and collective. Is there such a thing as political wisdom? If so, what is its relationship to morality? Is there a harmony between the intelligent pursuit of one's own good and dedication to the common good or does the former preclude the latter?

Finally, the study of Thucydides sheds a powerful light on our contemporary intellectual situation. Thucydides wrote prior to the triumph of Platonism. The passionate and powerful modern thinkers – Nietzsche, Heidegger and their contemporary heirs, Foucault, Derrida, and Rorty – are all critics of Platonism, which they identify with metaphysical and moralistic "foundationalism." Foundationalism is the unity of rationalism and idealism. But Thucydides is a rationalist who is not an idealist. The study of Thucydides enables us to explore the possibility that we can free ourselves from foundationalism without abandoning reason.

**TYPICAL READINGS:**

Thucydides, *The Peloponnesian War*; Secondary works on Thucydides; Selected readings on the present-day debate about realism.

**EVALUATION:**

Two seminar presentations papers  
(8-10 pages), two responses papers (2-3 pages), a term paper (25 pages).

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 498 - Section 1**

**SENIOR SEMINAR IN SOCIAL RELATIONS: The Politics of Tolerance and Reconciliation**

**Professor Katherine O'Sullivan See**

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

**DESCRIPTION OF COURSE:**

From 1995 to 2003, the government of South Africa, sought to address the atrocities of the apartheid regime, through Truth and Reconciliation Commission. In 2005, the town of Greensboro North Carolina commissioned a body to address the effects of a civil rights clash that resulted in the deaths of a number of demonstrators in 1979. Such truth commissions signal a new repertoire in efforts to heal the effects of protracted racial and ethnic conflict. But these are not the only public responses to repair the past or atone for longstanding racial antagonism and injury: official apologies, reparations, commemorative markers and museums all attest to the global importance of state responses to historic injustices. And none of these initiatives come without controversy and contention over their purpose, impact, utility and value. Can commissions on forgiveness actually create conditions that make reconciliation possible? What does it mean to face history? Does it require reparations? Apologies? Who is responsible? How can long standing grievances be addressed and repaired? What are the effects of social and political initiatives to foster greater communication and interaction among groups that have been in conflict? Can we really teach tolerance? Any why are such initiatives so rampant in the twenty-first century? Is looking at the past a way of avoiding the future or is it a necessary step to the future?

This seminar will examine the politics involved in strategies to foster tolerance and reconciliation in situations of long standing conflict or injustice. We will look at the debates over amnesty, reparations and forgiveness at the macro-level of states, as well as initiatives to promote tolerance at the intermediate level of institutions , and the micro-level of interpersonal relations. We will examine race, gender and sexuality as key arenas in which questions and debates about tolerance and reconciliation are especially heated.

**TYPICAL READINGS**

Roy L. Brooks, ed. *When Sorry Isn't Enough: The Controversy over Apologies and Reparations for Human Injustice*. New York University Press, 1999.

Desmond Mpilo Tutu, *No Future without Forgiveness*, New York : Doubleday, 1999.

Martha Minow, *Breaking the Cycles of Hatred: Memory, Law and Repair*. Princeton: Princeton University Press 2002

John Torpey, *Making Whole What Has Been Smashed: On Reparations Politics*. Cambridge: Harvard University Press 2006

**EVALUATION:**

Seminar presentation, short papers, major research project

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2006**

**MC 498 – Section 2**

**SENIOR SEMINAR IN SOCIAL RELATIONS:**

**“The Politics of the Normal: Rethinking Disability:**

**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.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**Fall 2006**

**MC 498 – Section 3**

**IMMIGRATION POLICY: HISTORICAL AND CONTEMPORARY PERSPECTIVES**

**Professor: Anna Pegler-Gordon**

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, sociologists, 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**

David Cole, *Enemy Aliens: Double Standards and Constitutional Freedoms in the War on Terrorism* (2003).

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

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

Eithne Luibheid, *Entry Denied: Controlling Sexuality at the Border* (2002).

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

**EVALUATION**

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