

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 220 – Section 001

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Hasan Kosebalaban

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 2007

MC 220 – Section 002

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*. 2nd edition.

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

Michael W. Doyle and Nicholas Sambanis, *Making War & Building Peace: United Nations Peace Operations*.

William E. Evan, *War & Peace in an Age of Terrorism: A reader*.

Shirley V. Scott, *International Law in World Politics: An Introduction*.

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 the laws of war. These will include *Of War and Law* by David Kennedy. Short paper related to the readings and discussions.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 220 – Section 003

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Simei Qing

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 2007

MC 220 – Section 004

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 2007

MC 220 – Section 005

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*. 7th 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*. 3rd 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 2007

MC 230 – Section 001, 002, 003

CULTURE AND PUBLIC AFFAIRS IN COMPARATIVE PERSPECTIVE

Instructors: Katherine O’Sullivan See and Colleen Tremonte

DESCRIPTION OF COURSE:

This course introduces students to interdisciplinary and comparative approaches and modes of analysis in the study of culture and public affairs. More specifically, it examines the ways in which ‘culture’ is conceptualized and theorized across (and between) the social sciences and humanities, and the importance of such articulations to global politics. The course takes up questions such as: How has and can ‘culture’ be understood or defined? How do different societies—and different groups within societies—understand and articulate ‘culture’ and cultural identities and diversities? How are such identities and diversities constituted in material and symbolic cultural formations and representations, such as parades, films or music? And how and when do cultural identities become politically salient? We explore answers to these questions through sustained case studies of the cultural politics of race and nation, collective identities, and national identity and nationalism in Great Britain and South Africa.

Typical Assignments:

Participation, take-home exams, and collaborative project.

Typical Texts:

Bill Buford, *Among the Thugs*

Stephen Frears, *My Beautiful Launderette*

Paul Gilroy, *‘There Ain’t No Black in the Union Jack’: The Cultural Politics of Race and Nation.*

Nadine Gordimer, *Burger’s Daughter*

Stuart Hall, *Representation: Cultural Representations and Signifying Practices*

Lawrence E. Harrison and Samuel P. Huntington (eds), *Culture Matters: How Values Shape Human Progress.*

Steven L. Robins, *Limits to Liberation after Apartheid: Citizenship, Governance and Culture*

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 241

Politics and Markets

Professor Dr. Ross B. Emmett

DESCRIPTION OF COURSE:

MC 241 is the core course in the Political Economy specialization, and the specialization's only required course. Political Economy – the comparative study of the political and social institutional frameworks within which economic activity occurs – is introduced through encounters with significant texts in the field.

Standard economic theory assumes that individual preferences, technology, the stock of current resources, and the state of knowledge are given. Economics often also assumes that property rights are well-defined, few externalities exist, that the “rules of the game” are clearly delineated by a government respected by the economy's participants, and that government policy is guided by benevolent social planners.

None of these assumptions hold true in the real political and economic world. Economic, social and political institutions exist, at least in part, to provide stability to political and economic decision-making in the midst of changing preferences, technology, resources, and knowledge. Political Economy is a comparative study of institutional frameworks for economic activity. For example, we will ask questions such as: how do our political and economic institutions support or undermine democracy, individual liberty, and prosperity? Will our political and economic institutions work as well in other countries and cultures as they do in our own? Are there institutions that provide a basis for democracy, individual liberty and prosperity regardless of their regional and/or cultural settings?

TYPICAL READINGS INCLUDE SELECTIONS FROM:

De Soto, Hernando. *The Mystery of Capital*.

Coase, Ronald. *The Firm, the Market, and the Law*

North, Douglas. *Understanding the Process of Economic Change*

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*

A reading packet of articles and shorter essays.

EVALUATION:

The infamous Emmett “daily memos,” two analytical papers and a final examination

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 270 – Sections 1, 2 & 3

CLASSICAL REPUBLICANISM

Professors Louis Hunt (1), Eric Petrie (2) Tobin Craig (3)

Prerequisites: None

DESCRIPTION OF COURSE:

The College's concentration in Political Theory and Constitutional Democracy is designed to form the core of a liberal education. The faculty believes that a coherent core is best provided by the joint study of political philosophy and American republicanism. To this end, PTCO begins with two sophomore-level required courses. The first, MC 270, "Classical Republicanism," introduces the tradition of political philosophy in the West. It focuses on the founding of classical political philosophy in the context of the republican politics of ancient Greece and the founding of modern political philosophy in the context of the rebirth of republican politics in Renaissance Italy. The second, MC 271, "Constitutionalism and Democracy," introduces the tradition of republicanism in America. It studies the convergence of modern political philosophy and the American experience at the founding of the republic. These courses are not intended to be merely historical exercises. Rather, they are designed to 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 2007

MC 280 – Sections 1

SOCIAL THEORY AND SOCIAL RELATIONS

Professors C. Hunt

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 2007

MC 280 – Section 002

SOCIAL THEORY AND SOCIAL RELATIONS

Professor Gene Burns

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 2007

MC 293

Methods of Strategic Analysis in Public Affairs

Professor : unknown at time of printing

Note: This course counts for the methods requirement in PTCB and IR. Students from all fields are welcome.

DESCRIPTION OF COURSE:

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

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

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

Standard Readings

Games of Strategy, by Avinash Dixit & Susan Skeath

The Evolution of Cooperation, by Robert Axelrod

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 295 Sections 1 and 2

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor Michael Crow – Section 002

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 2007

MC 300 – Section 001

COLLABORATIVE STUDY : STEPPS CAPSTONE COURSE

Professor Mark Largent

DESCRIPTION OF COURSE

This class serves as the capstone experience for students enrolled in the Science, Technology, Environment and Public Policy Specialization. It will allow for individualized study of a topic of each student's choice and conclude with the production of a 20 minute research presentation and a research paper of at least 25 pages plus endnotes and bibliography.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 320

POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD

Professor unknown 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 2007

MC324a

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN THE MIDDLE EAST

Professor Yael Aronoff

Prerequisite: Completion of Tier I writing requirement, MC220 recommended

DESCRIPTION OF COURSE:

This course will focus on the conditions for conflict and cooperation among states, and non-state actors, in the modern Middle East. We will analyze various levels of causation for conflict in the Middle East, as well as the conditions for and process of successful peace negotiations. As examples, we will pay particular attention to the war in Iraq and scenarios for how the war could end, as well as the Israeli-Arab conflict. We shall examine and simulate the ongoing quest for peace in the Middle East. We will focus on the main actors in negotiations between Syria, Israel, and the Palestinian Authority, including a team of mediators. The class will be divided into four working groups or teams. These assignments will require research and the preparation of position papers on and representation of key domestic political parties, interest groups, and political leaders within each nation. Then that nation's team will negotiate a common negotiating stance and position paper. Each team will be collectively responsible for researching, writing position papers on, and negotiating on behalf of the actor they are representing. Each team will then determine the policy of their state by simulating the negotiation between competing domestic interests and their perceptions of regional and international interests and pressures. The culmination will be in the simulation of direct negotiations between the parties, Israel, Syria, and the PA, facilitated by the mediators.

TYPICAL READINGS:

Selected readings from Paul Pillar, *Negotiating Peace: War Termination as a Bargaining Process* and from Fred Ikle, *Every War Must End*.

Galia Golan, *Israel and Palestine: Peace Plans and Proposals from Oslo to Disengagement*

Colbert C. Held, *Middle East Patterns: Places, Peoples, and Politics*

Yoram Meital, *Peace in Tatters: Israel, Palestine and the Middle East*

Tamara Cofman Wittes, ed. *How Israelis and Palestinians Negotiate*

Itamar Rabinovitch, *Negotiating with Syria: A First Hand Account*

Iraq Study Group Report

Eric Davis, *Memories of State: Politics, History and Collective Identity in Modern Iraq*

EVALUATION:

Class participation, class simulations, individual and group research papers, and exams.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 325 STATES AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor Rita Kiki Edozie

DESCRIPTION OF COURSE:

Why do countries enact starkly different “public policies” on issues that might appear to have a “global consensus”? A most recent example of this is countries’ stances and policies toward eliminating “terrorism”. Countries could not even agree on a definition of terrorism-how much more its elimination. By examining the longitudinal and latitudinal depth involved in a country’s ultimate policy direction, this course will explain the “why’s” and “how’s” that explain “national” or “country-level” “difference”. It will do so by examining the historical “constitutions” of “states and their societies” in comparison with each other.

In MC325, we will identify and define the differences and similarities among different countries- configured as “state-societies”-, learn about their patterns, trends, and processes, and learn how to interpret hypotheses to explain their differences and commonalities. In this respect, the course seriously approaches ‘the comparative method’ by identifying major themes and topics and providing students an opportunity to evaluate “comparisons and contrasts” in countries’ “state-society” processes from the perspective of a selected number of major topics (e.g., state-nation formation, political systems-democracy; identities and political cultures; political economies and economic development; inter-nationality and globalization). The course is taught from an interdisciplinary perspective highlighting aspects of a country’s histories, politics, anthropologies, sociologies, and economics. The course will present knowledge from these disciplines to be used as a basis for understanding countries’ divergent contemporary policy orientations- arguing that “public policies” are derived from a country’s “histories” and convey a country’s behavior and identity. Specifically, while learning from the “comparative” features of several symbolic country cases including England, France, Germany, Scandinavia, India, South Africa, China, Nigeria, Brazil and Mexico, the course will focus on United States’ ‘exceptionalism’ as an important epistemological premise for students’ in America to compare divergent policy orientations and directions among countries.

The course will be taught by using a highly interactive format, combining professor lecture presentations with intense student seminar colloquial sessions, dynamic multi-media sessions including on-line instructional learning, and the scheduling of external specialist speaker presentations. The course is reading and writing-intensive and teaches students ‘how

to compare states and societies' and to conduct comparative design methodology. This is also a T (W) cluster course.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 326

U.S. FOREIGN POLICY

Professor Simei Qing

Prerequisite: MC 221 and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

U.S. foreign policy decision-making structures and processes. Domestic and international determinants of foreign policy. Evolution of U.S. foreign policy.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 347

URBAN AND REGIONAL DEVELOPMENT

Professor Michael Crow

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

DESCRIPTION OF COURSE:

At first glance, one might guess that urban politics and policymaking are very similar to politics and policymaking at the national level. The political institutions and actors at the national level, e.g. the President, Congress, interest groups, bureaucracy and so on, have clear counterparts in city government, such as the mayor, city council, local businesses and nonprofit groups, and city departments. However, two forces make urban politics significantly different from national politics. First, city governments are embedded in a complex network of local governments that may both drive competition for resources and create opportunities for cooperation. Secondly, city governments are embedded in the American federalist system of government, which subjects them to the influence of state and federal policy decisions.

An important consequence of this way of organizing local government is that development becomes the *raison d'être* for city governments in the United States. City governments exist to support growth in income, quality of life, and property values of their communities. But city governments are only one actor in the governance of cities. Counties, special purpose districts, federal and state agencies, nonprofit groups, and businesses are but a few of the entities that also play important roles in financing, providing and producing local public goods. By the end of this course, you will be familiar with the major development issues facing American cities today, how cities balance development with equity objectives, the structure of urban governance, and how and why this system of governance meets and fail to meet the needs of city residents

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 363

GLOBAL GOVERNANCE

Professor Michael G. Schechter

Prerequisites: MC 221 and completion of Tier I writing requirement

DESCRIPTION OF COURSE:

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

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

TYPICAL READINGS:

Rorden Wilkinson, editor, *The Global Governance Reader*.

Paul Kennedy, *The Parliament of Man: The Past, Present, and Future of the United Nations*.

James Raymond Vreeland, *The International Monetary Fund: Politics of Conditional Lending*

Ramesh Thakur, *The United Nations, Peace and Security*

Ken Conca, *Governing Water: Contentious Transnational Politics and Global Institution Building*

EVALUATION:

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

H-Option: Weekly meetings, readings and a short paper related to leadership in global governance. We will all read together about UN Secretaries-General, probably Kille's book, *From Manager to Visionary: The Secretary-General of the United Nations*.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 370 - Section 001

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 PTCB field. It will focus on the major criticisms of constitutionalism and liberal democracy. The students will study the theory and practice of 19th and early 20th 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 2007

MC 370 – Section 002

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor unknown at printing

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 374

CONSTITUTIONALISM: THE PRESIDENCY AND CONGRESS

Professor unknown at printing

DESCRIPTION OF COURSE:

The Presidency and Congress in American constitutional democracy. Origins and development of the executive in relation to Congress, constitutional issues, presidential practice.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 377

CULTURE, POLITICS AND POST-COLONIALISM

Professor Folke Lindahl

Prerequisites: MC 221 or MC 271 or MC 231 and completion of Tier I Writing Requirement

DESCRIPTION OF COURSE:

International politics and power. Relations of colonialism and post-colonialism. Contemporary repercussions. History, literature, culture, and political theory.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 380

Social Policy

Professor Gene Burns

Prerequisites:

1. Either MC 280 or MC 281 completed.
2. EC 201 or EC 251H (completed or taken concurrently)
3. EC 202 or EC 252H (completed or taken concurrently)
4. completion of Tier I writing requirement.

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

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE:

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

This is a core course in the Social Relations major.

TYPICAL READINGS:

1. Rashi Fein, *Medical Care, Medical Costs: The Search for a Health Insurance Policy*
2. Rebecca Blank and Ron Haskins, eds., *The New World of Welfare*
3. Jennifer L. Hochschild, "The Strange Career of Affirmative Action"

EVALUATION:

Papers, exams, class participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 382

SOCIAL MOVEMENTS

Professor: Louise Jezierski

Prerequisites: Open to juniors or seniors in James Madison College or Women's Studies Program or approval of College.

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 385

COMPARATIVE RACE & ETHNIC RELATIONS

Professor Anna Pegler-Gordon

Prerequisite: MC 220 or MC 281 or MC 230 and Completion of Tier I Writing Requirement

DESCRIPTION OF COURSE

Advanced theories, cross national comparisons, and case studies of race and ethnic relations. Intergroup competition, conflict, dominance, accommodation, assimilation, creolization. Prejudice, stereotypes, racism, ideologies, political and economic processes.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 388

SEXUAL POLITICS

Professor Julia Grant

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 2007

MC 395 – Section 001

Professor Rod Phillips

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS

Topic: Nature's Nations: Readings in Environmental Thought

DESCRIPTION OF COURSE:

Multiple interrelations between culture and public affairs in American and/or cross-cultural contexts. Uses literature, film, criticism, and history to illuminate issues of conflict, power, and social structure in a variety of historical and geographical contexts.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 395 – Section 002

Professor Ilana Blumberg

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS

Topic: Women and the Politics and Poetics of Biblical Interpretation

DESCRIPTION OF COURSE:

This course is about women in the Bible, women scholars and writers on the Bible, and the Bible itself. We will study the founding narratives of the Book of Genesis, focusing on the representation of women in relationship to each other, to men, to God and history. To help us consider these subjects, we will turn to some of the most creative and scholarly readings that women have offered in the last twenty years. In reading these recent interpretations, we will be able to reflect on older, influential assessments offered by male scholars and note the innovations at hand.

We will thus be involved in both the ancient past of the biblical stories and our own contemporary world where the Bible continues to inspire and undergird a wide variety of spiritual and political positions.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 492 – Section 001

SENIOR SEMINAR IN INTERNATIONAL RELATIONS

Topic: Sustainable Development and Policy: International and Domestic Case Studies

Professor Daniel Boyd Kramer

DESCRIPTION OF COURSE:

Sustainable development, for some, is a new paradigm for economic development, a refuge from the hegemony of markets and neoliberalism, and a recognition of the strong ties between socioeconomic and natural systems. For others, sustainable development is nothing more than pie-in-the-sky eco-utopianism, a misguided and ill-defined venture which only serves to derail economic and therefore environmental progress. In this seminar, we will explore the competing claims, politics and policies of sustainable development. We will begin with theoretical framings of sustainable development and then transition to more real-world applications motivated by a series of case studies from developing and developed nations.

**MICHIGAN STATE UNIVERSITY
AMES MADISON COLLEGE**

FALL 2007

MC 492 – Section 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Globalization and Regional Governance: East Asia and Beyond

Professor Yasumasa Komori

DESCRIPTION OF COURSE:

The central purpose of this seminar is to explore the relationship between global and regional dynamics, with particular emphasis on East Asia. In the first part of the seminar, we will explore the debate about globalization: How do we define globalization? What are its causes and consequences? In the second part of the seminar, we will study the impact of globalization on East Asia's political, economic, and social development, focusing on the following countries/areas: Japan, South Korea, Taiwan, Hong Kong, and China. In the third part of the seminar, we will examine the changing dynamics of the East Asian regional economy in the context of globalization. In particular, we will discuss such salient issues as the impact of the 1997-98 Asian financial crisis, the rise of East Asian regionalism, and China's growing integration into the global economy. While the seminar will focus primarily on the East Asian region, students can choose a research paper topic outside of East Asia as long as it deals with the relationship between global and regional governance.

Major issues and theories of international relations

MICHIGAN STATE UNIVERSITY

JAMES MADISON COLLEGE

FALL 2007

MC 492 -- Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS

Topic: Culture, Conflict and Conflict Resolution

Professor Linda Racioppi

DESCRIPTION OF COURSE:

This seminar builds from students' previous coursework in international relations to develop a deeper understanding of why conflict occurs and how it might be overcome. It looks specifically at cultural clashes, exploring the mechanisms of conflictual interaction, means to manage conflict as well as transformative possibilities for peacebuilding. In addition to overviewing some key theoretical approaches to conflict and its resolution, the course will take up cases of contemporary conflict, including the most seemingly intractable (e.g., Sri Lanka or Kashmir) and those seemingly on a path of transformation (e.g., Northern Ireland). Student research will round out the course, providing insights into additional cases and illuminating the uses and limitations of current theories in the field.

Assignments:

Dialogue group participation, in-class participation, proposal, research paper, research presentation.

Typical readings:

Kevin Avruch, *Culture and Conflict Resolution*.

Sumantra Bose, *Kashmir: Roots of Conflict, Paths to Peace*.

John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace*.

Hugh Miall, Oliver Ramsbotham and Tom Woodhouse, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 2nd ed.

Edward Newman and Oliver Richmond, *Challenges to Peacebuilding: Managing Spoilers During Conflict Resolution*.

Joseph Ruane and Jennifer Todd, *The Dynamics of Conflict in Northern Ireland*.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 492 – Section 005

SENIOR SEMINAR IN INTERNATIONAL RELATIONS

Topic: U.S. National Security

Professor Matt Zierler

DESCRIPTION OF COURSE:

This seminar will focus on the development and application of U.S. national security policy throughout U.S. history. It will consider the continuities and changes that have occurred based on the evolution of America's capabilities, interests, and position in a world that has changed dramatically over the last 200 years. While briefly examining America's rise to power, we will spend a fair amount of time considering the development and evolution of America's Cold War national security strategy. We will then examine the changes that have occurred since the end of the Cold War and after 9/11. We will also examine how America's national security institutional infrastructure has been adapted over time to meet new conceptions of threat. Throughout the course, we will focus on the interaction between the development of strategic visions, the development and execution of policy options, and the process of national security policy making. Students will be expected to participate actively in class and prepare a significant research paper, among other assignments (paper drafts, presentation, exams, etc.).

POSSIBLE readings may include the following:

John Lewis Gaddis, *Strategies of Containment*

Fareed Zakaria, *From Wealth to Power: The Unusual Origins of America's World Role*

Joshua Goldstein, *The Real Price of War: How You Pay for the War on Terror*

Graham Allison, *Nuclear Terrorism: The Ultimate Preventable Catastrophe*

Michael E. Brown, ed., *America's Strategic Choices*

Thomas P.M. Barnett, *The Pentagon's New Map*

Thomas P.M. Barnett, *Blueprint for Action*

The 9/11 Commission Report

Alexander L. George. *Forceful Persuasion: Coercive Diplomacy as an Alternative to War.*

Michael A. Levy and Michael E. O'Hanlon. *The Future of Arms Control.*

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 497 – Section 001

SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY:

“Masters of the Cave: Poets on Politics and Society”

Professor Sherman Garnett

Prerequisites: Completion of a Tier I writing course

DESCRIPTION OF COURSE:

Artists and poets have always been a source of authoritative images of good and evil, justice and injustice, heroes and villains, virtue and vice. Today artistic images in film, television and music shape our horizons, though we see these images, not as authoritative but as a matter of personal taste and in competition with other moral, political, scientific, and religious teachings. In the *Republic*, Socrates banishes the work of Homer and other poets from his city, recognizing the importance of Homer as the educator of the Greeks but arguing that the poet’s images are morally corrupting and incompatible with true justice. Later on in the book, he attacks poets as unwise and unknowing imitators. For Socrates, poets are at best among those who are trapped in the cave themselves, though in the privileged position to cast shadows on the wall to entertain and educate others. They are thus educators without themselves being wise.

In this seminar, after recalling this Socrates’ critique and its modern status, we shall mainly let the poets speak for themselves, exploring through their texts the same themes that have guided your education: questions of human nature, the just and unjust community, and competing notions of morality and truth. We shall also consider the beauty and skill of the artistic image and how that beauty relates to moral and political knowledge. Do writers in fact convey moral and political teachings or do they incorporate and transform the world around them, including moral and political things, into art?

Readings for this seminar will draw upon literature that makes political and moral issues a central theme. Examples include Anna Akhmatova’s poetic account of Stalin’s Great Terror; Czeslaw Milosz’s description of the ‘great crisis of civilization’ and his claims on behalf of the imagination in addressing it; Jonathon Swift’s unparalleled satirical portrait of political alternatives, especially ancient and modern alternatives; the contrasting visions of Shakespeare’s rule of the wise in *The Tempest* and the dystopian musings on society of Dostoevsky’s *Underground Man*; the tension between the individual, family, and community in Dostoevsky’s *Brothers Karamazov*; and the explorations of the limits of politics and the very question of natural or divine support for human action of any kind in Shakespeare’s *King Lear*. Works such as these are not circumscribed by our inquiry but also provide insight into the elusive character of art, the power of language itself, and the openness of the artistic text.

TYPICAL READINGS:

Anna Akhmatova, *Requiem*
Fedor Dostoevsky, *Brothers Karamazov*, *Notes from the Underground*
Czeslaw Milosz, *Land of Ulro*, *New and Collected Poems*
Plato, *The Republic*
William Shakespeare, *King Lear*, *The Tempest*
Jonathan Swift, *Gulliver’s Travels*

EVALUATION:

Two short analytical essays; a presentation of one of those essays; serving as a commentator on someone else’s presentation; and a final seminar paper.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2007

MC 497 – Section 002

SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY:
Constitutional Political Economy

Professor Ross B. Emmett

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

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 often emphasizes 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 *The Calculus of Consent*, by James Buchanan and Gordon Tullock, but its pedigree goes back at least as far as Madison's Federalist #10, which built a theory of legislative construction on Adam Smith's notion of the "invisible hand."

The senior seminar will discuss major works in CPE by James Buchanan, F.A. Hayek and Frank Knight.

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.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 498 -- Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS: American Middle Class Politics and Policy

Professor Louise Jezierski

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

DESCRIPTION OF COURSE:

This course explores the changing nature of the middle class in the United States and their role in American Politics. How has this social class been variously constructed over the years? We will study the interaction of social agency, ideology, opportunity structures, conflict, domination, normative order, political economies, cultures, and social movements in creating communities and achieved or ascribed social identities associated with the middle class. In contemporary American society, our identities and life chances are in flux. This course hopes to chart some of the larger forces which are challenging and shaping traditional roles and identities of the middle class, creating new inequalities and entitlements, and forging new political agendas. How does U.S. policy shape the Middle Class? Participants will demonstrate their facility with these analytical tools in a presentation of original research on a topic of their choice/

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2007

MC 498 – Section 002

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 2007

MC 498 – Section 003

SENIOR SEMINAR IN SOCIAL RELATIONS: Immigration Policy: Historical and Contemporary Perspectives

Professor: Anna Pegler-Gordon

DESCRIPTION OF COURSE:

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