

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 220 – Section 001

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor unknown at time of printing

Prerequisites: None

DESCRIPTION OF COURSE:

Evolution of the contemporary international system. Theories, explanations, and comparisons of actions and interactions of state and non-state actors. Causes of war and peace.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

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 ecological threats. 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 and human security.

TYPICAL READINGS:

Tim Dunne, Milja Kurki and Steve Smith. Editors. *International Relations Theories: Discipline and Diversity*. Oxford, 2007.

Felix Dodds and Tim Pippard, Editors. *Human and Environmental Security: An Agenda for Change*. Earthscan, 2005.

Paul Gordon Lauren, Gordon A. Craig, and Alexander L. George. *Force and Statecraft: Diplomatic Challenges of Our Time*. 4th edition. Oxford. 2007

Karen A. Mingst and Jack L. Snyder, Editors. *Essential Readings in World Politics*. 3rd edition. Norton, 2008.

Michael C. Williams, *Culture and Security: Symbolic Power and the Politics of International Security*. Routledge, 2007.

EVALUATION:

Two papers, two examinations, and a classroom simulation.

H-Option: Weekly meetings focused on readings related to the place of religion in International Relations. We will start by reading Scott Thomas' *The Global Resurgence of religion and the Transformation of International Relations: The Struggle for the Soul of the Twenty-First Century*.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 220 – Section 003

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Simei Qing

Prerequisites: None

DESCRIPTION OF COURSE:

MC 220, the first half of a yearlong introduction to the field of International Relations, adopts a historical, theoretical and policy-oriented approach to the study of world politics. It provides an overview of the key theories and concepts in the IR field. It examines the major strengths and weaknesses of each theory through historical case studies, in an attempt to discern which aspects of world politics each explains well, or poorly. And it introduces current policy debates concerning the construction of a new world order in the post-Cold War, post-9/11 world, to assess the policy-relevance of each theory. Throughout the course the focus is on the far-reaching implications of different theories or analytical lenses for understanding today's world politics, and on the great importance of developing new theoretical frameworks to encounter new challenges in the 21st century.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2008

MC 220 – Section 4

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). 2008. *Global Politics in a Changing World: A Reader*. 4nd edition.

Paul Gordon Lauren, Gordon A. Craig, and Alexander L. George. 2007. *Force and Statecraft: Diplomatic Challenges of Our Time*. 4th edition. Oxford University Press

Karen A. Mingst and Jack L. Snyder (editors). 2004. *Essential Readings in World Politics*. 2nd Edition. W.W. Norton. {noted as MS in syllabus}

EVALUATION:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2008

MC 220 – Section 005

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 2008

MC 230 Sections 1, 2 & 3

Professors Berg /See (section 1) , Berg (section 2) , and Tremonte (section 3)

CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

DESCRIPTION OF COURSE:

MC 230 is the first course in the sophomore sequence in the Comparative Cultures and Politics major. This course introduces students to interdisciplinary approaches and modes of analysis in the study of culture/s and public affairs. It raises the following kinds of questions: What is 'culture'? How do different political regimes and groups within them understand and articulate cultural identities? How are culture/s and cultural differences constituted, represented, and narrativized? Why and when do some cultural sites become arenas of political contestation? We will explore influential theories of culture in the social sciences and humanities and undertake sustained case studies of cultural politics in Britain, Northern Ireland and South Africa. We will examine the ways that the idea of the nation gains significant symbolic and political force through different collective practices, narrations and imaginings.

Typical course material will include both written texts and films, such as the following:

Kathleen Hall, *Lives in Translation: Sikh Youth as British Citizens*

Jack Santino,. *Signs of War and Peace: Social Conflict and the Use of Public Symbols in Northern Ireland*

Charmaine McEachern, *Narratives of Nation: Media, Memory and Representation in the Making of the New South Africa*

John Storey, *Cultural Theory and Popular Culture*

My Beautiful Launderette, directed by Stephen Frears

Bloody Sunday, directed by Paul Greengrass

Long Night's Journey into Day, directed by Frances Reid and Deborah Hoffman

Typical Assignments: theory paper, filmic analysis, research paper on cultural practices

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 270 – Sections 1 (staff), 2(Prof. Craig) & 3(Prof. Zinman)

CLASSICAL REPUBLICANISM

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 2008

MC 280 – Section 001

SOCIAL THEORY AND SOCIAL RELATIONS

Professor 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 2008

MC 280, section 002

Social Theory and Social Relations

Professor Gene Burns

Prerequisite: 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?

This course, while having its own particular focus, also more generally asks about how questions of public policy and public affairs depend upon the nature and influence of social groups. For instance, what social groups influence political developments and shape policy under what conditions?

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 & Policy 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 2008

MC 295 Section 001

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 also seek to identify those factors that drive changes in society: what causes homelessness, why did gas prices go up, why are so many (or so few) people illiterate? Social science professionals uncover such causal relationships by observing the social world around them, generalizing from what they see to produce theories, and testing theories by comparing their predictions with more observations.

In this course, you will learn to think like a social science professional, providing you with the ability to evaluate social science information and arguments and contribute to informed policy decisions. You will demonstrate social science thinking by designing a research project. 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 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.

By the end of this course, you will have demonstrated your ability to:

- Present and critically evaluate quantitative policy indicators
- Formulate research questions, explanatory theories, and testable hypotheses
- Use scholarly literature to help plan a research project
- Execute and evaluate surveys
- Gather data appropriate for testing hypotheses
- Analyze data to draw conclusions about hypotheses

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 300 – Section 001

COLLABORATIVE STUDY : STEPPS CAPSTONE COURSE, focusing on environmental policy

Professor Daniel Kramer

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 2008

MC 320

POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD

Professor Yasumasa Komori

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

DESCRIPTION OF COURSE:

This course explores the changing dynamics of political, economic, and social development in the countries of Asia, Latin America, and Africa, variously referred to as “developing,” “underdeveloped,” “less developed,” “the Global South,” or the “Third World.” The main objectives of this course are: 1) to introduce you to some of the key concepts and theoretical perspectives in the study of the developing world; 2) to deepen your understanding of the divergent development experiences in various regions of the world; and 3) to develop your ability to analyze the new challenges that face developing countries in the era of globalization.

Typical Readings:

- Vicky Randall and Peter Burnell, *Politics in the Developing World*, 2nd ed. (Oxford: Oxford University Press, 2008).
- John Rapley, *Understanding Development: Theory and Practice in the Third World* (Boulder, CO: Lynne Rienner Publishers, 2007).
- Paul Collier, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It* (Oxford: Oxford University Press, 2007).
- Amartya Sen, *Development as Freedom* (New York: Knopf, 1999).

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC324A

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN THE MIDDLE EAST

Professor unknown at time of printing

Prerequisite: Completion of Tier I writing requirement, MC220 recommended

DESCRIPTION OF COURSE:

Sources of conflict and cooperation in the Middle East through case studies such as the Arab-Israeli conflict. Intrastate, regional, and global factors

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 324B: AN INTRODUCTION TO AFRICAN AFFAIRS

Professor Rita Kiki Edozie

Prerequisite: MC 220 or PLS 160 and completion of Tier I writing requirement

DESCRIPTION OF COURSE

According to the Congolese scholar, Valentine Mudimbe, what we understand today as 'Africa' is in fact an, 'invention' of the modern European enlightenment project! Mudimbe's metaphor places the Continent at the center of global relations in intricate and provocative ways. MC324b provides students of international politics and relations with an in depth analysis of the African continent's agency and 'play' in global politics. Despite the apparent recentness of the globalization project, in taking a historical and structural perspective in the presentation of African affairs, the course will begin its examination of Africa's international relations by tracing the Continent's initial European contact, setting off global events such as the 'triangular trade', colonialism, de-colonization, the establishment of modern independent African statehood during the post World War II era, and the Continent's post-colonial 'age of development'. The course will present these historical formations as the bases for the important current transformations in African affairs, including the continent's economic and health crisis, neo-liberalism, 1990s conflict and resolution, democratization and regional integration.

MC324b will especially focus on US-Africa relations as well as normative international relations theory by examining the theories of realism, liberalism and the new globalisms against Africa's contemporary 'place' in international relations. In presenting case studies on the African Union and Nepal, the course content will also cover 'Africa' as a dynamic region consisting of fifty-three diverse and sovereign independent nations with distinctive foreign policies that present challenges to a single continental policy. As well, following the 'Africa' public affairs desks of international organizations, the course will address the Continent's political diversity by examining sub-regional and country case studies as diverse as the small-state post-conflict transitions of Liberia and Sierra Leone, transformations from conflict to peace in the Great Lakes Region (the DRC and Rwanda), change and hegemony in Africa's large states: Nigeria and South Africa, foreign policy transformation in Francophone Africa (Cote D'Ivoire), and the politics of ethno-religion, Islam and anti-terrorism in the Sudan.

Typical Books

Curtis Keim, (1999). Mistaking Africa: Curiosities and Inventions of the American Mind. Boulder. Westview , Ferdinand Oyono. (1960). Houseboy. Portsmouth. Heinemann, Gilbert Khadiagala and Terrence Lyons (2001) African Foreign Policies: Power and Process Lynne Rienner, Rita Kiki Edozie, Reconstructing the Third Wave of Democracy: Comparative African Democratic Politics (University Press of America, 2008), Colin Leys The Rise and Fall of Development Theory, Indiana University Press, 1996 0-253-21016 (assigned review), Kevin C. Dunn, Imagining the Congo: The International Relations of Identity. New York: Palgrave Macmillan, 2003 (assigned review), David Birmingham (1995) The De-colonization of Africa, Ohio University Press (assigned review), Siba N'Zatioula Grovogui, Sovereigns, Quasi Sovereigns, and Africans: Race and Self-Determination in International Law, University of Minnesota Press 0-8166-2666-9 (available in reprinted version- coursepack plus in Neds), Murithi, Timothy, The African Union: Pan-Africanism, Peacebuilding and Development, Ashgate, 2005 0754639533, James Ferguson, Global Shadows: Africa in the Neoliberal World Order, Duke University Press, 2006 0-8223-3717-7

Films: Lumumba, T-Shirt Travels, Bamako, Hopes on the Horizon, Sometimes in April, Faat Kine, In My Country

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 324D: Regional Politics, Cooperation, and Conflict in Asia

Professor Bryan Ritchie

Prerequisite: MC 220 or PLS 160 and completion of Tier I writing requirement

DESCRIPTION OF COURSE:

Sources and consequences of conflict and cooperation in Asia. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 326

U.S. FOREIGN POLICY

Professor Simei Qing

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

DESCRIPTION OF COURSE:

American Foreign Policy:

This course is designed as an introduction to the theory, pattern and process of American foreign policy. It attempts to present as wide a variety of theoretical and historical genres and perspectives as possible. It aims to provide students with different theoretical frameworks and important historical backgrounds in their analyses of current foreign policy issues, particularly American foreign policy toward non-Western, developing countries, which have different cultural and religious traditions, with widely shared resentments of colonialism, and in their volatile stages of difficult transition from pre-modern to modern, democratic societies.

In the post-Cold War, post-9/11 world, a most important issue in the study of American foreign policy is how to assess more accurately those non-Western, developing countries' foreign policy intentions and their peoples' aspirations, to formulate more productive U.S. foreign policy. To address this highly important issue, this course will study U.S. foreign policy not only from the "inside out," but also from the "outside in." To study American foreign policy from the "inside out" is to understand American visions and aspirations, American policies and strategies entirely on their own terms. To understand American foreign policy from the "outside in" is to examine if there are any significant gaps between the American interpretations of other nations' foreign policy objectives on the one hand, and those nations' actual intentions on the other.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Fall 2008

MC 362 – Section 001

Public International Law

Professor Michael G. Schechter

Prerequisite: MC 221

DESCRIPTION OF COURSE:

This class provides a wide-ranging introduction to the subject of public international law. Accordingly, it addresses: 1) whether international law is really law; 2) the sources and evidence of international law; 3) the concepts of hard and soft law; 4) subjects of international law; 5) courts of law and arbitral boards; and 6) why international actors obey and violate international law. While emphasis will be on national security law and human rights, attention will also be devoted to laws relating to the environment, law of the sea and trade law.

Typical Readings:

Baker, James E. In the Common Defense: National Security Law for Perilous Times. Cambridge, 2007.

Goldhaber, Michael. A People's History of the European Court of Human Rights. Rutgers University Press, 2007.

Janis, Mark W. and John E. Noyes. International Law: Cases and Commentary. 3rd Edition. Thomson/West, 2006.

Noyes, John, Mark Janis and Laura Dickinson. International Law Stories. Foundation, 2007.

Evaluation

Brief, two in-class examinations, term-long paper, class participation.

Honors Option

The focus of our meetings will be the laws of war. We will start by reading David Kennedy's OF War and Law (Princeton, 2006) Michael Byers' War Law: Understanding International Law and Armed Conflict, (Grove 2005).

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

Fall 2008

MC 366 -- Section 1

Course Title: *Romancing the Nation: Film, History and Nation*

Instructor: Professor Tremonte

Prerequisites:

MC 221 or MC230 (or approval of college) and completion of Tier 1 writing requirement.

DESCRIPTION OF COURSE:

This course investigates the relation of film and cinema to nationalism, nation building, and national identity construction, and to history and historical representation. In particular, it examines the 'role' of domestic and international feature and documentary films in the formation of local, national, and global identities. Special attention will be given to the ways in which films from specific countries have represented major 'historical' ruptures—such as war, occupation, rebellion and immigration—and the political and ideological work of these representations. To this end, it will investigate the place of cinema in the more general and more complex web of cultural politics and global economics.

This semester we take films centered on moments of war and/or revolution in the United States, Australia and China as our primary cases: films studied might include *Letters from Iwo Jima* (2006), *Gallipoli* (1981), *Farewell My Concubine* (1993) and *Fearless* (2006). To help focus our interdisciplinary study we will read a number of seminal essays on film theory, on the economics of cinema, on history and historiography, and on the nation and nationalism.

Typical Readings:

Felicity Collins and Therese Davis, *Australian Cinema After Mabo* (2004)

Elizabeth Ezra and Terry Rowden, *Transnational Cinema* (2006)

Keith Jenkins, *Refiguring History: New Thoughts on an Old Discipline* (2003)

Robert Kolker, *Film, Form and Culture* (2005)

Jenny Kwok Wah Lau, *Multiple Modernities: Cinemas and Popular Media in Transcultural East Asia* (2003).

Robert Rosenstone, *History on Film/Film on History* (2006)

Typical Assignments:

In-class participation, ANGEL dialogues, theory essay, and final screening project.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2008

MC 370 – Section 001

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor Ross B. Emmett

Prerequisites: MC 270 and 271 or approval of college.

DESCRIPTION OF COURSE:

MC 370 is the third required course in the sequence of four core courses in the Political Theory & Constitutional Democracy field. Following the second course on the literature of constitutional democracy, MC 370 focuses on radical challenges to liberalism, from both the right and the left. The course is anchored by readings from Jean-Jacques Rousseau and Karl Marx. Rousseau thought of freedom in terms of collective self-government and the pursuit of the common good; while Marx promoted socialism by arguing that liberalism's rights protected propertied interests and hence created a system which alienated those without property from their labor and enabled economic exploitation. We will bridge the distance between Rousseau and Marx by reading John Stuart Mill and excerpts from several British writers who criticized democratic capitalism from the right or left during the early 18th century.

TYPICAL READINGS INCLUDE SELECTIONS FROM:

Rousseau, *First and Second Discourses*

Marx, selected writings, including *The Jewish Question*, *The Communist Manifesto* and some selections from *Capital*

Mill, selected writings, including *On Liberty*

Selections from writers such as Thomas Carlyle, Charles Dickens, Matthew Arnold, John Ruskin, William Morris, or George Bernard Shaw

Honors Option: additional readings from the English authors listed.

EVALUATION

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 370 – Section 002

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor Eric Petrie

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 2008

MC 374

CONSTITUTIONALISM: THE PRESIDENCY AND CONGRESS

Professor Ben Kleinerman

DESCRIPTION OF COURSE:

This course examines two of the three federal institutions created by the American Constitution. While the course aims to teach you something about these institutions themselves, we will also attempt to use our examination of these specific institutions to understand something more fundamental about the nature of constitutional democracies. In the course of our examination of these institutions, we will use many articles from contemporary political science giving you an some exposure to this field of study. Although some of the readings will be more typical political theory, the focus of this course is entirely contemporary. We use such readings only to deepen your understanding of the persistent issues arising within the constitutional relations between the legislative and executive branches-an understanding of which is critical to making sense of contemporary American politics. Finally, an underlying aim of this course is to impress upon you a deeper understanding of our constitutional system of separated powers.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 375

CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS

Professor Daniel Bergen

Prerequisites: Completion of Tier I Writing Requirement

DESCRIPTION OF COURSE:

Contemporary developments related to persistent issues of American governance. Normative, empirical, and historical inquiry into topics such as the role of popular opinion, policy capacities and democratic and deliberative practice. Examination of case studies. Selected policy problems.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2008

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 & Policy major.

TYPICAL READINGS:

1. Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America*
2. Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*
3. Ira Katznelson, *When Affirmative Action Was White*

EVALUATION:

Papers, exams, class participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC382

Social Movements

Professor Louise Jezierski

Prerequisites: MC280, MC281, or permission by faculty

Description of Course:

Sidney Tarrow asserts that social movements are a modern invention, a repertoire of political agency that evolved with the development of the modern State. With the current explorations of globalization, how do we consider social movements that have global reach and global consequences? How do these far-flung political actions get organized? As the slogan goes, “Think Globally, Act Locally,” what is the *realpolitik* involved in creating social change? In this course, we will be examining the wilder side of politics of contentious collective action, such as protests and social movements that engage with mainstream institutional politics, especially the state. Social Movements are a fundamental part of how people “do politics,” but outside and interactive with the routinized and organized mechanisms of local, state, national, and international, institutional politics. How do we understand social movements? How do we recognize them? And what is the relationship between social movements and institutionalized politics? This course will explore the ways people take contentious political activity to advance or resist routine political actions, as they assert themselves to create new political and social identities, to engage in policy reform, and to accomplish social change.

Typical Readings

Power of Movement: Social Movements and Contentious Politics
by Sidney Tarrow

Hard Work: Remaking the American Labor Movement
By Rick Fantasia and Kim Voss,

Routing the Opposition: Social Movements, Public Policy, and Democracy.
Edited by David S. Meyer, Valerie Jenness, and Helen Ingram

Coalitions Across Borders: Transnational Protest and the Neo-Liberal Order
Edited by Joe Bandy and Jackie Smith

Evaluation: Midterm, Quizzes, Research Paper

MICHIGAN STATE UNIVERSITY
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FALL 2008

MC 383

AFRICAN AMERICAN POLITICS

Professor Curtis Stokes

Prerequisite: Completion of Tier I Writing Requirement

DESCRIPTION OF COURSE

This course critically examines contemporary African American politics and explores varied perspectives, strategies and public policies proposed for black advancement in the post-civil rights era. 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

Nicolas C. Vaca, The Presumed Alliance: The Unspoken Conflict between Latinos and Blacks and What it Means for America

Nikol G. Alexander-Floyd, Gender, Race, and Nationalism in Contemporary Black Politics

Doris Marie Provine, Unequal Under the Law: Race in the War on Drugs

EVALUATION:

Several papers and class participation

**MICHIGAN STATE UNIVERSITY
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FALL 2008

MC 390 – Section 002

ADVANCED TOPICS IN PUBLIC AFFAIRS – Comparative Child Welfare

Professor Julia Grant

COURSE DESCRIPTION:

This course examines child welfare and a range of public policy responses to needy children in different global contexts. We will explore different theories of childhood from interdisciplinary perspectives, in order to probe for universals and distinctiveness in both conceptions of childhood and the experiences of children in varying time periods and regions. The impact of globalization on concepts of childhood and on the roles, responsibilities, and lived realities of children will be a key theoretical concern. We will also subject to critical examination different conceptions of “children’s rights,” especially as embodied in the enormously influential document, the U.N.’s Convention on the Rights of the Child.

Through case studies, students will also be exposed to different domains of children’s lives, learning about their experiences of work, poverty, war, education, adoption and juvenile justice in various regions of the world. From child soldiers in Palestine and Sierra Leone, to street children in Brazil, and international adoptees and delinquents in the U.S., these cases illuminate the intersections between larger socio-economic structures, value systems, family configurations, and children’s peer cultures in creating categories of “at-risk” children. Throughout our reading and in independent research projects, students will be required to consider the various factors that must be taken into consideration in addressing the plight of vulnerable children around the world.

Some of the key questions to be considered in the course include: How have scholars addressed the concept of childhood as a category of social analysis? How do different societies and cultures conceive of the purpose and meaning of childhood? To what extent do different social policies regarding children reflect these normative conceptions of childhood? How should we assess children’s well-being? How useful is “rights talk” in addressing important public policy issues relating to children? How has globalization influenced normative conceptions of childhood and the lived realities of children in different places? How have children, both as individuals and in groups, reacted to the social and economic forces that govern their lives? What can public policy makers do to enable children to live healthier and happier lives?

Typical Texts:

Alcinda Honwana, *Child Soldiers in Africa: The Ethnography of Political Violence* (Philadelphia: University of Pennsylvania Press, 2007).

Tobias Hecht, *At Home in the Streets: Street Children of Northeast Brazil* (Cambridge: Cambridge University Press, 1998).

Edward Humes, *No Matter How Loud I Shout: A Year in the Life of the Juvenile Court* (New York: Simon and Schuster, 1997).

Sharon Stephens, *Children and the Politics of Culture* (Princeton, NJ: Princeton University Press, 1995)

Sara K. Dorow, *Transnational Adoption: A Cultural Economy of Race, Gender, and Kinship* (New York: New York University Press, 1996).

Evaluation:

short essays; mid-term examination, research paper and presentation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2008

MC 390 –Section 003

ADVANCED TOPICS IN PUBLIC AFFAIRS -- Comparative Political Economy and the Foundations of an Innovative Society

**Professor Ross B. Emmett
Co-Director, The Michigan Center for Innovation & Economic Prosperity**

Prerequisites: Completion of a Tier 1 writing requirement

DESCRIPTION OF COURSE:

What institutions (social, economic and political) and cultural values, norms and customs ensure that a society will be innovative? And what may be the respective roles of markets, civic associations, universities and governments in an innovative society?

Liberalism has generally defended free society partly on the grounds that Adam Smith's "system of natural liberty" ensures innovation (Hayek). Liberalism's critics, however, point out that the reification of specific forms of liberal institutions can stultify innovation by allowing some agents to gain power at the expense of others: firms become near-monopolies and transnational, ideas become intellectual property, and consumerism runs rampant. For its critics, liberal democracy can lose the dynamism of which both Smith and Tocqueville spoke, opening the door for alternative political and social institutional forms that use state power to accomplish what non-coercive institutions cannot. Some defenders of liberalism counter this argument by arguing that the institutions of a free society, when supported by specific types of cultural values and customs, can remain dynamic and innovative.

This course will explore innovative societies in both theoretical and comparative perspective, at the constitutional (in the broad sense of the word captured by Tocqueville's discussion of mores and institutions) as well as the policy level. While innovation will be taken to be a central social value, the tensions between innovation and other values—liberty, equality, justice, and sustainability, for example—will be explored in the course of considering how these tensions are resolved through various combinations of institutions and social norms in different countries.

The student's major research project will be a comparative examination of the institutional and cultural foundations for innovation in at least two countries/regions of the world.

Examples of the readings from which this course will draw:

The Constitution of Liberty, F.A. Hayek
Democracy in America, A. Tocqueville
Capitalism, Socialism and Democracy, J.A. Schumpeter
The Theory of Economic Development, J.A. Schumpeter
Innovation: The Missing Dimension, R.K. Lester & M.J. Piore
The Gifts of Athena: Historical Origins of the Knowledge Economy, J. Mokyr
The Lever of Riches: Technological Creativity and Economic Progress, J. Mokyr

Continued – MC 390 section 003

Good Capitalism, Bad Capitalism, and the Economics of Growth and Prosperity, W.J. Baumol, R.E. Litan, & C.J. Schramm

How Universities Promote Economic Growth, edited by S. Yusuf & K. Nabeshima

The Constitution of Development, by S. Shivakumar

Understanding the Process of Economic Change, D. North

The Rise and Decline of Nations: Economic Growth, Stagflation, and Social Rigidities, M. Olson

“Big Bills Left on the Sidewalk: Why Some Nations are Rich, and Others Poor,” M. Olson (*JEP*, 1996)

The Ingenuity Gap, T. Homer-Dixon

Knowledge and the Wealth of Nations, David Warsh

Innovation Policies for the 21st Century, National Research Council

Open Innovation, H. Chesbrough

Innovation by Demand, edited by A. McMeekin, K. Green, M. Tomlinson, & V. Walsh

Understanding Technical Change as an Evolutionary Process, R. Nelson

An Evolutionary Theory of Economic Growth, R. Nelson & S. Winter

The Sources of Innovation, E. von Hippel

The Entrepreneurial Society, D. B. Audretsch

The Innovator’s Dilemma: When New Technologies Cause Great Firms to Fail, C.M. Christensen

Diffusion of Innovations, E.M. Rogers

Why Things Bite Back: Technology and the Revenge of Unintended Consequences, E. Tenner

The Future of Ideas: The Fate of the Commons in a Connected World, L. Lessig

**MICHIGAN STATE UNIVERSITY
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FALL 2008

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
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FALL 2008

MC 441: ISLAM AND WORLD POLITICS

Professor Mohammed Ayooob

Prerequisite: Completion of Tier I writing requirement

DESCRIPTION OF COURSE:

Manifestations of political Islam within key Muslim countries such as Turkey, Egypt, Saudi Arabia, Iran, and Pakistan. Use of political Islam by states and groups as an instrument to advance their international goals.

Interdepartmental with Political Science

FALL 2008

MC 482: GENDER AND VIOLENT CONFLICT

Professor Linda Racioppi

Prerequisite: MC 220 or MC 270 or MC 280 or ANP 220 or WS 201 or SOC 216 or MC 231 or approval of college and completion of Tier I writing requirement.

Recommended background: MC 386

Not open to freshmen or sophomores.

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 questions will entail discussion of many situations of militarization, war and conflict including countries such as the US, Bosnia, Rwanda, and Sri Lanka.

An honors option will be available in this course.

TYPICAL READINGS: 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; Caroline Moser and Fiona C. Clark (eds), *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*. New York: Zed, 2001.

EVALUATION: Participation, essays, research project.

JAMES MADISON COLLEGE

FALL 2008

MC 492 – Section 001

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Domestic Politics and Foreign Policies

Prerequisite: Completion of Tier I writing requirement. Open only to seniors in the International Relations major.

Professor Mark Axelrod

DESCRIPTION OF COURSE:

This course will address interactions between domestic and international politics. Every country in the world follows formal rules and informal procedures regulating which actors participate in foreign policy-making. As a result, on any given issue, leaders must negotiate simultaneously with foreign governments and other branches of their own government, as well as their own citizens. We will start by discussing the influence of these arrangements on international conflict. However, most of the semester will focus on negotiation and implementation of treaties that address economic and environmental concerns.

ASSIGNMENTS: Class participation, research proposal and paper, research presentation

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

Brown Weiss, Edith, and Harold K. Jacobson, eds. 1998. *Engaging countries: strengthening compliance with international environmental accords.*

DeSombre, Elizabeth R. 2000. *Domestic sources of international environmental policy: industry, environmentalists, and U.S. power.*

Evans, Peter B., Harold Karan Jacobson, and Robert D. Putnam. 1993. *Double-edged diplomacy: international bargaining and domestic politics.*

Leigh, Monroe, Merritt R. Blakeslee, L. Benjamin Ederington, and American Society of International Law. 1999. *National treaty law and practice: Austria, Chile, Colombia, Japan, The Netherlands, United States.*

Martin, Lisa L. 2000. *Democratic commitments: legislatures and international cooperation.*

Meunier, Sophie. 2005. *Trading voices: the European Union in international commercial negotiation.*

Shaffer, Gregory C. 2003. *Defending interests: public-private partnerships in WTO litigation.*

Waltz, Kenneth. 1954. *Man, the state, and war: a theoretical analysis.*

AMES MADISON COLLEGE

FALL 2008

MC 492 – Section 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: COMPARATIVE DEMOCRACY AND
DEMOCRATIZATION

Professor: Rita Kiki Edozie

Prerequisite: Completion of Tier I writing requirement. Open only to seniors in the International
Relations major.

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 countries in key developing world and ‘transitional’ regions including Asia, Africa, the Middle East, Latin America, as well as Post-Communist Central-Eastern Europe-the former Soviet Union and its successor states.

Typical Books:

1. *World On Fire* Amy Chua (Doubleday, 2002)
2. *The Future of Freedom: Illiberal Democracy at Home and Abroad* Fareed Zakaria (W. W. Norton & Company April 2004)
3. *The Case for Democracy: The Power of Freedom to Overcome Tyranny and Terror* Natan Sharansky With Ron Dermer (Balfour Books, 2005)
4. *Unchartered Journey: Promoting Democracy in the Middle East* Thomas Carothers and Marina Ottaway (Carnegie Endowment for International Peace, 2005)
5. *Reconstructing the Third Wave of Democracy: Comparative African Democratic Politics* Edozie, Rita Kiki (University Press of America, 2008)
6. *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* David Held (Polity and Stanford University Press, 1995)
7. *Contesting Citizenship in Latin America: The Rise of Indigenous Movements and the Post-liberal Challenge* Yashar, Deborah J.(Cambridge University Press March 2005 Paperback,
8. *Democracy in the Third World* Robert Pinkney (Lynne Rienner Publishers, 2003)

JAMES MADISON COLLEGE

FALL 2008

MC 492—Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Globalization and East Asia

Prerequisite: Completion of Tier I writing requirement. Open only to seniors in the International Relations major.

Professor : Yasumasa Komori

DESCRIPTION OF COURSE:

This seminar explores the relationship between global and regional dynamics, with emphasis on East Asia. The seminar first overviews various definitions of globalization and examines its causes and consequences. Second, it evaluates the impact of globalization on the role of the state in political and economic development of East Asian economies, including Japan, South Korea, Taiwan, Hong Kong, China, and ASEAN countries. Finally, the seminar explores the emergence of regionalism in East Asia and the Asia-Pacific region in the age of globalization.

Typical Readings:

- Jan Aart Scholte, *Globalization: A Critical Introduction*, 2nd ed. (New York: St. Martin's Press, 2005).
- Mark Beeson, *Regionalism and Globalization in East Asia: Politics, Security and Economic Development* (New York: Palgrave Macmillan, 2007).
- Gi-Wook Shin and Daniel C. Sneider, eds., *Cross Currents: Regionalism and Nationalism in Northeast Asia* (Stanford, CA: Walter H. Shorenstein Asia-Pacific Center, 2007).
- T. J. Pempel, *Remapping East Asia: The Construction of a Region* (Ithaca: Cornell University Press, 2005).
- James Kynge, *China Shakes the World: A Titan's Rise and Troubled Future and the Challenge for America* (Boston: Houghton Mifflin, 2006).

MICHIGAN STATE UNIVERSITY
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FALL 2008

MC 492 -- Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS

Topic: Culture, Conflict and Conflict Resolution

Prerequisite: Completion of Tier I writing requirement.

Note: This course will count for both CCP and IR

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.

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

**MICHIGAN STATE UNIVERSITY
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FALL 2008

MC 497 – Section 001

SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY

Professor Folke Lindahl

Prerequisites: MC 371 and Completion of a Tier I writing course

DESCRIPTION OF COURSE:

Selected problems in political theory and constitutional democracy. Relationship between theory and politics.
Analysis of key thinkers. Case studies.

**MICHIGAN STATE UNIVERSITY
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FALL 2008

MC 497 – Section 002

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY : War and
the American Constitution**

Prerequisite: MC 371 and completion of Tier I writing requirement.

Professor Ben Kleinerman

DESCRIPTION OF COURSE:

As a constitutional republic dedicated to the principle of a limited government, the United States faces important and difficult challenges when it becomes involved in war. Because war seems to require both greater amounts of governmental power and power that can be exercised far more flexibly, it poses a unique threat to a constitutional government that is predicated both on limiting power and on forcing power to be exercised in predictable ways. This course will examine this problematic relation between constitutionalism and war by examining both the theoretical underpinnings of the problem and the problem as it has played out in the course of American history. The course will also conclude with an extensive examination of the implications and dilemmas that the "war on terror" creates for the American constitutional republic.

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FALL 2008

MC 498 -- Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS : PUBLIC HEALTH

Prerequisite: MC 380 and completion of Tier I writing requirement.

Professor Mark Largent

DESCRIPTION OF COURSE:

This senior seminar will focus on the issue of public health policy by exploring the research and prevention of communicable diseases in the United States throughout the twentieth century. We will use historical methods to examine contemporary issues including controversies over mandatory vaccinations, health care disparities, the impact of economics and race on medical research, and the differential impact of disease and disease prevention on various social groups.

MICHIGAN STATE UNIVERSITY
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FALL 2008

MC498—Section 002

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

Professor Katie See

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. In Northern Ireland, the European Union has supported numerous efforts to promote ethnic reconciliation through a special support program. These kinds of commissions and programs signal a new repertoire in efforts to heal the effects of protracted racial and social conflicts. But these are not the only public responses to repair the past or atone for longstanding injury: official apologies, reparations, commemorative markers and museums all attest to the global importance of public responses to historic injustice and on-going intolerance. But none of these initiatives come without controversy and contention over their purpose, impact, utility and value

This seminar examines the cultural politics involved in initiatives to foster tolerance and reconciliation. 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 cultural initiatives to foster greater communication and interaction among groups that have been in conflict? Can we really teach tolerance? And why are such cultural and political 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?

Together, we will look at efforts at reconciliation in the post-conflict South Africa and Northern Ireland and post-civil rights United States. But students may take up other case studies and other domains for the promotion of tolerance (e.g. sexuality, gender, disability) in their research.

Typical Readings

Audrey Chapman and Hugo VanderMerwe, **Truth and Reconciliation in South Africa: Did the TRC Deliver?** University of Pennsylvania Press

Kieran McEvoy, **Truth, Transition and Reconciliation: Dealing with the Past in Northern Ireland.** Willan Publishers

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

We will also be examining primary documents from cultural projects promoting tolerance and reconciliation

Course Evaluation: seminar presentation, short papers, major research project

