

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 220 – Section 001

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor : Kilinc

Prerequisites: None

DESCRIPTION OF COURSE:

This course is an introduction to the study of International Relations (IR). The course will focus on the historical evolution of international system, the leading approaches and theories, and the current issues in world politics. The course aims to familiarize the students with major concepts of IR; and to let them know about different perspectives toward these concepts. The course also aims to provide the students understanding of how IR approaches can help us make sense of the developments in the world. In our sessions, there will be media materials (videos, newspaper articles, etc...) through which we can apply the knowledge that we get from this course to current world affairs.

TYPICAL READINGS:

The course materials will include 3-4 books, a few films, movie clips, and a number of newspaper articles.

EVALUATION:

Two exams, two papers, small group discussions, and class participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

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:

Robert J. Art and Kenneth N. Waltz. Editors. *The Use of Force: Military Power and International Politics*. 7th edition. Rowman & Littlefield, 2009.

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

Mary Kaldor, Terry Karl and Yahia Said. *Oil Wars*. Pluto Press, 2007.

David Roberts. *Human Insecurity: Global Structures of Violence*. Zed Books, 2008.

EVALUATION:

Two papers, two examinations, classroom participation and two classroom simulations.

H-Option: Weekly meetings focused on readings related to the place of ethics in International Relations. We will start by reading Mark R. Amstutz' *International Ethics: Concepts, Theories, and Cases in Global Politics*.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

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 2009

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.

Richard Betts (editor). 2008. *Conflict After the Cold War*. 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 2009

MC 220 – Section 005

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

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

Daoud Hari, *The Translator: A Tribesman's Memoir of Darfur*, Random House, 2008

Michael Barnett, *Eyewitness to a Genocide: The United Nations and Rwanda*, (Ithaca: Cornell University Press, 2002)

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
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FALL 2009

CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

MC 230, section 001 and 002

Professors: Tremonte (001) and Jezierski (002)

DESCRIPTION OF COURSE:

MC230 is the first course in the sophomore sequence in the Comparative Cultures and Politics major. This course aims to introduce students to the study of culture/s and politics in comparative perspective, to multiple and integrative paths of inquiry that fuse the social sciences and humanities, and to the practice of interdisciplinary cultural analysis in the study of public affairs. It raises the following kinds of questions: What is the role of culture in contemporary politics across the world? What is 'culture' and 'cultures'? How are cultural identities, differences and hybridities constituted or constructed within different societies? How and where are these culture/s and identities narrativized, represented and articulated? Why do some cultural sites become arenas of political contestation?

We will explore these questions in light of influential theories of culture/s in the social sciences and humanities, and through comparative analysis of three case studies of cultural politics in post-empire sites: Northern Ireland, Great Britain and Hong Kong. We will pay particular attention to the ways in which cultural identities—especially in the context of the 'nation'—gain significant political force through collective practices, narrations and imaginings. For example, we will study the ways in which social and cultural practices such as parades function to build cultural and political identities in Northern Ireland through ethnography and literature. We will study the lives of Sikh youths in contemporary Britain through ethnography. And we will investigate emerging cultural and transnational identities in Hong Kong through film and contemporary sociology studies.

An honors option will be available.

Typical Course Material:

Roland Barthes, *Mythologies* (1972)

Andrew Sedgwick and Peter Edgar, *Cultural Theory: The Key Concepts* (2007)

Jack Santino, *Signs of War and Peace: Social Conflict and the Uses of Symbols in Public in Northern Ireland* (2001)

Kathleen D. Hall, *Lives in Translation: Sikh Youth as British Citizens* (1992)

Gerry Conlon, *Name of the Father* (1994)

Nicole Newendorp, *Uneasy Reunions: Immigration, Citizenship, and Family Life in Post-1997 Hong Kong* (2008)

Esther C. M. Yu, *At Full Speed: Hong Kong Cinema in a Borderless World* (2001)

Typical Assignments: participation, narrative/visual analysis essay, cultural politics project

MICHIGAN STATE UNIVERSITY
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FALL 2009

MC 241, Section 001

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.

The fundamental human problem is the creation of institutions that make our individual pursuit of personal interests not fundamentally incompatible with common interests. Political economy is the critical appraisal of the variety of institutions that humans devise to meet that fundamental human problem.

Throughout the course, our focus will be on the variety of institutions by which societies manage the fundamental human problem, and what we can learn about the design and evolution of those institutions.

TYPICAL READINGS INCLUDE SELECTIONS FROM:

Anderson, T.L. & McChesney, F.S. (Eds.), *Property Rights: Cooperation, Conflict, and Law*

Axelrod, Robert. *The Evolution of Cooperation*

Buchanan, James M., and Richard Musgrave. *Public Finance and Public Choice*

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

De Soto, Hernando. *The Mystery of Capital*

Miller, Gary. *Managerial dilemmas: The political economy of hierarchy*

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

Olson, Mancur. *The Logic of Collective Choice*

Ostrom, Elinor. *Governing the Commons*

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

A reading packet of articles and shorter essays.

EVALUATION:

Regular preparation for class, an analytical essay, a mid-term test, and a final examination

**MICHIGAN STATE UNIVERSITY
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FALL 2009

MC 270 CLASSICAL REPUBLICANISM

Section 001 – Professor Petrie
Section 002 – Professor Craig
Section 003 – Professor L. Hunt

DESCRIPTION OF COURSE:

Theory and practice of popular government in classical Greece and Rome, Rebirth of such forms in the cities and monarchies of Medieval and Renaissance Europe.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2009

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 2009

MC 280, section 002

Social Theory and Social Relations

Professor Louise Jezierski

Prerequisites: None

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

DESCRIPTION OF COURSE:

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

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

This is a core course in the Social Relations major.

TYPICAL READINGS:

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

EVALUATION:

Papers, exams, class participation.

**MICHIGAN STATE UNIVERSITY
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FALL 2009

MC 295 Section 002

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor Bergan

**Completion of University Mathematics requirement
Not open to students with credit in: PLS 201 or SOC 281**

DESCRIPTION OF COURSE

Design and execution of research in public policy analysis and evaluation. Critical evaluation of data and arguments. Data collection, hypothesis testing, survey of measures of association and evaluation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 320, Section 001

POLITICS, ECONOMICS AND SOCIETY OF THE THIRD WORLD

Professor Rita Kiki Edozie

Prerequisite: MC 221 or approval of Collge, completion of Tier I writing requirment

DESCRIPTION OF COURSE:

Five decades of the idea of development as a process by which 'backward' countries would 'catch up' with the industrialized world- courtesy of its assistance- has spawned an industry of thinking and practice and undergone much evolution (Maggie Black, 2002). However, in the context of contemporary 'globalization', is the concept any longer useful?

In this course, while also exposing participants to the standard dynamics of the contemporary developing world by examining the construction and "de-construction" of Developing Countries' (DC) histories, societies, politics, cultures, and economics using several symbolic country case studies, we will additionally explore the "Third World" in the purview of that controversial conceptual framework that is often referred to as "development".

In this regard, our course examines the rise and fall of development theories, the north-south discourses & dialogue, democratization and human rights, conflict and peace, and the 3rd world in global governance as well as foreign policies from DC's perspectives.

Select Books Include:

- 1.Roxanne Lyn Doty, *Imperial Encounters: the Politics of Representation in North-South Relations*, (Borderlines, Minneapolis)
- 2.Jeffrey Sachs, *The End of Poverty: Economic Possibilities of Our Time* (The Penguin Press, 2005)
- 3.Aturo Escobar: *The Making and Unmaking of the Third World* (Princeton University Press, 1994)
- 4.Stiglitz, Joseph and Andrew Charlton, *Fair Trade for All: How Trade Can Promote Development*, Oxford University Press, 2005,
- 5.Paul Collier et al, *Breaking the Conflict Trap: Civil War and Development Policy* World Bank and Oxford University Press, 2003

**MICHIGAN STATE UNIVERSITY
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FALL 2009

MC324A, Section 001

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN THE MIDDLE EAST

Professor Yael Aronoff

Prerequisite: Completion of Tier I writing requirement

DESCRIPTION OF COURSE:

The focus of this course will be the Israeli-Arab conflict. The century-long conflict between the precursor to and the state of Israel and the Arab world has been one of the most enduring in modern political history. The political, cultural, and strategic ramifications of the conflict extend beyond the region. Although one cannot understand the complexity of this conflict without knowledge of the historical background, this course focuses primarily on the contemporary period. Israel has fought multiple wars with several Arab states since its birth sixty two years ago and has signed formal peace treaties with Egypt and Jordan. Presently Israel is indirectly negotiating with Syria and directly negotiation with the Palestinian Authority. We shall evaluate the reasons for the failure of negotiations to reach an agreement, the progress that has been made in narrowing gaps between the parties, and the prospects for future progress. We will examine and simulate the ongoing quest for peace in the Middle East. We will focus on the main actors in negotiations between Syria, Israel, Lebanon, and the Palestinian Authority, including a team of mediators. The class will be divided into 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, Lebanon, and the PA, facilitated by the mediators.

Although the focus of this course is on the Arab-Israeli conflict, we will also focus on the conditions for conflict and cooperation among other states in the region who are vying for influence. We will discuss the domestic politics of Iran and its regional influence, including on non-state actors such as Hezbollah and will analyze conflicts within Iraq, the varied insurgency movements, and efforts to move toward internal cooperation. We will read academic accounts of these topics which also include readings by participants in negotiations, interviews of domestic constituencies within Iran, and also read a novel.

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 From Oslo to Disengagement* (Princeton: Markus Wiener Publishers, 2007).

Itamar Rabinovitch, *The Brink of Peace: The Israeli-Syrian Negotiations* (Princeton: Princeton University Press, 1999).

Gilead Sher, *The Israeli-Palestinian Peace Negotiations, 1999-2001* (London: Routledge, 2006).

Alan Dowty, *Israel/Palestine*, 2008.

Matt Beynon Rees, *The Collaborator of Bethlehem*, A Mariner Book, Houghton Mifflin, 2008.

Daniel C. Kurtzer and Scott B. Lasensky, *Negotiating Arab-Israeli Peace: American Leadership and the Middle East*, United States Institute of Peace Press, 2008.

Hooman Majd, *The Ayatollah Begg to Differ: The Paradox of Modern Iran*, Doubleday, 2008.

Suzanne Maloney, *Iran's Long Reach: Iran as a Pivotal State in the Muslim World*, United States Institute for Peace Press, 2008.

Ahmed S. Hashim, *Insurgency and Counter-Insurgency in Iraq* (Ithaca: NY Cornell University Press, 2006).

Augustus Richard Norton, *Hezbollah: A short History* (Princeton: Princeton University Press, 2007)

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

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

Professor Yasumasa Komori

DESCRIPTION OF COURSE:

This course introduces students to the contemporary dynamics of international relations in East Asia. The main objective is to assess the prospects for cooperation and conflict in East Asia. We will deal with major political, security, and economic issues among East Asian countries as well as the role of the United States in the region. The primary focus of the course will be placed on the following nations: the United States, Japan, China, North Korea, South Korea, and Taiwan.

TYPICAL READINGS:

- Ashley J. Tellis, Mercy Kuo, and Andrew Marble, eds., *Strategic Asia 2008–09: Challenges and Choices*. Seattle: The National Bureau of Asian Research, 2008.
- Bill Emmott, *Rivals: How the Power Struggle Between China, India and Japan Will Shape Our Next Decade* (Orlando, FL: Harcourt, 2008).
- Thomas U. Berger, Mike M. Mochizuki, and Jitsuo Tsuchiyama, eds, *Japan in International Politics: The Foreign Policies of an Adaptive State*. Boulder, CO: Lynne Rienner Publishers, 2007.
- Victor D. Cha and David C. Kang, *Nuclear North Korea: A Debate on Engagement Strategies*. New York, Columbia University Press, 2003.
- William W. Keller and Thomas G. Rawski, eds., *China's Rise and the Balance of Influence in Asia*. Pittsburgh: University of Pittsburgh Press, 2007.

EVALUATION:

Short papers, a longer research paper, midterm and final exams, and class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2009

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 2009

MC 349, Section 001

Economics of Legal Relationships in Comparative Perspective

Professor Mercurio

DESCRIPTION OF COURSE:

Law and Economics [alternatively named *the economics of legal relationships* or *the economic analysis of law*] consists of the application of economic theory * primarily microeconomics and the basic concepts of welfare economics * to examine the formation, structure, processes, and economic impact of law and legal institutions. The purpose of this course is to (1) provide a brief review of microeconomic theory sufficient to (2) undertake a survey of the dominant schools of thought that comprise the field of Law and Economics. The goal is to have you understand the jurisprudential niche occupied by the several schools of thought that comprise the field of Law and Economics in present-day legal scholarship ... to get a sense of the *lay of the land;* no attempt is made to critique the schools or the ideas contained therein.

The various schools of thought that compete in this rich marketplace of ideas, include i) the Chicago approach to law and economics, ii) the New Haven school, iii) public choice theory, iv) social norms and Law and Economics, v) Austrian law and economics, vi) institutional law and economics, and vii) the new institutional economics. Each of these schools of thought places a significant emphasis on the interrelations between law and economy. The schools of thought presented here are both competing and complementary perspectives on, or approaches to, the study of the development and the reformulation of law. Each is devoted to its own examination of the interrelations of legal and economic processes generally; and each has its own stance on i) stating what the law is, ii) to discern a basis for law*s legitimacy, and/or iii) to say what the law should be. As such, the materials covered in this class are of fundamental importance not only for those working in the fields of economics and law, but also to those in the contiguous disciplines of political science, philosophy, psychology, and sociology.

Evaluation: Class Participation / Attendance 10% ... 3 Exams (each worth 30%) questions will cover lectures, assigned chapters in the text, and assigned readings - questions may take the form of graphical essay; short essay (identify & describe its significance); true / false & why; and multiple choice.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 370 – Section 001

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor El-Rayes

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

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
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FALL 2009

MC 370 – Section 002

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor Curtis Stokes

DESCRIPTION OF COURSE:

This course considers whether communism, especially as embodied in the writings of Karl Marx and Frederick Engels, is a better alternative than liberal democracy for advancing the interests of working people.

TYPICAL READINGS:

Karl Marx, *Capital* (volume one)

Antonio Gramsci, *The Prison Notebooks*

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

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

Jean Jacques Rousseau, *The Discourses and Other Early Political Writings*

EVALUATION:

Several papers and class participation

**MICHIGAN STATE UNIVERSITY
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FALL 2009

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 2009

MC 377, Section 001

CULTURE, POLITICS AND POST-COLONIALISM

Prerequisite: MC 221 or MC 271 or MC 231 and completion of Tier I writing requirement

Professor El-Rayes

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 2009

MC 378, Section 001

LAW AND SOCIAL GROUPS

Professor C. Hunt

Prerequisite: Completion of Tier I writing requirement

DESCRIPTION OF COURSE:

Relationship between fundamental law and the activity of social groups in the American context. Selected Supreme Court, Appellate and State Supreme Court cases examined for their impact on the free exercise and equal protection of social groups.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 380 Section 001

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 and is a "Public Policy" course within the Science, Technology, Environment, and Public Policy Specialization (STEPPS).

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 2009

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.

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*

EVALUATION:

Several papers and class participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 385, Section 001

COMPARATIVE RACE AND ETHNIC RELATIONS

Professor A. Pegler-Gordon

Prerequisite: MC 220 or MC 281 or MC 230 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, and creolization. Prejudice, stereotypes, racism, ideologies, and political and economic processes.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 386, Section 001

WOMEN AND POWER IN COMPARATIVE PERSPECTIVE

Professor Linda Racioppi

Prerequisites: Completion of a Tier I writing course

DESCRIPTION OF COURSE:

MC 386 is an interdisciplinary and cross-cultural course that investigates the interplay between sex/gender systems and power in contemporary societies. We will study how power is conceptualized and gendered both theoretically and in practice. We begin our exploration by looking at the concept of power and how it relates to gender: What is power? Is it gendered? Why is it that men so frequently hold the public reins of power? Are men therefore more powerful than women? We examine both historical and contemporary literatures to see how these questions have been answered in the United States and other countries. A special feature of the course this year will be a focus on women in Muslim societies.

TYPICAL READINGS:

Sarah Henderson and Alana Jeydel, *Participation and Protest: Women and Politics in a Global World*; Aminda Wadud, *Inside the Gender Jihad*; Maggie Wykes and Barrie Gunter, *The Media and Body Image: If Looks Could Kill*.

EVALUATION:

Essay, quizzes, research project, presentation, participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 389, Section 001

RELIGIOUS POLITICS IN U.S. SOCIETY: LEFT, RIGHT AND OTHER

Professor Gene Burns

Prerequisites: (1) Completion of Tier I writing requirement. (2) MC 280 or SOC 100 or SOC 488 or approval of James Madison College

Restrictions: Open only to students in James Madison College or by approval of the college.

DESCRIPTION OF COURSE:

Religion is, in many contexts, a central component of society and of social change. African-American churches were the organizational and inspirational center of the Civil Rights movement. Various social and political controversies—including abortion, race, homosexuality, and inequality—are intertwined with religious arguments. It is, for instance, impossible to understand contemporary American party politics without understanding the Christian Right.

But how and when does religion affect the larger society and politics? For some people religion is only about otherworldly matters, so that politics and religion have nothing in common. Indeed some social analysts argue that the otherworldly focus of religion is a conservative force that disengages believers from politics. But at times religion is a radical force, perhaps because religious adherents follow a charismatic leader bent on defying social convention, or perhaps because believers become convinced that they have a religious duty to fight unacceptable forms of worldly evil. At times religious organizations can simply provide a social space that is somewhat independent of the state or of dominant social forces.

This course examines the role of religion in politics and society especially by looking at the role religion plays in political mobilization and by inquiring into the nature of political diversity within a given religious tradition. The focus is especially on two central case studies within the U.S., that of evangelical Christianity and Roman Catholicism. Among the contexts it examines is the role of religion in racial politics, differences among Catholics over issues of dissent and doctrine on sexuality, and the intersection of religion with gender politics.

This is not a theology course, nor a survey of religious beliefs or religious doctrines. It is a public affairs course attempting to understand the role of religion in society and politics.

This course is a selective (sometimes known as a “cluster” course) in the Social Relations & Policy major.

TYPICAL READINGS:

1. Clyde Wilcox and Carin Larson, *Onward Christian Soldiers: The Religious Right in American Politics*
2. Michael O. Emerson and Christian Smith, *Divided by Faith: Evangelical Religion and the Problem of Race in America*
3. Michele Dillon, *Catholic Identity: Balancing Reason, Faith, and Power*

EVALUATION: Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2009

MC 390 – Section 002

ADVANCED TOPICS IN PUBLIC AFFAIRS – Comparative Child Welfare

Professor Julia Grant

DESCRIPTION OF COURSE:

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 2009

MC 390, Section 004

MC 390: The Political Novel in Comparative Perspective

Professor S. Garnett

DESCRIPTION OF COURSE:

Politics finds its way into the novel in one way or other. Authors have political views and are often not afraid to express them in their works. Readers bring to their understanding of the text their own values, including their politics. The writer's task of examining, exploring, and reflecting the world around her or him inevitably includes incorporating politics. This course will explore politics and the novel, particularly the political novel (a novel that makes politics and political issues central themes). It will do so by beginning with a range of theoretical perspectives on the novel that provide insight into the social and political significance of the novel. Texts here will be drawn from the critical perspectives of leading novelists (examples here include Vargas-Llosa, Rushdie, Nabokov, Kundera) and important theorists (for example, Gadamer, Bakhtin, Said, Rorty). It will then turn to a comparative examination of novels drawn from Slavic and Latin American literature (works from writers such as Isabel Allende, Jorge Armado, Robert Bolano, Mikhail Bulgakov, Alejo Carpentier, Lidiya Chukovskaya, Fedor Dostoevsky, Gabriel Garcia Marquez, Lev Tolstoy, and Mario Vargas-Llosa). Politics has intervened most forcibly and directly in the work of artists in both these traditions, where civil unrests, dictatorships, revolution, modernization, and other political developments have shaped the writer's surroundings and where authorities have often demanded a particular way of writing the novel. In response, writers have generated a range of novels that deal, directly and indirectly, with political oppression, dictatorships, revolutionary ideas and action, the expansion and contraction of the public sphere, and the tension between modernization and indigenous peoples. Readings will also include selected source material, as well as historical and anthropological perspectives. Assignments in the course will consist of a take-home mid-term essay or essays, a final research paper, and additional short written assignments and presentations focused on the readings and the themes they raise.

**MICHIGAN STATE UNIVERSITY
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FALL 2009

MC 395 - Section 001

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS:
“Representing the Civil Rights Movement: History, Literature, and Film”**

Professor Allison Berg

DESCRIPTION OF COURSE:

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

TYPICAL READINGS:

Baldwin, James. *The Fire Next Time*. 1963. New York: Vintage, 1991.
Garrow, David. *Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference*. New York: Random House, 1986.
Payne, Charles. *I’ve Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkeley: University of California Press, 1995.
Smith, Lillian. *Killers of the Dream*. Revised edition. 1961. New York: Norton, 1994.
Malcolm X, *The Autobiography of Malcolm X*. 1965. New York: Ballantine, 1995.
Holland, Endesha Ida Mae. *From the Mississippi Delta: A Memoir*. New York: Simon & Schuster, 1997.
Documentary and feature films including *Eyes on the Prize* (selected episodes), *Mississippi Burning*, *4 Little Girls*, *Malcolm X*, and *Freedom on My Mind*.

EVALUATION

Assignments will likely include weekly response papers and commentaries; one longer, analytical essay; and one or more collaborative papers/presentations. The H-Option will study one or more additional texts and/or films.

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FALL 2009

MC 395 – Section 003

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS

Topic: Nature's Nations: Readings in Environmental Thought

Professor Rod Phillips

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 2009

MC 395, Section 004

HISTORY OF ETHICS: ALTRUISM AND EGOISM, INDIVIDUAL AND COMMUNITY IN THE NINETEENTH CENTURY

Professor Ilana Blumberg

DESCRIPTION OF COURSE:

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

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

Questions like these dogged Victorian thinkers across disciplines. Political economists, proto- anthropologists and sociologists, scientists, novelists, and clergy all sought answers in their different ways. We will study texts from each of these categories in an attempt to understand the culture of debate that Victorians inhabited. We will end the course by considering how and why ideas about the value of altruism began to shift so that, by the century's end, writers could appreciate the idea of self-concern. How can we trace in this historical shift the roots of our own commitments to "self-discovery" and "self-realization"? Where is the balance point today between altruism and self-concern?

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JAMES MADISON COLLEGE**

FALL 2009

MC 459, Section 001

STEPPS CAPSTONE COURSE

Professor Mark Largent

Prerequisites: None

DESCRIPTION OF COURSE:

The Fall 2009 version of the STEPPS Capstone Course will focus on Public Health issues, including environment and health, vaccines, health insurance, health disparities, and international public health issues.

**MICHIGAN STATE UNIVERSITY
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FALL 2009

MC 492 - Section 001

SENIOR SEMINAR IN INTERNATIONAL RELATIONS:

“International Criminal and Human Rights”

Professor Michael Schechter

Prerequisites: MC 362 or MC 363 and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

The purpose of this seminar is to examine the roles and impact of international institutions and the sources of change in the contemporary international system. We will do this by an in-depth investigation of one particular regime, namely that of human rights. Our purposes are historical, theoretical, normative and policy-oriented.

As a group, we shall try to answer such questions as these: What are the theoretical and legal justifications for a universal set of human rights? How does a norm gain “compliance pull” (i.e., adherence by governments in an anarchical world)? Why do some norms and laws gain greater “compliance pull” than others? Why are some rights and some groups privileged by international human institutions? What means are available to those who wish to affect change in an international regime, e.g., to eliminate discrimination on the basis of race, sex or religion or to maintain cultural traditions? How can we address the tensions between the calls for universal norms and those for respecting cultural integrity? How do we cope with changes of cultural relativism and ethnocentrism?

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

TYPICAL READINGS:

Henry J. Steiner and Philip Alston, *International Human Rights in Context: Law, Politics, Morals*, 2nd edition.

Samantha Power, *A Problem from Hell: America and the Age of Genocide*.

Jack Donnelly, *Universal Human Rights in Theory and Practice*, 2nd edition.

EVALUATION:

Midterm, presentation paper, presentation and semester-long paper.

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FALL 2008

MC 492 – Section 002

U.S. NATIONAL SECURITY: STRATEGY, PROCESS, AND POLICY

Prerequisites: NONE

PROFESSOR MATT ZIERLER

DESCRIPTION OF COURSE

This seminar will focus on the development and application of U.S. national security policy. It will consider the continuities and changes that have occurred based on the evolution of the United States' capabilities, interests, and position in a world that has changed dramatically over the last 200 years. We will examine the changes that have occurred since the end of the Cold War and after 9/11 in light of earlier patterns of behavior. 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.).

TYPICAL READINGS:

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*
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.*
Frederick Kagan, *Finding the Target*
Robert Kaplan, *Hog Pilots, Blue Water Grunts*
Derek Chollet and James Goldgeier, *America between the Wars*

**MICHIGAN STATE UNIVERSITY
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FALL 2009

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:

- David Held and Anthony McGrew, eds., *Globalization Theory: Approaches and Controversies*. Cambridge: Polity, 2007.
- Peter J. Katzenstein, *A World of Regions: Asia and Europe in the American Imperium*. Ithaca and London: Cornell University Press, 2005.
- Mark Beeson, *Regionalism and Globalization in East Asia: Politics, Security and Economic Development*. New York: Palgrave Macmillan, 2007.
- Richard Stubbs, *Rethinking Asia's Economic Miracle: The Political Economy of War, Prosperity and Crisis*. New York: Palgrave Macmillan, 2005.
- Ming Wan, *The Political Economy of East Asia: Striving for Wealth and Power*. Washington, DC: CQ Press, 2008.
- Andrew MacIntyre, T. J. Pempel, and John Ravenhill, eds., *Crisis as Catalyst: Asia's Dynamic Political Economy*. Ithaca: Cornell University Press, 2008.

MICHIGAN STATE UNIVERSITY
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FALL 2009

Professor Rita Kiki Edozie

MC492 Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: COMPARATIVE DEMOCRACY
AROUND THE WORLD

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 democratic theory, complex democratic transitions in practice, as well as varying configurations of democratic consolidation and performance. While democracy is our dependent variable, our independent variables are politics, society, cultures and economics. That is to say, we examine the relationship between democratic politics and its various impacts on human states and societies at the local, national, regional and international.

The course will cover states and societies in the advanced industrial world such as the U.S and Western Europe, as well as key developing world and 'transitional' regions including Asia, Africa, the Middle East, Latin America, as well as the Post-Communist Central-Eastern Europe-the former Soviet Union and its successor states.

Select Books Include:

1. Fareed Zakaria, *The Future of Freedom: Illiberal Democracy at Home and Abroad*, (W. W. Norton & Company April 2004)

2. Samuel Huntington *The Third Wave of Democracy*, (Cambridge University Press, 1991)

3. Robert Pinkney *The Frontiers of Democracy: Challenges in the West, the East and the Third World* by, (Ashgate, 2005)

4. Amy Chua *World On Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability* (Doubleday, 2002)

5. Laclau, Ernesto and Chantal Mouffe, *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics* (Verso, 2nd Edition, 2001)

6. Benjamin Barber, *Strong Democracy: Participatory Politics for a New Age* (University of California Press, 2004)

**MICHIGAN STATE UNIVERSITY
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FALL 2009

MC 493, Sec. 001: Visuality and the Cultural Politics of Displacement

Professor C. M. Tremonte

Prerequisite: MC 230 and MC 231; completion of Tier I writing requirement.

Recommended: Completion of methods requirement.

Not open to freshmen or sophomores.

DESCRIPTION OF COURSE:

One of the most pressing issues in the global world today remains that of the involuntary movement of people, of 'displaced persons'. Whether wrought by natural disasters, such as the tsunamis or earthquakes, by war or ethnic conflicts, or by policies towards urbanization, displacement is often linked to human suffering, and always connected to national and transnational politics. Not surprisingly, scholars in a wide range of fields (anthropology, geography, cultural studies, economics) have noted the importance of 'seeing' to cultural perceptions of and public responses to displacement. Not only do visual images and narratives elicit emotional responses, *visuality* itself structures political action within the global arena.

This seminar engages students in the interdisciplinary study of the *visuality* and 'displacement'. We will begin by situating displacement and *visuality* in theoretical and historical perspectives, paying particular attention to the ways in which images and narratives have figured postcolonial subjects and projects. We will then query how dominant modes of *visuality* intersect concrete responses to displacement: how *visuality* is connected to power relations as made manifest in international, national or local policies. To this end we will consider together three contemporary case studies: the ongoing crisis in Darfur, Sudan; the movement of indigenous people in Brazil; and, processes of urbanization in China.

Some of the key questions that will be considered are: How is displacement constituted? How do technologies of *visuality* render subjects 'visible' or 'invisible' in the global field? Who has access to such technologies? Are institutions, such as the schools or the media, implicated in the production and circulation of 'displaced persons'? Can displaced groups engage in similar production? What are the relationships between *visuality* and global capitalism? What are the relationships between governmental, nongovernmental or humanitarian organizations policies towards displaced persons in our three cases and visual culture?

As in all capstone experiences, student research will provide insights into additional cases that illuminate the importance of *visuality* to understanding cultural politics in a global world.

Typical assignments:

Informed participation, electronic dialoguing, research project and presentation.

Possible texts:

Jens Andermann, *The Optic of the State: Visuality and Power in Argentina and Brazil* (University of Pittsburgh Press, 2007).
David Campbell, "Geopolitics and visibility: Sighting the Darfur conflict," *Political Geography* 26 (2007): 357-382.
Hal Foster, editor. *Vision and Visuality: Discussions in Contemporary Culture* (The New Press, 1998).
Gerard Prunier, *Darfur: A 21st Century Genocide* (Cornell University Press, 2008)
Pamela Wilson and Michelle Stewart, *Global Indigenous Media: Cultures, Poetics, and Politics* (Duke University Press, 2008)
Li Zhang, *Stranger in the City: Reconfigurations of Space, Power, and Social Networks Witin China's Floating Population* (Stanford University Press, 2001)
Jia Zhangke, director. *The World* (China, 2004)

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FALL 2009

MC493, section 002

Professor : unknown at this time

Prerequisite: MC 230 and MC 231; completion of Tier I writing requirement.

Recommended: Completion of methods requirement.

Not open to freshmen or sophomores.

DESCRIPTION OF COURSE: unlisted at this time

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 497 - Section 001

SENIOR SEMINAR IN POLITICAL THEORY: "RELIGION AND POLITICS IN MODERNITY: THE CASE OF MACHIAVELLI"

Professor M. Richard Zinman

Prerequisites: MC 371 and completion of Tier I writing requirements; or college approval

DESCRIPTION OF COURSE:

What is and what ought to be the place of religion in human life in general and political life in particular?

Many of the most influential late modern thinkers (e.g., Hegel, Marx, Nietzsche, Weber, and Heidegger) have embraced a version of what is called the "secularization thesis." This thesis has (at least) two components: On the one hand, the motion of modernity is towards the secularization of religion, culminating in the death of God, and, indeed, all gods. On the other hand, the highest modern values -- including those that animate liberal democracy, capitalism, and even modern science and technology -- are themselves secularized versions of religious values (especially Christian values). That is, according to the secularization thesis, modernity both is derived from (or even parasitic upon) religious beliefs and tends to undermine (or even destroy) such beliefs.

In contrast, many contemporaries maintain that the secularization thesis has been refuted by events. First, God and the gods seem to be very much alive in late modernity. And this appears to be the case not only in so-called "modernizing" countries (e.g., Turkey and India), but in those countries that once made a concerted effort to uproot religious belief (e.g., the former Soviet Union and China). Moreover, the "first" modern country, the United States, continues to be one of the most religious on earth. Second, most contemporary non-believers deny that their highest values spring from, are based upon, or depend upon religious beliefs. Rather, they contend that those values have purely secular origins, foundations, and rationales.

What was the posture of the founders of modern thought towards religion? Machiavelli is often understood to be the first modern thinker, that is, the first to break self-consciously with the thought of his ancient and medieval predecessors. All agree that his thought had a profound impact on those thinkers who initiated the modern scientific, technological, and political projects (e.g., Bacon, Descartes, Hobbes, and Spinoza).

At the core of Machiavelli's thought was a critique of religion, of religion in general and Christianity in particular.

What are Machiavelli's intentions, hopes, and expectations with respect to religion and especially Christianity? Does he look forward to the transformation of Christianity into a civil religion? Its replacement by a new form of paganism? Its eradication?

How does Machiavelli understand the foundations of religion, including Christianity? Does he believe that humans are "by nature" religious animals; that there is a "natural" need for religion, and thus that humans are irremediably religious? If so, how does he understand the roots and psychology of such a need? Or does he believe that the need for religion is merely "conventional" (i.e., "socially constructed") and thus can be overcome? If so, how can religious belief be eradicated and what, if anything, ought to replace religion?

Most important, is Machiavelli's critique of religion, including Christianity, valid? That is, does Machiavelli refute the claims of religion

or does his critique beg key questions?

This course will attempt to think through Machiavelli's critique of religion as a step towards thinking through the question of religion in modernity.

TYPICAL READINGS:

Machiavelli, *Mandragola*, *Florentine Histories*, *Prince*, and *Discourses on Livy*

EVALUATION:

Two seminar presentations (each based on an 8-page paper) (20% each), a term paper (40%), and class participation (including two responses to seminar presentation papers,

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FALL 2009

MC 497 – Section 002

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.

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FALL 2009

MC 498, Section 001

Senior Seminar in Social Relations: The Nazi Concentration Camp and Its Social Relations

Professor Ken Waltzer

DESCRIPTION OF COURSE:

In this senior seminar, we will work with both historical and theoretical materials and primary materials – testimonies, survivor memory, memoirs, and documentary evidence – to probe the nature of social relations inside the Nazi concentration camps. Until recently, historians shied away from entering the abyss of the camps. But an explosion of testimonies and memoirs in the last two decades plus the recent opening of the Red Cross International Tracing Service Archives, with its concentration camp/internment files, makes possible original investigation into this extreme arena of social relations.

We will begin with historical and theoretical depictions of social relations in the camps. A key text will be Wolfgang Sofsky, *The Order of Terror: The Concentration Camp* (Princeton: Princeton U. Press, 1999). We will also read several memoirs, to be decided, about experience in the camps. Our attention will be on the concentration camps and sub-camps in Germany and the East, not the death camps in the East.

Was the Nazi camp *sui generis*, unlike all other total institutions, comparatively speaking – e.g., unlike prisons, mental asylums, slavery and other institutions. Was the concentration camp a new form of modern slavery, a place where absolute power by the Nazis (an order of terror) created a completely dehumanized population? Was everyday existence in the concentrationary universe a war of all against all? Was the impact on time such that prisoners lost all sense of the past and all connection with a future, inhabiting a relentless uncivilized present?

On the other hand, were there small scale solidarities, fragments of families and friendships, which helped prisoners to endure and survive? Could prisoners have any agency in affecting their fates? Did prisoners have any resources? Capacities for action? What do survivor memoirs say about prisoner agency in shaping their experiences? Generally, was the concentration camp a regime of absolute power, in which prisoners reflected total dehumanization, or was it a more complex regime of power and dominance, in which some prisoners found space and resources to exert modest agency and possibilities for resisting dehumanization? How do people behave under conditions beyond extremity?

We will then by group work and cooperation try to create new knowledge about the concentration camps, studying the experiences of particular categories of prisoners in the camps (e.g., men, women, children, religious, secular) and studying the patterns of movement from particular towns to and among the camps and the routines and practices of particular camps. Each student will be expected to write an original essay probing the history of persons of a specific category in the camps, from a particular town in the camps, or the history of a particular camp or sub-camp. Students will work with testimonies, memoirs, and documentary evidence to create original essays. At the end of the course, depending on the quality of the essays, we will seek publication of a collection of high quality original student essays.

Evaluation: Two short papers during first half of course, working bibliography, presentation, and original essay or group essay in second half of course.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2009

MC 498, Section 002

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

Prerequisite: MC 380 and completion of Tier I writing requirement

Restrictions: Open only to seniors in James Madison College or approval of college

Professor A. 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.

