

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 221 – Section 1**

**INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS**

**Professor Okey Iheduru**

**Prerequisites:** MC 220 or college approval

**DESCRIPTION OF COURSE:**

MC 221 is the second semester of a year-long introduction to the study of international relations. It builds upon the concepts and theories covered in MC 220, and examines a range of perspectives, ideologies and theories of international political economy. It will include coverage of: economic and political developments from the industrial revolution to the inter-war years; the politics of international trade (especially United States' foreign trade policy and institutions), monetary and investment relations; technology development and transfer; transnational corporations, international organizations and international regimes; modernization and development; natural resource and international environmental issues, and economic relations between industrialized societies and between them and the developing world; post-communist transitions; gender and global production; international migration of labor; regionalism and regional integration; and globalization and social change.

**TYPICAL READINGS:**

Lairson and Skidmore, Introduction to International Political Economy, 3<sup>rd</sup> ed. (2003).

Kenneth W. Dam, The Rules of the Global Game: A New Look at U.S. International Economic Policymaking (University of Chicago Press, 2001).

Goddard, Passe-Smith et al. (eds.), International Political Economy: State-Market Relations in the Changing Global Order, 2001.

**EVALUATION:**

Midterm and final examinations; short analytical papers using macroeconomic data; and collaborative learning and group assignments and debates.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 221 – Section 2**

**INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS**

**Professor Jonas Zoninsein**

**Prerequisites:** MC 220 or college approval

**DESCRIPTION OF COURSE:**

MC 221 is the second semester of a year-long introduction to the study of international relations. It builds upon the concepts and theories covered in MC 220, and examines alternative perspectives, ideologies and theories of international political economy and globalization. It covers the following topics: the political economy of international trade, money and finance; economic blocs and international competition; multinational corporations and global production; economic development, social change and dependency in Third World countries; U.S. hegemony in the international economy; transitions in post-Socialist States.

**TYPICAL READINGS:**

Balaam, David N. and Michael Veseth, Introduction to International Political Economy.

Dam, Kenneth W., The Rules of the Global Game: A New Look at the U.S. International Economic Policymaking.

Prestowitz, Clyde, Rogue Nation

**EVALUATION:**

Midterm evaluation, paper proposal, final examination, research paper, classroom participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 221 - Section 3**

**INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS**

**Professor Norman Graham**

**Prerequisites:** MC 220 or college approval

**DESCRIPTION OF COURSE:**

MC 221 is the second semester of a year-long introduction to the study of International Relations. It builds upon the concepts and theories covered in MC 220 and examines alternative perspectives, ideologies, and theories of international political economy. It will include coverage of: the politics of international trade, monetary and investment relations; technology development and transfer; international corporations, international organizations and international regimes; theories of social change, modernization and development; natural resource and international environmental constraints; and economic relations among industrialized countries and between industrialized and developing countries.

A second, but nonetheless important objective of the course is to develop skills in analyzing problems and formulating policy responses. The goal is to provide structured opportunities to refine written and oral expression skills developed in the first year program at the College, with an eye toward the challenges and demands of upper division Madison courses.

**TYPICAL READINGS:**

David N. Balaam and Michael Veseth, Introduction to International Political Economy, second edition, Upper Saddle River, NY: Prentice Hall, 2000.

David S. Landes, The Wealth and Poverty of Nations: Why Some are so Rich and Some So Poor, NY: W.W. Norton, 1998.

Karl Marx and Friedrich Engles, The Communist Manifesto, London: Penguin Books, 2002.

Joseph Stiglitz, Globalization and Its Discontents, NY: W.W. Norton, 2002.

**EVALUATION:**

Midterm examination, paper proposal, final examination, research paper, classroom participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 221 – Section 4**

**INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS**

**Professor Mark Elder**

**Prerequisites:** MC 220 or college approval

**DESCRIPTION OF COURSE:**

MC221 is the second semester of a year-long introduction to the study of international relations, and focuses on the politics of international economic relations. This course provides both the concepts and the historical background for understanding current changes in the world economy by integrating the study of international economics with the study of international politics.

This course is organized into six parts. The first part will provide an introduction to the concepts and perspectives used in the course, including some basic economic concepts, and an introduction to the concept of globalization. The rest of the course will examine six main areas: trade, finance and money, multinational corporations, development, financial crises, and a more in-depth exploration of the causes and consequences of globalization.

**TYPICAL READINGS:**

- Oatley, Thomas H., International Political Economy: Interests and Institutions in the Global Economy. New York: Pearson/Longman, 2004.
- Epping, Randy Charles. A Beginner's Guide to the World Economy: Eighty-One Basic Economic Concepts That Will Change the Way You See the World. 3rd Vintage Books ed. New York: Vintage Books, 2001.
- Dornbusch, Rudiger, Keys to Prosperity: Free Markets, Sound Money, and a Bit of Luck. Cambridge, Mass.: MIT Press, 2000.
- Stiglitz, Joseph E., Globalization and Its Discontents. New York: W.W. Norton, 2002.
- Packet of case studies from Harvard Business School and Harvard Kennedy School of Government.

**EVALUATION:**

Midterm and final examinations, research paper, short homework assignments, class participation.

H-Option: The honors section will meet several times during the semester to discuss additional readings and students will write an additional 5-7 page paper based on these additional readings and discussion. Topics and readings will be chosen based on mutual agreement between the professor and students in the section.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 241**

**POLITICS AND MARKETS**

**Professor Ross Emmett**

**Prerequisites:** EC 201 or EC 252H and MC 240 or MC 270, or approval of college.

**DESCRIPTION OF COURSE:**

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

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

The course will treat these issues from several angles. While the readings vary year to year, the overall goal is to introduce students to political economy arguments that transcend the disciplinary boundaries of political science, law, and economics in ways that scholars today are using on a regular basis.

**TYPICAL READINGS:**

- James Buchanan and Richard Musgrave, Public Finance and Public Choice: Two Contrasting Vision of the State.
- Hernando DeSoto, The Mystery of Capital
- Mancur Olson, The Logic of Collective Choice
- Douglass C. North, Institutions, Institutional Change and Economic Performance
- Ronald Coase, The Nature of the Firm and The Problems of Social Cost
- Harrison, L.E. and S.P. Huntington, ed. Culture Matters: How Values Shape Human Progress

**EVALUATION:**

Two short analytical papers, article critique, final examination

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 271 – Section 1**

**CONSTITUTIONALISM AND DEMOCRACY**

**Professor Louis Hunt**

**Prerequisites:** MC 270 or college approval

**DESCRIPTION OF COURSE:**

MC 271 is the second course introducing PTCB majors to constitutional democracy. We will examine the theory and practice of the modern liberal commercial republic, especially its American variant. In the first part of the course we will examine the critique of classical (and Machiavellian) virtue and the defense of liberal tolerance and economic progress in the writing of Hobbes, Locke and Montesquieu. In the second part of the course we will begin by looking at the debate between the Federalists and the Anti-Federalists over the relationships between commerce and virtue in the American polity. We will conclude the course with an examination of some of the major debates between contemporary critics and defenders of American liberalism.

**TYPICAL READINGS:**

Hobbes, Man and Citizen

Montesquieu, The Spirit of the Laws

The Federalist Papers

Tocqueville, Democracy in America

Smith, Wealth of Nations

**EVALUATION:**

Three papers, final exam

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 271 – Section 2**

**CONSTITUTIONALISM AND DEMOCRACY**

**Professor Ross Emmett**

**Prerequisites:** MC 270 or college approval

**DESCRIPTION OF COURSE:**

Calendar Description: Origin and development of liberal constitutionalism and its democratization. Theory and practice of the modern state, especially the American variant.

MC 271 is the second course introducing PTCB majors to constitutional democracy. We will examine the theory and practice of the modern liberal commercial republic, especially its American variant. In the first part of the course, we will examine contractarian arguments, the defense of liberal tolerance, and the promotion of commercial society in the writing of Hobbes, Locke, Montesquieu, Hume and Smith. In the second part of the course, we will examine The Federalists' defense of the American constitution and Tocqueville's classic study of American democracy. We will conclude with an examination of how these themes are played out in the debate over democracy today.

**EVALUATION:**

Two analytical papers, article critique, final exam

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 271 – Section 3**

**CONSTITUTIONALISM AND DEMOCRACY**

**Professor Folke Lindahl**

**Prerequisites:** MC 270 or college approval

**DESCRIPTION OF COURSE:**

MC 271 is the second course introducing PTCB majors to the history of legal and political theory. MC 270 examined the theory and practice of republican government in Greece and Rome and its rebirth in Renaissance Europe. In MC 271 we will examine the theory and practice of the modern liberal commercial republic, especially its American variant.

In the first part of the course we will examine the critique of classical (and Machiavellian) virtue and the defense of liberal tolerance and economic progress in the writings of Hobbes, Montesquieu, and Hume. In the second part of the course we will begin by looking at the debate between the Federalists and the Anti-Federalists over the relationships between commerce and virtue in the American polity. We will conclude the course with an examination of some of the major debates between contemporary critics and defenders of American liberalism.

**TYPICAL READINGS:**

Hobbes, Man and Citizen

Montesquieu, The Spirit of the Laws

Hume, Essays, Moral and Political

The Federalist Papers

Tocqueville, Democracy in America

Barber, Strong Democracy

Shklar, Ordinary Vices

**EVALUATION:**

Final exam and papers

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLELGE**

**SPRING 2005**

**MC 281 – Sections 1 and 2**

**IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM**

**Professor M. Julia Grant**

**Prerequisites:** MC 280 or college approval.

**DESCRIPTION OF COURSE:**

MC 281 is a comparative history course on the interactions between different racial, ethnic, and cultural groups in the 19<sup>th</sup> and 20<sup>th</sup> century United States. It is the second course in the Social Relations field.

The course seeks to provide students with a broad overview of diversity in U.S. society. Some of the key questions the course explores include: How do individuals and groups adjust to new circumstances, interact, and take action to gain acceptance in U.S. society? How do individuals and groups invent and reinvent their cultures in response to American conditions? How have law, science, and popular culture helped to reinforce or dismantle hierarchies based on race, gender, ethnicity, and physical ability? How can American institutions mediate between groups of citizens with distinctly different conception of the good life and the polity? Students will examine disputes in U.S. history, ranging from Jim Crow, to textbook wars, and a controversy regarding the proper placement of Irish orphans, as a means of uncovering the lineage of many of today's culture wars.

**TYPICAL READINGS:**

Douglas Baynton, Forbidden Signs: American Culture and the Campaign Against American Sign Language.

Linda Gordon, The Great Arizona Orphan Abduction.

Glenda Gilmore, Gender and Jim Crow.

Anne Fadiman, The Spirit Catches You and Then You Fall Down.

**EVALUATION:**

Students will write several short papers and complete a mid-term and final examination.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLELGE**

**SPRING 2005**

**MC 281 – Section 3**

**IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM**

**Professor Anna Pegler-Gordon**

**Prerequisites:** MC 280 or college approval.

**DESCRIPTION OF COURSE:**

MC 281 is a comparative history course on the interactions between different racial, ethnic, and cultural groups in the 19<sup>th</sup> and 20<sup>th</sup> century United States. As the second course in the sophomore Social Relations sequence, MC 281 provides an historical complement to the understanding of social theory developed in MC 280.

This course seeks to provide students with a broad overview of the diversity of U.S. society. How do individuals and groups adjust to new circumstances, interact, and take action to gain acceptance in U.S. society? How do individuals and groups invent and reinvent their cultures in response to American conditions? How have law, science, and popular culture helped to reinforce or dismantle hierarchies based on race, ethnicity, nationality, gender, sexuality, and class? As we address these questions, this course will consider the diversity within and the connections between the experiences of African American, Asian American, European American, Native American and Latino communities.

In addition to readings from cultural, social, intellectual and political histories, our course materials will include varied primary sources with a special focus on visual documents such as photographs, cartoons and maps. Throughout the course, our goals are to gain a broad understanding of the historical development of race, ethnicity and immigration in the United States, as well as a familiarity with significant debates about assimilation, acculturation, pluralism and multiculturalism.

**TYPICAL READINGS:**

Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*, (1996).

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*, (1998).

George Sanchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945*, (1993).

Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*, (2001).

**EVALUATION:**

Midterm and final exam, short papers, and participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 295**

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

**Staff**

**Prerequisites:** None

**DESCRIPTION OF COURSE:**

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

**TYPICAL READINGS:**

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

Norusis, SPSS 10.0 Guide to Data Analysis.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 320**

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

**Professor Bryan Ritchie**

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

**DESCRIPTION OF COURSE:**

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

**TYPICAL READINGS:**

Collier and Dollar, Globalization, Growth and Poverty.

Evans, Embedded Autonomy.

Landes, The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor.

Rodrik, The New Global Economy and Developing Countries.

**EVALUATION:**

Mid-term examination, paper proposal, final examination, research paper, and class participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 326**

**U.S. FOREIGN POLICY**

**Professor Michael Schechter**

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

**DESCRIPTION OF COURSE:**

The aim of MC 326 is to gain a firm understanding of the political processes through which the U.S. foreign policies have been formulated and implemented, especially in the 21<sup>st</sup> century, where a key debate focuses on the place of multilateralism in U.S. foreign policy. This is not a theory course, but (mid-level) theories will be applied throughout the class to illuminate the processes by which U.S. foreign policy is formulated. The readings selected involve a wide variety of foreign policies, including military and economic issues, those developed and implemented in crisis atmospheres and those where there is much more time, and those deemed by policymakers and observers as successful and those portrayed as much less so. The course should shed light on the various actors involved in the foreign policy-making process in the U.S. as well as illuminate the strengths and weaknesses of that process.

**TYPICAL READINGS:**

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

Robert J. Leiber, Eagle Rules? Foreign Policy and American Primacy in the Twenty-First Century.

Sam C. Sarkesian, John Allen Williams and Stephan J. Cimbala, U.S. National Security: Policymakers, Processes, and Politics, 3<sup>rd</sup> edition.

David M. Malone and Yuen Foong Khong, eds., Unilateralism and U.S. Foreign Policy: International Perspectives.

Stephen D. Cohen, Fundamentals of U.S. Foreign Trade Policy: Economics, Politics, Law, and Issues, 2<sup>nd</sup> edition.

**EVALUATION:**

Two exams, a paper and a policy memo.

H-Option: Extra sessions, discussions, readings and a brief paper on the topic of the validity of portraying the U.S. as 21<sup>st</sup> century imperial power.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 347**

**URBAN AND REGIONAL DEVELOPMENT**

**Professor Marvel Lang**

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

**DESCRIPTION OF COURSE:**

Spatial dimensions of economic growth and development. Socioeconomic structure of urban and metropolitan areas. Business location and economic development. Design and impact of public policies.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 362**

**PUBLIC INTERNATIONAL LAW**

**Staff**

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

**DESCRIPTION OF COURSE:**

Impact of international law on social, political and economic change in the international system. Military conflict and conflict resolution, economic prosperity and redistribution, human rights and ecology. Origin and operation of international laws.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 364**

**POLICY EVALUATION**

**Professor Bryan Ritchie**

**Prerequisites:** An intro methodology course including MC 295, STT 200, 201, 421, 422, 441 or 442; SOC 281 and EC 420, and completion of Tier I writing requirement, or approval of college.

**DESCRIPTION OF COURSE:**

This course is an advanced methodology course appropriate for those who are interested in graduate study in the social sciences or business, or are planning for a career in public policy design, implementation, and/or analysis. The focus of the course is three-fold: first, to explore the theoretical foundations of causality and causal inference for both quantitative and qualitative research; second, to analyze empirical examples of causal research conducted by others for a broad range of issues including domestic violence, homelessness, education and training, foreign direct investment, and international trade and finance; and lastly to apply theoretical and empirical lessons to original research on a topic of the student's choice.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 371 - Sections 1 & 2**

**BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY**

**Professors Folke Lindahl (1) and Eric Petrie (2)**

**Prerequisites:** MC 370 and completion of Tier I writing requirements; or college approval

**DESCRIPTION OF COURSE:**

This course will investigate the contemporary status of liberal democracy. We will emphasize recent attempts at redefining and defending liberalism as well as some twentieth century theories that try to undermine and transcend the Western liberal tradition. We will evaluate democracy from the perspective of the crisis of rationalism in an age of uncertainty.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2005

MC 372

**AFRICAN AMERICAN POLITICAL THOUGHT**

**Professor Curtis Stokes**

**Prerequisites:** Completion of Tier I Writing requirement

**DESCRIPTION OF COURSE:**

This course explores “radicalism in African American political thought” through a critical and comparative examination of selected writings of leading historical and contemporary theorists of black thought; included are Edward W. Blyden, Frantz Fanon, C.L.R. James, Amilcar Cabral, Patricia Hill Collins, Cedric J. Robinson and Marimba Ani.

**TYPICAL READINGS:**

Edward W. Blyden, Christianity, Islam and the Negro Race

Frantz Fanon, Black Skin, White Masks

Frantz Fanon, The Wretched of the Earth

Amilcar Cabral, Unity and Struggle: Speeches and Writings of Amilcar Cabral

Amilcar Cabral, Return to the Source: Selected Speeches of Amilcar Cabral

Patricia Hill Collins, Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment

Cedric J. Robinson, Black Marxism: The Making of the Black Radical Tradition

Marimba Ani, Yurugu: An African-Centered Critique of European Cultural Thought and Behavior

**EVALUATION:**

Several papers and class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 375**

**CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS**

**Professor Douglas Hoekstra**

**Prerequisites:** Completion of Tier I Writing requirement

**DESCRIPTION OF COURSE:**

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

**TYPICAL READINGS:**

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

Francis Fukuyama, Trust

Allan Ehrenhalt, The Lost City

Samuel Huntington, American Politics: The Promise of Disharmony

Alan Wolfe, One Nation, After All

Fareed Zakaria, The Future of Freedom

**EVALUATION:**

Major papers, joint presentation papers.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 380**

**SOCIAL POLICY**

**Professor Louise Jezierski**

**Prerequisites:** MC 280 or 281 and EC 201 or concurrently, or EC 251H or concurrently, and EC 202 or concurrently, or EC 252H or concurrently and completion of Tier I writing requirement; or approval of college.

**DESCRIPTION OF COURSE:**

This is a required core course for Social Relations juniors and provides an opportunity for students to apply their theoretical and empirical skills and their historical, economic and social understanding of social relations to the particular dilemmas of social policy in the United States. Adopting a comparative approach, we will examine the ways in which this federalist, republican state system, rooted in a capitalist economy, and with a history of racial and ethnic pluralism and racism, has addressed and shaped social policy. We will examine the origins of the American welfare state in the late 19<sup>th</sup> through the mid 20<sup>th</sup> century; we will then look at the evolution of that national state from the Reagan through the Clinton regimes. And we will take up a series of contemporary policies (e.g. affirmative action, child support and child care, social security, social welfare and unemployment) in order to understand the political and cultural forces that shape social policy today. Students will select a social policy of their own choice; undertake extended research on some aspect of this policy and develop a comparative analysis and appraisal. The comparison may be either within the United States or with another advanced industrial democratic state.

**TYPICAL READINGS:**

Claude Fischer, Michael Hout, et. al., Inequality by Design.

Herbert Gans, The War Against the Poor.

William J. Wilson, When Work Disappears.

Michael Katz, In the Shadow of the Poor House (2<sup>nd</sup> edition).

Jean Anyon, Ghetto Schooling: A Political Economy of Urban Educational Reform.

Kathryn Edin & Laura Lein, Making Ends Meet.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 382**

**SOCIAL MOVEMENTS**

**Professor Katherine O'Sullivan See**

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

**DESCRIPTION OF COURSE:**

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

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

**TYPICAL READINGS:**

Sharon N. Barnatt, Richard K. Scott, Disability Protests: Contentious Politics, 1970-1999. (Washington: Gauladett University Press, 2000).

Sanjeev Khagram, et al, Restructuring World Politics: Transnational Social Movements, Networks and Norms, vol. 14 in series in Social Movements, Protest and Contention, (University of Minnesota, 2002).

Aldon Morris and Jane Mansbridge, Oppositional Consciousness: The Subjective Roots of Protest (Chicago: University of Chicago Press, 2001).

Benjamin Helm Shepard and Ronald Hayduk, From ACT UP to the WTO: Urban Protest and Community Building in the Era of Globalization, (eds.) Verso, 2002.

Mark Warren, Dry Bones Rattlin': Community Building to Revitalize American Democracy (Princeton University Press, 2001).

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 386**

**WOMEN AND POWER IN COMPARATIVE PERSPECTIVE**

**Professor Linda Racioppi**

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

**DESCRIPTION OF COURSE:**

MC 386 is a multidisciplinary and cross-cultural course that investigates the interplay between sex/gender systems and power in contemporary societies. This semester we will examine women and men's relation to power in four key arenas: politics, economics, the military and conflict, and representation and the media. 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: Is it the "natural" or biological differences between men and women that accounts for the power differentials? Or is the gendering of power better explained by understanding its relationship to the economy, to politics, to culture or religion, or to sexuality? We review some of the key feminist and non-feminist literature in taking up these questions. We then turn to a deeper examination of gender and power in the four key arenas mentioned above. How do men and women around the globe participate in politics and the economy? Why do women fare better in politics and the economy in some countries than in others? What are the affects of globalization on women? How do women relate to war, conflict, and the military? Why are men so frequently associated with the military and war? How are women and men represented in the media? What are the affects of media representations on men and women?

**TYPICAL READINGS:**

Ronald Inglehart and Pippa Norris, The Rising Tide: Gender Equality and Cultural Change Around the Globe. Cambridge University Press, 2003.

Lourdes Beneria, Gender, Development, and Globalization: Economics as if All People Mattered. Routledge, 2003.

Lois Ann Lorentzen and Jennifer Turpin, eds., The Women and War Reader. New York University Press, 1998.

Vickie Rutledge Shields, Measuring Up: How Advertising Affects Self-Image. University of Pennsylvania Press, 2002.

**EVALUATION:**

Participation, essays, research paper.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2005

MC 387

**JEWS AND ANTI-SEMITISM**

**Professor Kenneth Waltzer**

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

**DESCRIPTION OF COURSE:**

MC 387 is a comparative history course that focuses on Jews and anti-Semitism especially during the 1930s-40s, the pivotal decades of modern Jewish experience. It explores the history of anti-Semitism in Europe and the West from medieval Christendom to the Modern era, and also contemporary developments in the history of anti-Semitism. It probes the sources and dimensions of the Nazi Holocaust, including the path of Nazi policy to genocide, and European and European Jewish responses to the Holocaust, including life and response in the ghettos and camps. It also explores aspects of the global response to the Nazi Holocaust, including the American response. Primary concerns include comprehending the rise of modern racial anti-Semitism; the role of Nazi ideology, hatred, and other factors in the path to the Final Solution; the responses of witnesses and of victims to Nazi genocide; life beyond extremity in the Nazi camps; and the reactions of bystander nations and communities.

**TYPICAL READINGS:**

Perry and Schweitzer, Anti-Semitism

Wistrich, Hitler and the Holocaust

Browning, Nazi Policy, Jewish Workers, German Killers

Gutman, Resistance

Friedrich, Auschwitz

Wyman, Abandonment of the Jews.

Grynberg, Words to Outlive Us: Eyewitness Accounts from the Warsaw Ghetto

a Holocaust memoir

**EVALUATION:**

Three papers; final examination; participation. A research paper on a specialized topic can be substituted for the third paper or the final examination.

H-option: An honors seminar with six meetings focused on issues of "Rescue during the Holocaust". Honors students read an additional book on rescue, plus other selected readings, and make a presentation to a seminar on the topic. No additional paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

SPRING 2005

MC 390 – Section 1

**ADVANCED TOPICS IN PUBLIC AFFAIRS:**

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

**Professor Gene Burns**

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

**DESCRIPTION OF COURSE:**

It is impossible to understand social change, in the U.S. or in much of the world, without understanding religion. Black churches were the organizational and inspirational center of the Civil Rights movement. Various social and political controversies—including abortion, race, homosexuality, and inequality—are debated as much or more in the churches as they are in secular society.

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

**TYPICAL READINGS:**

Randall Balmer, *Mine Eyes Have Seen the Glory: A Journey into the Evangelical Subculture*

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

Michele Dillon, *Catholic Identity: Balancing Reason, Faith, and Power*

**EVALUATION:**

2-3 papers, 2 exams, class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 390 - Section 2**

**ADVANCED TOPIC IN PUBLIC AFFAIRS**

**“Terrorism & Liberalism”**

**Professor Douglas Hoekstra**

**Prerequisites:** MC 112 and MC 202 and completion of Tier I writing requirement or approval of college.

**DESCRIPTION OF COURSE:**

No description was available at time of printing.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 390 - Section 3**

**ADVANCED TOPIC IN PUBLIC AFFAIRS**

**“The Cold War: Culture, Politics and Foreign Policy”**

**Professors Linda Racioppi and Colleen Tremonte**

**Prerequisites:** MC 112 and MC 202 and completion of Tier I writing requirement or approval of college.

**DESCRIPTION OF COURSE:**

The image of the Berlin Wall being torn down has become an iconoclastic symbol for the end of the Cold War and sign of the beginning of the post-Cold War era. But what was the Cold War? How can we understand its legacy? In this interdisciplinary course, students will have the opportunity to explore the interactions and representations that helped construct and maintain the Cold War. We will examine (1) US-Soviet foreign relations, and of course, the arms race; (2) ideological sources of conflict; (3) domestic socio-political consequences of the Cold War; (4) literary and filmic representations of the nation and the ‘other’ as contributors to the maintenance of the Cold War system; and (5) factors that led to the demise of the Cold War.

**TYPICAL READINGS:**

- We Now Know: Rethinking the Cold War by John Lewis Gaddis
- The Cold War: A History by Martin Walker
- The Culture of the Cold War by Stephen Whitfield
- Rethinking Cold War Culture edited by Peter Kuznick and James Gilbert
- The Ivankiad by Vladimir Voinovich.
- A Clockwork Orange by Anthony Burgess
- Dr. Strangelove
- Failsafe

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 395 - Sections 1 & 2**

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS**

**Professors Allison Berg (1) and Rod Phillips (2)**

**Prerequisites:** MC 112 and MC 202 and completion of Tier I writing requirement or approval of college.

**DESCRIPTION OF COURSE:**

Descriptions were not available at time of printing.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 420**

**ISLAM AND WORLD POLITICS**

**Professor Mohammed Ayooob**

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

**DESCRIPTION OF COURSE:**

The proposed course will straddle the sub-disciplines of International Relations and Comparative Politics. It will attempt to look at the manifestation(s) of political Islam within some key Muslim countries, such as Turkey, Egypt, Saudi Arabia, Iran and Pakistan. At the same time it will try to analyze the use of political Islam by certain states/groups as an instrument to advance their international goals. The links between the domestic and international manifestations of political Islam will be highlighted in the course. It will also attempt to tackle the issue whether political Islam is a monolithic or a fractured phenomenon and whether different manifestations of this supposedly universal ideology remain in constant tension, indeed confrontation, with each other. This will be done in the domestic context by analyzing how Islam has been used for different purposes ranging all the way from legitimizing existing regimes to their revolutionary overthrow. Similarly, in the international context, the course will endeavor to analyze the use of political Islam to maintain the status quo as well as to challenge the existing order as iniquitous and unjust. The course will also address the clash of civilizations thesis propounded by Samuel Huntington and assess its relevance to the relationship between Muslim countries and the Western powers in general, and the United States in particular. Finally, the implications of American foreign policy of the use of Islam as a political ideology by interested regimes and groups will also be analyzed.

The relevance of political Islam to American policy concerns was highlighted by the use of Islamic ideology by extremist elements to justify terrorist attacks on the United States. It is imperative, in this context, that a course like this one be offered to help students to understand the complex and multi-faceted nature of the phenomenon called political Islam, to distinguish the material reasons for Muslim (particularly Middle Eastern Muslim) disenchantment with U.S. policy from religious doctrines used to justify anti-Americanism, and to provide them with the analytical tools to make informed judgments regarding the interaction of political Islam with American policies and interests.

**TYPICAL READINGS:**

- John L. Esposito, Islam and Politics, 4<sup>th</sup> edition.
- L. Carl Brown, Religion and State: The Muslim Approach to Politics.
- Karen Armstrong, Islam: A Short History.
- Gilles Kepel, Jihad: The Trail of Political Islam.
- Shibley Telhami, The Stakes: America and the Middle East

**EVALUATION:**

Mid-term exam, final exam, research project

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 421**

**ADVANCED INTERNATIONAL POLITICAL ECONOMY**

**Professor Jonas Zoninsein**

**Prerequisites: MC 221**

**DESCRIPTION OF COURSE:**

MC 421 focuses on the study of the economic and political economy theories of growth, globalization, and development. It compares the analytical models that inform the development strategies and the relevant national experiences where these strategies were implemented. Some of these theories are: Classical Liberalism, Economic Nationalism, Schumpeterian, Keynesian, Neoclassical, Neoliberal, Structuralism, Late Development, New Growth, Human Development, Feminism, and Sustainable Development. The comparative analysis of these theories provides a rich understanding of the development challenges of the 21<sup>st</sup> century.

**TYPICAL READINGS:**

Beneria, Gender, Development and Globalization

Chang, Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective

Nayyar, Governing Globalization: Issues and Institutions

Rodrik, The New Global Economy and Developing Countries: Making Openness Work

Sen, Development as Freedom

**EVALUATION:**

Midterm examination, paper proposal, research paper, oral presentation and class participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 492 - Section 1**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“Science, Technology, Environment, Culture, and Globalization”**

**Professor Michael Schechter (JMC) and Professor Gerald Urquhart (LBS)**

**Prerequisites:** Approval of instructor

**DESCRIPTION OF COURSE:**

Globalization has been referred to as "the most over-used term in the current political lexicon". It refers both to the compressions of the world in such a way that local happenings are shaped by events occurring many miles away and vice versa *and* the "intensification of the consciousness of the world as a whole" (Simon Bromley, "Feature Article," *New Political Economy* 1 [March 1996]: 120). Although many speak of globalization as an economic phenomenon, it is multidimensional in its causes and impacts as well as the forms that resistance to it take. "Phenomena such as global markets, elections, mass media and cyberspace have helped to give planetary currency to a host of objects, ideas, symbols, words, weights and measures, rules and habits. Across the continents one encounters pop chart hits, cigarettes, bar codes, tariff signals and 'stress' the word has in the past several decades surfaced in all languages from Tagalog to Swedish" (Jan Aart Scholte, "The geography of collective identities in a globalizing world," *Review of International Political Economy*, 3 [Winter 1996]: 575-6).

The first part of the seminar will be spent reading and discussing together a number of recent works on the subject of globalization. They have been chosen because they underscore the multidisciplinary nature of our inquiry. The authors are trained in a wide variety of disciplines focusing on a variety of dimensions of globalization: economic, scientific, technological, cultural, and political. The various works also discuss the bases for support and resistance to globalization, as well as its causes and consequences. For this part of the course, we will be meeting all together (up to 30 Madison, Briggs and other STEPPS students). If you seek a small seminar, please select another seminar.

The second part of the seminar, for which we will break down into two groups, will be spent with students, perhaps as two-person teams, presenting their research findings and leading class discussions about them. The expectation is that these case studies will further our knowledge regarding the causes, consequences and desirability of globalization for different people as well the sources and forms that resistance to it take.

**TYPICAL READINGS:**

- David Held and Anthony McGrew, *The Global Transformation Reader: An Introduction to the Globalization Debate*.
- Selected articles from *Science*.
- Tyler Cowen, *Creative Destruction: How Globalization is Changing the World's Cultures*.
- Robin Broad, Editor. *Global Backlash: Citizen Initiatives for a Just World Economy*.
- Ian Clark, *Globalization and Fragmentation: International Relations in the Twentieth Century*.

**EVALUATION:**

A semester-long paper, including a revision phase; mid-term examination on the readings done in common; oral presentation followed by answers to student questions; summary of other students' presentations.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 492 – Section 2**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“The U.S. and China at the Dawn of the New Millennium: Past, Present and Future”**

**Professor Simei Qing**

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

**DESCRIPTION OF COURSE:**

This seminar will examine U.S.-China relations from the Cold War era to the post-Cold War world. It will be divided into six parts. Part I will focus on the common human concerns and major differences in Chinese and American civilizations. Part II will examine how Chinese civilization interacts with China's quests for modernity, from Dr. Sun Yat-sen's democratic revolution of 1911 to current Chinese reforms. Part III will focus on historical case studies on U.S.-China diplomacy during the Cold War. The questions to be raised in this part are whether Chinese and American military confrontations in Korea and Vietnam were brought about by actual conflicts of vital national interests. Or could they be brought about by fatal misperceptions of each other's intentions? If the latter was true, what were the sources of such fatal misperceptions across the Pacific? Part IV will discuss comprehensively America's China policy debates and China's American policy debates in the post-Cold War world. In particular, it will compare both sides' mainstream views on the questions of Taiwan, Tibet, and human rights in China. Part V will introduce new theoretical approaches to the study of American East Asian relations. It will reflect on historical and current policy debates in U.S.-China diplomacy to test the strengths and weaknesses of these new theoretical frameworks. In Part VI, students will engage in class simulations on important topics in U.S.-China diplomacy and participate in class debates regarding the future of U.S.-China relations in the 21<sup>st</sup> century.

**TYPICAL READINGS:**

- Fritjof Capra, *The Tao of Physics: An Exploration of the Parallels Between Modern Physics and Eastern Mysticism*;
- Gordon Chang, *Friends and Enemies: The United States, China and the Soviet Union, 1948-1972*;
- Michael H. Hunt, *The Genesis of Chinese Communist Foreign Policy*;
- Rosemary Foot, *The Wrong War: American Policy and the Dimensions of the Korean Conflict, 1950-1953*;
- Robert S. Ross, ed., *Re-examining the Cold War U.S.-China Diplomacy, 1954-1973*;
- David M. Lampton, *Same Bed, Different Dreams: Managing U.S.-China Relations, 1989-2000*;
- Alastair Iain Johnston and Robert S. Ross, eds., *Engaging China*;
- Coursepack

**EVALUATION:**

Midterm exam, class participation, oral presentation, class simulation, class debate, final exam, research paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 492 – Section 3**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“Political Economy of East Asia”**

**Professor Mark Elder**

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

**DESCRIPTION OF COURSE:**

We will explore the debate about the role of the state in economic development by examining in depth the relationship between government, economic policies, and growth in East Asia. We will look at patterns of business-government relations. The main focus will be on six countries: Japan, Taiwan, South Korea, Hong Kong, Singapore, and China. In the first part of the course, we will study the political institutions and economic policies of these countries in the era of “miracle growth” before the East Asian economic crisis of 1997. In the second part of the course, we will look at the evolution of political institutions and business government relations during and after the crisis. We will end the course with a discussion of the political economy of recent reform efforts in these countries. This course does not assume any previous knowledge of East Asia. It is designed so that students learn about the basic political and economic institutions and policies of the main countries in the first part of the course. Because the scope of this course is very broad, coverage of individual countries and issues is abbreviated and selective. Students will have the opportunity to explore areas of particular interest in further depth in their research papers.

**TYPICAL READINGS:**

Varies by year. We will use a wide variety of readings, including some articles available on the internet. Examples of past course readings include:

- Morris Goldstein, The Asian Financial Crisis: Causes, Cures, and Systemic Implications, Washington, D.C.: Institute for International Economics, 1998.
- Ezra F. Vogel, The Four Little Dragons, Cambridge: Harvard University Press, 1991.
- Paul Krugman, The Myth of Asia’s Miracle, Foreign Affairs, Nov./Dec. 1994: 62-78.
- Greg Noble, The Japanese Industrial Policy Debate, in Pacific Dynamics, ed. Stephan Haggard and Chung-in Moon, Boulder: Westview Press, 1989, 53-95.
- Karl Zinsmeister, MITI Mouse: Japan’s Industrial Policy Doesn’t Work.
- Jamie Matthews, Taiwan: Only the Paranoid Survive, Harvard Business School Case Study.
- Steven Radelet and Jeffrey Sachs, Asia’s Reemergence, Foreign Affairs, Nov./Dec. 1997: 44-59.
- Dani Rodrik, The Asian Financial Crisis and the Virtues of Democracy.
- Peter Evans, Transferable Lessons? Re-examining the Institutional Prerequisites of East Asian Economic Policies, Journal of Development Economics 34, no. 6 (1998): 66-86.
- Edward Lincoln, Japan’s Financial Mess, Foreign Affairs, May/June (1998): 57-66.

**EVALUATION:**

Research paper, including proposal, rough draft, oral presentation, final draft; two short analytical papers; peer critiques of research paper proposals, drafts, and presentations; class participation.

H-Option: The honors section will meet several times during the semester to discuss additional readings. Students will write a 5-7 page paper based on these additional readings and discussion.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 497 – Section 1**

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

**“Humanism and Politics: Dante, Machiavelli, Shakespeare”**

**Professor Eric Petrie**

**Prerequisites:** MC 371 and completion of Tier I writing requirement

**DESCRIPTION OF COURSE:**

Machiavelli is widely regarded as one of the leading architects of modern politics. His Prince and Discourses on Livy influenced the thought of such important figures as Hobbes, Spinoza, Locke and Rousseau (among many others) and thus gave direction to the totalitarian, democratic, constitutional and republican strands of modern politics. And yet, his alleged influence is not limited to politics narrowly understood. For Machiavelli, as a political philosopher, raised the fundamental questions regarding the right life and the right order of society. Thus, at the most extreme, Machiavelli is regarded as having made an epoch in thinking, to have discovered “the continent on which all specifically modern political thought...is at home.”

Yet, when it comes to that distinctively modern society, America, can we discern the influence of Machiavelli? For America’s unique written constitution, with its emphasis on formal limits to political power, and its establishment of inviolable rights, would seem to be directly opposed to the “machiavellian” goal of limitless expansion of human power for its own sake. What then is the meaning of Machiavelli’s thought for our time? What is the true, discernible legacy of Machiavelli’s thought in the concepts and institutions governing modern constitutional democracy, and in America generally? Is America built on a “continent” of thought discovered by Machiavelli, or are American politics and society fundamentally opposed to his brutal teaching about the greatness of republican Rome? To what extent is there an overlap between Machiavelli’s philosophical outlook (regarding human beings and their place in the cosmos) and that of our time? These are the main questions we will pursue in a semester-long discussion of Machiavelli and modern America.

**TYPICAL READINGS:**

- Machiavelli, The Prince, Mansfield translator (Chicago, 1985);
- Machiavelli, The Discourses on Livy, Mansfield translator (Chicago, 1996);
- Shelby Foote, The Civil War: A Narrative, volume II “Fredericksburg to Meridian”;
- David Mamet, Glengarry Glen Ross (Grove, 1982);
- Nicholas Lemann, The Big Test (Farrar, Straus, Giroux, 2000);
- Charles Ferguson, High States, No Prisoners (Three Rivers, 1999);
- Alison Clarke, Tupperware (Smithsonian, 1999)

**EVALUATION:**

Two longer papers, one on Machiavelli and one on some aspect of modern American politics, society or economy.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 497 – Section 2**

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

**“Human Nature and Politics”**

**Professor Louis Hunt**

**Prerequisites:** MC 371 and completion of Tier I writing requirement

**DESCRIPTION OF COURSE:**

The problem of human nature is perhaps the central question of political philosophy and the social sciences. From Plato to Nietzsche and beyond political philosophers have reflected on the fundamental characteristics of human nature. If the ultimate goal of political philosophy is to answer the question - How should a human being live? - it is crucial to have some answer to the prior question – What is a human being? As political events in the 20<sup>th</sup> century have shown with terrible clarity, it is morally and politically disastrous to pursue political projects based on false conceptions of human nature. Paradoxically, however, the reigning dogma in the social sciences (as well as most of the humanities) during the latter part of 20<sup>th</sup> century has been the impossibility of gaining any genuine knowledge of human nature. The basis of this alleged impossibility is quite simple: human nature does not exist. For reasons that this course will examine, the social sciences have rejected the idea of human nature in favor of the idea that human beings are almost wholly cultural beings. In this view, nature at best provides the “blank slate” on which culture writes its signature. In the last two decades, however, there has been a sustained intellectual revolt against what has been called the “standard social science model.” The impetus for this revolt – apart from the quite limited success of the social sciences in understanding human beings – has been the rise of a new Darwinian paradigm in biology, a scientific revolution that has transformed our understanding of animal behavior. The application of this new Darwinian paradigm to human behavior and psychology (called variously sociobiology, evolutionary psychology, and Darwinian anthropology) has once again put the question of human nature at the center of debate about moral and political issues. The purpose of this course is to understand this new paradigm and to become familiar with the main contours of the debate between its proponents and opponents (as well as the debates within the paradigm itself).

**TYPICAL READINGS:**

(These are merely illustrative. The specific readings for the course will be included in the syllabus.)

Andy Clark, *Natural Born Cyborgs: Minds, Technology, and the Future of Human Intelligence*

Francis Fukuyama, *Our Posthuman Future: Consequences of the Biotechnology Revolution*

Steven Pinker, *The Blank Slate*.

Matt Ridley, *The Origins of Virtue: Human Instincts and the Evolution of Cooperation*.

**EVALUATION:**

Two short papers on the readings and a comprehensive seminar research paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 498 – Section 1**

**SENIOR SEMINAR IN SOCIAL RELATIONS:**

**“Religious and Secular Society: Adversaries, Allies, or Ships Passing in the Night?”**

**Professor Gene Burns**

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

**DESCRIPTION OF COURSE:**

There is a reasonable case to be made that religions actually have more success retaining allegiance when there is a separation of church and state, so that in an apparently paradox, religious devotion may thrive when political structures are secularized. But the separation of church and state is a relatively recent historical phenomenon, and there is also a very strong tradition of the development of contemporary statements involving the suppression of religious power in culture and politics. Even today, numerous political conflicts involve the evocation of religious commitment and religious imagery, so that accusations that particular religious institutions are violating the separation of church and state is a recurrent feature of U.S. politics and of politics in much of the Western world.

At some level, there are multiple historical incidences of secular society and religious society affecting each other's growth and social standing, either negatively or positively. There is also a case to be made that religious and secular elements of society are distinct segments of modern society, living in partly distinct worlds. At times even neighbors cannot understand why one invokes religious faith in discussion of social or political issues, while the other does not understand how one could do otherwise. This seminar pays particular attention to the relationship between Western Christianity and the development of Western secular society. Readings will address the intersection of religious and secular society in the United States, Europe, and possibly also Latin America.

**TYPICAL READINGS:**

- Reinhold Niebuhr, Moral Man and Immoral Society
- David Kertzer, The Kidnapping of Edgardo Mortara
- Roger Finke and Rodney Stark, The Churching of America, 1776-1990
- Alan Wolfe, One Nation After All

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2005**

**MC 498 - Section 2**

**SENIOR SEMINAR IN SOCIAL RELATIONS:**

**Staff**

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

**DESCRIPTION OF COURSE:**

Description was unavailable at time of printing.