

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 221 – Sections 1 & 5**

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

**Professors unknown at time of printing**

**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.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2006

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.

Gilpin, The Political Economy of International Relations.

World Bank, Globalization, Growth and Poverty: Building an Inclusive World Economy.

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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 2006**

**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 it focuses on the politics of international economic relations. The 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:**

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

- Oatley, Thomas H. *International Political Economy: Interests and Institutions in the Global Economy*.
- 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*.
- Packet of case studies from Harvard Business School, Harvard Kennedy School of Government, and Georgetown. Examples include WTO and trade disputes; Nike and sweatshops; global climate negotiations; financial crisis in Mexico; and economic development in Botswana, Brazil, India, China; and European Monetary Union.

**EVALUATION:**

- Midterm Exam
- Final Exam
- 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 2006**

**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 is a comparative study of institutional frameworks for economic activity. For example, we will ask questions such as: how do our political and economic institutions support or undermine democracy, individual liberty, and prosperity? Will our political and economic institutions work as well in other countries and cultures as they do in our own? Are there institutions that provide a basis for democracy, individual liberty and prosperity regardless of their regional and/or cultural settings?

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.*

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

A reading packet of articles and shorter essays

**EVALUATION:**

Two short analytical papers, article critique, final examination

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 271 – Sections 1&2**

**CONSTITUTIONALISM AND DEMOCRACY**

**Professor Louis Hunt (1) and Folke Lindahl (2)**

**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

Hume, Essays, Moral and Political

The Federalist Papers

Tocqueville, Democracy in America

Shklar, Ordinary Vices

**EVALUATION:**

Final exam and papers

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 271 – Section 3**

**CONSTITUTIONALISM AND DEMOCRACY**

**Professor Ross Emmett**

**Prerequisites:** MC 270 or college approval

**DESCRIPTION OF COURSE:**

MC 271 is the second sophomore-level required course in the sequence of four core courses in the Political Theory & Constitutional Democracy field. Following the first course on classical republicanism, MC 271 surveys the literature of constitutional democracy, especially the literature that forms the background for, and foundation of, democracy in America. At the center of the literature we will examine is the claim that government can follow what Alexander Hamilton called “reflection and choice” rather than “accident and force.” In other words, the literature of constitutional democracy is founded on the belief that we can reason not only about policy choices (after all, monarchies and totalitarian governments plan), but also about the rules – the constitution – under which our policy choices operate.

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 writings of Locke, Montesquieu, Hume and Smith. In the second part of the course we will examine The Federalist’s defense of the American constitution and Tocqueville’s classic study of American democracy. Students also have an opportunity to examine constitutional frameworks other than the American one, through a collaborative project with another student.

**TYPICAL READINGS:**

The Declaration of Independence, the Articles of Confederation, the Constitution of the U.S.A. and the Federalist Papers.

Hume, David, *Political Writings*

Locke, John, *Letter Concerning Toleration*

Locke, John, *Second Treatise of Government*

Montesquieu, *The Spirit of Laws*

Heilbroner, Robert L. (ed.), *The Essential Adam Smith*

Storing, Herbert J., *What the Anti-Federalists Were For*

Tocqueville, Alexis de, *Democracy in America*

**EVALUATION:**

Two analytical papers, article critique, final exam

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLELGE**

**SPRING 2006**

**MC 281 – Sections 1 & 2**

**IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM**

**Professors: Professor unknown (1) and Anna Pegler-Gordon (2)**

**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 COLELGE**

**SPRING 2006**

**MC 281 – Section 3**

**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 the civil rights movement to immigration, deaf education, textbook wars, and child welfare, 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 COLLEGE**

**SPRING 2006**

**MC 295**

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

**Professor unknown at time of printing**

**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 2006**

**MC 327**

**COMPARATIVE ANALYSIS OF FOREIGN POLICY**

**Professor unknown at time of printing**

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

**DESCRIPTION OF COURSE:**

Concepts, processes and domestic and external determinants of foreign policy decision-making in several foreign countries. Comparative public policy, including security and foreign economic making in several foreign countries. Comparative public policy, including security and foreign economic policies.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 342**

**ECONOMICS OF THE WORKPLACE**

**Professor unknown at time of printing**

**Prerequisite:** EC 201 or EC 251H and EC 202, or concurrently, or EC 252H, or concurrently, and completion of Tier I writing requirement.

**DESCRIPTION OF COURSE:**

Labor market analysis of wages and employment. Class, gender, and race in the workplace. Productivity, income distribution, and living standards. Systems of work organization. Impact of globalization and new technology. The changing role of unions.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 347**

**URBAN AND REGIONAL DEVELOPMENT**

**Professor unknown at time of printing**

**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 2006**

**MC 361**

**POLITICAL ECONOMY AND COMPARATIVE PUBLIC POLICYMAKING**

**Professor Mark Elder**

**Prerequisite:** MC 221 or MC 241; EC 201 and EC 202 and completion of Tier I writing requirement

**DESCRIPTION OF COURSE:**

This course focuses around the question of why countries choose certain economic policies rather than others. This is very different from typical economics courses which tend to focus on the abstract question of which policy is “best” or “optimal,” given a certain set of assumptions about goals and how the economy works. In the real world, countries sometimes take the advice of economists, but often they do not. The goal of this course is to explain when countries listen to economists and when they don’t, (and what they do when economists give conflicting advice).

The explanations to be explored in this course center around four broad perspectives:

1. International factors/environment (globalization, cold war & its end, influence of large countries like the US)
2. Interest groups (agriculture vs. industry, labor vs. capital, large vs. small companies, etc.)
3. Institutions (parliaments, bureaucracies, electoral systems, etc.)
4. Ideas/ideology (liberalism, socialism, Marxism, economic theory, etc.)

One of the central questions will be how much globalization constrains countries choice of policies. Another will be to what extent policies are determined by “special interest groups,” or do ideas matter? Does the structure of government, make a difference? Do different kinds of democracies produce different policies?

The course is organized around different policy issue areas (including domestic and foreign economic policy), and some cases may be more historical. For each policy area, at least two countries will be compared. It is expected that the US will be an important point of reference, and that it will be one of the cases in a majority of the policy areas. Examples of policy areas that may be considered (may vary from year to year): Monetary and fiscal policy, regulation/deregulation, competition/antitrust policy, economic development, environmental regulation, social welfare policies, policies towards multinational corporations, trade policy, international economic policy.

A research paper is an important part of this course. Since we cannot cover all of the topics relevant to this course, students will have wide latitude in choosing their paper topics.

**TYPICAL READINGS:**

- Cohen, Jeffrey E. *Politics and Economic Policy in the United States*.
- Swenson, Peter. *Capitalists against Markets: The Making of Labor Markets and Welfare States in the United States and Sweden*.
- Lee, Henry. "Disaster by Design: California's Experience with Electricity Restructuring the Origins (A)." *Kennedy School of Government Case Program*, no. CR14-01-1632.0 (2001).
- Garrett, Geoffrey. *Partisan Politics in the Global Economy, Cambridge Studies in Comparative Politics*.
- Henning, Randall. *Currencies and Politics in the United States, Germany, and Japan*.
- Mayer, Frederick W. *Interpreting NAFTA: The Science and Art of Political Analysis*.
- Vogel, Steven K. *Freer Markets, More Rules: Regulatory Reform in Advanced Industrial Countries..*
- Woodward, Bob. *Maestro: Greenspan's Fed and the American Boom*.
- Andersen, Svein S., and Kjell A. Eliassen. *Making Policy in Europe*.

**EVALUATION:**

Analytical essays, research paper, class participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 362**

**PUBLIC INTERNATIONAL LAW**

**Professor Michael G. Schechter**

**Prerequisites:** MC 220 and 221

**DESCRIPTION OF COURSE:**

This class provides a wide-ranging introduction to the subject of public international law. Accordingly, it addresses: 1) whether international law is really law; 2) the sources of international law; 3) the concepts of hard and soft law; 4) subjects of international law, and 5) international courts. It then proceeds to focus on various contentious topics relating to international law including laws of war; environmental law; and human rights law, including that relating to refugees and migrants.

In addition to conducting an in-depth research paper, students will learn how to brief law cases.

**TYPICAL READINGS:**

Jeffrey L. Dunoff, Steven R. Ratner, and David Wippman, *International Law: Norms, Actors, Process: A Problem-Oriented Approach*.

Mark W. Janis, *An Introduction to International Law*.

Laksham D. Guruswamy, *International Environmental Law in a Nutshell*.

**EVALUATION:**

Brief, Research Paper, Midterm and Final exam.

**Honors Option:** We will focus on international law as it relates to terrorism.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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 2006**

**MC 371 - Section 1**

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

**Professor M. Richard Zinman**

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

**DESCRIPTION OF COURSE:**

This course takes up the radical challenges to liberal democracy posed by those 19<sup>th</sup> and 20<sup>th</sup> century thinkers who claim that modern thought has exhausted itself, that modernity is or soon will be at an end, and that the end of modernity or the coming of post-modernity requires that we move beyond both liberal democracy and its merely modern critics.

Nietzsche is the pivotal thinker of our time. The deepest currents of 20<sup>th</sup> and 21<sup>st</sup> century thought all have their origins -- positively or negatively -- in his work. Nietzsche predicts that the 20<sup>th</sup> and 21<sup>st</sup> centuries will be a time of crisis -- of modernity and thus of liberal democracy, modernity's preeminent regime. The root of this crisis, he maintains, is nihilism. Nietzsche's thinking is both a diagnosis of nihilism as the sickness of our time and a search for a cure. He has a short saying to express the deepest cause of our sickness: "God is dead." Because God (or all gods) is (are) dead, "nihilism stands at the door" -- "the highest values devalue themselves". The aim is lacking; 'why?' "finds no answer" -- "nothing is true, everything is permitted." According to Nietzsche, the values that are in the process of devaluing themselves include those that have served as the foundation for both modernity and liberal democracy -- especially the beliefs in rationalism, enlightenment, progress, natural rights, and equality.

Is God dead? Does the death of God enable or compel us to move beyond modernity and liberal democracy? Can modernity and liberal democracy be defended in the face of the challenge of nihilism? This course will explore these questions by attempting to evaluate both Nietzsche's teaching about nihilism and the attempts of his successors to respond to that teaching. The course's honors option will focus on the politics of nihilist art (film, painting, music, and literature) in the 20<sup>th</sup> century.

**TYPICAL READINGS:**

Nietzsche, The Birth of Tragedy, The Advantage and Disadvantage of History for Life, The Genealogy of Morals, Twilight of the Idols, The Antichrist, and The Will to Power

Heidegger, Nietzsche and The Question Concerning Technology

**EVALUATION:**

Three papers (two short [20% each] and one long [45%]) and class participation (15%).

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2006

MC 371 - Section 2

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

**Professor Folke Lindahl**

**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.

**TYPICAL READINGS:**

Nietzsche, Friedrich – Basic Writings of Nietzsche

Rorty, Richard – Contingency, Irony, Solidarity

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 372**

**AFRICAN AMERICAN POLITICAL THOUGHT**

**Professor Curtis Stokes**

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

**DESCRIPTION OF COURSE:**

This course critically and comparatively examines the origins, development and persistence of so-called “protest thought” in the African American experience, both in its vindicatory and affirming dimensions. We will look especially at the pivotal role of nationalism in the black “protest” tradition.

**TYPICAL READINGS:**

Emmanuel Chukwudi Eze, ed., *Race and the Enlightenment: A Reader*

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

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

Molefi Kete Asante, *Afrocentricity*

bell hooks, *Teaching Community: A Pedagogy of Hope*

Dean Robinson, *Black Nationalism in American Politics and Thought*

Vivian Gordon, *Black Women, Feminism and Black Liberation: Which Way?*

**EVALUATION:**

Several papers and class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 373**

**CONSTITUTIONAL SUPREME COURT**

**Professor Eric Petrie**

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

**DESCRIPTION OF COURSE:**

We will examine how the United States Supreme Court has shaped important features of the basic structure of the American political system. We will do this primarily through a careful examination of selected Supreme Court cases. This examination will be divided into four sections. After a brief introduction we will trace the origins of the Court's power to rule on the constitutionality of executive and legislative enactments and state court decisions. This is the power of judicial review, and while it is not explicitly mentioned in the U.S. Constitution it has played a very significant role in American politics as we shall see in the remaining two sections of the judicial review to interpret the separation of powers within the federal government, the division of power between the federal and state governments, and one of the major direct protections of individual rights afforded by the Constitution -- the due process clause of the 14<sup>th</sup> amendment.

**TYPICAL READINGS:**

Gerald Gunther, Constitutional Law, 14<sup>th</sup> edition.

Archibald Cox, The Role of the Supreme Court in American Government.

Hamilton, Madison, Jay, The Federalist Papers.

**EVALUATION:**

Exams, legal briefs, short paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 374**

**CONSTITUTIONALISM: THE PRESIDENCY AND CONGRESS**

**Professor Douglas Hoekstra**

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

**DESCRIPTION OF COURSE:**

MC 374 examines the American Congress and Presidency. The course gives attention to the constitutional dimension of each branch of national government, focuses on the formal structure and political incentives shaping congressional behavior and Congressional-Presidential relations. It examines a series of inter-branch constitutional controversies, and the normative issues surrounding the uses of executive power, while giving critical attention to those “models” of the presidency which purport to explain executive choices.

**TYPICAL READINGS:**

Divided Democracy, James A. Thurber

Congress: The Electoral Connection, David Mayhew

Dilemmas of Presidential Leadership, Aaron Wildavsky and Richard Ellis

Presidential Power, Richard Neustadt

The Constitution Between Friends, Louis Fisher

The Politics Presidents Make, Stephen Skowronek

The Presidents Agenda, Paul Light

**EVALUATION:**

Research papers, essay examinations

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 377**

**CULTURE, POLITICS AND POST-COLONIALISM**

**Professor Colleen Tremonte**

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

**COURSE DESCRIPTION:**

If global politics in the 19<sup>th</sup> and early 20<sup>th</sup> centuries were marked by the effects of European colonialism, the second half of the 20<sup>th</sup> century and the 21<sup>st</sup> century are often characterized as belonging to the era of post-colonialism. Post-colonialism, of course, implies the struggle for national liberation from colonial rule has been 'successful,' that the formerly colonized 'state' and its people are now independent. But how is independence or post-colonialism achieved? What was colonialism? When does it end? What are its repercussions for the colonizer and the colonized? What is the meaning of post-colonialism? One way of probing these questions is to look at the interaction between culture and politics.

This course explores the work of literature and films in the writing, constructing, and deconstructing of cultural identities in colonial and post-colonial experiences. We will begin by looking at notions of culture (what is 'it'? who produces it? how does it work?) and will continue by surveying some of the central concepts in the field of post-colonial theory (what is hybridity?). Writings by Williams, Geertz, Said, and Hall will provide the initial theoretical frames for understanding culture; readings by Appiah, Spivak, Slemon and Morris will provide initial groundings for understanding post-colonial theory. We will then turn to two country-specific cases to examine how literature and films write the experiences of colonialism and post-colonialism: Africa and Australia. This section might include works by Conrad, Aidoo, Farah, or Achebe; films by Weir; and, historical readings by Hochschild. In the final part of the course, we will revisit our initial questions about the interaction between culture and politics, and the usefulness of literature and film to understanding post-colonialism.

**EVALUATION:**

This class will be a collaborative learning environment in which each student will be responsible for promoting her/his peer's learning as well as his/her own learning. There will be very little use of the traditional lecture format. Typical collaborative assignments will include situating the text presentations, cultural artifact projects, and email dialoguing. Individual assignments will include a mid-term exam and one critical essay.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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:**

The course introduces Social Relations students to the social and political construction of the ever-changing welfare state. The shape and content of social policy is a socio-political process and we will explore these processes in this course. Our own society is engaged in a prolonged debate about governance and social policies concerned with how to best take care of individuals and families and the scope of government itself. We will examine these issues theoretically, i.e., How do we define the welfare state? What are its functions, contradictions, and tensions? We will also examine theories on the origin and comparative development of the welfare state. However, this course focuses exclusively on the U.S. case. The interdisciplinary approach used here incorporates journalistic and current events approaches, economics, history, political science, and sociology. As Michael Katz argues, the U.S. welfare state is a complex and fragmented thing, embedded in private and public institutions and in a federalist government structure that allows for lots of variation among states, counties, and municipalities. We will take a close look at three major policy reform issues. First, we will examine recent welfare reforms, including the Temporary Aid to Need Families (TANF) program passed in 1996 and its aftermath, and the Earned Income Tax Credit (EITC) as a means to bring the working poor out of poverty. But social welfare policy is not limited to the poor, as the middle class is the largest beneficiaries of welfare state program. We will explore the pressures on Social Security, an inclusionary social insurance program that benefits all, and the debates recommending reforms, especially renewed privatization efforts under the present Presidential and Congressional regime. We look at the history of Social Security and Home Mortgage tax expenditures to understand how the middle class is supported by the welfare state. Thirdly, we will explore the issues state laws concerning the establishment and limitations of same-sex marriage, which became especially eventful during the summer and fall of 2004. Social policy defines citizenship, as T.H. Marshall argues. The state helps to define and shape identity and citizenship based on gender, race, age, sexual orientation, social class, religion, and territory. Thus, the concepts, social theories, and methods covered in MC 280 and MC 281 are fundamental background for understanding social policy. MC 380 is the core 300 level course for Social Relations because it explores these identities in relation to the state and governance.

The objectives of the course are to provide students the opportunity to learn new theories about the workings of the welfare state, to sharpen analytical tools such as identifying the theoretical and normative assumptions embedded in policy debate, to learn evaluative methods available in ethnographic, historical, and statistical social science, and to help students become better citizen analysts of the main policy issues of the day (and to help you participate in policy processes that affect your own future). Students will develop and demonstrate policy analysis through discussion and presentation of 3 formal debates, writing short position papers, and doing primary and secondary research on topic of social policy of their own choosing.

**TYPICAL READINGS:**

Katz: **The Price of Citizenship.**

DeParle: **American Dream: Three Women, Ten Kids, Nations' Drive to End Welfare.**

Howard: **The Hidden Welfare State.**

Kotlikoff and Burns: **The Coming Generational.**

Sullivan: **Same Sex Marriage Pro & Con: A Reader.**

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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/war, 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 in the United States and other countries.

**TYPICAL READINGS:**

Ronald Inglehart and Pippa Norris, *The Rising Tide: Gender Equality and Cultural Change Around the World*.

Lourdes Beneria, *Gender, Development, and Globalization*.

Joshua Goldstein, *War and Gender*. .

Vickie Rutledge Shields, *Measuring Up: How Advertising Affects Self-Image*.

**EVALUATION:**

Essay, quizzes, research project, presentation, participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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

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

Friedrich, Auschwitz

A holocaust memoir

Wyman, Abandonment of the Jews

**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 "Morality and Behavior During the Holocaust". Honors students read an additional book, plus other selected readings, watch testimonies, and make a presentation to a seminar on the topic. No additional paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 388**

**SEXUAL POLITICS**

**Professor Julia Grant**

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

**DESCRIPTION OF COURSE:**

In this course, students will explore sexual politics in nineteenth and twentieth-century history and politics. The intersections between sexuality, politics, and medicine will be a primary focus of the course. Focusing on the role of sexual politics in the women's and lesbian/gay/bi/transgender rights movements, the following questions will be raised: To what extent is sexuality socially constructed or biologically ordained? What have been the roles of science and medicine in regulating gender and sexuality? Have the changes in expressions of sexuality in the last hundred years been liberating or oppressive? What has been the significance of sexuality in the emergence of the women's and gay rights movements in the late twentieth century? Considering the public policy implications and challenges emanating from changes in the place of sexuality in American life will be a major concern of this course.

**TYPICAL READINGS:**

Judith Butler, Bodies that Matter: On the Discursive Limits of "Sex".

Alice Echols, Daring to Be Bad: Radical Feminism in America, 1967-1975.

Beth Bailey, Sex in the Heartland.

George Chauncey, Why Marriage? The History Shaping Today's Debate Over Gay Equality.

John Colapinto, As Nature Made Him: The Boy Who Was Raised as a Girl.

John Corvino, Same Sex: Debating the Ethics, Science, and Culture of Homosexuality.

**EVALUATION:**

Students will write several short papers and complete midterm and final essays.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 395 - Section 1**

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

**Professor Andaluna Borcila**

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

**DESCRIPTION OF COURSE:**

With the events of 1989, the once “impenetrable” and monochrome “Cold War Other” became televisable. Post-communist sites initially entered the American cultural and political landscape via the television screen as fascinating places where “history is happening”; subsequently, they became newsworthy spectacles of crisis (orphans, ethnic violence, poverty, nationalism); and, as of late, they have receded into partial visibility.

This course offers students the tools and strategies to inquire into how post-communist countries are represented, how knowledge about them is produced, how “we” are positioned towards “them,” and what the real consequences of this representation, knowledge production and positioning are. Some of the questions that we will be asking include: how is post Cold War “Eastern Europe” mapped and re-mapped; how is “Eastern Europe” differentiated from “us” (the west, more specifically the U.S.) and how does this differentiation contribute to defining American identities; how do western knowledge about and western constructions of “Eastern European” identity shape the ways in which “Eastern Europeans” make sense of their past and their future; and, finally, what do these post-communist sites tell us about the relationship between television, history, and memory?

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

**TYPICAL READINGS:**

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

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 395 - Section 2**

**CULTURAL DIMENSIONS OF PUBLIC AFFAIRS  
“Contemporary Jewish-American Literature: A New Generation”**

**Professor Ilana Blumberg**

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

**DESCRIPTION OF COURSE:**

In the last ten to fifteen years, readers have witnessed an extraordinary outpouring of Jewish fiction written by twenty and thirty-something writers. A new generation of American Jews is making its literary voice heard in a way simply unprecedented in American history. Published by major presses, journals, and magazines, recognized by non-sectarian award systems, these short stories and novels have become a fully integrated element of “high literature” in America.

Young Jewish-American writers consider a range of timely issues in their fictions, for instance, the relation between the State of Israel and non-Israeli Jews; the limits and demands of a post-Holocaust identity; contemporary struggles of immigration and resettlement; the fluidity of travel and the consequent possibility of a return to Europe; the meeting between religiosity and modernity; the significance of Hebrew and of traditional Jewish texts for contemporary Jews; the notion of a “Jewish education”; the identity of Jews as men and women. Yet at the same time as these fictions announce new concerns and identifications for Jewish writers, they follow and illustrious if less peopled tradition of Jewish-American writers who broke literary ground in this country in the fifties and the decades that followed.

**TYPICAL READINGS:**

In this course, we will encounter the newest generation of writers alongside their predecessors in order to explore the various pressures that political and social change exert on literary production. Possible authors to be studied include Pearl Abraham, Saul Bellow, David Bezmosgis, Michael Chabon, Nathan Englander, Nomi Eve, Jonathan Safran Foer, Myla Goldberg, Ehud Havazelet, Rachel Kadish, Cynthia Ozick, Nancy Reisman, Thane Rosenbaum, Philip Roth. We will also consider theoretical material on the relationships that arise among various forms of literary identity: ethnic, national, linguistic, generational, and gendered.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2006

MC 395 - Section 3

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS  
“Religion in American Literature”

Professor Ron Dorr

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

**DESCRIPTION OF COURSE:**

This course examines how certain religious themes are addressed by romantic, realist, and modernist writers in American literature. Recurring themes: the relation of the individual to God; the nature of human nature, friendship, love, and loving relations; the quest for freedom, meaning, and purpose in life; and the problems of sin, suffering, and death. What is religion, anyway? What is it to be religious oneself, with others, and with God? How are religious clergy, believers, and nonbelievers presented in American literature? How do writers in the U.S. express their religious doubts, concerns, and commitments in their writing? Alfred Kazin’s book, *God and the American Writer*, will offer a provocative thesis that we will examine, especially concerning the writers we study.

**TYPICAL READINGS:**

Hawthorne, short stories  
Melville, Moby-Dick  
Stowe, Uncle Tom’s Cabin  
Lincoln, selected speeches  
Lewis, Elmer Gantry  
MacLeish, J.B.  
O’Connor, The Complete Stories  
Potok, The Chosen  
Porter, An Altogether Different Language  
Dillard, For the Time Being

**EVALUATION:**

Written work: choose among a personal essay, critical analysis, comparative interpretation, and final examination.  
Oral work: choose among class participation, oral report, and a class discussion led by a student.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 420/MC 441**

**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 2006**

**MC 448/NSC 448**

**ECOLOGY, LAW AND ECONOMICS**

**Professor Nicholas Mercurio**

**DESCRIPTION OF COURSE:**

Much of contemporary environmental, natural resource, and land use policy is rooted in legal and economic theory. The primary objective of this course is to provide students a basic understanding of the legal and economic theory that underlies environmental, natural resource, and land-use policy. To this end, students will be introduced to a conceptual model – Ecology, Law & Economics – that brings together the fundamental principles of the natural system, the economy, and the state. The interdisciplinary model together with the course readings provide a basis for analyzing and designing legal-economic based environmental, natural resource and land use policy. As Thomas Sterner (2003) recently wrote: “Policymakers must understand why environmental policy is needed. The reasons include market and policy failures that are interlinked with the evolution of property rights. To determine what an environmental problem is and what needs to be remedied, policymakers must understand not only technology and ecology but also the sociology, the economics, and politics of property rights”.

**EVALUATION:**

Class Attendance	10%
Term Paper	30%
Midterm and Final Exam	30% each

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 492 - Section 1**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“The Contemporary Human Rights Regime”**

**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, 2<sup>nd</sup> edition.

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

Jack Donnelly, Universal Human Rights in Theory and Practice, 2<sup>nd</sup> edition.

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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 2006**

**MC 492 – Section 3**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“Globalization, Development and Ethnic Minorities”**

**Professor Jonas Zoninsein**

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

**DESCRIPTION OF COURSE:**

This seminar examines the processes of economic growth and development, and their presumed linkages to the political, civil, economic, social and cultural influences and rights of minorities. Seminars presented by students will focus on their research and analyses of minority community experiences in a variety of countries. Lectures by the professor and student seminars also will explore diverse approaches to insert minority rights into development policy and aid programs.

**TYPICAL READINGS:**

Chua, World on Fire.

Sen, Development as Freedom.

Wimmer, Nationalist Exclusion and Ethnic Conflict.

Young, Ethnic Diversity and Public Policy.

**EVALUATION:**

Book critiques, midterm evaluation, research paper, oral presentation, and classroom participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 497 – Section 1**

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

**“Black Social and Political Thought: A Critical and Comparative Analysis”**

**Professor Curtis Stokes**

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

**DESCRIPTION OF COURSE:**

“The social contract tradition that has been central to Western political theory is not a contract between everybody (‘we the people’) but between just the people who count, the people who really are people (‘we the white people’). So it is a Racial Contract...in its obfuscation of the ugly realities of group power and domination, it is, if unsupplemented, a profoundly misleading account of the way the modern world actually is and came to be”

-Charles W. Mills, *The Racial Contract*

This seminar will critically and comparatively examine integrationist and nationalist dimensions of black social and political thought. “Nationalism” and “Integrationism” – whether in their liberal, conservative or radically transformative aspects – have anchored and dominated black thinking in the United State during the past two centuries. We will examine their origins, development and relevancy for black advancement in the 21<sup>st</sup> century.

**TYPICAL READINGS:**

W.E.B. DuBois, *The Souls of Black Folk*

W.E.B. DuBois, *The Philadelphia Negro*

Charles W. Mills, *The Racial Contract*

C.L.R. James, *C.L.R. James on the “Negro Question”*

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

Harold Cruse, *The Crisis of the Negro Intellectual*

Charles Lemert and Esme Bhan, eds., *The Voice of Anna Julia Cooper*

James W. Washington, *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*

Cheikh Anta Diop, *Civilization or Barbarism: An Authentic Anthropology*

**EVALUATION:**

General seminar participation; research project presentation; several short essays; research paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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 2006**

**MC 497 – Section 3**

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

**“War and the Presidency”**

**Professor Doug Hoekstra**

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

**DESCRIPTION OF COURSE:**

No description was available at time of printing.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**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 2006**

**MC 498 - Section 2**

**SENIOR SEMINAR IN SOCIAL RELATIONS:**

**“American Middle Class Politics and Policy”**

**Professor Louise Jezierski**

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

**DESCRIPTION OF COURSE:**

We examine the formation of the “middling sorts” during the 19<sup>th</sup> and 20<sup>th</sup> centuries to the modern class position, status, and interests of the middle class in the U.S. The course looks at the process of identity formation and organization of the middle class in the economy, in politics, and in culture. This course charts some of the larger forces that are challenging and shaping middle class identities and opportunity structures, while creating new inequalities and entitlements, and forging new political agendas. We examine tensions that affect the middle class, such as downward mobility, social psychological effects of status dislocation, and race and gender differences. We look at middle class social movements and social policies that address and challenge the interests of the middle class.

**TYPICAL READINGS:**

Tocqueville: excerpts from **Democracy in America**.

Howard: **The Hidden Welfare State**.

Sullivan, Warren and Westbrook: **The Fragile Middle Class: Americans in Debt**.

Baxandall and Ewen: **Picture Windows: How the Suburbs Happened**.

Oliver and Shapiro: **Black Wealth/White Wealth**.

Patillo-McCoy: **Black Picket Fences**.

C. Wright Mills: **White Collar: The American Middle Class**.

Ehrenreich: **Fear of Falling: The Inner Life of the Middle Class**.

Clarence Lo: **Small Property versus Big Government: Social Origins of the Property Tax Revolt**.

Bledstein and Johnston: **The Middling Sorts: Explorations in the History of the American Middle Class**.

**EVALUATION:**

Discussions and presentation of common readings, three analytic papers, and research and writing of a substantial and independent term paper.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2006**

**MC 498 - Section 3**

**SENIOR SEMINAR IN SOCIAL RELATIONS  
“The Political Economy of Organization and Institutions”**

**Professor Michael Crow**

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

**DESCRIPTION OF COURSE:**

Social scientists frequently explain social outcomes in terms of the preferences and interactions of individuals. But we also explain social outcomes in terms of the institutions that humans create to govern themselves, an approach sometimes labeled “new institutionalism”. Institutions, the formal and informal rules by which we govern ourselves, may include voting rules, bureaucratic organization, a body of laws and judicial traditions, legislatures, business firms, and informal norms and conventions.

In this course, we will seek to understand how institutional choices shape social outcomes in many different contexts: economic (e.g. how organizational choices in firms shape outcomes), legal (e.g. how judicial rulings may affect social welfare), political (how voting rules shape electoral outcomes) and social (how norms of cooperation may make life better for everyone). We will also seek to understand where institutions come from and how they change. In doing so, you will be introduced to a body of literature that is foundational for graduate study in law, business and the social sciences.