

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 221 - Section 001

INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Jonas Zoninsein

Prerequisite: MC 220 or college approval

DESCRIPTION OF THE COURSE:

MC 221 is the second semester of a yearlong introduction to the study of international relations. It builds upon the concepts covered in MC 220 and examines alternative perspectives, ideologies and theories of international political economy and globalization, such as, economic nationalism, international liberalism and the green perspective. 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 emerging countries; U.S. leadership in the international economy; technology and knowledge; climate change; and, energy security.

TYPICAL READINGS:

Balaam, David N. and Michael Veseth, Introduction to International Political Economy (4th edition)

Gilpin, The Political Economy of International Relations

Bergsten (ed.) The United States and the World Economy

EVALUATION:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 221 – Section 002

INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Mark Axelrod

Prerequisites: MC220 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. This section will begin by exploring the link between security and economic issues, as a bridge from MC 220. We will then spend time studying international trade, foreign aid, and international cooperation. Special attention will be paid to the relationship between the economy and environment, economic development (with a special focus on India), and the impact of global economic issues in the 2008 US elections.

ASSIGNMENTS: Class participation, discussion papers, IPE news updates, final exam, and research paper

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

Grieco, Joseph M., and G. John Ikenberry. 2003. *State power and world markets : the international political economy*.

Hall, Peter A., and David W. Soskice. 2001. *Varieties of capitalism : the institutional foundations of comparative advantage*.

Ikenberry, G. John. 2001. *After Victory: institutions, strategic restraint, and the rebuilding of order after major wars*.

Keohane, Robert O., and Joseph S. Nye. 1977/1989. *Power and interdependence: world politics in transition*. Boston: Little, Brown, and Co.

Sen, Amartya. . *Development as Freedom*.

Simmons, Beth A. 1994. *Who Adjusts? Domestic Sources of Foreign Economic Policy During the Interwar Years*. Princeton: Princeton University Press.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC221—Section 003

INTERNATIONAL RELATIONS II: INTERNATIONAL POLITICAL ECONOMY

Professor Rita Kiki Edozie

DESCRIPTION OF COURSE

Enroll in our **International Political Economy** course forum this semester! As we set out to discover the link between international economics and politics, throughout our study, we are concerned with the enduring questions of the relationship between the global production of wealth and the human condition. In essence, our goal is huge: we are interested in a lasting explanation of the underlying causes of political-economic change in the international arena. In this respect, our examination of international political and economic relations more directly addresses ways in which economic forces alter the international distribution of political power and resources. To achieve our goal, MC221 applies political-economy methodology to the international arena for the purpose of exposing students to the core and current issues that affect this sub-field of International Relations. We will begin our survey by examining contemporary issues in the IPE (economic globalization) using a close-to-home and globally important case study—the US in the IPE. Next, we'll examine the main structures of the IPE including its history and theory, international trade, international money and finance, and technology. After the Spring Break, in the second half of the course, we'll examine some of the main issues influencing the dynamics of the IPE including the North – South/development debate, Emerging Markets, including China, EU-Regionalism, Energy and Oil; and the Environment.

MC221 will be delivered in a non-traditional teaching format. My course delivery method seeks to develop second year students' skills and talents in social science careers by fostering their acquisition and usage of multiple research skills, including analytical and critical thinking as well as various types of communication delivery. Our Book Review component for example fosters student-based inquiry learning; though, my instructional style does combine instructor-led lectures with collaborative learning methods such as student-led seminars. The forum-based format of the course encourages students to actively read. There will also be individualized assignments as well as group assignments; and formal classroom instruction will be conducted utilizing effective learning technologies, including instructional audio-visual props and Angel online resources.

TYPICAL BOOKS:

Robert Reich Supercapitalism: the transformation of business, democracy and everyday life, (Alfred A Knoff, 2007) Rivoli, Pietra The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade (John Wiley and Sons, Inc. 2005) ISBN: 978-0-470-03920-5 Susan Strange, Mad Money: when markets outgrow governments, (University of Michigan Press, 1997), Thomas Friedman, The World Is Flat: A Brief History of the Twenty-first Century (Farrar, Straus and Giroux, New York, 2005) ISBN 0-374-29288-4 (Paperback edition), Amartya Sen, Development and Freedom (Anchor Books, 1999), Ted Fishman, China, Inc: How the Rise of the Next Superpower Challenges America and the World (Scribner, 2005) ISBN 0-7432-5752-9, Jared Diamond, Collapse: How Societies Choose to Fail or Succeed (Viking: Penguin Books, 2005) ISBN 0-670-03337-5, Joseph Stiglitz, Making Globalization Work (Norton and Company, 2006 ISBN 0393061221)

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 221 – Section 004

INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Yasumasa Komori

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. Building upon the concepts and theories covered in MC 220, this course examines alternative approaches to international political economy (i.e., the politics of international economic relations). The goals of the course are: 1) to obtain analytic skills to understand the changing political dynamics of international economic relations; and 2) to develop problem-solving skills to analyze major problems and formulate policy responses to the major issues in the field of international political economy (IPE).

Typical Readings:

- David N. Balaam and Michael Veseth, *Introduction to International Political Economy*, 4th ed. (Upper Saddle River, NJ: Person Prentice Hall, 2008).
- Jagdish Bhagwati, *In Defense of Globalization*, updated edition (Oxford: Oxford University Press, 2007).
- Joseph Stiglitz, *Making Globalization Work* (New York: W. W. Norton, 2006).
- Tarun Khanna, *Billions of Entrepreneurs: How China and India Are Reshaping Their Futures and Yours* (Boston, MA: Harvard Business School Press, 2007).

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 221 – Section 005

INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Bryan Ritchie

DESCRIPTION OF COURSE:

Theories and policy issues in international political economy. Analysis of trade, money and finance, technology, transnational corporations, debt and environment. Globalization, hegemonic power, international regimes.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 231, sections 001, 002, 003

CULTURE AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professors: Rita Kiki Edozie, Linda Racioppi and Colleen Tremonte

DESCRIPTION OF COURSE:

Building on the approaches, themes and theoretical frames introduced in MC 230, MC 231 extends students' understandings of 'culture' and public affairs through systematic analysis of cross-cultural interactions and politics. In this course, we explore how cultures and cultural identities are constructed and imagined transnationally. This exploration directly confronts the interactions – both harmonious and conflictual – that are characteristic of our globalized world, examining how cultures bump up against each other, how they resist, accommodate, conflict and mutate in a globalized world. The approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including ethnographies, historiographies, social science texts, and fiction and documentary films.

An honors option will be available.

SAMPLE TEXTS:

Books -- *The Conquest of America: The Question of the Other* by Tzvetan Todorov; *The Black Atlantic: Modernity and Double-Consciousness* by Paul Gilroy; *Cosmopolitics: Thinking and Feeling beyond the Nation*, ed. by Pheng Cheah and Bruce Robbins; *Globalization and Culture: Global Mélange* by Jan Nederveen Pieterse; *Juki Girls, Good Girls: Gender and Cultural Politics in Sri Lanka's Global Garment Industry* by Caitrin Lynch; and *Virtual Migration: The Programming of Globalization* by A. Aneesh.

Films – *Earth* (dir. Deepa Mehta, 1999); *Control Room* (dir. Jehane Noujaim, 2004); *Dirty Pretty Things* (Stephen Frears, 2002).

EVALUATION: Take-home essays, dialog groups, research project, participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 241: POLITICS AND MARKETS

Professor Ross Emmett

Prerequisite: EC 201 or EC 251H

DESCRIPTION OF COURSE:

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

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

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

TYPICAL READINGS INCLUDE SELECTIONS FROM:

Baumol, William, Carl Schramm and Robert Litan. *Good Capitalism, Bad Capitalism and the Economics of Growth and Prosperity*

Buchanan, James M., and Richard Musgrave. *Public Finance and Public Choice: Two Contrasting Visions of the State*

De Soto, Hernando. *The Mystery of Capital*

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

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

Ostrom, Elinor. *Governing the Commons*

Pietra Rivoli. *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*

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

A reading packet of articles and shorter essays.

EVALUATION:

The infamous Emmett “daily memos,” an analytical essay, a mid-term test, and a final examination

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 271 – Section 001

CONSTITUTIONALISM AND DEMOCRACY

Professor Ben Kleinerman

Prerequisites: MC 270 or college approval

DESCRIPTION OF COURSE:

Origins and development of liberal constitutionalism and its democratization. Theory and practice of the modern state, especially the American variant.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 271 – Section 002

CONSTITUTIONALISM AND DEMOCRACY

Professor Louis Hunt

Prerequisites: MC 270 or approval of college.

DESCRIPTION OF COURSE:

Origins and development of liberal constitutionalism and its democratization. Theory and practice of the modern state, especially the American variant.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 271 – Section 003

CONSTITUTIONALISM AND DEMOCRACY

Professor Folke Lindahl

DESCRIPTION OF COURSE:

Origins and development of liberal constitutionalism and its democratization. Theory and practice of the modern state, especially the American variant.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 272 – SECTION 001

Professor Sherman W. Garnett

POLITICAL THEORY AND ISSUES

Blessed Isles and Floating Islands: The Utopian and Dystopian Imagination

DESCRIPTION OF COURSE:

Political philosophy is guided in no small measure by the question of the best human community. Thinkers and writers have long imagined what perfect human communities might look like, both to propose adoption of new ways of living together or to understand better the limits of human nature and human communities. They have also imagined what humanity might look like at its worst. This course will examine texts of the utopian and dystopian imagination, works that portray the best and worst human communities. The course will begin with Homer's *Odyssey*, a work that visits a number of places that are either more and less than human, culminating in the hero's return to an Ithaca poised on the verge of communal chaos and strife. This poem is a good place to start our reflections, especially for students who have just finished their reading of *The Republic*, where Socrates banishes Homer from his just city in speech. Course readings will also include Thomas More's *Utopia*, Shakespeare's *Tempest*, Jonathan Swift's *Gulliver's Travels*, and still to be chosen works from other authors understood as part of the Utopian and Dystopian tradition (examples include Aristophanes, Bacon, Dostoevsky, LeGuin, Montaigne, Morris, Wells, and Zamyatin). We turn to the powerful traditions of the utopian and dystopian imagination as a way of making plain radical alternatives to our current path and raising fundamental questions about the inherent possibilities of—and constraints upon— ourselves and our communities.

Assignments in the course will consist of a take-home mid-term essay or essays, a final research paper, and additional short written assignments and presentations focused on the readings and the themes they raise.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLELGE**

SPRING 2009

MC 281 – Section 001

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 19th and 20th 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 conceptions 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 COLELGE**

SPRING 2009

MC 281 – Section 002

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor : Mark Largent

Prerequisites: MC 280 or college approval.

DESCRIPTION OF COURSE:

Comparative social history of American peoples, focused on immigrants and ethnic and racial minorities. Comparisons of patterns of adjustment, intergroup relations, and politics.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 293

Methods for Strategic Analysis in Public Affairs

Prerequisites: Mth 110 or Mth 116 or Mth 112 or Mth 114 or Mth 124 or Mth 132 or STT 200 or designated score on Mathematics Placement test.

Dr. Ross B. Emmett

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

DESCRIPTION OF COURSE:

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

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

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

Standard Readings

Games of Strategy, by Avinash Dixit & Susan Skeath
The Evolution of Cooperation, by Robert Axelrod

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 300: COLLABORATIVE STUDY: STEPPS Capstone Course, focusing on health and medicine

Professor Mark Largent

DESCRIPTION OF COURSE:

Group reading, research or simulations under faculty direction.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 321 - Section 001

THE COLD WAR: CULTURE, POLITICS AND FOREIGN POLICY

Professor Linda Racioppi

Prerequisites: MC 220 OR mc 231 AND COMPLETION OF Tier I writing requirement

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. This course probes the significance of the collapse of the Soviet Union and other communist party states, of the end to the ideological battle of communism and capitalism, and of the evaporation of the Warsaw Pact, through in-depth examination of the culture, politics and foreign policy of the Cold War. It approaches the Cold War as a system that combined bi-polar power politics and foreign policymaking with an ideological struggle for the hearts and minds not only of American citizens but also of people in the Soviet Union and around the globe. The Cold War system was grounded in foreign policies and interactions of the superpowers and their allies, but it also generated and was maintained by cultural phenomena that reflected and developed particular Cold War ideologies. To undertake this exploration, we will draw on a wide range of sources and texts, from political treatises, historical accounts, and foreign policy documents, to cultural analyses, documentaries and fiction films. Film is a particularly interesting cultural source because it represents Cold War narratives that cross temporal and spatial boundaries in a way that is easily accessible to broad audiences. Viewed by millions around the world, documentaries and fiction films graphically portray important dimensions of the Cold War, from American and Soviet competition around the globe, to the Red Scare and domestic dimensions of the ideological battle between East and West, to the potentially catastrophic consequences of nuclear war. By moving between historical-political analyses and filmic representations, we aim to achieve a deeper understanding of the Cold War and its legacy.

An honors option will be available in this course.

SAMPLE READINGS: John. L. Gaddis, *The Cold War: A New History*; Peter J. Kuznick and James Gilbert (eds), *Rethinking Cold War Culture*; Jussi Hanhimäki and Odd Arne Westad, *The Cold War: A History in Documents and Eyewitness Accounts*; Odd Arne Westad, *The Global Cold War.*; *The Manchurian Candidate* (1962); *Dr. Strangelove* (1963); *From Russia With Love* (1963); *Fail Safe* (1964); *Octopussy* (1983); *The Deer Hunter* (1978); and *GoldenEye* (1995).

EVALUATION: Take home essays, research papers, oral presentations, participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 326

AMERICAN FOREIGN POLICY: THEORY, PATTERN AND PROCESS

Professor Yael Aronoff

Prerequisite: Mc 221 and completion of the Tier I writing requirement or approval of College

DESCRIPTION OF COURSE:

This course analyzes the theory, pattern and process of U.S. foreign policy. The end of the Cold War and the attacks of September 11th have presented American foreign policy makers with many new challenges to established ways of dealing with world problems. This course will focus on the major challenges facing American foreign policy, and alternative policies for dealing with them. Theories are illustrated with examples since 1940. In addition to the example of the Cuban Missile Crisis, cases will emphasize U.S. foreign policy toward the Middle East. We will analyze how foreign policy is shaped by government structure, political culture, organizational dynamic, individual psychology of leaders, bureaucratic politics, and perceptions of motives of other actors, among other factors. The class seeks to analyze the strengths and limitations of various types of approaches to explaining foreign policy, and ask why policy implementation is at times different from the intentions of decision-makers.

TYPICAL READINGS:

Eugene R. Wittkopf and James M. McCormick, *The Domestic Sources of American Foreign Policy: Insights and Evidence*, Fifth Edition (Lanham: Rowman & Littlefield, 2008)

Graham T. Allison, *Essence of Decision: Explaining the Cuban Missile Crisis*

Steve Yetiv, *Explaining Foreign Policy: U.S. Decision-Making and the Persian Gulf War* (Baltimore: The Johns Hopkins University Press, 2004)

Carter, Ralph G. Editor, *Contemporary Cases in U.S. Foreign Policy: From Terrorism to Trade* (Washington: CQ Press, 2008)

Jerel A. Rosati and James M. Scott, *The Politics of United States Foreign Policy*, 4th edition, 2007.

Charles Kegley and Greg Raymond, *After Iraq: The Imperial American Imperium* , 2006.

EVALUATION:

To be determined mix of in class participation, simulations, debates, exams, and papers.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 327

THE COMPARATIVE ANALYSIS OF FOREIGN POLICY

Professor Matthew Zierler

Prerequisite: MC 326 and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

The title of this course suggests both a substantive topic and a method. Substantively, we are going to discuss foreign policy – the actions states make in relations to each other and the process states go through to determine their policies. Thus, both process **and** policy are important topics. Methodologically, we will approach our subject matter comparatively. In other words, we want to see how the models and explanations we develop in a general way to understand the phenomenon of foreign policy can be applied to multiple settings – across time and place – and how subjecting our models to various settings can improve general theorizing about foreign policy. Nearly any set of countries can be selected to study, but I will do so with an eye towards variation: in region, in domestic political system, in history. China, Russia, Iran, Germany, and Turkey are among those states that might play a central role in the course.

Typical Readings:

Scott Erb. *German Foreign Policy*.

Lenore G. Martin and Dimitris Keridis. *The Future of Turkish Foreign Policy*.

Christopher Hill. *The Changing Politics of Foreign Policy*.

Denny Roy. *China's Foreign Relations*.

Yong Deng and Fei-Ling Wang. *China Rising*.

Jeanne A.K. Hey. *Small States in World Politics: Explaining Foreign Policy Behavior*.

Evaluation:

Typically include midterm and final exams, class participation, and a research

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Spring 2009

MC348

EDUCATIONAL POLICY

Professor Louise Jezierski
Professor Julia Grant

Prerequisites: EC201 or EC251H, Completion of Tier I Writing Sequence

DESCRIPTION OF COURSE:

This course examines one of society's basic institutions: education, especially public schools. The course is organized to provide an overview of both historical foundations of education policy in the United States and to allow for a critical examination of contemporary debates about education policy. This course contributes to the Political Economy Specialization.

Topics may include:

- The history of school reform in the United States: What are the ways that we target school reform as a means to address social change and reform society at large? How and why do we use the ideal of the school as a mechanism to develop citizenship, intellectual capital, and economic development?
- How have schools contributed to the ideal of meritocracy? Why are there persistent achievement gaps by race, class, and gender? How do we address these gaps? Are affirmative action and mainstreaming useful reforms to solve this problem?
- The political economy of schools is explored, especially the issues of unequal funding, the climbing costs of education, and the role of education in economic development.
- The institutional basis of federalism and educational policy is important to the organization of public schools. As education has mostly been under the control of local and state jurisdictions, how are national policy tools reshaping education? Can the market make a difference, as school vouchers purport to enhance school choice, competition, and educational quality? Do we need to enforce national standards of educational achievement? And how best do we organize these policy initiatives? What are the key components of "No Child Left Behind" (2001) federal education policy and the reauthorization debates?

Typical Readings

America's Public Schools: From the Common School to "No Child Left Behind" by William Reese Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning*

NCLB Meets School Realities: Lessons From the Field, edited by Sunderman, Kim and Orfield
To Educate a Nation Edited by Carl F. Kaestle and Alyssa Lodewick

The Big Test: The Secret History of the American Meritocracy Nicholas Lemann
The Michigan Affirmative Action Cases by Barbara A. Perry

Helping Children Left Behind edited by John Yinger

Evaluation:

Debates, analytic essays, midterm or final

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 358/PLS 358 THE POLITICS OF THE USSR AND ITS SUCCESSOR STATES

Professor Norm Graham

DESCRIPTION OF COURSE:

This course covers the political history, Communist ideology, state institutions, and political processes in the Soviet Union and its successor states. It will analyze the record of political “reform” efforts under Gorbachev, Yeltsin, and Putin, and will assess the prospects for improved governance and development in Russia. It will also examine the political change underway in the Republic of Georgia, Ukraine and Kyrgyzstan accentuated by the “color revolutions” emerging there 2003-5, as well as the challenges of political reform in authoritarian regimes like those ruling Kazakhstan and Uzbekistan, and the challenges faced by the “maturing” democracies in the Baltic Republics. Students will develop analytical and expression skills as they explore the range of cases and issues covered.

NB: This course qualifies as a key social science component of the Undergraduate Specialization in Russian and East European Studies offered by the College of Arts and Letters and the Center for European and Russian/Eurasian Studies.

Typical Readings :

- Mark A. Cichock, Russian and Eurasian Politics: A Comparative Approach. NY: Longman/Pearson, 2003
- Karl Marx and Friedrich Engels, The Communist Manifesto.
London: Penguin Books, 1967 or 2002
- Andrew Meier, Black Earth: A Journey Through Russia After the Fall
NY: W.W. Norton, 2003
- Shireen Hunter, Islam in Russia: The Politics of Identity and Security
Armonk, NY: M.E. Sharpe, 2004

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 364

POLICY EVALUATION

Professor Bryan Ritchie

Prerequisite: EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently and SOC 281 or concurrently or MC 295 or concurrently or PLS 201 and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

Economic concepts and analytic techniques for the design and evaluation of public policies. Political environment of policy formation and implementation. Basic data analysis. Application of concepts and techniques to selected government policies.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 371 - Section 001

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professor Louis Hunt

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

DESCRIPTION OF COURSE:

The contemporary status of liberal democracy. Theory and practice of late 20th century attempts to perfect, transcend, or undermine liberal democracy in light of crisis of rationalism.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 371 Section 002

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professor Eric Petrie

Prerequisites: MC 370.

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.

EVALUATION:

Essays of various length; quizzes; class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 372

COMPARATIVE BLACK POLITICAL THOUGHT

Professor Curtis Stokes

Prerequisite: Completion of Tier I writing requirement

DESCRIPTION OF COURSE:

This course critically examines the uneasy and yet deeply intersecting relationship between “nationalism” and “radicalism” in black political thought and what this means for blacks in America and elsewhere in the African Diaspora.

TYPICAL READINGS:

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

Frantz Fanon, The Wretched of the Earth

Charles W. Mills, The Racial Contract

Dean E. Robinson, Black Nationalism in American Politics and Thought

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

Michael C. Dawson, Black Visions: The Roots of Contemporary African American Political Ideologies

EVALUATION:

Several papers and class participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 377

CULTURE, POLITICS AND POST-COLONIALISM

Professor: Folke Lindahl

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

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 378

LAW AND SOCIAL GROUPS

Professor Constance Hunt

DESCRIPTION OF COURSE :

Study of the relationship between fundamental law and the activity of social groups in the American context; selected Supreme Court cases examined for their impact on the free exercise and equal protection of social groups.

TYPICAL READINGS:

Sullivan and Gunther, Constitutional Law

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 380

SOCIAL POLICY

Professor Michael Crow

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:

Our main objective in this course is to apply critical thinking, writing and analytic skills to evaluate and explain change in social policy. Evaluating policy means analyzing the causes of public problems, developing policy alternatives to address those problems, and assessing the impact of policy alternatives against criteria such as equity, liberty and economic efficiency. Being able to evaluate policy, then, is important for constructing effective policy arguments of your own and critically evaluating the arguments of others. Explaining policy change means understanding the policymaking process: how and why policy issues come to the attention of the public and lawmakers, who influences the policy alternatives that are considered to address the problem, and why we get the policy outcomes that we do. Being able to explain policy change, then, is important for those participating in the policy process, such as legislators, legislative staff, bureaucrats, policy advocates, journalists and citizens.

We will pursue these objectives through a series of case studies of American social policy. Social policy comprises those policy arenas that distribute or redistribute resources or other social benefits and costs across lines of economic class, race, gender and other broad social categories. Past topics have included health care policy, poverty assistance, immigration, civil rights, abortion, same-sex unions, and education policy. You will also apply what you learn about the policymaking process in a simulated Congressional committee session to draft legislation on the policy issue we select as a class.

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

- Critically discuss sources of disagreement over how policy problems are defined, the causes of policy problems, and differences in interests and values
- Critically discuss the political process resulting in a policy outcome
- Formulate persuasive written and oral arguments about public policy using logic and empirical evidence

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 381

AMERICAN POLITICS AND EQUALITY: ISSUES IN AMERICAN EQUALITY

Professor Ben Kleinerman

Prerequisite: Completion of Tier I writing requirement

DESCRIPTION OF COURSE:

This course will examine the question both as to what is meant by the principles of equality articulated by the Declaration of Independence and whether the United States has historically lived up to those principles. Much of the course will proceed historically, examining first the ways in which equality was understood at the American founding and then proceeding to examine the transformation of the meaning of equality over the course of American history. The course will conclude by examining the contemporary debates about the meaning of equality in issues such as affirmative action.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 384

METROPOLITAN SOCIETY

Professor Louise Jezierski

Prerequisites: MC 240 or MC 280 or MC 281 and EC 201, or concurrently, or EC 251H or concurrently, and EC 202 or concurrently, or EC 252H or concurrently and completion of a Tier I writing course

DESCRIPTION OF COURSE:

This course explores the significance of urban and suburban life in American society. How has inequality between cities and suburbs developed? Are those who live in poor, inner city neighborhoods afforded full citizenship? Does suburbia represent the ideal democratic community? How has American urban policy abetted the decline of American cities? Can we achieve greater integration and diversity in our communities? Are our cities worth saving? We explore in depth the uneven development and spatial segregation by class, race and gender in American metropolitan areas. New fragmentation and segregation patterns have emerged with deindustrialization and post-industrial restructuring. The interdependent processes of urban decline and the social composition of the suburb will be examined, using, in particular, the cases of Detroit, Los Angeles, Chicago, and New York. The course covers the history of American urban policy and current debates in urban and community redevelopment. The issues of globalization and postmodernism and urban life are explored.

An interdisciplinary perspective is emphasized using readings from urban and community sociology, urban history, geography, economics, and cultural studies. We examine how social inequality is organized spatially and how identities and opportunities are forged in community politics. Analytic skills are developed as we compare urban theories and evaluate urban policies. Students will learn demographic and economic census analysis, qualitative analysis using urban ethnography and in depth interview, and cultural analysis. The course will encourage debate over policy choices, the importance of community organization, assessment of structural forces versus political agency and participation, and the measure of social justice that converge in urban issues.

TYPICAL READINGS:

Dreier, Mollenkopf, and Swanstrom: Place Matters.

Thomas Sugrue, Origins of the Urban Crisis.

J. Abu-Lughod, New York, Chicago, Los Angeles: America's Global Cities.

J. Hannigan, Fantasy City: Pleasure and Profit in the Post-Modern City.

EVALUATION:

A number of short analytic essays are due throughout the semester. In addition, a semester-long census exercise requires students to provide a population and economic profile of Lansing or Detroit. A class tour of Detroit and/or Lansing is arranged. A final research paper on a contemporary urban policy is required.

MICHIGAN STATE UNIVERSITY

JAMES MADISON COLLEGE

SPRING 2009

MC 387

JEWS AND ANTI-SEMITISM

Professor : Kenneth Waltzer

Prerequisite: Completion of Tier I writing requirement.

Restrictions: Open only to juniors or seniors in James Madison College or in the Specialization in Jewish Studies.

DESCRIPTION OF COURSE:

Comparative history and sociology of modern Jewish experiences. Anti-Semitism and intergroup relations; the Holocaust and responses to the Holocaust; assimilation and pluralism in the U.S.

MICHIGAN STATE UNIVERSITY

JAMES MADISON COLLEGE

SPRING 2009

MC 388

SEXUAL POLITICS

Professor Gene Burns

Prerequisite: Completion of Tier I writing requirement.

Restrictions: Open only to students in James Madison College or Women's Studies (or Women, Gender, and Social Justice) or approval of college.

DESCRIPTION OF COURSE:

This course focuses on the centrality of sexual politics for American understandings of family and social policy, as well as the intersection of sexual politics with social movements and politically contested legal changes. Debates over the morality and purpose of contraception and abortion, for instance, have necessarily intersected with debates over sex roles and sexual morality. Similarly, contemporary debates about teenage pregnancy are intertwined with debates over whether teenage sexuality is itself a social problem. Some of the issues addressed in this course are probably quite familiar to you at some level. Many political analysts have observed that abortion, for example, is one of the most polarizing issues in American politics. However, it is too easy to assume that the way contemporary Americans frame the abortion debate is the natural, or only, way to discuss such issues. An advantage of an historical approach is that we see that popular conceptions on reproductive issues have varied a great deal across time and space; in addition, such conceptions have intersected, in complex ways, with issues of class, race, and gender. We also see interesting changes in the private and public dimensions of sexual morality, as well as the fact that certain questions, such as the meaning of gender equality and the relevance of eugenics, continue to resurface.

More specifically, this class focuses on the conflict over the morality and legality of contraception in the early twentieth century; conflict over abortion in the nineteenth and twentieth centuries, contemporary debates and policy concerning pregnancy and child-bearing among teenagers and unmarried women; and policy, political, and ethical debates about new reproductive technologies.

This course is a selective (that is, a cluster course) in the Social Relations & Policy major and a “Gender and Sexuality” course in the Women, Gender, and Social Justice specialization.

TYPICAL READINGS:

Linda Gordon, *The Moral Property of Women: A History of Birth Control Politics in America*

Beth Bailey, *Sex in the Heartland*

Kristin Luker, *Dubious Conceptions: The Politics of Teenage Pregnancy*

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY

JAMES MADISON COLLEGE

SPRING 2009

MC390 – Section 001

ADVANCED TOPICS IN PUBLIC AFFAIRS: State and local policymaking in Michigan

Professor Michael Crow

DESCRIPTION OF COURSE:

Michigan faces some tough policy challenges: sluggish economic growth, job losses in manufacturing, pressures on the state budget, and persistent poverty in Detroit and elsewhere, just to name a few. Competing political interests, economic constraints, and relationships across levels of government increase these challenges for the state and local officials addressing them.

In this course, we will confront some of Michigan's main economic and social problems and examine how state and local policymakers deal with them. We will do this through a series of policy case studies, including economic development, the state budget, and social welfare policy. We will take an applied policy approach for each case by examining theory relevant for understanding the case and by applying that framework to analyze an on-going policy dilemma. By the end of the course, you be familiar with state and local political economy, Michigan's policymaking process, and Michigan's policy responses to development and social welfare issues. You will also have demonstrated your ability to analyze current state and local policy issues in Michigan.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 390 --Section 002

ADV TOPICS IN PUBLIC AFFAIRS : Chinese Foreign Polity

Professor Simei Qing

DESCRIPTION OF COURSE:

Issues in international relations, political economy, political theory and constitutional democracy, and social relations.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 390 –Section 003

ADV TOPICS IN PUBLIC AFFAIRS

Professor Tobin Craig

DESCRIPTION OF COURSE:

This course will examine the place of technology in American political thought. After a brief historical introduction to the topic of technology and politics, we will consider readings from the pre-revolutionary and revolutionary periods, the consolidation of the republic, through the nineteenth and twentieth centuries.

Typical Readings:

Selections from Benjamin Franklin, Thomas Jefferson, Alexander Hamilton, Alexis de Tocqueville, Henry David Thoreau, Mark Twain, Booker T. Washington, W. E. B. Dubois, Henry Adams, Charlotte Perkins, Edward Bellamy, Frederick Taylor, Lewis Mumford, Leo Marx, Ruth Schwartz Cowen, Langdon Winner, Leon Kass.

Evaluation:

Papers and Exams

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 395 – Section 001

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS: “Encounters with Post-Communism”

Professor Andaluna Borcila

DESCRIPTION OF COURSE:

With the events of 1989, the once “Impenetrable” and monochrome “Cold War Other” became televisible. 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).

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*
Michael 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 2009

MC 395 – Section 002

Professor Ilana Blumberg

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS: Women and the Politics and Poetics of biblical Interpretation

DESCRIPTION OF COURSE:

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

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 395 – Section 003

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS: Performing Cultural Identities: Music, Theatre and Politics

Professor Stephen Rohs

DESCRIPTION OF COURSE:

This course will examine how collective identities are constructed and contested by public performances. By studying music, theatre and other forms of performance culture, course participants will better appreciate how pervasive forms of cultural expression significantly contribute to the creation of local, national, and global knowledges and identities. The emergence of a relatively new field of performance studies can offer different ways to understand how different communities imagine themselves. As Kelly Askew notes in *Performing the Nation* (2002), many perspectives on national imaginations presume that these identities are “cultural artifacts” but fail to explore the implications of that observation. By looking at the way these identities are ***staged***, Askew argues that nationalism (and by implication local and global views) can be re-theorized as “a series of continually negotiated relationships between people who share occupancy in a defined geographic, political, or ideological space.” By examining collective identities as they are negotiated in live and recorded performance events, concerns central to performance studies – the relation between performer and audience, the compromise and conflict involved in rehearsal and collaboration, the ritual quality of staged events, the social dramas evoked by different shows, etc. – are revealed to be crucial to these identities. Performance can also provide insights into the “intercultural” aspects of vexed global identities. Class participants will be asked to consider a range of questions that emerge from these central concerns. How does music produced and contested in small gatherings constitute local social relations and national culture? How does that compare with the ways different audiences hear global music produced by large media conglomerates as aspects of national culture? To what extent are stories of national place mythologized by dramatic shows, and how might those dramas enable appropriation and re-mythologizing by people in other countries? In what ways do shows as diverse as music concerts, plays, and parades engender different forms of social ritual? To what extent do local and national rituals performed as part of collective spectacles mask internal community and national rifts? What is the role of technological recording practices in the production of a nation or community’s identity? How do performance cultures that define ethnic/national identities travel, and how do they portray those traveling identities? By paying close attention to performance conventions involving staging, recording, rehearsal, collaboration, and distribution, as well as the range of audience responses to performance events, students will better be able to analyze the role music, theatre, and other performances play in the articulation and negotiation of these collective identities.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 445 – SOCIO-ECONOMICS & POLICY OF CONSERVATION BIOLOGY

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

Interdepartmental with Fisheries and Wildlife

Professor Daniel Kramer

DESCRIPTION OF COURSE:

Social, economic, and policy considerations. Approaches to conserve biodiversity.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 448 ECOLOGY, LAW AND ECONOMICS

Interdepartmental course with NSC 448

Prerequisite: EC 201

Professor Nicholas Mercurio

DESCRIPTION OF COURSE:

Review and integrate principles of ecology, fundamentals of law, and principles of economics into a conceptual model that describes interrelations among the natural system, the economy, and the state. Analyze and assess the legal-economic natural resource and environmental policies in the context of the integrated model. Relate the ecology-law-economics model to emerging paradigms of sustainable development, ecological economics, industrial ecology, and the Natural Step.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 450

INTERNATIONAL ENVIRONMENTAL LAW AND POLICY

Professor Mark Axelrod

DESCRIPTION OF COURSE:

Environmental regulation has expanded from a domestic phenomenon to one that has both global participants and global impacts. In this course, you will get a survey of environmental issues in international law and policy. In addition to discussing the current state of international environmental law, we will also spend time addressing how that state of affairs came to be, what stakeholders are involved, and what other policy options exist for handling these concerns. We will also address international law in other fields that impact the environment. In an effort to understand how international environmental law is negotiated and implemented, the course also covers a few issues on which international cooperation has not yet emerged.

By the end of this course, you will be able to:

- Feel comfortable, locating, reading, and analyzing legal documents, particularly international treaties
- Recognize situations in which international law may be useful as a resource manager or member of an environmental organization
- Understand the process by which international environmental law is negotiated
- Be aware of relevant stakeholders, their preferences, and the path by which they (or you!) can influence international law
- Identify situations in which international law may be necessary, and comprehend the relevant scientific basis on which new policy should be based

ASSIGNMENTS: Class participation, discussion papers, analysis of one international treaty, research paper

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

- Agarwal, Anil, Sunita Narain, and Anju Sharma. 1999. *Global Environmental Negotiations 1: Green Politics*.
- Barkin, J. Samuel, and George Shambaugh, eds. 1999. *Anarchy and the environment: the international relations of common pool resources*.
- Brown Weiss, Edith, and Harold K. Jacobson, eds. 1998. *Engaging countries: strengthening compliance with international environmental accords*.
- Conca, Ken. 2006. *Governing water: contentious transnational politics and global institution building*.
- Hunter, David, James Salzman, and Durwood Zaelke. 2007. *International environmental law and policy*. 3rd ed.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 481 GLOBAL ISSUES IN FISHERIES AND WILDLIFE

Interdepartmental course with FW

Prerequisite: EC 201

Professor Taylor

DESCRIPTION OF COURSE:

Global issues and their impacts on implications for the management of fisheries and wildlife resources.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 492 – SECTION 001

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Hegemonic Foreign Policy

Professor Michael G. Schechter

DESCRIPTION OF COURSE:

The purpose of this seminar about the foreign policies of hegemonic and imperial powers. We will read about and discuss the rise and fall of past hegemonic powers and the policies that they pursued. We will seek to uncover what insights the experience of past hegemonic powers has for the United States today.

The literature on hegemonic powers is proliferating. Works can be roughly divided into three categories: 1) comparisons of past hegemonic powers; 2) discussions of some aspect of hegemony, and 3) works focusing on U.S. hegemony. We will be reading, in common, examples of each of these. This will underscore how the seminar is interdisciplinary and, as such, an appropriate capstone to your undergraduate International Relations major.

In terms of skill building, the seminar aims to hone research, writing, listening and speaking skills. All students will revise papers and run a seminar 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.

Examples of Reading Requirements

Chua, Amy. *Day of Empire: How Hyperpowers Rise to Global Dominance—and Why They Fail*. Doubleday, 2007.

Doyle, Michael W. *Empires*. Cornell University Press, 1986.

Germain, Randall D. *The Organization of Credit: States and Global Finance in the World Economy*. Cambridge, 1997.

Hunt, Michael H. *How the United States Gained & Wielded Global Dominance*. University of North Carolina, 2007.

Mead, Walter Russell. *God and Gold: Britain, America, and the Making of the Modern World*. Knopf, 2007.

Said, Edward W. *Culture and Imperialism*. Vintage Books, 1993.

Writing Requirements and Oral Presentation

Each member of the seminar is required to write a formal paper proposal, a briefing paper, a term-long research paper (for which a draft will be submitted), do an oral presentation and lead a class discussion afterward.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 492 – SECTION 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: U.S. National Security

Professor Matthew Zierler

DESCRIPTION OF COURSE:

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

POSSIBLE readings may include the following:

John Lewis Gaddis, *Strategies of Containment*

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

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

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

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

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

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

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

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

Frederick Kagan, *Finding the Target*

Robert Kaplan, *Hog Pilots, Blue Water Grunts*

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 492 – Section 003

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS: United States and China in the New Century:
Past, Present, and Future**

Professor Simei Qing

Prerequisites: Completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

This seminar aims to provide an in-depth examination of U.S.- China diplomacy in the 20th century and to shed new light on current U.S.- China relations in the post-Cold War, post-9/11 era. It inquires whether a broad and persistent pattern exists in U.S. – China interactions throughout the 20th century, and whether this pattern may, subconsciously as well as consciously, persist into the early 21st century. Put another way, are there some enduring themes or visions of modernity, identity, and world order, which are deeply embedded in the national history, culture and society on both sides of the Pacific? Could those visions transcend both sides' ideological rhetoric, transcend the Cold War framework, and continue to exist in the background of U.S. – China interactions in the post-Cold War world?

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 492 - Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS:

"MINORITIES, ECONOMIC GROWTH AND CULTURAL POLICY"

Professor Jonas Zoninsein

Prerequisites: MC 221 and MC 320

DESCRIPTION OF THE COURSE:

This seminar examines the processes of economic development and their presumed linkages to the political, civil, social and cultural influences and rights of ethnic, religious and national minorities and indigenous groups. 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 will also explore the impact of national and international cultural policy on the inclusion of minorities and economic growth.

TYPICAL READINGS:

Bardhan, Scarcity, Conflicts and Cooperation: Essays in the Political and Institutional Economics of Development
Bhaduri, "Nationalism and Economic Policy in the Era of Globalization"
Bozoki, "Cultural Policy and Politics in the European Union"
Gordon and Beilby-Orrin, International Measurement of the Economic and Social Importance of Culture
Rao and Walton, Culture and Public Action
UNDP, Cultural Liberty in Today's Diverse World
Wimmer, Nationalist Exclusion and Ethnic Conflict

EVALUATION:

Book critiques, research papers, oral presentation, and classroom participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 497 – SECTION 001

SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY

Professor : unknown at time of printing

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2009

MC 497 -- Section 002

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY:
“Socialism and Race in American thought and Politics”**

Professor Curtis Stokes

DESCRIPTION OF COURSE:

James Madison, Alexis de Tocqueville and Karl Marx had more in common than is ordinarily thought. In his own way, each of these theorists understood how social class informs the politics of a nation and they especially understood that the presence of blacks on American soil posed foundational challenges to the American effort at constructing a republic based upon equality and freedom. With the liberal project as backdrop, this course critically examines socialism’s historical and contemporary encounter with race in America; its failures and successes, as well as the continuing quest for a more democratic and just America.

TYPICAL READINGS:

Karl Marx and Frederick Engels, Marx and Engels on the United States

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

Norberto Bobbio, Liberalism and Democracy

W.E.B. Du Bois, Black Reconstruction in America: An Essay Toward a History of the Part which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880

Ellen Meiksins Wood and Neal Wood, A Trumpet of Sedition: Political Theory and the Rise of Capitalism, 1509-1688

Paul Le Blanc, Marx, Lenin, and the Revolutionary Experience: Studies of Communism and Radicalism in the Age of Globalization

Richard Iton, Solidarity Blues: Race, Culture and the American Left

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

EVALUATION:

Research paper; research presentation; short reflective essays; seminar participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 497 – Section 003

SENIOR SEMINAR IN PTCD: DEMOCRACY AND EMPIRE: JUSTICE AND NECESSITY IN THUCYDIDES

Professor M. Richard Zinman

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

DESCRIPTION OF COURSE:

Politics moves between the poles of justice and necessity. On the one hand, justice is the political virtue and all political communities and politicians claim to act justly. On the other hand, we know that it is naïve to take such claims at face value. Political communities and politicians regularly depart from what justice demands when they are powerful enough to get away with it. Might seems to make right and justice seems to be nothing other than the advantage of the stronger. Yet the mighty rarely admit that they are acting unjustly. Rather, they justify such departures by appealing to the necessities of political life. Does necessity in fact justify actions that would otherwise be regarded as unjust? Or is it foolish to accept such excuses for injustice? What is and should be the relative power of justice and necessity in politics and, indeed, in human life altogether? This seminar will explore this question through a study of Thucydides' history of the Peloponnesian War.

Thucydides was an Athenian and a contemporary of Socrates. He is universally regarded as one of the most profound students of politics, foreign and domestic. He is perhaps the greatest ancient teacher of politics and certainly the greatest ancient "realist." In fact, his work is the fountainhead of the tradition of realism (a tradition revived in modernity by Machiavelli, who is Thucydides' greatest rival). For more than 2500 years, it has had an enormous impact on the study of political philosophy, international relations, and war. (It is, for example, a required text at the US military academies and war colleges around the world.)

Thucydides' inquiry takes the form of an account of the "world war" between Athens and Sparta, the two most powerful Greek republics. While his central concern is the tension between justice and necessity, his treatment of that theme enables us to study a number of other vital issues. Athens, the predominant naval power, combined democracy at home and imperialism abroad. It was innovative, daring, and commercial. Sparta, the predominant land power, rejected both democracy and imperialism. It was conservative, cautious, and agrarian. After a 27-year struggle, Sparta defeated Athens. On one level, Thucydides' work is a study of the tragedy of Athens' imperialist democracy. Why do political communities, and especially republics, rise and fall? What kind of republic is best able to deal with the exigencies of political life? Can democratic republics (such as the United States) avoid the fate of Athens? On another level, Thucydides' work is a study of political virtue and vice, individual and collective. Is there such a thing as political wisdom? If so, what is its relationship to morality? Is there a harmony between the intelligent pursuit of one's own good and dedication to the common good or does the former preclude the latter?

Finally, the study of Thucydides sheds a powerful light on our contemporary intellectual situation. Thucydides wrote prior to the triumph of Platonism. The passionate and powerful modern thinkers – Nietzsche, Heidegger and their contemporary heirs, Foucault, Derrida, and Rorty – are all critics of Platonism, which they identify with metaphysical and moralistic "foundationalism." Foundationalism is the unity of rationalism and idealism. But Thucydides is a rationalism who is not an idealist. The study of Thucydides enables us to explore the possibility that we can free ourselves from foundationalism without abandoning reason.

TYPICAL READINGS:

Thucydides, *The Peloponnesian War*; Secondary works on Thucydides; Selected readings on the present-day debate about realism.

EVALUATION:

Two seminar presentations papers

(8-10 pages), two responses papers (2-3 pages), a term paper (25 pages).

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 498 - Section 001

**SENIOR SEMINAR IN SOCIAL RELATIONS:
“Sex and Law”**

Professor Constance Hunt

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

DESCRIPTION OF COURSE:

The purpose of this seminar is to examine the intersection and conflict between sex and law in a liberal democracy - in particular in US liberal democracy. In order to examine this problem we will look closely at a range of materials. First, we will refer to a number of writings of liberal theorists to provide a theoretical framework for our review of subsequent court decisions. Second, we reflect on some feminist critics of liberalism in order to broaden our context. Finally and perhaps the most obvious we will read from the evolving body of court decisions, primarily US Supreme Court but also some state, circuit and district court decisions that are weighing in on this subject matter.

One of the most interesting aspects of this area of law is that it cuts across so many other areas of law. In our study of the problem of sex and law, we will find ourselves confronting issues of federalism, freedom of expression, due process, equal protection and the commerce clause. Hence we enter into a varied and complex area of the law. Among the questions we will examine are: Should sexual matters be regulated? If so, which branch and level of government is the proper authority to regulate sexual matters? To what extent should sexual matters be regulated? Is there a right to privacy? If so, to whom does it extend and is it absolute? What is a family? What is a marriage? Is pornography a form of free expression? If so, should it be protected under the First Amendment and to what extent? As the capstone experience in your studies at MSU, the seminar will draw on and hone all of the skills you have been developing during the past few years - writing, research, listening and speaking skills. Each student will run a seminar session and will critique each other's work.

TYPICAL READINGS:

- William N. Eskridge, Jr. & Nan D. Hunter, editors. *Sexuality, Gender and the Law*. 2nd Edition Westbury, NY: Foundation Press, 2003.
- William N. Eskridge, Jr. & Nan D. Hunter, editors. *Sexuality, Gender and the Law: 2003 Supplement*. Westbury, NY: Foundation Press, 2003.
- John Locke. *Second Treatise on Government* Indiana: Hackett Publishing, 1980
- Reading Packet

EVALUATION:

The various components of the course evaluation are as follows: Research Paper=30%, Presentation Paper=10%, In class Presentation=15%, Critique of Fellow Seminar Member's Presentation Paper=5%, In-class Examination=25%, Seminar Participation=15%

The first three components build upon each other. Each seminar member will submit the topic and abstract or outline for their research paper in early October. Seminar members should choose a research topic in one of the specific areas of sex and law, e.g., employment law, definition of marriage, reproductive rights, privacy rights etc., which interests and concerns them. One could investigate the topic from a historical perspective looking at how the area of the law has evolved over the past century or more in the US. One could investigate the topic from a comparative perspective examining how other liberal democracies grapple with the same area of law or how different states within the US define the issue. Finally, one could examine the topic from a theoretical perspective bringing a range of perspectives to bear on a specific area of the law. All three approaches will inform each research paper to some extent; but for the purposes of specificity and a successful research topic it will be necessary to choose one of these approaches.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2009

MC 498 – section 002

Senior Seminar in Social Relations:

Religious and Secular Society: A Comparative Look at the United States and Western Europe

Professor Gene Burns

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

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

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 apparent 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 US politics and of politics in much of the Western world.

So 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.

But there is also a case to be made that religious and secular elements of society are distinct segment of modern society, living in partly distinct worlds. And so 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.

(The exact reading list may differ a bit from the "typical readings" listed below.)

TYPICAL READINGS:

David Kertzer, *The Kidnaping of Edgardo Mortara*

Roger Finke and Rodney Stark, *The Churching of America, 1776-2005*

Susan Jacoby, *Freethinkers: A History of American Secularism*

Steve Bruce, *God is Dead: Secularization in the West*

EVALUATION:

Papers on the reading, research project, exam, class participation, small group project.