

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 221 – Section 001**

**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 in this section to the relationship between the economy and environment.

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

**TYPICAL READINGS:**

Balaam, David N., and Michael Veseth. 2008. *Introduction to international political economy*. 4th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Clapp, Jennifer, and Peter Dauvergne. 2005. *Paths to a green world : the political economy of the global environment*. Cambridge, Mass.: MIT Press.

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

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

Frieden, Jeffrey A., and David A. Lake. 2000. *International political economy : perspectives on global power and wealth*. 4th ed. Belmont, CA: Thomson/Wadsworth.

Sen, Amartya. *Development as Freedom*.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 221 Section 002**

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

**Professor Yasumasa Komori**

**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 analytical 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*, 4<sup>th</sup> ed. Upper Saddle River, NJ: Person Prentice Hall, 2008.
- Joseph Stiglitz, *Making Globalization Work*. New York: W. W. Norton, 2006.
- Nariman Behraves, *Spin-Free Economics: A No-Nonsense, Nonpartisan Guide to Today's Global Economic Debates*. New York: McGraw-Hill, 2008.
- Paul R. Krugman, *The Return of Depression Economics and the Crisis of 2008*. W. Norton & Company: New York, 2009.

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 221 Section 003**

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

**Professor Thompson**

**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 2010**

**MC 221 – Section # 004**

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

**Professor Edozie**

**Prerequisites: MC 220 or college approval**

**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 2010**

**MC 221 – Section 005**

**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, such as economic nationalism, international trade, money and finance,; economic blocs and international cooperation; multinational corporations and global production; economic development, technological change and dependency in Third World countries; U.S. international economic policy making; sustainable development; and transitions in post-Socialist Countries.

**TYPICAL READINGS:**

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

Gilpin, The Political Economy of International Relations.

Labbat and White, Carbon Finance

Mavrotas and McGillivray, Development Aid

Sachs, Common Wealth

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 231-- Section 001**

**CULTURE AND POLITICS IN TRANSNATIONAL PERSPECTIVE**

**Professor A. Borcila**

**DESCRIPTION OF COURSE:**

Building on the approaches, themes and theoretical perspectives introduced in MC 230, MC 231 extends students' understanding of culture and public affairs through systematic analysis of cultural encounters, cross-cultural interactions and politics. Generally speaking, in this course we will examine how power relations shape cultural encounters in our globalized world and how these encounters form and reconfigure cultural identities and representations. We will consider how power relations affect the mobility and circulation of people, images and representations, and how this circulation affects cultural practices and identities. We will also consider how these power relations are represented, contested and reconfigured on specific cultural sites. Finally, we will explore how global technologies (primarily the media) affect our understanding and experience of the local, of place and of other places, of the nation and of other nations, and of the global.

The approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including academic texts that cross a variety of disciplines (cultural studies, media studies, tourism studies, ethnographies, social science texts, and critical theory), television, film, fiction and creative non-fiction.

**EVALUATION:** Essays, Research Project, Collaborative work, Class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 231, Section 002**

**CULTURE AND POLITICS IN TRANSNATIONAL PERSPECTIVE**

**Professor: Linda Racioppi**

**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. So, for example, in this year's MC 231 we are studying cultural dimensions of the US war in Iraq, looking closely at news coverage and fiction as they contribute to our understanding of the war, of Iraqis, and of terrorism. We are also studying the effects of globalization on cultures, focusing on the Indian IT industry. And we probe whether globalization is contributing to cultural homogenization, cultural pluralism, hybridization and/or cosmopolitanism. The approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including literature, 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; *Globalization and Culture: Global Mélange* by Jan Nederveen Pieterse; *Virtual Migration: The Programming of Globalization* by A. Aneesh; *The Reluctant Fundamentalist* by Mohsin Hamid.

Films –*Control Room* (dir. Jehane Noujaim, 2004); *The Namesake* (dir. Mira Nair, 2006).

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 271, Section 001**

**CONSTITUTIONALISM & DEMOCRACY**

**Professor Kleinerman**

**DESCRIPTION OF COURSE:**

This course examines the origins and development of “liberal democracy,” looking closely at its development in the United States.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 271, Section 002**

**CONSTITUTIONALISM & DEMOCRACY**

**Professor Curtis Stokes**

**DESCRIPTION OF COURSE:**

This course examines the origins and development of “liberal democracy,” looking closely at its development in the United States.

**TYPICAL READINGS:**

John Locke, Two Treatises of Government

Alexander Hamilton, James Madison and John Jay, The Federalist Papers

Herbert J. Storing, The Anti-Federalist

Thomas G. West, Vindicating the Founders: Race, Sex, Class and Justice in the Origins of America

Alexis de Tocqueville, Democracy in America

**EVALUATION:**

Several papers and class participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 271, Section 003**

**CONSTITUTIONALISM & DEMOCRACY**

**Professor : unknown at time of printing**

**DESCRIPTION OF COURSE:**

This course examines the origins and development of “liberal democracy,” looking closely at its development in the United States.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**SPRING 2010**

**MC 281 – Section 001**

**IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM**

**Professor Anna Pegler-Gordon**

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

**DESCRIPTION OF COURSE:**

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

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

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

**TYPICAL READINGS:**

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

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

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

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

**EVALUATION:**

Midterm and final exam, short papers, and participation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLELGE**

**SPRING 2010**

**MC 281 – Section 002**

**IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM**

**Professor Susan Stein-Roggenbuck**

**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 sophomore sequence in Social Relations and Policy.

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.

Students will read both scholars' interpretations of these issues, as well as primary documents as we explore the shifting definitions of race, and how the framing of debates about diversity changes. Grounded in historical work, the issues described remain relevant today, and the course will provide students with a framework for understanding contemporary issues.

**TYPICAL READINGS:**

Gabriela Arredondo, *Mexican Chicago: Race, Identity and Nation, 1916-1939* (2008)

Leslie Brown, *Upbuilding Black Durham: Gender, Class, and Black Community Development in the Jim Crow South* (2008)

Anne Fadiman, *The Spirit Catches you and You Fall Down* (1997)

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

Mae Ngai, *Impossible Subjects: Illegal Immigrants and the Making of America* (2004)

Arlene Stein, *The Stranger Next Door: The Story of a Small Community's Battle over Sex, Faith, and Civil Rights* (2001)

**EVALUATION:**

Students will write three take-home essays (one is the final exam) and a series of short response papers

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 293 Section 001**

**Professor Kleinerman**

**METHODS FOR STRATEGIC ANALYSIS IN PUBLIC AFFAIRS**

**Prerequisite: MTH 110 or MTH 116 or MTH 112 or MTH 114 or MTH 124 or MTH 132 or STT 200**

**DESCRIPTION OF COURSE:**

Basic methods of strategic analysis and game theory. Applications and case studies in international relations, politics, political economy, and social relations.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**SPRING 2010**

**MC 295**

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

**Professor Michael Crow**

**DESCRIPTION OF COURSE:**

Policymaking is a thriving arena in which policy advocates and experts make competing arguments for what problems deserve attention, what causes the problems we see, and what policy solutions are appropriate. But as Senator Moynihan suggests, not all arguments are treated with the same seriousness: arguments that are supported by empirical evidence carry much greater weight in the policy process.

In this course, you will learn how to think like a social science professional, providing you with the ability to make evidence-based arguments about public problems and policies. Hence this course builds on the writing and critical thinking skills necessary to effective argumentation you mastered in MC 111/112 and MC 201/202. You will demonstrate social science thinking by conducting your own analyses of ongoing social problems. We will examine every part of the research process, including how to select variables, make comparisons, develop a research question, read scholarly literature, formulate hypotheses, and analyze data. By the end of this course, you will have Demonstrated your ability to:

- Use statistical data to explain the scope of social and economic problems
- Formulate research questions, explanatory theories and testable hypotheses
- Conduct and interpret statistical tests for correlation and causation
- Write a convincing argument based on your research

These skills are central to conducting the independent social science research that will be expected of you in your junior-level courses, your MC 401 field experience paper, and your senior seminar. More importantly, you will become prepared with a set of analytic skills that are highly valued in the job market, and you will make more effective contributions to on-going policy debates throughout your career.

MICHIGAN STATE UNIVERSITY  
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**SPRING 2010**

**MC 320 – Section 001**

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

**Professor Jonas Zoninsein**

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

**DESCRIPTION OF THE COURSE:**

This course examines the processes of development and economic growth in Third World countries, and their linkages to the political, civil, economic, social and cultural influences and rights of ethnic minorities. Lectures and seminars will explore the social construction of minorities, globalization, economic nationalism, discrimination in labor, credit and final goods and services markets, and diverse approaches to insert minority rights and agency into development policy and aid programs. Country studies elaborated by students will focus on their research and analyses of minority communities and their role in nation building.

**TYPICAL READING:**

Bardhan, *Scarcity, Conflicts and Cooperation*

Bhaduri, “Nationalism and Economic Policy in the Era of Globalization”

Chua, *World on Fire*

Esman and Herring (eds.) *Carrots, Sticks, and Ethnic Conflict: Rethinking Development Assistance*

Sen, *Identity and Violence*

Wimmer, *Nationalist Exclusion and Ethnic Conflict*

Young, *Ethnic Diversity and Public Policy*

**EVALUATION:**

Midterm and final examinations, research papers, class participation, oral presentation

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**SPRING 2010**

**MC 323**

**JAPANESE FOREIGN POLICY**

**Professor Yasumasa Komori**

**DESCRIPTION OF COURSE:**

This course explores the evolution of Japanese foreign policy, with an emphasis on the post-World War II period. We will examine Japan's relations with some specific countries, including the United States, China, North and South Korea, Russia, and Southeast Asian nations. We will also analyze the factors that determine the patterns of Japan's foreign policy in main issue areas, such as security, trade, investment, and the environment. The central purpose of the course is to analyze domestic and international factors that affect Japan's foreign policy in the political, security, and economic dimensions.

**TYPICAL READINGS:**

- Glenn D. Hook, et al., ed., *Japan's International Relations: Politics, Economics and Security*. London: Routledge, 2005.
- Richard Samuels, *Securing Japan: Tokyo's Grand Strategy and the Future of East Asia*. Ithaca: Cornell University Press, 2007.
- Michael J. Green, *Japan's Reluctant Realism: Foreign Policy Challenges in an Era of Uncertain Power*. New York: Palgrave, 2003.
- Ellis S. Krauss and T. J. Pempel, eds., *Beyond Bilateralism: U.S.-Japan Relations in the New Asia-Pacific*. Stanford: Stanford University Press, 2004.

**EVALUATION:**

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

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**SPRING 2010**

**MC 326**

**U.S. FOREIGN POLICY**

**Professor Michael G. Schechter**

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

**DESCRIPTION OF COURSE:**

The aim of MC 326 is to gain a firm understanding of the political processes through which U.S. foreign policies have been formulated and implemented. This is not a theory course, but (mid-level) theories will be applied throughout the class to illuminate the processes by which U.S. foreign policy is formulated. The readings selected involve a wide variety of foreign policies, including military and political economy issues, those developed and implemented in crisis atmospheres and those where there is much more time, and those deemed by policymakers and observers as successful and those portrayed as much less so. The course should shed light on the various actors involved in the foreign policy-making process in the U.S. as well as illuminate the strengths and weaknesses of that process. The case studies should also give us ample opportunity to learn why decisions have been made and debate about the wisdom of some of those decisions.

**TYPICAL READINGS:**

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

Herring, George C. *From Colony to Superpower: U.S. Foreign Relations Since 1776*. Oxford, 2008.

Eugene R. Wittkopf, Christopher M. Jones with Charles W. Kegley, Jr. *American Foreign Policy: Pattern and Process*. 7<sup>th</sup> edition. Thomson Wadsworth, 2007

Eugene R. Wittkopf and James M. McCormick, *The Domestic Sources of American Foreign Policy: Insights and Evidence*, 5th edition. Lanham: Rowman & Littlefield, 2008.

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

**EVALUATION:**

Two exams, a paper and a policy memo.

H-Option: Extra sessions, discussions, readings and a brief paper on the topic of the role of intelligence agencies in formulating and implementing U.S. foreign policy. We will start by reading John Diamond's *The CIA and the Culture of Failure: U.S. Intelligence from the End of the Cold War to the Invasion of Iraq*. Stanford Security Series, 2008.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

Spring 2010

MC 331

Encounters with Post-Communism

Professor: A. Borcila

**Prerequisites:** ((MC 230 or MC 231 or MC 220) or approval of college) and completion of Tier I Writing

**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).

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. However, the course also means to contribute more generally to your understanding of the factors that shape and structure cultural encounters. Thus, our theoretical readings and our analysis of representations of post-communism will offer us the opportunity to query the relationship among discourse, power, and knowledge; the politics of cultural representation; the relationship between lived and mediated experience; and the impact of media on mapping cultural identities. 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*

Slavenka DraKulic, *How We Survived Communism and Even Laughed* Eva Hoffman, *Exit Into History*

Mckenzie Wark, *Virtual Geographies*

Edward Said, *Orientalism, Culture and Imperialism*

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 347**

**URBAN AND REGIONAL DEVELOPMENT**

**Professor Michael Crow**

**Prerequisites:**

**DESCRIPTION OF COURSE:**

At first glance, one might guess that urban politics and policymaking are very similar to politics and policymaking at the national level. The political institutions and actors at the national level, e.g. the President, Congress, interest groups, bureaucracy and so on, have clear counterparts in city government, such as the mayor, city council, local businesses and nonprofit groups, and city departments. However, two forces make urban politics significantly different from national politics. First, city governments are embedded in a complex network of local governments that may both drive competition for resources and create opportunities for cooperation. Secondly, city governments are embedded in the American federalist system of government, which subjects them to the influence of state and federal policy decisions.

An important consequence of this way of organizing local government is that development becomes the *raison d'être* for city governments in the United States. That is, city governments exist to support growth in income, quality of life, and property values of their communities. This course is oriented around providing you with an understanding of three major features of American urban development: the prominence of development issues in urban politics, the segregation of American metropolitan areas by race and class, and the revival of American central cities since the 1990s. By the end of this course, you will be familiar with urban political economy, the structure of urban governance, and innovations in urban development policy. Moreover, you will be prepared to apply this knowledge to the analysis of ongoing policy issues in Michigan's cities and elsewhere.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 351**

**SCIENCE AND SOCIAL PREJUDICE**

**Professor Mark Largent**

**DESCRIPTION OF COURSE:**

This course will help students develop an understanding of the reciprocal relationship between various natural and social science disciplines and the cultures within which they operate. We will do this by studying the impact of *a priori* social prejudices on scientific research and conclusions as well as the influences of claims from various scientists over the past two centuries on prejudices of race, nationality, gender, class, and sexual orientation. Throughout the nineteenth and twentieth centuries, American scientists participated in the oppression of various social groups as well as attempts to alleviate discrimination and oppression. The course will examine discrimination based race, class, gender, and sexual preference, and it will challenge students to understand the underlying claims, assumptions, and methods on various sides of the debates.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2010

MC 363

GLOBAL GOVERNANCE

Professor Michael G. Schechter

Prerequisites: MC 221 and completion of Tier I writing requirement

**DESCRIPTION OF COURSE:**

Global Governance, according to the 1995 Commission on Global Governance's widely distributed report, *Our Global Neighborhood*, is the sum of the multiple and often overlapping ways that individuals and institutions, public and private, manage their common affairs.

The first part of this class will be spent reading on the subject of global governance. The readings chosen are both theoretical and case study focused. Our objective will be to gain an understanding of the key theoretical and policy controversies imbedded in this field of intellectual inquiry. We will proceed to read institutional books, focused on some of the key non-state actors influencing global affairs in the 21<sup>st</sup> century. Our foci will include issues of international trade and finance, the environment, military security, and humanitarian issues. By comparing the evolution (and devolution) of global governance in various issue-areas, we hope to go beyond merely mapping the various regimes that we are studying, but also to assess the costs and benefits for different people and collectivities of various institutional arrangements.

**TYPICAL READINGS:**

Elizabeth R. DeSombre, *Global Environmental Institutions*. Routledge, 2006.

David P. Forsythe and Barbara Ann J. Rieffer-Flanagan. *The International Committee of the Red Cross: A Neutral Humanitarian Actor*. Routledge, 2007.

Edward Newman. *A Crisis of Global Institutions? Multilateralism and International Security*. Routledge, 2007.

James Raymond Vreeland. *The International Monetary Fund: Politics of Conditional Lending*. Routledge, 2007.

Catherine Weaver. *Hypocrisy Trap: The World Bank and the Poverty of Reform*. Princeton, 2008.

Thomas G. Weiss. *What's Wrong with the United Nations and How to Fix It*. Polity, 2009.

**EVALUATION:**

Two in-class exams and a semester-long research paper (with opportunity for revision along the way).

H-Option: Weekly meetings, readings and a short paper related to leadership in global governance. We will discuss executive heads of IGOs, with participants reading and discussing biographies and autobiographies and reading a book in common, probably Kille's book, *From Manager to Visionary: The Secretary-General of the United Nations*.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**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  
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SPRING 2010

MC 366, sec. 001

**ROMANCING THE NATION: FILM, HISTORY AND NATION**

**Professor C. M. Tremonte**

**Prerequisites:** MC 230 or MC 231 or MC 221 or approval of the college, and completion of Tier I writing requirement.

**DESCRIPTION OF COURSE:**

Film critic and historian Geoffrey Nowell-Smith has written that “[t]he history of the cinema is the history of the twentieth century. Cinema is embedded deep into what one might call the external histories of the century—those of economics and politics for example—but even more deeply into the history of modern subjectivity” (*Screen* 31.2: 160). As such, the emotional impact and visual authority of films give them a power to frame and concretize accounts of historical events and ‘figures’ in ways similar to other texts. In so doing, film has often participated in the enterprise of ‘nation building’.

This course investigates the relation of film and cinema to nationalism, nation building, and national identity construction, and to history and historical representation. In particular, it examines the ‘role’ of domestic and international feature and documentary films in the formation of local, national, and global identities. Special attention will be given to the ways in which films from specific countries have represented major ‘historical’ ruptures—such as war, occupation, rebellion and/or immigration—and the political and ideological work of these representations. Additionally, the course investigates the place of cinema more generally in the complex web of global capitalism; that is, within context of international and global production and distribution policies and practices, and within an era of rapid media flows.

To help focus this interdisciplinary study, students read a number of seminal essays on film and visibility, on the economics of national cinemas, and on history and historiography. We will use these and other conceptual frames to query the power of film both to *narrate* and to *construct* notions of nation and of national identity within the context of specific historical events and within the context of specific film genres. We will put these readings in conversation with select feature films and documentaries from the following ‘national or transnational’ cinemas: Great Britain, Australia, and China.

Typical Readings:

Collins, Felicity, and Therese Davis, *Australian Cinema After Mabo* (Cambridge UP, 2004)  
Chow, Rey. *Sentimental Fabulations, Contemporary Chinese Films* (Columbia UP, 2007)  
Higson, Andrew. *Waving the Flag: Constructing a National Cinema in Britain* (Oxford UP, 1997).  
Hughes-Warrington, Marne. *History Goes to the Movies* (Routledge, 2007)  
Street, Sarah. *British National Cinema* (Routledge, 2008)  
Xu, Gary G. *Sinascapes: Contemporary Chinese Cinema* (Rowman & Littlefield, 2007)

Typical Films:

Gallipoli	Bloody Sunday
Hero	The Last Emperor
Grave of the Fireflies	The Ned Kelley Gang
<i>Rabbit-Proof Fence</i>	<i>Breaker Morant</i>

**The Killing Fields**

Typical Assignments:

ANGEL dialogues, theory essay, and screening-the-nation project

Evaluations:

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2010

MC 371 - Section 001

**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 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 those of its critics (e.g., Rousseauian, Kantian, Marxist, Rawlsian, anarchist, pragmatist, communitarian, feminist, environmentalist) who remain hopelessly entangled in merely modern thought.

Nietzsche and Heidegger are the most profound and influential such thinkers. In fact, many (including Heidegger) agree that Nietzsche is the pivotal thinker of our time. The deepest currents of 20<sup>th</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 for modernity and thus for liberal democracy, modernity's preeminent regime. Clearly, he was right about the last century. Will he also be right about the current century?

The root of the modern crisis, Nietzsche maintains, is nihilism. His 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 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 Heidegger's critique of that teaching.

**TYPICAL READINGS:**

Nietzsche, *The Birth of Tragedy*, *The Advantage and Disadvantage of History for Life*, *Beyond Good and Evil*, *The Genealogy of Morals*, *Twilight of the Idols*, *The Antichrist*, and selections from *The Will to Power*  
Heidegger, selections from *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 2010**

**MC 371 - Section 002**

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

**Professor Eric Petrie**

**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  
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**SPRING 2010**

**MC 372**

**COMPARATIVE BLACK POLITICAL THOUGHT**

**Professor Curtis Stokes**

**DESCRIPTION OF COURSE:**

This course critically examines black radical 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*

Frantz Fanon, *The Wretched of the Earth*

Charles W. Mills, *The Racial Contract*

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

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

**EVALUATION:**

Several papers and class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 373A**

**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 2010**

**MC 375**

**CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS**

**Professor Mark Largent**

**DESCRIPTION OF COURSE:**

This course will be focused around a line in President Obama's inauguration speech: "We will restore science to its rightful place...." Exactly what is the "rightful place" of science in a system like ours? This is a fundamental question introduced by the founders and revisited regularly over the last two centuries. We will use an historical approach to explore how successive generations - from Jefferson to Obama - have considered the relationship of science, democracy, and republican government.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 380**

**SOCIAL POLICY**

**Professor Louise Jezierski**

**Prerequisites:**

1. Either MC 280 or MC 281 completed.
2. EC 201 or EC 251H (completed or taken concurrently)
3. EC 202 or EC 252H (completed or taken concurrently)
4. completion of Tier I writing requirement.

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

Recommended Background: Completion of one semester methodology course.

**DESCRIPTION OF COURSE:**

What do we mean by social policy? We mean public policy concerned with the everyday social conditions of people's lives. Just as different people do not mean exactly the same thing when they think of politics, one can emphasize different aspects of social policy. Most typically the term refers especially to public policy aiming to improve citizens' socioeconomic conditions. But because different analysts, to varying degrees, would see socioeconomic conditions inextricably intertwined with matters of politics, social organization, and group identity, the study of social policy is never limited only to socioeconomic conditions. Thus, while this course examines central issues of public policy that concern socioeconomic matters--such as Social Security, health insurance, welfare, and affirmative action--it necessarily raises questions about family structure, race in America, gender, culture, and party politics.

This is a core course in the Social Relations & Policy major and is a "Public Policy" course within the Science, Technology, Environment, and Public Policy Specialization (STEPPS).

**TYPICAL READINGS:**

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

**EVALUATION:**

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2010

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:**

Laqueur, *The Changing Face of Antisemitism*

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 from a list of choices

Wyman, *Abandonment of the Jews*

**EVALUATION:**

Three papers, final exam, and 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 five-six meetings focused on issues of "Human Behavior in the Camps." 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 2010

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/bay/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.

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MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**SPRING 2010**

**MC 390 Section 002**

**ADVANCED TOPICS IN URBAN AFFAIRS : GLOBAL CITIES AND URBANISM**

**Professor Louise Jezierski**

**DESCRIPTION OF COURSE:**

This course explores the dynamic global system of cities, as some cities emerge as “global cities.” We will study the roles of changing demographics and international migration streams, the role of national and international identity structures that develop from within and across these global cities. We also will study the role of global economies as certain cities become centers of global industrial sectors of finance, cultural production, manufacturing, etc. We will explore changing local urban cultures as globalization situates these cities. Case cities may include London, New York, Mumbai, Dubai, Bangalore, Shanghai,

**TYPICAL READINGS:**

*The Global Cities Reader* by Neil Brenner (2006)

*Transnational Urbanism: Location Globalization* by Michael Peter Smith

*World City* by Doreen Massey (2007)

*Cities in the International Marketplace: The Political Economy of Urban Development in North American and Western Europe* by Hank Savitch and Paul Kantor (2004)

“Urban Outcasts: Stigma and Division in American Black Ghetto and French Urban Periphery” Loic Wacquant

Scott Bollens “Urban Governance at the Nationalist Divide: Coping with Group-Based Claims”

*The Making of Global City Regions: Johannesburg, Mumbai/Bombay, São Paulo, and Shanghai* by [Klaus Segbers](#) (Editor)

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 390, Section 003**

**Adv Topics in Public Affairs**

**Professor : unknown at time of printing**

MICHIGAN STATE UNIVERSITY  
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**SPRING 2010**

**MC 390, Section 004**

**Adv Topics in Public Affairs: MODERN POLITICAL THOUGHT IN THE MUSLIM WORLD**

**Professor Waseem El-Rayes**

**DESCRIPTION OF COURSE:**

In this course we will examine in outline the intellectual background of major secular and religiously based ideologies in the Arab world. Through selections of primary and secondary sources we will attempt to understand how Arab and Muslim intellectuals, beginning in the 19<sup>th</sup> century, attempted to deal with the problem of Modernity and Modernization. This course will deal with three major time periods. The first, 1798-1834, covers earlier Arab reactions to Napoleon's campaign in Egypt and the subsequent Egyptian attempt at modernization. The second, 1843-1939, covers the period in which Arab intellectuals attempted to understand and promote modernization within the thorny context of Western colonialism. The third, 1939-2000, will deal with the effects of nationalist and religiously based ideologies on the contemporary intellectual environment in the Middle East and North Africa.

MICHIGAN STATE UNIVERSITY  
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SPRING 2010

MC 390, Section 005

DEMOCRACY AND THE ENVIRONMENT

Professor Mark Axelrod

**DESCRIPTION OF COURSE:**

Do democracies have better environmental records? Why or why not? Political scientists, philosophers, anthropologists, economists, sociologists, historians, ecologists and lawyers have long debated these questions. This course seeks to provide answers from all these approaches, with a focus on the success of environmental protection at the community level. We will start with a basic overview of the relationship between democracy and environmental protection, and then move into the study of collective action and effects of particular democratic institutions. In addition to institutions, we will also address the role of democratic culture and religious views on the environment in different countries.

**LEARNING OBJECTIVES:**

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

- Compare and critique a variety of possible measurements for environmental outcomes
- Recognize the classic collective action problem and potential solutions
- Identify the extent to which communities control their own resources
- Evaluate cultural approaches and institutions that support or hinder environmental protection

ASSIGNMENTS: Class participation, discussion papers, research paper, final exam

**TYPICAL READINGS:**

- Bromley, Daniel W., and David Feeny. 1992. *Making the commons work: theory, practice, and policy*. San Francisco, Calif.: ICS Press.
- Gadgil, Madhav, and Ramachandra Guha. 1993. *This fissured land: an ecological history of India*. 1st University of California Press ed. Berkeley: University of California Press.
- Kothari, Ashish, Neema Pathak, and Farhad Vania. 2000. *Where Communities Care. Community Based Wildlife and Ecosystem Management in South Asia*. London: International Institute for Environment and Development.
- Ostrom, Elinor. 1990. *Governing the commons: the evolution of institutions for collective action*. Cambridge, England: Cambridge University Press.
- Weidner, Helmut, Martin Jänicke, and Helge Jörgens. 2002. *Capacity building in national environmental policy : a comparative study of 17 countries*. Berlin London: Springer-Verlag.
- Young, Oran R., Leslie A. King, and Heike Schroeder. 2008. *Institutions and environmental change : principal findings, applications, and research frontiers*. Cambridge, Mass.: MIT Press.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

SPRING 2010

MC 395 - Section 001

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:**

Was Job patient? Were Hawthorne’s Puritans puritanical? Was Uncle Tom an “Uncle Tom”? Did God cause the Civil War?

Would you like to travel (in words) to the land of UZ several centuries ago, Poland in the 17<sup>th</sup> century, New England in the colonial and revolutionary periods, Arkansas, Kentucky, Ohio, and Canada right before the American Civil War, and the east and west coasts in the U.S. after World War II?

Would you like to join a ship of fellow sailors from Nantucket, Europe, and China, harpooners from Africa, New Zealand, and Martha’s Vineyard, and officers from New England, commanded by a megalomaniac, and take a trip around the world?

Would you like to examine some of the fundamental issues in life such as a person’s relationship to God, human nature, love and friendship, freedom, the problem of suffering, meaning and purpose in life, loss and death?

Would you like to read American literature by someone praising God’s creation, by someone else mocking religion especially the clergy, and by someone neither believing nor comfortable in his unbelief?

Would you like to read such works as MOBY-DICK, UNCLE TOM’S CABIN, Lincoln’s Second Inaugural Address, ELMER GANTRY, JOB and J.B., poetry by Anne Porter, or essays by Maya Angelou, Richard Rodriguez, and Annie Dillard?

(This course will count toward an SRP and PTC D degree)

**TYPICAL READINGS:**

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

**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 2010

MC 395 - Section 002

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 2010**

**MC 441: ISLAM AND WORLD POLITICS**

**Professor Mohammed Ayooob**

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

**DESCRIPTION OF COURSE:**

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

**Interdepartmental with Political Science**

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 448 ECOLOGY, LAW AND ECONOMICS**

**Prerequisite: EC 201**

**Interdepartmental with Natural Science**

**Professor Mecuro**

**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 2010**

**MC 450 INTERNATIONAL ENVIRONMENTAL LAW AND POLICY**

**Prerequisite: EC 201 or EC 202**

**Interdepartmental with Fisheries and Wildlife**

**Professor Kramer**

**DESCRIPTION OF COURSE**

Overview of concepts, actors, norms, laws, and institutions related to international environmental policy. Case studies on current global environmental issues.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 459**

**STEPPS Capstone**

**Professor Craig**

**DESCRIPTION OF COURSE:**

Selected challenges in science, technology, environment and public policy (STEPPS). Analysis of key issues and problems. Case studies.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 469**

**Applied Public Policy Research**

**Professor Ritchie**

**Prerequisite: MC 295**

**DESCRIPTION OF COURSE:**

Research on a public policy issue organized to develop a policy proposal collectively designed by all students.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 481**

**GLOBAL ISSUES IN FISHERIES AND WILDLIFE**

**Interdepartmental course with FW**

**Prerequisite: EC 201 or EC 202**

**Professor unknown at time of printing**

**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 2010**

**MC 492 – Section 002**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Globalization and Security**

**Professor Thompson**

**DESCRIPTION OF COURSE:**

This course addresses current security issues through the lens of “globalization.” We seek to understand how this concept impacts, constrains, or enhances both traditional and nontraditional security threats and how these threats have changed with the increased development of globalization. We will discuss the literature on globalization, the security studies literature, and specific topics such as nuclear weapon proliferation, terrorism, economic interdependence, human security, and regional issues.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC492, Section 003**

**Israeli Foreign Policy: Domestic Politics and Political Culture**

**Professor Yael Aronoff**

**Prerequisite: Tier one writing course and a methodology course**

**DESCRIPTION OF COURSE:**

This spring will be Israel's 62<sup>nd</sup> anniversary, and it is an opportune time to reflect back on its foreign policy. In May 1948, the Provisional Council proclaimed a Jewish State, knowing that its own military commanders estimated that Israel's chance of survival was 50:50 at best, in the face of the expected invasion by surrounding Arab states. Israel has largely perceived itself as struggling for its survival ever since. This context, however, is only one of several ways through which Israel's foreign policy decisions over the last 62 years can be interpreted or understood.

We will explore, through a variety of theoretical lenses, the determinants of Israel's foreign policy, the consistencies and changes in that foreign policy, and evaluate the effects and consequences of those policies. Although we will discuss the influence of shifts in the regional environment, the focus of the class will be on the influence of domestic politics and political culture on foreign policy. We will analyze competing political cultures and their influence on foreign policy, bureaucratic politics and the influence of security culture on decision-making and on negotiations, the composition and strength of different parliamentary coalitions and their influence on foreign policy, as well as the influence of individual Prime Ministers and their own ideologies that shape their perceptions of the regional environment. We will analyze the factors that explain varied perceptions of an ambiguous environment, shifts in threat perception, and shifts in strategy and tactics.

We will not only explore various empirical cases through our analysis of our readings by political scientists, but also through analysis of film, accounts by novelists and journalists, and through simulations of various decision-making scenarios. We will analyze Israeli films and their treatment of identity and foreign policy through viewing such films as Oscar nominee "Waltz with Bashir" which analyzes Israel's 1982 war in Lebanon through an autobiographical, animated account of a former soldier's mission. In addition, we will analyze films such as the PBS 2007 documentary revisiting the causes of the 1967 war and decision-making during that time through interviews of Israeli, Egyptian, Soviet, and American officials. We will then have a simulation of decision-making before and during the war and thereafter analyze its implications for shifts in Israeli political culture and foreign policy. We will explore decisions to unilaterally withdraw from southern Lebanon and Gaza, contested perceptions of the aftermath and relative success or failure of acting unilaterally, efforts to promote cooperation and negotiation with Syria and with the Palestinians, and assessments of relative threat emanating from Iraq and Iran.

MICHIGAN STATE UNIVERSITY  
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**SPRING 2010**

**MC 492 – Section 004**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:**

**“Growth Divergences and Cooperation in the Long Cycle of the Global Economy: A Framework for Advanced Policy Analysis & Evaluation in IPE”**

**Professor Jonas Zoninsein**

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

**DESCRIPTION OF COURSE:**

This international relations seminar investigates the global and national models of economic growth in different phases of the long cycle in the world economy since World War II until the present. It analyses and evaluates the policy approaches and the evidence regarding development performance, patterns of trade, finance, and technological change and diffusion during the golden age (1945-1973), the long down turn (1973-2007) and the crisis of globalization (2007-2009). The outcomes of the comparative analyses are then used to explore scenarios and choices for development strategies and global governance arrangements required for forging ahead in industrial leadership, and sustaining national convergence in productivity and prosperity in the global economy.

**TYPICAL READINGS:**

Baumol, Nelson and Wolff (eds.), *Convergence of Productivity: Cross-National Studies and Historical Evidence*

Brenner, *The Economics of Global Turbulence*

Kindleberger, *World Economic Primacy*

Maddison, *Dynamic Forces in Capitalist Development*

Marglin and Juliet B Schor (eds.), *The Golden Age of Capitalism*

Mowery and Nelson (eds.), *Sources of Industrial Leadership*

Ocampo, Jomo K. S., and Vos (eds.), *Growth Divergences: Explaining Differences in Economic Performance*

Samans, Uzan and Lopez-Claros (eds.), *The International Monetary System, the IMF and the G-20*

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**SPRING 2010**

**MC 492 – Section 005**

**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.

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**SPRING 2010**

**MC 493 -- Section 001**

**SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS**

**Topic: Cultures and Conflict**

**Prerequisite: Completion of Tier I writing requirement.**

**Professor Linda Racioppi**

**DESCRIPTION OF COURSE:**

This seminar builds from students' previous coursework in comparative cultures and politics to develop a deeper understanding of the relationship between cultures and cultural identities and conflicts. It looks specifically at how cultural institutions (e.g., religion), cultural practices, cultural representations, and intercultural interactions contribute to conflict. In addition to examining some important theoretical approaches to culture and conflict, the course will take up contemporary cases, including the seemingly most intractable (e.g., Sri Lanka or Kashmir) and those seemingly on a path of transformation (e.g., Northern Ireland). Student research will round out the course, providing insights into additional cases and illuminating the uses and limitations of current theories in the field.

Assignments:

Dialogue group participation, in-class participation, proposal, research paper, research presentation.

Typical readings:

Kevin Avruch, *Culture and Conflict Resolution*.

Sumantra Bose, *Kashmir: Roots of Conflict, Paths to Peace*.

John Paul Lederach, *The Moral Imagination: The Art and Soul of Building Peace*.

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

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SPRING 2010

MC 497 - Section 001

Professor Waseem El-Rayes

**Senior Seminar in Political Theory and Constitutional Democracy: Islamic Political Philosophy**

**DESCRIPTION OF COURSE:**

In this seminar we will deal with the foundations of Islamic Political Philosophy. We will begin with selected readings from the primary source for the Muslim community's political and spiritual guidance, the Quran. We will then take up selected readings by the medieval philosopher Abu Nasr Alfarabi (870-950), the founder of Islamic Political Philosophy. In these readings we will examine Alfarabi's teachings regarding political philosophy, political science, and the relationship of religion to philosophy and politics. Having familiarized ourselves with the questions raised in Alfarabi's teachings, we will turn to examine a variety of responses to him. The first critical response we will consider is that of the jurist and leading figure among theologians Abu Hamid Muhammad al-Ghazali (1050-1111). The second critical response will be that of the celebrated philosopher Ibn Tufayl. After these critical responses, we will address the defense of the philosophic way of life in a community ruled by divine law—a defense that was written by Alfarabi's attentive student Abu al-Walid Muhammad Ibn Rushd (Averroes; 1126-1198), who also happened to be supreme judge. The course will conclude with selected reading from the *Muqaddimah*, a 14<sup>th</sup> century multi volume introduction to history written by the scholar and historian, Ibn Khaldun (1332-1406). In this book Ibn Khaldun provides, among other things, an account of the Muslim world's political and intellectual development from the 7<sup>th</sup> to the 14<sup>th</sup> century. Reflecting on this account, and armed with what we have already learned about the tradition of Islamic Political Philosophy, we will reexamine the relationship between philosophy and religion and the effects of this relationship on the welfare of the political community.

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**SPRING 2010**

**MC 497 -- Section 002**

**Professor Tobin Leon Craig**

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY: The Political and Philosophic Challenges of Human Enhancement Biotechnology**

**DESCRIPTION OF COURSE:**

In this seminar we will put the PTCD curriculum to the test by confronting and thinking through the implications for our politics and our self-understanding of certain new and developing biotechnologies (including stem cells, cloning, genetic engineering, psychopharmacology).

**MICHIGAN STATE UNIVERSITY  
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**SPRING 2010**

**MC 497 – Section 003**

**Professor L. Hunt**

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

**“Political Theory and Eastern Thought: A Comparative Perspective”**

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

**DESCRIPTION OF COURSE:**

In this course, we will study the views of Eastern (predominantly Indian) thinkers on some of the central topics of political theory: the nature of justice, the character of the best regime, and the relation between the individual and the common good. The course will critically examine the traditional Eurocentric perspective on political theory. We will read both original texts and secondary literature on the relationship between Western and Eastern traditions of political thought.

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**SPRING 2010**

**MC 498 -- Section 001**

**The Politics of Normal: Rethinking Disability**

**Professor Julia Grant**

**DESCRIPTION OF COURSE:**

Scholars have only begun to explore how ideas about normalcy and the human body inform academic discourse, social relations, and social policy. The new and exciting field of disability studies opens up many important questions about what makes us distinctively human, what is necessary to live a good life, and what the responsibilities of the non-disabled are to those with disabilities. Students of social relations, in particular, should be attuned to the experiences of those with disabilities as a social group that poses new challenges to governance in their quest for inclusion.

This course will make use of personal essays and narratives, history, social theory, and legal and medical writings to explore disability from several different perspectives. Some of the key questions that this course will explore include:

- How should one define disability? Who counts as disabled?
- How have conceptions of normalcy influenced our perceptions and treatment of those with physical and mental differences?
- How are disabled individuals themselves changing conceptions about the nature of disability?
- In what ways does social policy foster the rights and opportunities of disabled individuals? In what ways does it thwart them? What theoretical conceptions lay at the heart of controversies over disability rights and policies?

**Typical Textbooks:**

Alice Domurat Dreger, *One of Us: Conjoined Twins and the Future of Normal* (Cambridge, MA: Harvard University Press, 2004)

Peter Conrad, *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders* (Baltimore: Johns Hopkins Press, 2007).

Ralph James Savarese, *Reasonable People: A Memoir of Autism and Adoption* (New York: Other Press, 2007).

Leslie Pickering Francis and Anita Silvers, *Americans with Disabilities: Exploring Implications of the Law for Individuals and Institutions* (New York: Rutledge, 2000)

Georgina Kleege, *Sight Unseen* (New Haven: Yale University Press, 1999).

Doris Zames Fleischer and Frieda Zames, *The Disability Rights Movement: From Charity to Confrontation* (Philadelphia: Temple University Press, 2001).

**Evaluation:**

Students will write short response papers, lead discussions, and develop a comprehensive research project.

**MICHIGAN STATE UNIVERSITY  
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**SPRING 2010**

**MC 498 - section 002**

**Senior Seminar in Social Relations:  
Religious and Secular Society: A European-American Comparison**

**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 empirical 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. That is a common argument made by American sociologists and historians, but European scholars, looking at their own societies' experience, are more likely to argue that the separation of church and state is correlated with a general decline in religiosity.

The separation of church and state is a relatively recent historical phenomenon; a number of modern states were established in a process that involved strong opposition to, and suppression of, religious power in culture and politics. Even today, numerous political conflicts involve the evocation of religious commitment and religious imagery, and skirmishes over the boundary between church and state. Especially in comparative perspective, it becomes clear that even what is meant by the "separation of church and state" is variable and contentious.

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. 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.

**TYPICAL READINGS:**

David Kertzer, *The Kidnapping of Edgardo Mortara*

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

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

Geneviève Zubrzycki, *The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland*

**EVALUATION:**

Papers on the reading, research project, exam, class participation, presentation.