

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 181 INTRODUCTION TO SCIENCE, TECHNOLOGY, THE ENVIRONMENT AND PUBLIC POLICY

Professor: Tobin Craig

Interdepartmental with Fisheries and Wildlife, Lyman Briggs

DESCRIPTION OF COURSE:

Relation of science and technology to ethics and public policy. Environmental law and public policy. Managing fish, water and wildlife resources at state, national, and international levels. Science and technology in developing countries. Impacts of military technology on environmental policy.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Fall 2011

MC 220 – Section 1

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Matthew Zierler

Prerequisites: None

DESCRIPTION OF COURSE:

This course is the first semester of a full-year sequence designed to introduce you to the field of international relations. This course samples the range of themes in current international politics while providing you with a common theoretical language to put everything together. This course emphasizes the political and military side of international relations. The first part of the course will discuss what international relations is all about and provide the roots of a vocabulary that we can use to analyze international politics. The second part examines some of the major theoretical traditions used to understand international relations. The third part of the course focuses on the traditional understanding of international security. Our goal here is to understand the causes of war and how states behave once conflict arises. Part four examines theoretical explanations for and empirical examples of forms of international cooperation. We conclude the course with a series of short units looking at specific new issues and problems in international politics, including the post-Cold War international system, emergent security threats, human rights, and the environment.

TYPICAL READINGS:

Robert Art and Robert Jervis (editors). 2010. *International Politics*. 10th edition.

Michael Barnett. 2002. *Eyewitness to a Genocide*. Cornell University Press.

Richard W. Mansbach and Edward Rhodes (editors). 2008. *Global Politics in a Changing World: A Reader*. 4th edition.

John Robb. 2007. *Brave New War: The Next Stage of Terrorism and the End of Globalization*.

Andrew Krepinivich. 2009. *7 Deadly Scenarios: A Military Futurist Explores War in the 21st Century*.

Paul Collier. 2010. *Wars, Guns, and Votes: Democracy in Dangerous Places*.

EVALUATION:

Likely to include a short paper, a research paper, midterm and final exams, and participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 220 – Section 002

INTERNATIONAL RELATIONS I:

Professor: TBD

Prerequisites: None

DESCRIPTION OF COURSE:

MC 220 is the first half of a year-long introduction to the field of International Relations; an historical, theoretical and policy-oriented approach to the study of global politics. While providing an introduction to international relations theory, the course emphasizes such issues as the causes and prevention of war, the use of force, and ecological threats. Throughout the course, attention will be directed toward assessing the utility and consequences of alternative theories for understanding key world events, past and future, with an emphasis on issues related to military and human security.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2011

MC 220 – Section 003

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Yael Aronoff

Prerequisites: None

DESCRIPTION OF COURSE:

The first half of a year-long introduction to the field of International Relations: a theoretical and empirical approach to the study of international relations. The course will focus on the strengths and weaknesses of different theoretical approaches in explaining the causes of war and of war termination, just means and ends for war, and the use of force including terrorism, counter-terrorism, and humanitarian intervention. We will analyze the changing concepts of security itself.

The course is organized so that case studies can illuminate a better understanding of international relations theory. We begin with an introduction to international relations theory and to different levels of analysis used to explain war and war termination. Moving to our first case study, we will examine the bombing of Hiroshima and Nagasaki by the U.S. in WWII. This initial case study will serve as an object of analysis to which we will return over the next several weeks: as we examine each of the various theories of international relations in turn, we will apply them to the case of Hiroshima and Nagasaki, to see how each would provide different explanations and insights into the case. Is this a just another case of war among great powers that traditionally international relations theory tried to explain? How can this be explained through the balance of power? If Japan had been a democracy, would the war with Japan have been avoided? Could further negotiations or different conditions for surrender have avoided the bombings? Can and should international law limit the goals and means for war? What role do ideology, culture, and the worldviews of leaders play in these decisions?

Our next case study will be the causes of the genocide in Rwanda, and the failure of the international community to stop the genocide. This case study will particularly enable us to examine the strengths and limits of theory. It gives us the opportunity to examine intra-state rather than inter-state war, war that involves a small state rather than a great power, the causes of the genocide, the role of international law and UN peacekeeping/peacemaking in stopping genocide, and the reasons for the failure of the international community to stop the genocide. We will also examine the extent to which powers should be motivated by values/interests in decisions for humanitarian intervention, how civil war in one country can lead to regional war, and how democratization is a delicate process that can lead to violence.

Our next case study analyzes the Israeli-Palestinian conflict – the causes of the conflict, possibilities for its resolution, as well as its role in regional conflict in the Middle East, and in U.S. national security interests. As with the previous cases, this case will serve as a real-world example in which to ground

the various theories we have studied. The main emphasis will be on the ability of the theories to explain efforts at cooperation and the difficulties of reaching successful peace negotiations. We will be focusing on the Camp David Negotiations led by President Clinton and the varied reasons for the failure to reach an agreement. We will not only be looking at issues of power and the relevance of democracy as highlighted by realist and liberal approaches, but will also be looking at the importance of culture, ideology, personality, and domestic constraints on efforts at cooperation. After conducting research concerning the interests and goals of participants to the negotiations, you will have the opportunity to present your findings and engage in a simulation of negotiations.

Finally, we will end the semester with revisiting the strengths and limits of theory to explain patterns of conflict and particular instances of conflict and cooperation. How can we use these approaches in a complementary fashion to explain these phenomenon? How has the study of security issues, the concept of security and security threats, and the nature of conflict changed since the end of the Cold War? What role does nationalism, ideology, democratization, globalization, and non-state actors play in both influencing conflict and cooperation?

TYPICAL READINGS:

Karen A. Mingst and Jack L. Snyder, *Essential Readings in World Politics*, 4th edition

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

Galia Golan, *Israel and Palestine: Peace Plans and Proposals from Oslo to Disengagement*, (Princeton: Markus Wiener Publishers, 2007)

Course Packet (collection of selected recent journal articles and book chapters)

EVALUATION:

Class participation, exam, web discussions, simulation-related work, policy memo and research papers.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 220 – Section 004

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Simei Qing

Prerequisites: None

DESCRIPTION OF COURSE:

MC 220, the first half of a yearlong introduction to the field of International Relations, adopts a historical, theoretical and policy-oriented approach to the study of world politics. It provides an overview of the key theories and concepts in the IR field. It examines the major strengths and weaknesses of each theory through historical case studies, in an attempt to discern which aspects of world politics each explains well, or poorly. And it introduces current policy debates concerning the construction of a new world order in the post-Cold War, post-9/11 world, to assess the policy-relevance of each theory. Throughout the course the focus is on the far-reaching implications of different theories or analytical lenses for understanding today's world politics, and on the great importance of developing new theoretical frameworks to encounter new challenges in the 21st century.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

Fall 2011

MC 230: Sections 001 and 002

CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

Professors: C. Tremonte and L. Racioppi

Prerequisites: None.

DESCRIPTION OF COURSE:

MC230 is the first course in the sophomore sequence in the Comparative Cultures and Politics major. Together with MC 231, it provides students with theories and tools of analysis that are critical for understanding contemporary public and international affairs. Using multiple and integrative paths of inquiry that fuse the social sciences and humanities, this course aims to introduce students to the study of culture/s and politics in comparative perspective. We investigate the concept of culture, its various analytical meanings and its political uses; we explore how cultural identities affect politics in countries around the world; and we begin to interrogate the relationship of local and national cultural politics to global politics – a topic taken up more directly in MC 231.

MC 230 asks such questions as: What is ‘cultural politics’? When and why does ‘culture’ become ‘political’? Why do some cultural sites, identities and practices become arenas of political contestation? How do collective practices, beliefs, identities, narrations and representations affect contemporary politics and policies? When do such collective processes lead to conflict? to assimilation? to hybridization? How do gender, race, class, and religion serve to configure ‘cultures’ and cultural politics? One of the ways that we tackle these questions is to examine the ‘nation’, a potent cultural and political force globally. How is the ‘nation’ culturally constituted? What is its relationship to politics and economics? Our approach will be explicitly interdisciplinary and will draw on a range of theoretical literature as well as case studies of ‘pre-national’ Columbian America, nationalist 20th century Northern Ireland, and contemporary national (and ‘post-national’) Sri Lanka.

An honors option will be available.

TYPICAL TEXTS:

Roland Barthes, *Mythologies* (1972)

Caitrin Lynch, *Juki Girls, Good Girls: Gender and Cultural Politics in Sri Lanka’s Global Garment Industry* (2007)

Bernard MacLaverty, *Cal* (1995) [Pat O’Connor, dir. *Cal* (1984)]

The Popol Vuh (trans. Tedlock) (1996)

PBS *The Magnificent Voyage of Christopher Columbus* (2007)

Jack Santino, *Signs of War and Peace: Social Conflict and the Use of Public Symbols in Northern Ireland*

Jim Sheridan (dir), *In the Name of the Father* (1994) or *The Boxer*(1997)

Tvetzan Todorov, *Conquest of America: The Question of the Other* (1999)

EVALUATION:

Participation, take home essay or cultural artifact analysis, exams or quizzes, cultural policy project.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 270 : CLASSICAL REPUBLICANISM: AN INTRODUCTION TO POLITICAL PHILOSOPHY

Section 001 – Professor Zinman

Prerequisites: None

DESCRIPTION OF COURSE:

The College's concentration in Political Theory and Constitutional Democracy is designed to form the core of a liberal education. The faculty believes that a coherent core is best provided by the joint study of political philosophy and American republicanism. To this end, PTCDC begins with two sophomore-level required courses. The first, MC 270, "Classical Republicanism," introduces the tradition of political philosophy in the West. It focuses on the founding of classical political philosophy in the context of the republican politics of ancient Greece and the founding of modern political philosophy in the context of the rebirth of republican politics in Renaissance Italy. The second, MC 271, "Constitutionalism and Democracy," introduces the tradition of republicanism in America. It studies the convergence of modern political philosophy and the American experience at the founding of the republic. These courses are not intended to be merely historical exercises. Rather, they are designed to encourage students to reappropriate the traditions of political philosophy and American republicanism for themselves.

Citizens of the U.S. tend to assume that the meaning, viability, and justice of republican politics have been definitively settled by the American experience. Are they right to do so? Is the traditional American understanding of republicanism the best understanding? Will the American republic endure for another two hundred years or will it decay and collapse as did its ancient and modern predecessors? Is the American regime the best regime? Is it a just regime? Why or why not?

The political life of every regime generates such questions. But every regime also provides its citizens with authoritative answers. Those answers are always partisan and incomplete precisely because they are authoritative, i.e., imposed by the prevailing regime. Political philosophy comes into being when the authoritative opinions of the prevailing regime are called into question in a profound way and made the subject of a sustained inquiry. In fact, political philosophy is the restless inquiry into such questions -- an inquiry guided by the search for an impartial and complete answer to the question *What is the best regime?*

In order to understand who we are, where we are, and where we are headed, we need to recover the meaning of the West and its republicanism for ourselves. One powerful way to do so is to return to their origins in ancient Greece and Renaissance Italy and reexamine their original meanings. This course seeks to lay the groundwork for a thoughtful assessment of the worth of the West and its republican politics by beginning the process of rethinking the Western tradition for ourselves. It does so by attempting to resuscitate the activity of political philosophy by returning to the origins of classical republicanism and classical political philosophy in the activity of Socrates (and his predecessors and heirs), and to the origins of modern republicanism and modern political philosophy in the activity of Machiavelli.

H-OPTION: A team-taught honors seminar will be offered in conjunction with this course. It will bring together faculty and students from all the section of MC 270.

TYPICAL READINGS:

Aristophanes, Clouds; Plato, Republic; Aristotle, Politics; Machiavelli, Prince; Discourses.

EVALUATION:

Two shorter (2-3 page) and two longer (8-10 page) papers and class participation (including in- and out-of-class exercises)

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 270: CLASSICAL REPUBLICANISM

SECTION 002 – PROFESSOR CRAIG

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 270: CLASSICAL REPUBLICANISM

Section 003 -- Professor Petrie

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Fall 2011

MC 280 – Sections 001 and 002

Social Theory and Social Relations

Professor Gene Burns (section 1, TuTh 10:20-11:40)

Professor Constance Hunt (section 2, MW 3:00-4:20)

Prerequisite: None.

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

DESCRIPTION OF COURSE:

This is a core course in the Social Relations & Policy major.

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

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

The course will have an Honors option.

TYPICAL READINGS:

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

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 293 - Methods of Strategic Analysis in Public Affairs

Professor: 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.

We use a standard text (*Games of Strategy*, by Avinash Dixit & Susan Skeath) to introduce basic themes of strategic thinking, and then a variety of materials that differ semester to semester to apply strategic thinking to public affairs settings.

**MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 320, Section 001

POLITICS, ECONOMICS AND SOCIETY OF THE THIRD WORLD

Professor: Rodrigo Pinto

Prerequisite: MC 221 or approval of College, completion of Tier I writing requirement

DESCRIPTION OF COURSE:

Politics of social and economic change. Policies and strategies of development and of state and nation building in Third World countries. Impact of international political, security, and economic structures on the process of state and nation building in the Third World.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 324C : REGIONAL POLITICS, COOPERATION, AND CONFLICT IN LATIN AMERICA AND THE CARIBBEAN

Professor: Galia Benitez

Prerequisite: MC 220 or PLS 160 and completion of Tier I writing requirement

DESCRIPTION OF COURSE:

Domestic and international politics of Latin American or Caribbean countries. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2011

MC 324d: Regional Politics, Cooperation & Conflict: East Asia

Professor: Yasumasa Komori

DESCRIPTION OF COURSE:

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

Typical Readings:

- David Shambaugh and Michael Yahuda, eds., *International Relations of Asia*. (Lanham, ML: Rowman & Littlefield, 2008).
- Bill Emmott, *Rivals: How the Power Struggle Between China, India and Japan Will Shape Our Next Decade* (Orlando, FL: Harcourt, 2008).
- David C. Kang, *China Rising: Peace, Power, and Order in East Asia* (New York: Columbia University Press, 2007).
- Thomas U. Berger, Mike M. Mochizuki, and Jitsuo Tsuchiyama, eds, *Japan in International Politics: The Foreign Policies of an Adaptive State* (Boulder, CO: Lynne Rienner Publishers, 2007).
- Victor D. Cha and David C. Kang, *Nuclear North Korea: A Debate on Engagement Strategies* (New York, Columbia University Press, 2003).

Evaluation

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

FALL 2011

MC 326: U.S. FOREIGN POLICY

Professor: Simei Qing

Prerequisite: MC 221 and completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

American Foreign Policy

This course is designed as an introduction to the theory, pattern and process of American foreign policy. It attempts to present as wide a variety of theoretical and historical genres and perspectives as possible. It aims to provide students with different theoretical frameworks and important historical backgrounds in their analyses of current foreign policy issues, particularly American foreign policy toward non-Western, developing countries, which have different cultural and religious traditions, with widely shared resentments of colonialism, and in their volatile stages of difficult transition from pre-modern to modern, democratic societies.

In the post-Cold War, post-9/11 world, a most important issue in the study of American foreign policy is how to assess more accurately those non-Western, developing countries' foreign policy intentions and their peoples' aspirations, to formulate more productive U.S. foreign policy. To address this highly important issue, this course will study U.S. foreign policy not only from the "inside out," but also from the "outside in." To study American foreign policy from the "inside out" is to understand American visions and aspirations, American policies and strategies entirely on their own terms. To understand American foreign policy from the "outside in" is to examine if there are any significant gaps between the American interpretations of other nations' foreign policy objectives on the one hand, and those nations' actual intentions on the other.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

MC 327

COMPARATIVE ANALYSIS OF FOREIGN POLICY

Prerequisites: MC 326 and completion of Tier I Writing

Professor: TBD

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

**MC 349
ECONOMICS OF LEGAL RELATIONSHIPS IN COMPARATIVE PERSPECTIVE**

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

Professor: Mercurio

DESCRIPTION OF COURSE:

Survey and comparison of major schools of legal-economic thought, and their implications for policy. Economic impacts of law and legal institutions.

FALL 2011

MC 363

GLOBAL GOVERNANCE

Professor: YASUMASA KOMORI

Prerequisites: MC 221 and completion of Tier I writing requirement

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

This course introduces students to the changing dynamics of global governance. The first part of the course examines the actors and processes of global governance. The main actors of global governance include states, international organizations (such as the UN, the IMF, the World Bank, and the WTO), regional organizations (such as the EU, NATO, APEC, and the African Union), multinational corporations, and non-state actors. The second part of the course deals with the major issues of global governance, such as international security, development, human rights, and climate change.

Typical Readings:

- Thomas G. Weiss and Ramesh Thakur, *Global Governance and the UN: An Unfinished Journey*. Bloomington, IN: Indiana University Press, 2010.
- Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*, 2nd ed. Boulder, CO: Lynne Rienner, 2010.
- Ngaire Woods, *The Globalizers: The IMF, the World Bank, and their Borrowers*. Ithaca, NY: Cornell University Press, 2006.
- Walter Mattli and Ngaire Woods, eds, *The Politics of Global Regulation*. Princeton: Princeton University Press, 2009.
- Amitav Acharya and Alastair Iain Johnston, eds., *Crafting Cooperation: Regional International Institutions in Comparative Perspective*. Cambridge: Cambridge University Press, 2007.

Evaluation

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 364

POLICY EVALUATION

Professor Michael Crow

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.

Not open to students with credit in PLS 313

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

FALL 2011

MC 370-- Section 001

Professor: CURTIS STOKES

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Prerequisites: MC 241 or MC 271 and completion of Tier I writing requirement; or college approval

DESCRIPTION OF COURSE:

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

TYPICAL READINGS:

Karl Marx, *Capital* (volume one)

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

Frantz Fanon, *The Wretched of the Earth*

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

Jean Jacques Rousseau, *The Social Contract*

EVALUATION:

Several papers and class participation

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 370 – Section 002

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor: Waseem El-Rayes

DESCRIPTION OF COURSE:

Liberal democracy is seen today, at least by the majority of citizens in the West, as the preeminent model of governance in the world. And though many of these citizens might readily acknowledge imperfections in liberal democratic governance, in the absence of obvious palatable alternatives, most would not question or challenge its fundamental legitimacy. The growth and development of liberal democracy, both as an idea and as an actual model of governance, is relatively recent in the course of human history, and so is the overwhelming faith in its moral and political preeminence. For not long ago competing ideologies possessed the power to shake the confidence of significant segments of the liberal democratic citizenry in their institutions. And so other systems of governance, such as socialism and communism, were seen as either presenting valid alternatives to the liberal democratic model or as existential threats. With the collapse of the Soviet Union in 1991, such arguments seem to have been put to rest. Ten years later a partial revival of these arguments has come forth with warnings of an existential threat to liberal democracy requiring a global war against terrorism.

The primary objective of this course is to reflect on the merits of, and hence the challenges to, liberal democracy by examining part of the intellectual tradition which either formed it or helped to shape its development. In other words, our focus here will not be on a comparative analysis of different political regimes, or on the external threats, real or imagined, to liberal democracy, but rather focus on part of the tradition which gave shape to this model. In light of this understanding of the tradition, we will also explore the strengths of a more contemporary critique of liberal democracy.

To this end, this course will be divided into three parts:

1. In the first part we will examine Jean-Jacques Rousseau's *First and Second Discourses*, and *On the Social Contract*. Through these texts we will identify key questions and problems that gave rise both to the attempts to correct the course of liberalism and to radical revolt against liberalism.
2. In the second part we will examine selected readings by Immanuel Kant. Through these selected readings we will attempt to trace Kant's response to the questions raised by Rousseau and then explore the consequences of this response on the development of liberal democracy in the 19th and 20th century.
3. In the third part we will examine selected readings by, first, Karl Marx and Friedrich Engels and, second, by Michel Foucault. In these readings we will partially explore the consequences of revolutionary thought, but more importantly we will examine whether regimes can ever live up to their democratic claims.

**MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 376

MODERN POLITICAL THOUGHT IN MUSLIM WORLD

PROFESSOR : WASEEM EL-RAYES

DESCRIPTION OF COURSE:

Major intellectual transformations in the Muslim world from 19th century to the present.
Important internal and external influences.

FALL 2011

MC 377: Culture, Politics and Post-Colonialism

Prerequisite: (MC 221 or MC 271 or MC 231) and Completion of Tier I Writing Requirement

Professor: L. HUNT

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 378

LAW AND SOCIAL GROUPS

Professor: C. HUNT

DESCRIPTION OF COURSE:

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

Fall 2011

MC 380

SOCIAL POLICY

Professor: Michael Crow

Course Objectives

Any serious study of American politics and public policy today must include a firm understanding of social policy. Social policy comprises those areas of public policy that distribute or redistribute society's resources across lines of economic class, race, gender and other broad social categories, including issues such as poverty, racial and gender inequalities, taxes, health care, education, urban renewal and labor relations. More often than not, these issues pit social groups in a zero-sum game, and thus often generate much political conflict. Moreover, social policy issues increasingly come to dominate the policy agenda at federal, state and local levels. Studying social policy, then, can shed much light on how we govern ourselves today.

Our main objective in this course is to develop analytical tools for *explaining* and *evaluating* change in social policy. 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, and journalists. Evaluating policy means analyzing the causes of social and economic problems, assessing the impact of social policies on individuals and on public well-being, and developing policy alternatives to better address these problems. Being able to evaluate policy, then, is important for anyone seeking to make effective arguments about public policy, including aspiring legislators, policy advocates, nonprofit administrators, professional policy analysts and government officials. By the end of this course, you will have demonstrated your ability to:

- Explain and analyze the political process generating policies
- Evaluate the impact of social policies on individuals, social groups and society
- Critique arguments about the scope and causes of social and economic problems
- Formulate alternative policies for addressing social and economic problems
- Formulate strategies to mobilize political action and influence policy Representative readings

- 1) Katznelson, Ira. 2005. *When Affirmative Action Was White*. New York: Norton
- 2) Lindsey, Duncan. 2008. *Child Poverty and Inequality*. Oxford University Press.
- 3) Rimmerman, Craig. 2007. *The Lesbian and Gay Movements: Assimilation or Liberation?* Westview.
- 4) Tichenor, Daniel J. 2002. *Dividing Lines: The Politics of Immigration Control in America*. Princeton, NJ: Princeton University Press.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 385

COMPARATIVE RACE & ETHNIC RELATIONS

Prerequisite: (MC 220 or MC 281 or MC 230) and Completion of Tier I Writing Requirement

Professor : JENNIFER GOETT

DESCRIPTION OF COURSE:

What is exactly is race? How does it differ from ethnicity? Why are race and ethnicity such important aspects of our everyday lives, intergroup relations, and national policies and institutions? This course critically examines how and why these forms of identity continue to matter so intensely, both in the United States and around the world. Drawing on interdisciplinary scholarship, we historicize and compare racial and ethnic identity formation and relations in national and transnational contexts. In adopting a comparative framework, the course examines how and why racial and ethnic categories, identities, and inequality are not uniform, natural, or inevitable facts, but historically and socially constructed in distinct ways across time and space.

Possible Texts:

- Kia Lilly Caldwell (2006) *Negras in Brazil: Re-envisioning Black Women, Citizenship, and the Politics of Identity*. Rutgers University Press.
- Stephen E. Cornell and Douglas Hartmann (2007) *Ethnicity and Race: Making Identities in a Changing World*. Pine Forge Press.
- John Hartigan (2010) *Race in the 21st Century: Ethnographic Approaches*. Oxford University Press.
- Ann Laura Stoler (2010) *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule*. University of California Press.
- Howard Winant (2002) *The World Is a Ghetto: Race and Democracy Since World War II*. Basic Books.

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 386

WOMEN & POWER IN COMPARATIVE PERSPECTIVE

Professor: Jennifer Goett

DESCRIPTION OF COURSE:

What is gender identity? How is gender politicized? Cross-culturally why are women so frequently politically subordinate to men? What are the varied ways women assert their political agency and challenge gender oppression? These questions frame this interdisciplinary course on gender and power relations. Scholars of women and gender demonstrate that there is considerable social and cultural variation in how women become women and men become men, even providing diverse cross-cultural examples of gendered identities that do not strictly conform to either category. Over the course of the semester, we will examine this variation and how it shapes gender identity and power relations around the globe by exploring both the intimate politics of women's everyday lives and their formal participation in national and transnational politics. While we focus on the globalized and persistent nature of gendered inequalities, we also examine women's agency and resistance as rich and varied sites of cultural politics.

Possible Texts:

- Begoña Aretxaga (1997) *Shattering Silence: Women, Nationalism, and Political Subjectivity in Northern Ireland*. Princeton University Press.
- Tsitsi Dangarembga (2004) *Nervous Conditions*. Lynne Rienner Publishers.
- Gloria Wekker (2006) *The Politics of Passion: Women's Sexual Culture in the Afro-Surinamese Diaspora*. Columbia University Press.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2011

MC 390 -- Section 001

ADV TOPICS IN PUBLIC AFFAIRS: Global Issues in Citizenship

Professor: Pegler-Gordon

DESCRIPTION OF COURSE:

Although citizenship is most often seen as a legal political status, questions of citizenship are also narratives about identity and belonging. Citizenship is a key part of, and usually a prerequisite for, political representation. But it is also a process of cultural representation. Changing claims of citizenship are legislated in public policies, and changing citizenship status shapes cultural and social understandings of membership. Through these interconnected processes, individuals experience their identities as citizens, denizens, and others. In the last twenty years, there has been a substantial expansion of interest in the political theory, sociology, history, and culture of citizenship. This has led to an expansion of the different ways that scholars have come to consider citizenship. Through a comparative analysis focusing primarily on the United States and Europe, but considering other citizenship regimes, this course seeks to introduce students to both established and emerging ideas about citizenship, place these ideas into social and historical context, and explore the resonance of classical conceptions in continuing debates about the meaning of citizenship.

Some of the questions raised in this course will include: What are some of the central ways that different societies have envisioned and enacted citizenship? What are the distinctions that states make between citizens and non-citizens and why do they make these distinctions? Does globalization challenge traditional ways of understanding, culturally constituting and legislating citizenship? What are the possibilities for a postnational citizenship? How does public policy reflect different understandings of citizenship and what implications do new understandings of citizenship have for questions of public policy?

Typical Readings

Steven Kautz, *Liberalism and Community* (Ithaca: Cornell University Press, 1995).

T.H. Marshall, *Citizenship and Social Class* (1950).

Birte Siim, *Gender and Citizenship: Politics and Agency in France, Britain and Denmark* (Cambridge University Press, 2000).

Pierrette Hondagneu-Sotelo, *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (Berkeley: University of California Press, 2001).

Yasemin Nuhoğlu Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe* (Chicago: University of Chicago, 1994).

Evaluation

Research paper, exams, participation.

MICHIGAN STATE UNIVERSITY
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Fall 2011

MC 390 - section 2 (Tu Th 12:40-2:00)

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

Professor: Gene Burns

Prerequisite: Completion of Tier I writing requirement.

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

DESCRIPTION OF COURSE:

This course is a selective in SRP, CCP (Comparative Studies), and IR (Comparative, Regional, and Cultural Studies).

How should we understand the relationship between religion and the state? Does religious freedom require that the state allow exemptions from laws that conflict with particular religious beliefs? Or does that imply favoritism towards some religions, and discrimination against more secular citizens? Is the state “neutral” when it compels legal compliance, and enacts public policy, regardless of religious beliefs? Or is that discrimination against religious citizens?

And what makes a society more or less religious? Why has the United States been more religious than Western Europe in recent decades; but why is the non-religious population in the U.S. growing? Can state policy make a society more or less religious? For instance, many western European scholars look at their history and argue that freedom of religion ultimately weakens religious observance, by expanding moral and religious relativism. Many American scholars, on the other hand, argue that freedom of religion ultimately makes the population more religious because it allows diverse religions to be innovative in identifying new members and meeting its members’ needs.

Or are these the wrong questions entirely because they imply that the crucial issue is the public-private boundary between state and religion? Some scholars would argue instead that understanding the role of religion in particular societies is a question of understanding national identity. From that point of view, one’s understanding of the public sphere and of one’s own religious commitments cannot be separated. The French social and political commitment to secularism, for instance, stands in stark contrast to the widespread assumption in Poland that Catholicism is part of the national identity.

This course examines these questions not as theological or philosophical inquiries but as concrete, empirical matters of history, politics, and sociology in the Western world. The historical and theoretical readings can, however, include some very challenging texts. The seminar pays particular attention to the relationship between Western Christianity and the development of Western secular society but also includes significant focus on the relationship between majority and minority identities, including Judaism.

The course will have an Honors option.

TYPICAL READINGS:

David Kertzer, *The Kidnaping of Edgardo Mortara*
Roger Finke and Rodney Stark, *The Churching of America, 1776-2005*
Steve Bruce, *God is Dead: Secularization in the West*
Susan Jacoby, *Freethinkers: A History of American Secularism*

EVALUATION:

Papers, exams, class participation.

FALL 2011

MC 390 – Section 003

Professor: L. Jezierski

ADV TOPICS IN PUBLIC AFFAIRS: Global Cities and Urbanism

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 in cities like New York, Rio de Janeiro, London, Mumbai, Paris, Dubai, Bangalore, Shanghai, and systems of cities in China and Africa.

Course Requirements: Midterm and Final Exams, Research Project: to examine a global city or comparative aspect of global urbanism of your choice, including a proposal, an annotated bibliography, a research paper of 15-20 pages, and a powerpoint presentation of the project.

The course fulfills SRP and CCP selective requirements.

Typical Readings:

The Global Cities Reader by Neil Brenner (2006)

Planet of Slums by Mike Davis (2007)

Saskia Sassen : *Cities in a World Economy*

John Friedmann China's Urban Transition

Janice Perlman Favela: Four Decades of Living on the Edge in Rio De Janeiro

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

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

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)

La Haine, film written and directed by Mathieu Kassovitz (1995) produced by Studio/Canal. 93 minutes in French with English Subtitles.

City of God (Brazilian 2002) film written and directed by Fernando Meirelles City

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 390, Section 004

ADV TOPICS IN PUBLIC AFFAIRS: Science and War

Professor: M. Gormley

DESCRIPTION OF COURSE:

Science and War will examine topics in the history of science and technology from World War I to present. Students will gain an appreciation for interactions between the sciences and warfare, basic and applied research, and scientists, political leaders, and military personnel. Course themes are chemical, biological, nuclear, and robotic weapons. The first section of *Science and War* will focus on chemical and biological weapons from World War I to Cold War. Before this, background material will establish national histories and international relations, as well as provide background on weaponry and interactions between scientists, political leaders, and military personnel. The next section concentrates on the development and use of nuclear weapons during World War II and the control and development of nuclear weapons during the Cold War. In addition to looking extensively at the Manhattan Project, the German, Japanese, and Soviet bomb projects will also be covered. The last section examines chemical, biological, and robotic weapons over the past 20 years. Ultimately, students in *Science and War* will explore tensions within science and between scientists and American society that are created by war. Scientists, during times of peace, consider theirs an international endeavor forging global collaboration through scientific exchanges and international congresses. Military and governmental personnel expect scientists contributing to the war effort to keep their work confidential, thereby stymieing scientific dialogues. War technologies encourage enemies to develop comparable, or even better and therefore deadlier, weapons. International agreements define protocols on the use and proliferation of weapons.

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FALL 2011

MC 390 Section 005

ADVANCED TOPICS IN PUBLIC AFFAIRS: Political Theory and Asian Thought

Professor: L. Hunt

DESCRIPTION OF COURSE:

This course examines the political theory of Asian (predominantly Hindu and Buddhist) thought from both an historical and a contemporary perspective. It addresses the question of whether the central themes of western political theory, such as the relation between justice and the human good, can be found in eastern traditions of reflection on politics. It also explores the political fate of eastern traditions of political thought during the colonial and post-colonial periods. The purpose of this course is in part to question the prejudice that western and eastern reflections on politics inhabit completely different worlds. But it also addresses the complex misunderstandings that have bedeviled cross-cultural understanding between east and west. Readings will be drawn from both classic texts and contemporary scholarship.

Sample Readings:

Original Texts:

The Arthashastra (This is the earliest text of Hindu political science)

The Law of Manu (The classic text on Hindu law)

The Bhagavad Gita (Famous discussion of the morality of violence)

The Legend of King Ashoka (Buddhist account of the best ruler)

Candrikirti's Advice for Travelers on the Bodhisattva Path (Discusses moral and political issues in the context of Buddhist practice)

Precious Garland of Advice for a King (The Buddhist philosopher Nagarjuna's advice on the duties of a good ruler)

Modern Readings:

Christophe Jaffrelot, ed., *Hindu Nationalism: A Reader* (Original readings from the founders of contemporary Hindu nationalism)

Amartya Sen, *The Argumentative Indian* (Critique of both Western Orientalist views of India as lacking rational traditions of thought as well as a critique of Hindu nationalism)

Donald Lopez, Jr., *Curators of the Buddha: A Study of Buddhism under Colonialism* (Examines the ways in which Western scholars have viewed Buddhism through the lens of their own Western preoccupations.)

Donald Lopez, Jr., *Prisoners of Shangri-La* (looks at changing perceptions of Tibetan Buddhism and the fate of Tibet under Chinese occupation)

Michael Zimmerman, *Buddhism and Violence* (Discusses how Buddhists have dealt with the problem of political violence)

Brian Daizen, *Zen at War* (Looks specifically at the role of Japanese Zen Buddhism during the rise of Japanese imperialism and the Second World War)

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FALL 2011

MC 395-- Section 001

Cultural Dimensions of Public Affairs
Nature's Nation: Readings in Environmental Thought

STEPPS, PTCO, SRP
Instructor: Rod Phillips

COURSE DESCRIPTION:

This course explores American attitudes toward nature from 1620 to the present, with emphasis on 20th and 21st century environmentalism. Reading and discussion topics will include American Romanticism and Transcendentalism, the Progressive era conservation movement, the post WWII ecology movement, and more recent trends toward Eco-feminism, “green” politics, and “deep ecology.”

Readings:

Roderick Nash *Wilderness and the American Mind*

Henry David Thoreau *Walden*

Aldo Leopold *A Sand County Almanac*

Edward Abbey *Desert Solitaire*

Terry Tempest Williams *Refuge: An Unnatural History of Family and Place*.

Course Evaluation:

This is a writing-intensive course that features a midterm essay exam, short papers in response to course readings, a research paper, seminar presentations, and a final essay exam.

**MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 459 - Section 001

Science, Technology, Environment and Public Policy Capstone

Professor Bellon

Prerequisites: None

DESCRIPTION OF COURSE:

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

FALL 2011

MC 469 APPLIED PUBLIC POLICY RESEARCH SEMINAR

Prerequisite: MC 295

Professor: Bryan Ritchie

DESCRIPTION OF COURSE:

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

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FALL 2011

MC 492 – SECTION 001

SENIOR SEMINAR IN INTERNATIONAL RELATIONS : Complexity, Uncertainty, and Wicked Problems in Environmental governance

Prerequisite: Completion of Tier One Writing course and recommended completion of Methodology course

Professor : Dan Kramer

DESCRIPTION OF COURSE:

Some problems are more difficult to resolve than others. Wicked problems are characterized by scientific uncertainty, inherent complexity, and sharp societal differences in defining the problem, core values, common goals, and desirable outcomes. This seminar focuses on wicked environmental problems and the challenges they pose for governance from local to global scales. We'll also consider alternative theoretical frameworks for approaching wicked problems.

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC492—Section 002

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS: ISRAELI FOREIGN POLICY
AND A CHANGING MIDDLE EAST**

Professor Yael Aronoff

DESCRIPTION OF COURSE:

The Middle East is undergoing a dramatic transition in 2011. Demonstrations for democracy successfully toppled President Mubarak in Egypt and President Ben Ali of Tunisia after three decades of rule, the Palestinian Authority has called for elections, Jordan and Bahrain have introduced reforms, Yemen is facing growing demonstrations, while Libya faces possible civil war as Muammer Gadhafi resists stepping down. On the other hand, demonstrations in Iran were suppressed and Iran's relative power in the region continues to increase.

What do these changes mean for Israeli foreign policy? How has it responded to these changes, how will it likely respond to future developments? What does this mean for Israel's existing peace treaties with Egypt and Jordan, on which Israeli security strategy has been based since 1979 and 1994 respectively, and what does this mean for its hopes for future peace agreements with the Palestinian Authority, Syria, Lebanon, and the wider region? Understanding various ideological and political cultural prisms, bureaucratic interests, as well as individual leaders, will illuminate why some Israelis view these changes as creating a situation that requires Israel to pursue peace with greater urgency and commitment, while others question concessions that peace will require when peace treaties can be cast away in an instant. Examining Israeli foreign policy sheds light on many timely, theoretically relevant and policy relevant questions focusing on the relationship between democracy and peace, as well as issues central to examining modern asymmetric wars.

The possible democratic transitions in the region, as well as Israel's 63 year history as a democracy, also raise important questions about the relationship between democracy and peace. Will an increase in the number of democracies in the Middle East (if this is the outcome) increase prospects for peace as the democratic peace theory would suggest? Does it actually suggest an avoidance of war rather than true peace? Does this theory depend on liberal democracies with strong institutions rather than newly democratizing countries? Does it depend on contexts in which the central government has a monopoly over the legitimate use of force? Are democracies more likely to avoid war because they see each other's governments as legitimate, want to avoid the costs of war, and possibly also use peace as a diversion from domestic problems? Is peace more durable among democracies as they demand public support? Or can democratic institutions also form obstacles to peacemaking processes, as the constant changing of governments can lead to zigzagging policy, minority rejectionist opinions can be given

voice or need to be accommodated, constant looming elections can deter concessions, and fear of premature leaks can deter serious negotiating?

Israel is at a fork in the road, and faces opportunities to end the conflict with the Palestinians and live alongside a Palestinian state in accepted and recognized territorial borders, with a strengthened democracy, and increased acceptance in the region. However, it also faces continued challenges by groups such as Hamas and Hezbollah which hold territory on Israel's borders and oppose the peace process and recognition of Israel, as well as states such as Iran who call for its destruction while developing the capacity to make nuclear weapons. How can Israel best avoid asymmetric wars with Hezbollah and Hamas who receive military aid from Iran or fight them effectively and ethically when repeated attacks occur?

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 the effects and consequences of those policies. We will also look toward emerging scenarios that could form the bases for future policies. We will begin the class by reviewing how we can create and test hypotheses, select and compare case studies, and use process tracing, each of which are important skills that will aid you in your own thinking about your research papers. Then we turn to an overview of different approaches to the making of foreign policy as applied to Israel. We will assess the role of competing political cultures, public opinion, leaders, and institutions (the military, intelligence, National Security Council, the Knesset, and Foreign Ministry) in determining Israeli foreign policy. We will explore how Israel's focus on security has influenced its policies through several wars, efforts at conflict resolution, and continued low intensity conflict. We will explore both the process of decision-making in foreign policy, and the specific results in terms of trends over time, and specific case studies (the 1967 war, the 2006 war with Hezbollah, Operation Cast Lead in Gaza in December 2008-January 2009 and the ensuing Goldstone Report and official Israeli response as well as consequent changes in its military training and practices, threat perceptions of Iran, and reactions to transitions in the Middle East). We will also explore competing political cultures in Israel and their influence on efforts at cooperation with the Palestinian Authority.

In order to further examine multiple policy options and the varied perspectives that different bureaucratic and societal actors bring to the table in making decisions, you will be representing different institutional interests in our four decision-making simulations: the buildup to and prosecution of the 1967 war; decision making prior to and during the 2006 war with Hezbollah, current policy dilemmas surrounding Israeli relations with Hamas and Gaza; and analysis of possible responses to major regional changes. Finally, near the end of the semester, you will have an opportunity to present your paper drafts and receive constructive comments from classmates.

This course has five main objectives:

- 1) To hone your research, analytical, and writing skills by conducting a substantial research project of your own.
- 2) To understand and analyze different approaches to explaining foreign policy and explore the determinants of foreign policy in Israel.
- 3) To use Israel within the context of a changing region to further explore the relationship between democracy and peace, as well as decisions concerning when and how to fight asymmetric wars.
- 4) To improve your understanding of the complexities of Israeli foreign policy in a variety of issue areas and to assess what broad policies should be.

- 5) To improve your critical thinking, reading, and speaking abilities. Particular attention will be given to developing argumentation skills, both orally and in writing, through written assignments, oral presentations, and in class discussions and simulations.

TYPICAL READINGS:

- 1) Jacob Shamir and Khalil Shikaki, *Palestinian and Israeli Public Opinion: The Public Imperative in the Second Intifada*, (Indianapolis: Indiana University Press, 2010).
- 2) Amos Harel and Avi Isacharoff, *34 Days: Israel, Hezbollah, and the War in Lebanon*, (Palgrave, 2008).
- 3) Yoram Peri, *Generals in the Cabinet Room: How the Military Shapes Israeli Policy* (D.C.: U.S. Institute of Peace, 2006).
- 4) A course packet will include the vast majority of other readings assigned in class, including selected chapters from the following books: *Democracy, Religion, and Conflict: the Dilemmas of Israel's Peacemaking*, eds. Miriam Elman, Oded Haklai and Hendrik Spruyt, (forthcoming by Syracuse University Press, 2012); Yael Aronoff, *When Hardliners Become Peacemakers: The Political Psychology of Israeli Prime Ministers* (book manuscript under review); Shlomo Ben-Ami, *Scars of War, Wounds of Peace: The Israeli-Arab Tragedy* (Oxford: Oxford University Press, 2006); Dov Waxman, *The Pursuit of Peace and the Crisis of Israeli Identity* (Palgrave, 2006); Dennis Ross and David Makovsky, *Myths, Illusions, & Peace*, (2010); Zeev Maoz, *Defending the Holy Land: A Critical Analysis of Israel's Security and Foreign Policy* (University of Michigan Press, 2006); Michael Brecher, *The Foreign Policy System of Israel: Setting Images, Process*, (New Haven: Yale University Press, 1972); Aaron S. Klieman, *Israel & The World After 40 years* (New York: Pergamon-Brassey's International Defense Publishers, Inc., 1990).
- 5) The course pack will also include many relevant recently published journal articles and think tank reports.

EVALUATION:

Research paper (proposal, first draft, and final draft)

Presentation of research to the class

Participation in class discussions and simulations, alternating critiquing the readings and fostering discussion.

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 492 - Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Globalization Vs. Regionalization Vs. Global Welfare

Professor: G. BENITEZ

DESCRIPTION OF COURSE:

This seminar will explore in depth the debates regarding the pace and the extent of globalization and regionalization. Are these forces convergent, divergent, or overlapping? Are the outcomes really inevitable? Who have been the winners and the losers in this process? Starting with a firm grounding in the contentious definitions and measures of globalization and regionalization, we will explore the nature of international relations against this backdrop by studying specific topics such as nationalism, regional trade agreements, foreign direct investment, labor flows with a particular emphasis on developing nations and countries with greater political regime volatility. Students will be challenged to process the concepts in the course and reinterpret them in ways meaningful to various cross-sections of workforces and citizens in several countries and to insightfully re-articulate the issues within the context everyday media discourse.

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FALL 2011

MC 492 – Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: Drug Policy from Asia to America

Professor : SIDDHARTH CHANDRA

DESCRIPTION OF COURSE:

Drug policy has been, is, and will continue to be a hotly debated subject in the USA. The debate is often irrational if not hysterical, because many parties to the debate are uninformed. This is in part because of the “foreignness” of a variety of drugs to American culture --- by historical standards, the American public has not had a long experience with drugs such as cannabis and opium. Moreover, the American approach to drug regulation has been, by and large, an all-or-nothing or absolute approach rather than a nuanced one that considers the different forms in which the various drugs can be produced and consumed.

The purpose of this course is twofold. The first is to develop an appreciation for and knowledge of the cultural, economic, political, and social contexts of cannabis. We will do this by exploring the experience of Asian countries with cannabis (and opium, if there is significant interest in the class) from the 19th century to the present, with special emphasis on India. The second goal is to enable you to draw links between the Asian experience and the American experience with these drugs using the experience of Asia as a starting point.

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FALL 2011

MC 493, section 001

Senior Seminar Comparative Cultures and Politics: APPLIED INTERNATIONAL DEVELOPMENT:
SOCIOCULTURAL PERSPECTIVES

Professor: L. Racioppi

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

Description of the course:

This course is designed to meet the needs of CCP students who are interested in international development. The approach will be applied yet comprehensive and interdisciplinary, focusing mainly on concrete development policies and projects in specific cultural contexts. Our common readings will focus on case studies of sites and programs (most likely in Central and South Asia) chosen to allow us to explore some important contemporary development issues (e.g., food security, income generation enhancement, education and health, micro-finance, the role of foreign aid and NGOs in development, etc.). The readings will incorporate a wide range of perspectives and genres, including scholarly works from the fields of anthropology, political economy, international relations, etc.; reports and data from governments, international organizations and local NGOs; and representations of development from local activists and from film makers. I intend to invite individuals who work or have worked in international development in our country cases to speak to the class and share their insights about work 'on the ground'. Student research will be an integral part of the course, complementing and enriching our examination of common readings/case studies.

Sample texts:

Franny Armstrong (director), *Drowned Out*, 2004.

Ela R. Bhatt, *We Are Poor But So Many*. Oxford, 2006.

Paul Collier, *The Bottom Billion*. Oxford, 2008.

Daryl Collins et. al., *Portfolios of the Poor: How the World's Poor Live on \$2 a Day*. Princeton University Press, 2010.

William Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Penguin, 2007.

Gender in Agriculture Sourcebook. World Bank/FAO, 2008.

Anusha Rizvi and Mahmood Farooqi (directors), *Peepi Live*, 2010.

C. Ford Runge et. al. *Ending Hunger in Our Lifetime*. IFPRI, 2003.

State of Food Security in the World. FAO, 2008.

Irene Tinker and Arvonne Fraser (eds), *Developing Power: How Women Transformed International Development*. Feminist Press at CUNY, 2004.

Evaluation:

Informed participation, written assessment of/reflection on common readings and case studies; research project (including pre-proposal and annotated bibliography, funding proposal, oral presentation).

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 493, section 002

**Senior Seminar Comparative Cultures and Politics:
GLOBAL POLITICS AND CULTURAL PRODUCTION AFTER EMPIRE**

Professor: C. M. Tremonte

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

Description of the course:

This seminar is designed to engage CCP students who are interested in cultural production and contemporary global politics. Its particular focus will be on the economic and policy aspects of such production, including distribution and circulation within and across national and state borders. Our case studies will center on the relationship of government, public institutions, and/or industry to cultural production (e.g. national boards, school curriculum, film festivals, etc.) in post-colonial/post-empire sites (e.g. Hong Kong, Australia, India, etc.). We will be particularly attentive to the interface between national or transnational projects and representations of collective and individual 'cultural' identities. As CCP is an interdisciplinary major, we will draw on wide range of perspectives and genres, including scholarly works from the fields of political economy, cinema, postcolonial studies, education; reports and data from governments and from industry; and, films, ethnographies, histories, and/or novels. Student research projects will be an integral part of the course, complementing and completing case studies.

Possible texts:

Ania Loomba, Suvir Kaul, and Matti Bunzl. *Postcolonial Studies and Beyond*. Duke UP, 2005.
S. Harvey, *Trading Culture: Global Traffic and Local Cultures in Film and Television*. John Libbey Publishing, 2007.
Nataa Durovicova and Kathleen Newman. *World Cinemas, Transnational Perspectives*, Routledge, 2009.
Marijke de Valck. *Film Festivals: From European Geopolitics to Global Cinephilia*. Amsterdam University Press, 2008.
Paul Morris and Bob Anderson. *Curriculum, Schooling and Society in Hong Kong*. University of Washington P, 2010.
Vivian P. Y. Lee. *Hong Kong Cinema Since 1997: The Post-Nostalgic Imagination*. Palgrave, 2009
Caroline Knowles and Douglas Harper. *Hong Kong: Migrants Lives, Landscapes, and Journey*. University of Chicago Press, 2010.
Bradley Levinson, et al. *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Local Practice*. SUNY, 2007
Stuart Cunningham and Meaghan Morris. *In the Venacular: A Generation of Australian Culture and Controversy*. University of Queensland Press, 2009.
Aswin Punathamekar. *Global Bollywood*. New York University Press, 2008.

Peter Carey. *The True History of the Kelly Gang: A Novel*. Vintage, 2001.
Zana Briski and Ross Kaufmann. *Born Into Brothels*, 2004.
Deepa Mehta, director. *Water*, 2005
Baz Luhrmann, director. *Australia*, 2008.
Selections for the 35th International Hong Kong Film Festival, 2011.

Evaluation:

Informed participation, critical reflection journals, and research project (including annotated bibliography and proposal, and academic paper or hybrid text).

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 497 – Section 001

Senior Seminar in Political Theory and Constitutional Democracy

Freedom, Justice & Constitutionalism

Dr. Ross B. Emmett

Prerequisites: Completion of a Tier I writing course

DESCRIPTION OF COURSE:

What do freedom and justice demand of a nation's constitution? What do we mean by freedom and justice in the context of constitutionalism? Are their demands compatible or do they conflict? Can they be satisfied in the context of constitutional democracy, or is more required?

The purpose of the seminar is to consider these and other questions related to freedom and justice in constitutional democracy through the lens of modern political and economic thought. The course readings provide a dialogue among political economists of the past 100 years who have informed and interacted with each other, from Frank Knight through James Buchanan, John Rawls and F.A. Hayek to Amartya Sen.

Students will read and discuss the following works, and then write a major paper on the theory of freedom and justice in constitutional perspective.

F.H. Knight, *Selected Essays*

James Buchanan, *The Logical Foundations of Constitutional Liberty*

John Rawls, *A Theory of Justice*

F.A. Hayek, *The Constitution of Liberty*

Amartya Sen, *The Meaning of Justice*

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2011

MC 497 – Section 002

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY : Issues in Contemporary
Liberal Democratic Theory**

Professor Folke Lindahl

Prerequisites: MC 371 and Completion of a Tier I writing course

DESCRIPTION OF COURSE:

Selected problems in political theory and constitutional democracy. Relationship between theory and politics.

Analysis of key thinkers. Case studies.

MICHIGAN STATE UNIVERSITY
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FALL 2011

MC 498—Section 001

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

Professor : A. PEGLER-GORDON

DESCRIPTION OF COURSE:

Immigration policy is central to the U.S. polity. It shapes who we are and how we think of ourselves as a nation. This course links key issues in the history of U.S. immigration policy with current debates about national security and American identity. We will study how U.S. immigration policies have developed since 1875 through interlocking discourses and laws concerning race, gender, sexuality, class, health, and citizenship. We will also consider contemporary debates about U.S. immigration in the context of race, culture, economics, the environment and illegal immigration. Our readings will include primary materials such as laws, popular articles and photographs, as well as secondary works by historians, sociologists, political scientists, economists, anthropologists and legal scholars.

This course addresses immigration policy as a process that operates not only from the top-down but also from the bottom-up; a process that is shaped not only by politicians, but also by immigration officials and ordinary immigrants themselves. Throughout the course we will pay attention to both contemporary and historical immigration policies, tracing changes and continuities. We will spend approximately half our time focusing on contemporary debates and half on historical issues.

TYPICAL READINGS

David Cole, *Enemy Aliens: Double Standards and Constitutional Freedoms in the War on Terrorism* (2003).
Rogers Daniels and Otis L. Graham, *Debating American Immigration, 1882-present* (2001).
David Gutierrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity* (1995).
Eithne Luibheid, *Entry Denied: Controlling Sexuality at the Border* (2002).
David Reimers, *Unwelcome Strangers: American Identity and the Turn Against Immigration* (1998).

EVALUATION

Seminar presentation, class participation, short papers, major research project.

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MC 498 – Section 002

SENIOR SEMINAR IN SOCIAL RELATIONS : Comparative Child Welfare

Professor: J. GRANT

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

DESCRIPTION OF COURSE:

In this senior seminar, students will explore the complicated dialogue in relation to discerning children's rights and implementing child welfare policies in different national contexts. With the U.S. Convention on the Rights of the Child as an important international text for examining the application of "children's rights" worldwide, we will examine such issues as: child labor, military service, child abandonment, and globalization. At the heart of our discussions and reading will be attention to the need to be attuned to the specific cultural and political contexts of child welfare issues before advancing reforms to better children's lives.

Assignments: several short papers, research proposal, and research paper

Typical texts:

Sara Dorow, *Transnational Adoption: A Cultural Economy of Race, Gender, and Kinship*

David Rosen, *Armies of the Young: Child Soldiers in War and Terrorism*

Beatrice Hungerland, ed., *Working to be Someone: Child-Focused Research and Practice with Working Children*

Tobias Hecht, *At Home in the Street: Street Children of North East Brazil*

Rachel Christina, *Tend the Olive, Water the Vine: Globalization and the Negotiation of Early Childhood in Palestine*