

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

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

**Professor:**

**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 2012

MC 220 – Section 1

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Matthew Zierler

**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 contemporary international relations 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:**

Karen Mingst and Jack Snyder (editors). 2011. *Essential Readings in World Politics*. 4<sup>th</sup> edition. W.W. Norton.

Richard Betts (editor). 2012. *Conflict After the Cold War*. 4th 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*. 4<sup>th</sup> edition.

**EVALUATION:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**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 2012**

**MC 220 – Section 003**

**INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY**

**Professor UGUR**

**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 2012**

**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 21<sup>st</sup> century.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

Fall 2012

MC 230: Sections 001 and 002

CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

Professors: Racioppi (001) Tremonte (002)

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. This course focuses on the study of culture/s and politics in comparative perspective. Our approach will be explicitly interdisciplinary, drawing from the fields of anthropology, political science, literature, cultural studies, media studies, economics and sociology. In MC 230, we investigate key concepts (e.g., culture, politics, power, identity, nation, ethno-nationalism, conflict, hybridization, multiculturalism) and theories about the relationship of culture and politics; we explore how cultural identities and relationships affect politics in specific 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. Past case studies have included Britain, Northern Ireland, South Africa, and Sri Lanka.

An honors option will be available.

**TYPICAL TEXTS:**

Roland Barthes, *Mythologies*

Neil DeVotta, *Blowback: Linguistic Nationalism, Institutional Decay and Ethnic Conflict in Sri Lanka*

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* or *The Boxer*

Charmaine McEachern, *Narratives of Media Nation, Memory and Representation in the Making of the New South Africa*

John Orman, *Language Policy and Nation-Building in Post-Apartheid South Africa*

Tzvetan Todorov, *Conquest of America: The Question of the Other*

**EVALUATION:**

Informed participation, exams, critical commentaries or cultural artifact analysis, cultural policy project.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 270 : CLASSICAL REPUBLICANISM**

**Section 001 – Professor Petrie**

**Prerequisites: None**

**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 2012**

**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 2012**

**MC 270: CLASSICAL REPUBLICANISM**

**Section 003 – El-Rayes**

**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 2012**

**MC 280 – Sections 001 002 and 003**

**Social Theory and Social Relations**

**Professor Constance Hunt section 001**

**Professor Gene Burns section 002**

**Professor L. Jezierski section 003**

**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.**

Classical and contemporary theories of social structure, intergroup process, inequality, and social change. Class, ethnicity, race, gender, social stratification, social mobility and conflict.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2012

**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  
JAMES MADISON COLLEGE**

FALL 2012

**MC 295 Research Design and Quantitative Analysis in Public Policy**

**Not open to students with credit in PLS 201 or SOC 281**

**Professor : Lisa Cook**

**DESCRIPTION OF COURSE:**

Design and execution of research in public policy analysis and evaluation. Critical evaluation of data and arguments. Data collection, hypothesis testing, survey of measures of association and evaluation.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 320, Section 001 and 002**

**POLITICS, ECONOMICS AND SOCIETY OF THE THIRD WORLD**

Professor: Rodrigo Pinto (001)

Professor: Galia Benitez (002)

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.

The course pursues this program of study with emphases on examining three aspirations in African, American, Arab and Asian territories: the political science of state sovereignty, the sociology of nation-building and the economics of development. Each of these three layers—political, societal and economic—will be examined within and between countries through cross-national (comparative) and transnational (international) analysis.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 322**

**INTERNATIONAL SECURITY**

**Professor: Matthew Zierler**

**Prerequisite:** MC 220 and completion of Tier I writing requirement; or college approval

**DESCRIPTION OF COURSE:**

This course takes seriously the notion that internal political problems of states are important issues for the study of international security in the contemporary era. Traditional approaches to international relations often adopt a strong view of state sovereignty and downplay the significance of internal problems of states as vital to understanding international security. However, here it is contended that internal security issues can now also be seen as international security concerns. Traditional state-to-state security issues are still relevant, but the modern era also reflects that the domestic political structure and stability of states is an issue both for that state and potentially for others in the region and from around the world. Thus we will investigate the parameters by which internal issues contribute to international security problems, how the international community understands these problems as relevant to them, and what kinds of responses are viewed as appropriate and effective. Throughout, we will also consider the fact that we still live in a sovereign state system where most states seem to have or at least assert a strong degree of control over what goes on in their states and what others can do about it. Yet, we will look at ways in which sovereignty has been challenged and transformed given these security threats. The course will utilize a variety of theoretical sources, as well as delve into a fair number of case studies (some examined a number of times in slightly different ways) in order to ground the conceptual (strategic, political, legal, and moral) arguments. Among other issues, we will likely discuss the notions of human security, the logic of humanitarian intervention, the “responsibility to protect” (r2p) paradigm, and detailed case studies of UN interventions and international peace-building actions.

**TYPICAL READINGS:**

Mary Kaldor. *Human Security: Reflections on Globalization and Intervention*.  
Robert Rotberg’s (ed), *State Failure and State Weakness in a Time of Terror*  
Mohammed Ayoob, *The Third World Security Predicament*  
Martha Finnemore, *The Purpose of Intervention*  
Roland Paris, *At War’s End: Building Peace after Civil Conflict*  
Mats Berdal and Spyros Economides (eds.). *United Nations Interventionism, 1991-2004*.  
Robert Cooper. *The Breaking of Nations: Order and Chaos in the Twenty-First Century*.  
Gareth Evans. *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All*

**EVALUATION:**

Students will likely take mid-term and final exams, and write a research paper where they will investigate a case or a series of cases in-depth. Active participation in class discussions also expected.



**FALL 2012**

**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**

**FALL 2012**

**MC 348: EDUCATIONAL POLICY**

**PREREQ: EC 201 OR EC 251H OR COMPLETION OF TIER I WRITING REQUIREMENT**

**PROFESSOR: J. GRANT**

**DESCRIPTION OF COURSE:**

Examination of alternative policies to improve K-12 educational outcomes, including school finance, educational standards, teacher professional development, and school choice.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**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 2012

**MC 363: GLOBAL GOVERNANCE**

**Professor: YASUMASA KOMORI**

**Prerequisites: MC 221 and completion of Tier I writing 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*, 2<sup>nd</sup> edition. Boulder, CO: Lynne Rienner, 2010.
- Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell University Press, 2004.
- Paul F. Diehl and Brian Frederking, eds., *The Politics of Global Governance: International Organizations in an Interdependent World*, 4<sup>th</sup> edition. Boulder, CO: Lynne Rienner, 2010.

**Evaluation**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 364: POLICY EVALUATION**

**Professor : TBD**

**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 2012

MC 370 – Section 001

Radical Challenges to Liberal Democracy

Professor: Curtis Stokes

**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)

Antonio Gramsci, *The Prison Notebooks*

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

Friedrich A. Hayek, *The Fatal Conceit: The Errors of Socialism*

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

**EVALUATION:**

Several papers and class participation

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 370 – Section 002**

**RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Prereq: MC 241 or MC 271 or completion of Tier I writing requirement**

**Professor: Folke Lindahl**

**DESCRIPTION OF COURSE:**

Criticisms of constitutionalism and liberal democracy. Theory and practice of 19th and early 20th century attempts to perfect or transcend bourgeois life through radical reform or revolution.

FALL 2012

MC 370-003

## **RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor Ross B. Emmett**

**Prerequisites:** MC 270 and 271 or approval of college.

### **DESCRIPTION OF COURSE:**

MC 370 is the third required course in the sequence of four core courses in the Political Theory & Constitutional Democracy field. Following the second course on the literature of constitutional democracy, MC 370 focuses on radical challenges to liberalism. The course is anchored by readings from Jean-Jacques Rousseau and Karl Marx. We will bridge the distance between Rousseau and Marx by reading Adam Smith, whose moral philosophy responds to Rousseau, while his economic ideas set the stage for our consideration of Marx's critique of capitalism.

### **REQUIRED READINGS:**

Rousseau, *First and Second Discourses; Social Contract*

Tucker, Robert C. (Ed.), *The Marx-Engels Reader*, 2<sup>nd</sup> edition

Adam Smith, selections from *Theory of Moral Sentiments* and *Wealth of Nations*

Honors Option: readings from the Victorian moral critics of capitalism, including Charles Dickens, Robert Owen, Thomas Carlyle, John Ruskin, George Bernard Shaw, and William Morris.

### **EVALUATION**

In-class test and 2 analytical papers. Students will also be required to post regularly about the assigned readings to a discussion board.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 373B: CONSTITUTIONALISM: PRESIDENCY**

**PROFESSOR: KLEINERMAN**

**DESCRIPTION OF COURSE:**

The Presidency in American constitutional democracy. Origins and development of the executive, constitutional issues, presidential practice.



**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**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.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**Fall 2012**

**MC 380: SOCIAL POLICY**

**Prereq:** (MC 280 or MC 281) and (EC 201 or concurrently or EC 251H or concurrently) and (EC 202 or concurrently or EC 252H or concurrently) and completion of Tier I writing requirement.

**Professor: Burns**

**DESCRIPTION OF COURSE:**

Application of social theory and methods to analysis of contemporary U.S. social policy. Competing explanations, current debates. Civil rights, education, employment, family, immigration, poverty, social welfare.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**Fall 2012**

**MC 383: African American Politics**

**Professor: Curtis Stokes**

**DESCRIPTION OF COURSE:**

This course examines contemporary African American politics and explores varied perspectives, strategies and public policies in the post-civil rights era. The following topics will inform our conversation: Examination and implications of an increasingly institutionalized and de-racialized black politics and leadership; Demographic, intellectual and political rise of Latinos and the prospects for black -Latino cooperation; Examination and implications of the Obama presidency, nationally and internationally; And challenges facing women of color, and black women in particular, in politics.

**TYPICAL READINGS:**

Sheila Radford Hill, *Further to Fly: Black Women and the Politics of Empowerment* (University of Minnesota Press, 2000)

Nicolas C. Vaca, *The Presumed Alliance: The Unspoken Conflict between Latinos and Blacks and What it Means for America* (HarperCollins, 2004)

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New Press, 2011)

Andra Gillespie, *Whose Black Politics? Cases in Post-Racial Black Leadership* (Routledge 2009)

Michael C. Dawson, *Not in Our Lifetimes: The Future of Black Politics* (University of Chicago Press, 2011)

Joe T. Darden, Curtis Stokes and Richard W. Thomas, *The State of Black Michigan, 1967-2007* (Michigan State University Press, 2007)

**EVALUATION:**

Several papers and class participation

FALL 2012

**MC 386 – Women and 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 2012**

**MC 390 -- Section 001**

**ADV TOPICS IN PUBLIC AFFAIRS: Politics of Ideology, Identity, and Gender in  
Muslim Central Eurasia**

**Professor: T. KOCAOGLU**

**DESCRIPTION OF COURSE:**

Description & Goals: The term Muslim Central Eurasia comprises roughly the Tsarist Russian territories of the various Muslim peoples (in Crimea, Volga-Ural, Caucasus, and Central Asia) and refers to the rise of modernism, nationalism, and reform movements (Jadidism) from the mid-nineteenth century down to the Soviet period. This course will examine and compare various movements, political organizations as well as the politics of identity, ideology, and gender issues in the three major periods of Central Asian political history: the pre-Soviet (from mid-19th century until early 1920s), the Soviet (early 1920s to 1991), and the post-Soviet (1992 to present). It will provide the students the basic information to understand and compare the politics of the pre-Soviet period with that of the Soviet (1920-1991) and the post-Soviet (1992-present) periods that have introduced new and sometimes drastic changes in the political, economic, social, and cultural lives of the Muslim Central Eurasian peoples. The various readings will direct students to different dimensions of complex relationships between the Central Asian new states and different international players such as Russia, China, India, Iran, Turkey, EC, Japan, and the US. The students will have a chance to study and debate both internal (domestic) political issues such as steps toward democratization or authoritarianism as well as foreign policy decision-making structures and processes in this region. Students will be given an opportunity to develop critical reading and writing skills and practice in defining a research agenda. The ultimate goal is to increase the awareness and understanding of the students to the politics and culture of this region the importance of which has been increasing in the global context.

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 395-- Section 001**

**Cultural Dimensions of Public Affairs**

**Prereqs:** MC 112 and MC 202) and completion of Tier I writing requirement

**Instructor: BERG**

**COURSE DESCRIPTION:**

Multiple interrelations between culture and public affairs in American and/or cross-cultural contexts. Uses literature, film, criticism, and history to illuminate issues of conflict, power, and social structure in a variety of historical and geographical contexts.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

**FALL 2012**

**MC 459 - Section 001**

**Science, Technology, Environment and Public Policy Capstone**

**Professor Michael Nelson**

**Prerequisites: None**

**DESCRIPTION OF COURSE:**

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

**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC 492 – SECTION 001**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS : Political Economy and New Capitalism**

**Prerequisite: Completion of Tier One Writing course**

**Professor : Lisa Cook**

**DESCRIPTION OF COURSE:**

Major issues and theories of international relations.



**MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE**

**FALL 2012**

**MC492—Section 002**

**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 19<sup>th</sup> 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.



MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2012

MC 492 - Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: REGIONALIZATION, GLOBALIZATION  
AND NATIONALISM

Professor: G. BENITEZ

**DESCRIPTION OF COURSE:**

Intense debates have raged over globalization, regionalization, and the dwindling power of the state. The literature hinges upon some key questions such as 1) has the world be globalized or regionalized? 2) Has regionalization and globalization eroded the sovereign power of the state? 3) What other consequences have these two processes has brought? And 4) Is regionalization a stepping stone or stumbling stone toward globalization?. This course will explore conjectures and answers to these four questions. To do so the course is divided into four sections. The first is dedicated to defining and exploring the main working concepts. The second section addresses the relationships and tensions outlined by the literature. The third section contextualizes the information through different specific case studies providing a realistic backdrop to the debate. And finally, the last section is dedicated the topics of your presentations and your policy papers. Our discussions would be strongly grounded in policy. Therefore, we constantly will be discussing the policy implications of the topics and your arguments.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2012

MC 492 – Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS : ASIA'S ECONOMIC RISE AND THE NEW POWER DYNAMICS IN THE 21<sup>ST</sup> CENTURY

Professor : Y. KOMORI

**DESCRIPTION OF COURSE:**

The strategic and economic center of gravity is shifting from the West to Asia. While Asia's rise has created new opportunities, it has also brought new challenges, including increasing economic and political competition between Asia and the United States, rising geopolitical rivalries between Asian powers, and the shifting power alignments within and outside the Asian region.

This seminar examines the impact of Asia's economic rise and its increasing political influence on the world's political and economic order. We will begin with an overview of the relationship between the United States and Asia. We will then examine the driving forces behind Asia's economic rise and the growing economic, political, and institutional linkages throughout Asia. We will also examine the new challenges stemming from Asia's economic growth, such as growing demand for energy and resources and environmental degradation. We will conclude our seminar by exploring the political implications of Asia's rise for the Asian countries and the rest of the world.

**Typical Readings:**

- Wendy Dobson, *Gravity Shift: How Asia's New Economic Powerhouses Will Shape the 21<sup>st</sup> Century*. Toronto: University of Toronto Press, 2009.
- Simon S. C. Tay, *Asia Alone: The Dangerous Post-Crisis Divide from America*. Singapore: John Wiley & Sons, 2010.
- Ashley J. Tellis, Andrew Marble, and Travis Tanner, eds., *Strategic Asia 2010-11: Asia's Rising Power and America's Continued Purpose*. Seattle and Washington, DC: The National Bureau of Asian Research, 2010.
- Richard Stubbs, *Rethinking Asia's Economic Miracle: The Political Economy of War, Prosperity and Crisis*. New York: Palgrave Macmillan, 2005.
- Edward S. Steinfeld, *Playing Our Game: Why China's Rise Doesn't Threaten the West*. Oxford: Oxford University Press, 2012.

**Evaluation**

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

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

FALL 2012

MC 493 -- Section 001

**SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS**

**Topic: Cultures, Conflict and Conflict Resolution**

**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. We will examine cases of ethnic, religious, and other conflicts, as we seek to understand how social and political institutions, social and cultural practices, cultural representations, and intercultural interactions contribute to conflict and its resolution. We will examine some important theoretical approaches to cultural conflict, including ethno-nationalism and ethnic conflict, as well as to culturally-based conflict resolution. Past case studies have included Bosnia, Kashmir, Northern Ireland, the Jyllands-Postens cartoons controversy and the Rushdie, Satanic Verses affair. 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:

Arjun Appadurai, *Fear of Small Numbers*.

Kevin Avruch, *Culture and Conflict Resolution*.

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

Marc Howard Ross, *Cultural Contestation in Ethnic Conflict*.

MICHIGAN STATE UNIVERSITY  
JAMES MADISON COLLEGE

Fall 2012

MC 493, Section 002

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS:  
Culture, Politics and Displacement

Instructor: Professor C. M. Tremonte

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

**DESCRIPTION OF COURSE:**

One of the most pressing issues in the world today is the involuntary movement of people. Whether wrought by natural disasters, by war or ethnic conflicts, or by urbanization, such displacement is always linked to national and transnational politics. Not surprisingly, policy-makers and activists often turn to a myriad of scholars in a range of fields (geography, sociology, history, anthropology) to help inform the ways in which they grappled with issues of displacement. More specifically, they turn to the theoretical and practical models forged within these fields to address issues of displacement. Of particular interest to CCP students is the ways in which 'culture' is (or is not) imbricated in these models, and, more generally, in the politics of displacement.

Building upon students' previous course work in CCP, MC 493 investigates 'displacement' from an interdisciplinary perspective. We examine the ways in which displacement and 'displaced' persons—and bodies—are constructed, circulated and regulated in and across the global field. And we interrogate the power relations embedded within these processes. Some of the key questions that we will be asking are: What is 'displacement'? How and where is displacement constituted? Why is culture/s a crucial component in understanding experiences of displacement? What are the dominant technologies (or modes) employed in producing knowledge about displacement? Who has access to such technologies? Can displaced groups engage in this production? What are the relationships between displacement and gender, race or ethnicity? Between displacement and global capital? As our approach is explicitly interdisciplinary, we will draw from the fields, including anthropology, political science, cultural geography, and film studies. We will also draw on a range of genres, including ethnography and film.

**Possible texts:**

Rogia Mustafa Abusharaf, *Transforming Displaced Women in Sudan: Politics and the Body in a Squatter Settlement* (2009)  
Michael Agiers, *On the Margins of the World: The Refugee Experience Today* (2005)  
David Campbell, "Geopolitics and visibility: Sighting the Darfur conflict," *Political Geography* 26 (2007)  
Daniel Coleman, et al, eds., *Countering Displacements: The Creativity and Resilience of Indigenous and Refugee-ed Peoples* (forthcoming)  
Eva-Lotta E. Hedman, *Conflict, Violence, and Displacement in Indonesia* (2008)  
Maureen Stanley and Gesa Zinn, eds., *Exile through a Gendered Lens: Women's Displacement in Recent European History, Literature, and Cinema* (2012)  
Michael Winterbottom, *In This World* (2004)  
The Office of the United Nations High Commissioner for Refugees, *The State of the World's Refugees: Human Displacement in the New Millennium* (2006)

**Possible assignments:**

Electronic dialoguing; book review; research project and oral presentation.

MICHIGAN STATE UNIVERSITY  
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FALL 2012

**MC 497 – Section 001**

**Senior Seminar in Political Theory and Constitutional Democracy: "Time and Politics: The Problem of History."**

**Professor: L. Hunt**

**Prerequisites:** 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  
JAMES MADISON COLLEGE

Fall 2012

MC 497—Section 002

**SENIOR SEMINAR IN PTC D: COMPLETING PTC D: THE QUARREL BETWEEN REASON AND REVELATION – THE CASE OF CHRISTIANITY**

**Instructors: Dean Sherman Garnett and Professor M. Richard Zinman**

**Prerequisites: MC 371 or permission of the college**

**DESCRIPTION OF COURSE:**

For many centuries, the burning issue at the center of Western thought was the religious issue: reason versus revelation, human guidance versus divine guidance. During the last two hundred years, many in the West came to believe some version of the so-called “secularization thesis”: the motion of modernity, driven by the progress of modern science and technology, would lead to the decline of religious belief or at least of its public significance. The religious issue would become a purely historical issue; religion would be outlived; God would die; houses of worship would become tombs of the dead Deity.

But the secularization thesis does not seem to describe accurately the state of religious belief and its public significance in the contemporary world. On the one hand, religious belief seems to be alive and growing in large parts of the world. On the other hand, the terrifying dangers posed by unfettered scientific and technological progress lead many to doubt the ultimate wisdom of secular rationalism. Moreover, that rationalism is in the process of undermining itself through the postmodernist critique of reason. If reason cannot defend itself before the bar of reason, in what sense is secular rationalism superior to faith in Christian (or any other) revelation?

While the PTC D curriculum provides a fairly comprehensive introduction to the tradition of political philosophy in the West, that curriculum skips over the great clash between philosophy and religion, reason and revelation in the Middle Ages. In doing so, it also neglects the claims of faith or revelation as those claims are understood by the most thoughtful believers. This seminar is designed to fill these gaps in the PTC D curriculum.

Christianity (like any religion worth its salt) claims to be the true religion. As such, it claims to provide an account of human life, including the best way of life and the best regime, that is superior to (and thus more comprehensive and coherent than) than any account that has been or can be provided by philosophy or science. Are these claims true?

This issue was fought out at the highest level during Middle Ages, when Christian (as well as Jewish and Muslim) thought achieved its intellectual peak when the most thoughtful defenders of Biblical religion had to face the great challenge posed to its supremacy by the most thoughtful defenders of classical philosophy and science. Some believers responded to this challenge by attempting to refute the claims of unassisted natural reason. Others responded by attempting to synthesize Greek philosophy and science and Biblical faith. Both attempted to replace philosophy as the queen of the sciences by theology, thereby transforming reason or philosophy or science into to a handmaid to faith or theology. Did these attempts succeed?

This seminar will attempt to return to these quarrels. It will focus on two of the great works of what might be called “the Christian Enlightenment”: Dante’s *Divine Comedy* and Boccaccio’s *Decameron*.



Dante (1265-1321) and Boccaccio (1313-1375) both were Florentines (and thus countryman of Machiavelli). Both, were thinkers of high rank. But they were also poets of the highest rank. Dante's *Comedy* is perhaps the greatest Christian poem. It is celebrated for its gravity. Boccaccio's *Decameron* is one of his greatest Christian prose works. It is celebrated for its levity (as well as for its bawdiness). Dante's poem and Boccaccio's tales were the first great literary works in Christendom to be written in the vernacular (rather than Latin, the language of the Church and thus the learned). As such, they made writing in the vernacular respectable, paving the way for the explosion of great writing in French, Spanish, and English during the Renaissance (e.g., by Montaigne, Cervantes, and Shakespeare).

Why Christian poets rather than Christian philosophers or theologians? In the *Republic*, Plato's Socrates reminds his interlocutors that there is "an old quarrel between philosophy and poetry." That quarrel is about whether the philosophers or poets have the better claim to wisdom and to the title "educators of humankind." The poets claim to be inspired by the gods and thus to be their prophets. The philosophers, in contrast, claim that the poets merely imagine and thus invent the gods. According to the philosophers, if humankind is to be properly educated, poetry must be subordinated to philosophy. In other words, the philosophers claim that the quarrel between reason and faith, properly understood, can be reduced to the quarrel between philosophy and poetry. In the Middle Ages, this came to mean that the authors of the Bible were mere poets and that the Bible itself was mere poetry. How do thoughtful Christian poets respond to such claims?

**TYPICAL READINGS:** Dante, *The Divine Comedy*; Boccaccio, *The Decameron*; Boccaccio, "Life of Dante"

**EVALUATION:** Two seminar papers and presentations, two response papers and responses, a term paper, and seminar participation.

FALL 2012

MC 498—Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS: The Nazi Concentration Camp and Its Social Relations

Professor: Ken Waltzer

**DESCRIPTION OF COURSE:**

In this senior seminar, we will work with both historical and theoretical materials and primary materials -- testimonies, survivor memoirs, and documentary evidence -- to probe the nature of social relations inside the Nazi concentration camps. Until recently, historians shied away from entering the abyss of the camps. But an explosion of testimonies and memoirs in the last two decades plus the recent opening of the Red Cross International Tracing Service Archives, with its concentration camp/internment files, makes possible original investigation into this extreme arena of social relations.

We will begin with historical and theoretical depictions of social relations in the camps. A key text will be Wolfgang Sofsky, *The Order of Terror: The Concentration Camp* (Princeton: Princeton U. Press, 1999). We will also read several memoirs about experience in the camps. Our attention will be on the concentration camps and sub-camps in Germany and Poland, not the death camps in Poland. Was the Nazi camp *sui generis*, unlike all other total institutions, comparatively speaking -- e.g., unlike prisons, mental asylums, slavery and other institutions. Was the concentration camp a new form of modern slavery, a place where absolute power by the Nazis (an order of terror) created a completely dehumanized population? Was everyday existence in the concentrationary universe a war of all against all? Was the impact on time such that prisoners lost all sense of the past and all connection with a future, inhabiting a relentless uncivilized present?

On the other hand, were there small-scale solidarities, fragments of families and friendships, which helped prisoners to endure and survive? Could prisoners have any agency in affecting their fates? Did prisoners have any resources? Capacities for action? What do survivor memoirs say about prisoner agency in shaping their experiences? Generally, was the concentration camp a regime of absolute power, in which prisoners reflected total dehumanization, or was it a more complex regime of power and dominance, in which some prisoners found space and resources to exert modest agency and possibilities for resisting dehumanization? How do people behave under conditions beyond extremity?

We will then by group work and cooperation try to create new knowledge about the concentration camps, studying the experiences of particular categories of prisoners in the camps (e.g., men, women, children, religious, secular) and studying the patterns of movement from particular towns to and among the camps and the routines and practices of particular camps. Each student will be expected to write an original essay probing the history of persons of a specific category in the camps, from a particular town in the camps, or the history of a particular camp or sub-camp or even a particular transport. Students will work with testimonies, memoirs, and documentary evidence to create original essays.

**EVALUATION**

Two short papers during first half of course, participation, proposal and working bibliography, oral presentation, and original essay or group essay in second half of course.

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FALL 2012

MC 498 – Section 002

SENIOR SEMINAR IN SOCIAL RELATIONS: “Sex and Law”

Professor: Constance Hunt

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

**DESCRIPTION OF COURSE:**

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

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

**TYPICAL READINGS:**

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

**EVALUATION:**

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

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