

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

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*. 4th 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*. 4th edition.

EVALUATION:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 220 – Section 002

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

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 2013

MC 220 – Section 003

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor Aronoff

MC 220

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 2013

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 2013

MC 230: Section 001 and 002
CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

Professors: Racioppi (001) and Freidus (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. We begin the course by examining why 'culture' is important to the study of politics and public policy. After reviewing key concepts (e.g. culture, politics, power, state, nation) and theoretical approaches, we take up case studies that help to explore the relationship between politics and culture. Past case studies have included Britain, Northern Ireland, South Africa, and Sri Lanka.

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 states try to regulate cultural identities and practices? 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? As mentioned above, our approach will be explicitly interdisciplinary and will draw on a range of theoretical literature as well as case studies.

An honors option will be available.

TYPICAL TEXTS:

Roland Barthes, *Mythologies* (1972)

Neil DeVotta, *Blowback: Linguistic Nationalism, Institutional Decay and Ethnic Conflict in Sri Lanka* (2004)

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)

EVALUATION:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Fall 2013

MC 241: Politics and Markets

Professor Dr Ross B. Emmett

Prerequisite: EC 201 or EC 251H.

The core course of the Political Economy specialization, an elective in PTCD, and part of the Madison business cognate.

DESCRIPTION OF COURSE:

The fundamental problem of political economy is the creation of institutions that make our individual pursuit of personal interests not fundamentally incompatible with our common interests. The critical study of political economy is, therefore, the comparative appraisal of the variety of institutions that humans devise to meet that fundamental problem. The most familiar of these are political and economic mechanisms – democracy and markets. Yet there are many others between politics and markets, and we consider those as well.

TYPICAL READINGS:

Among the readings used in the last several years are:

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

Daron Acemoglu and James Robinson, *Why Nations Fail*

De Soto, Hernando. *The Mystery of Capital*

Coase, Ronald. *The Firm, the Market, and the Law* (always used)

Leeson, Peter. *The Invisible Hook: The Hidden Economics of Pirates*

Leighton, Wayne and Lopez, Edward, *Madmen, Intellectuals and Academic Scribblers, The Economic Engine of Political Change*

Ostrom, Elinor. *Governing the Commons*

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

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

Venkatesh, Sudhir Alladi. *Off the Books: The Underground Economy of the Urban Poor*

A reading packet of articles and shorter essays.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 270 : CLASSICAL REPUBLICANISM

Section 001 – Professor Craig

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 2013

MC 270: CLASSICAL REPUBLICANISM

SECTION 002 – PROFESSOR 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 2013

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 2013

MC 272 : Political Theory and Political Issues (MARXIST THEORIES OF REVOLUTION)

Professor Curtis Stokes

DESCRIPTION OF COURSE:

This course is an introduction and analysis of the origin and development of Marxist thought, especially the social and political theories of Karl Marx and Frederick Engels, V. I. Lenin, Leon Trotsky and Rosa Luxemburg. We will also read and analyze selected writings by Georg Lukacs, Karl Korsch, Antonio Gramsci, C.L.R. James, and W.E.B. Du Bois. In doing so, we will situate the ideas of these theorists within their specific social and economic context, with some attention to the Paris Commune, Bolshevik Revolution, and Cuban Revolution.

TYPICAL READINGS:

Karl Marx, Capital: A Critical Analysis of Capitalist Production

W.E.B. Du Bois, Black Reconstruction

J.M. Blaut, The Colonizer's Model of the World

Charles W. Mills, From Class to Race: Essays in White Marxism and Black Radicalism

C.L.R. James, World Revolution

George Lukacs, History and Class Consciousness

Robert C. Tucker, (ed), The Lenin Anthology

Rosa Luxemburg, The Russian Revolution

Leon Trotsky, The Permanent Revolution

Paul Le Blanc, Marx, Lenin, and the Revolutionary Experience

EVALUATION:

Several papers and class participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

Fall 2013

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 2013

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*, 3rd edition, by Avinash Dixit, Susan Skeath & David H. Reiley, Jr.) 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 2013

MC 295: Research Design and Quantitative Analysis in Public Policy

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

Professor : Siddharth Chandra

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 2013

MC 322 : INTERNATIONAL SECURITY

Professor: TBD

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

DESCRIPTION OF COURSE:

Analysis of selected classic and/or contemporary theories and issues in international security, which could include humanitarian intervention, human security, weapons of mass destruction, ethnic and religious conflict, environmental security, terrorism and changing ways of warfare.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 323: Japanese Foreign Policy

Professor: Yasumasa Komori

DESCRIPTION OF COURSE:

The primary aim of this course is to expand students' understanding of Japan's political, economic, and security relationships with foreign countries, the process of foreign policy decision-making, internal and external determinants of Japanese foreign policy, and the historical evolution of Japan's foreign relations. The course is divided into three parts. First, after looking at a brief overview of Japanese foreign policy, we will analyze the process of Japanese foreign policy decision-making. Second, we will examine the evolution of Japan's relations with the United States and East Asian countries. Third, we will explore some of the major issues and challenges that Japan has encountered in the post-Cold War era. We will also address policy-relevant issues, such as U.S. base issue, the dispatch of Japan's Self Defense Forces (SDF) abroad, the North Korean threat, and the rising tensions between Japan and its neighboring countries, such as China and South Korea, in recent years. The central focus of the course will be placed on Japan's relations with the U.S. and East Asian countries since 1945.

Typical Readings:

- Glenn D. Hook, et al., *Japan's International Relations: Politics, Economics and Security*. London: Routledge, 2011.
- Richard J. Samuels, *Securing Japan: Tokyo's Grand Strategy and the Future of East Asia*. Ithaca: Cornell University Press, 2007.
- Kent. E. Calder, *Pacific Alliance: Reviving U.S.-Japan Relations*. New Haven: Yale University Press, 2009.
- Yoshihide Soeya, Masayuki Tadokoro, and David A. Welch, ed., *Japan as a 'Normal Country'? A Nation in Search of Its Place in the World*. Toronto: University of Toronto Press, 2011.

Evaluation

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 324B : REGIONAL POLITICS, COOPERATION, AND CONFLICT IN SUB-SAHARAN AFRICA

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

Professor: TBD

DESCRIPTION OF COURSE:

Domestic and international politics of sub-Saharan African countries. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

FALL 2013

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.

FALL 2013

MC 328 : RUSSIAN FOREIGN POLICY

Prerequisite: Completion of Tier I writing requirement

Professor: Timur Kocaoglu

DESCRIPTION OF COURSE:

Evolution of Russian and Soviet foreign policy. Foreign policy decision-making structures and processes and domestic and international determinants of foreign policy.

FALL 2013

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 2013

MC 349: ECONOMICS OF LEGAL RELATIONSHIPS IN COMPARATIVE PERSPECTIVE

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

Professor: Nicholas Mercurio

DESCRIPTION OF COURSE:

The Economics of Legal Relationships or more appropriately, *the economic analysis of law* or just "Law and Economics," consists of the application of economic theory * primarily microeconomics and the basic concepts of welfare economics * to examine the formation, structure, processes, and economic impact of law and legal institutions. The purpose of this course is to: (1) provide a brief review of microeconomic theory sufficient to (2) undertake a survey (the history, the people, and their ideas) of the dominant schools of thought that comprise the field of Law and Economics. The various schools of thought that compete in this rich marketplace of ideas, include i) the Chicago approach to law and economics, ii) the New Haven school, iii) public choice theory, iv) social norms and Law and Economics, v) Austrian law and economics, vi) institutional law and economics, and vii) the new institutional economics. Each of these schools of thought places a significant emphasis on the interrelations between law and economy.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 361 : Political Economy and Comparative Public Policymaking

Prerequisite: MC 221 or MC 241 or MC 231) and completion of Tier I writing requirement

Professor: G. Benitez

DESCRIPTION OF COURSE:

Use of political economy approaches to explain public policies and policymaking processes in comparative perspective.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 363: GLOBAL GOVERNANCE

Professor: YASUMASA KOMORI

Prerequisites: MC 221 and completion of Tier I writing requirement

COURSE DESCRIPTION:

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 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*, 4th edition. Boulder, CO: Lynne Rienner, 2010.

Evaluation

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

Fall 2013

MC 370--Section 001

Radical Challenges to Liberal Democracy

Professor Curtis Stokes

DESCRIPTION OF COURSE:

This course critically examines radical left alternatives to liberal democracy, especially through the writing of Jean Jacques Rousseau and Karl Marx. And given the close historical and contemporary affinity between liberal democracy, markets and private property, we will explore the profound impact such a society and government has on the standing 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 2013

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 2013

MC 370-003

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor : El-Rayes

Prerequisites: MC 270 and 271 or approval of college.

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.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 373B: CONSTITUTIONALISM: THE PRESIDENCY

Prerequisite: Completion of Tier I Writing requirement

PROFESSOR: KLEINERMAN

DESCRIPTION OF COURSE:

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

FALL 2013

MC 378 : LAW AND SOCIAL GROUPS

Prerequisite: Completion of Tier I writing requirement

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.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 380: SOCIAL POLICY

Professor: S. Stein-Roggenbuck

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.

Fall 2013

MC 382: SOCIAL MOVEMENTS

Prereq: Completion of Tier I writing requirement.

Professor: Burns

DESCRIPTION OF COURSE:

Theories and case studies of social movements in comparative perspective. Origins, development, membership, organizational dynamics, social control, political effects.

FALL 2013

MC 385: COMPARATIVE RACE & ETHNIC RELATIONS

Professor: Brem

DESCRIPTION OF COURSE:

Advanced theories, cross national comparisons, and case studies of race and ethnic relations. Intergroup competition, conflict, dominance, accommodation, assimilation, and creolization. Prejudice, stereotypes, racism, ideologies, and political and economic processes.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 390 -- ADV TOPICS IN PUBLIC AFFAIRS:

Section 001 (Sykes) – The US Welfare State and Social Services (SRP)

Section 002 (Berg)- THE U.S. CIVIL RIGHTS MOVEMENT IN COMPARATIVE PERSPECTIVE

Section 003 – (Freidus) - Global Public Health (CCP, SRP, IR 4th column).

Section 004 (Brem)- Israeli Cultures, Society, and Politics (IR and CCP).

DESCRIPTION OF COURSE:

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

**MC 390—Section 2
Fall 2013**

THE U.S. CIVIL RIGHTS MOVEMENT IN COMPARATIVE PERSPECTIVE

Professor: Allison Berg

Prerequisites: Completion of Tier I Writing Requirement

Counts as an elective for: SRP and CCP

DESCRIPTION OF COURSE

This course will engage students in comparative analysis of gender, non-violence, and charismatic leadership in two black freedom struggles, focusing on the period between 1955 and 1965 in the United States and between 1950 and 1960 in South Africa. Within these time frames, both the U.S. civil rights movement and South African anti-apartheid campaigns espoused non-violence and relied to a great extent on charismatic leadership. Each movement was also deeply gendered: men occupied formal leadership positions even as women played pivotal roles both behind the scenes and on the front lines of boycotts and demonstrations.

Although the Jim Crow and apartheid systems of racial segregation defy easy comparison, George Fredrickson's comparative analysis of racial domination in the United States and South Africa provides a useful framework for understanding the most significant similarities and differences between the two cases.

We thus begin with Fredrickson, then turn to historical, sociological, and literary texts that speak to the following questions: What role did charismatic leadership play in each struggle? What alternative models of leadership emerge when we consider the important roles women played? What different insights come from studying a social movement from the "bottom up" as opposed to the "top down"? What were the most important gains achieved by the strategy of non-violent resistance, and what were the limitations of this strategy?

As students of public affairs in a multidisciplinary college, we will also reflect on how discipline, genre, and medium matter in the study of social movements. How, for example, does the autobiography of an iconic South African leader, the memoir of a Mississippi Freedom Summer participant, or Gwendolyn Brooks's poem about the murder of Emmett Till enrich our understanding of key leaders and events in South African and U.S. history?

Typical Readings:

David J. Garrow, Bearing the Cross: Martin Luther King, Jr., and the Southern Christian Leadership Conference

Charles M. Payne, I've Got the Light of Freedom: The Organizing Tradition and the Mississippi

Freedom Struggle

Endesha Ida Mae Holland, From the Mississippi Delta: A Memoir

Pamela E. Brooks, Boycotts, Buses, and Passes: Black Women's Resistance in the U.S. South and South Africa

Lauretta Ngcobo, And They Didn't Die

Nelson Mandela, Long Walk to Freedom

Typical Course Pack Readings:

George Fredrickson, "Two Strange Careers: Segregation in South Africa and the South"

George Fredrickson, "Nonviolent Resistance to White Supremacy: The American Civil Rights Movement and the South African Defiance Campaigns"

M. Bahati Kuumba, "'You've Struck a Rock': Comparing Gender, Social Movements, and Transformation in the United States and South Africa"

Gwendolyn Brooks, "The Ballad of Emmett Till."

Ruth Feldstein, "'I Wanted the Whole World to See': Race, Gender, and Constructions of Motherhood in the Death of Emmett Till"

Leonard Thompson. "The Apartheid Era 1948-1978." A History of South Africa

Nomboniso Gasa, "Feminisms, Motherisms, Patriarchies and Women's Voices in the 1950s." Women in South African History

Philip Holden, "Nelson Mandela's Long Walk." Autobiography and Decolonization: Modernity, Masculinity, and the Nation-State

EVALUATION: informed participation, analytical essays, midterm and final exams

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

Fall 2013

**MC 391: Section 001
APPLIED INTERNATIONAL DEVELOPMENT**

Professors: L. Racioppi and M. Olcott

Prerequisites: None.

DESCRIPTION OF COURSE:

Are you interested in a career in international development, or would you simply like to know more about how international development works on the ground? This course provides an intense, interdisciplinary introduction to the field of international development. The course exposes students to some of the key challenges that international development specialists confront, such as devising strategies to insure food and energy security and integrated rural development, creating access to clean water, energy, and facilitating education, and gender equity, among others. We will examine the role of the public and private sectors in development as well as about major development donors and investigate specific development projects in South and Central Asia, Latin American and Africa. The applied and pragmatic focus of the course will give you the opportunity to analyze and critique development projects and policies and allow you to work with others to design a development project for which you will write a funding proposal. An honors option will be available.

Note: We are in the process of obtaining a permanent course number. While you will register for MC 391, the course number will be changed to MC 430.

TYPICAL TEXTS:

Mehra and Hill Rojas, *Women, Food Security and Agriculture*
Mosse, *Cultivating Development*
Narayan, Pritchett and Kapoor, *Moving Out of Poverty: Success from the Bottom Up*
USAID, *Family Farming Program Reports* World Bank, *Report on Engendering Development*
World Bank, *Report on Engendering Development*
World Bank, *Tajikistan Poverty Assessment*
FAO, *The State of Food and Agriculture, 2010-2011*

EVALUATION:

Participation, policy analysis paper, socio-cultural background paper, collaborative development project proposal.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 395-- Section 001

Cultural Dimensions of Public Affairs : NATURE'S NATION: READING IN ENVIRONMENTAL THOUGHT (SRP, PTCO, STEPPS).

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

Instructor: PHILLIPS

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.

FALL 2013

MC 395 – Section 002

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS: PERFORMING NATIONAL IDENTITIES: THE POLITICS OF MUSIC, THEATRE AND POPULAR CULTURE (CCP, PTC, SRP)

Professor: ROHS

DESCRIPTION OF COURSE:

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 2013

MC 459 - Section 001

Science, Technology, Environment and Public Policy Capstone

Professor : KRAMER/LARGENT

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 2013

MC 492 - Section 001

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS:
"U.S. NATIONAL SECURITY: STRATEGY, PROCESS, AND POLICY"**

Professor: Matthew Zierler

**Prerequisite: Completion of Tier I Writing Requirement
Recommended Background: MC 326**

DESCRIPTION OF COURSE:

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

TYPICAL READINGS INCLUDE:

**Sapolsky, Gholz, and Talmadge, US Defense Politics
John Lewis Gaddis, Strategies of Containment
Derek Chollet and James Goldgeier, America between the Wars
Dan Caldwell, Vortex of Conflict: U.S. Policy Toward Afghanistan, Pakistan, and Iraq
Tom Ricks, The Gamble
Pifer and O'Hanlon, The Opportunity: Next Steps in Reducing Nuclear Arms**

EVALUATION:

Includes active class participation, reaction papers, research paper (in multiple stages), presentation of research, exam.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC492—Section 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: DILEMMAS OF ASSYMETRIC WARS

Professor: Y. Aronoff

DESCRIPTION OF COURSE:

Major issues and theories of international relations.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 492 - Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: REGIONALIZATION, GLOBALIZATION
AND NATIONALISM

Professor: G. Benitez

DESCRIPTION OF COURSE:

This course examines the linkages of the processes of globalization and regionalization and the power of the state, and is heavily grounded on policymaking within and between countries. Specifically, we will study how globalization, regionalization and nationalism affect social and economic policies and how these policies can be used to enhance or ameliorate the consequences of these processes. We will ground our discussion in specific policy issues as illicit drugs, migration, inequality, foreign direct investment and economic policies.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 492 –Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: COMPARATIVE DEMOCRACY IN INTERNATIONAL RELATIONS

Professor: K. Edozie

DESCRIPTION OF COURSE:

In 2013, what is the status of the “third wave” of democratization trends that began in the 1980s and 1990s? Some important new transformations have occurred – the so-called Arab Spring! In other regions, democracy remains as protracted as it was in the early millennium – e.g. wither Latin America’s Left-Turn? Africa’s record remains mixed, with some surprising advancement and some shocking reversals such as Mali! In Asia, Burma’s Aung San Suu Kyi is finally free, China re-invents democratization on its own terms, and India continues to transition from ethnic democratic socialism to ethnic democratic capitalism. In the Former Soviet Union and Central Asia, ‘third’ term Putin asks us to examine the concept of ‘sovereign democracy’. In this course, we examine theories, themes and key concepts in democratic theory as well as discuss, deliberate and conduct deeper research study of democratic regime cases and issues in key regions of the globe. In relation to the dynamics and intricate insights occurring in these regions’ democratic politics, core issues that we examine for this seminar are democratic transitions, democracy and political institutions, democratic consolidation, democracy and political-economy, democracy and civil society, democracy and cultural identity, democracy and globalization; and democracy and human rights.

SELECT BOOKS

1. *Democracy* By Charles Tilly
2. *The Future of Freedom: Illiberal Democracy at Home and Abroad* By Fareed Zakaria
3. *Democracy Against Capitalism: Renewing Historical Materialism* By Ellen Meiksins Wood
4. *The Dark Side of Democracy: Explaining Ethnic Cleansing* By Michael Mann
5. *Human Rights: A Political and Cultural Critique* By Makau Mutua
6. *Confucian Democracy: A Deweyan Reconstruction* By Sor-Hoon Tan
7. *The Arab Spring in Egypt: Revolution and Beyond* By Bahgat Korany and Rabab El-Mahdi
8. *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred* By Amy Chua
9. *Revolution!: South America and the Rise of the New Left* By Nikolas Kozloff
10. *Dancing With Dynamite: Social Movements and States in Latin America* By Benjamin Dangl
11. *The Paradox of Russian Democracy: Could a ‘sovereign democracy’ Help Russia Regain its Status as a World Power* By Rumén Kancev
12. *Sexual Decoys: Gender, Race and War in Imperial Democracy* By Zillah Eisenstein

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 492 – Section 005

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: INTELLIGENCE AS AN INSTRUMENT OF U.S. FOREIGN POLICY

Professor: Anthony Olcott

DESCRIPTION OF COURSE:

Walter Lippmann called foreign policy “the shield of the republic.” CIA founding father (and Lippmann acolyte) Sherman Kent added that the America that emerged from WW II also required a spear – an implement sharp enough to be effective but also delicate enough to be precise, provided it was thrust intelligently. This seminar will look at the intelligence community (IC) in that double context, as a gatherer of information about where the spear’s “pointy end” might best be put, and as (sometimes) the pointy end itself. Using as many original (and now declassified) documents as possible, the seminar will look at the intellectual and political climate that produced the modern IC, and then to study how intelligence practice changed (and did not change) as an implement of foreign policy through the end of the bipolar world. The second half of the course will be devoted to the many crises of foreign policy (and therefore of intelligence) that have come with the end of the USSR, globalization, the rise of non-state actors, the growing “democratization” of weaponry and information production, and other transformations of the international environment that challenge the very definition of “the state.”

A goal of the course will be to try to give students the experience of thinking and writing like strategic intelligence analysts. Students thus will be expected to digest relatively large amounts of diverse material, which they will use to create analytic reports, oral briefings, and at least one in-depth estimative study, which will be defended before the class as a whole.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 493—Section 001

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS: Television, Televisuality and Global Events

Professor: A. BORCILA

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

DESCRIPTION OF COURSE:

Television impacts the ways in which we see the world: our understanding of and experiencing of the nation, of places, of "others," of the global, of history. It is inextricable from such global events as the Tiananmen Square protests of 1989, the fall of communism, "the Kosovo crisis," the Iraq war. In this seminar, we will grapple with key and competing perspectives on the complex role of television and televisuality in such global events (i.e. movements of protest and wars). Along the way, we will familiarize ourselves with critical work on the politics of televisual representation, on geographies of visibility in American television news, and on how we are implicated as viewers in global events.

As this is a capstone experience in comparative cultures and politics, our intellectual journey will be an interdisciplinary one, and we will draw on readings from a range of disciplinary perspectives. As in all capstone experiences, student participation is a crucial dimension of this seminar, and student research will complement our common readings and case studies.

Typical assignments:

Short writing assignments, informed participation, collaborative work, research project and oral presentation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Fall 2013

MC 493: Section 002

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS: ETHNIC CONFLICT

Professor: Racioppi

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

DESCRIPTION OF COURSE:

MC 493 serves as the capstone seminar for CCP majors. Our focus in section 1 will be one of the world's most urgent and dangerous problems -- ethnic conflict. Why is it that some multiethnic and multicultural societies and states manage to be free of violent conflict, while others have fallen victim to protracted conflict or intense, violent conflict? What are the political and cultural dynamics that produce conflict? When and how does ethnicity interplay with other identities and interests to cause conflict? How might ethnic conflicts be managed or resolved? We will examine theoretical and conceptual literature on ethnic conflict, and we will ground this theoretical study with exploration of empirical case studies. Possible cases include Bosnia, Kashmir, the Kurds, Northern Ireland, Rwanda, and/or Sri Lanka. Student research is an important part of this class, as your work will be integrated into the course through readings and presentations.

TYPICAL TEXTS:

Contentious Identities by Daniel Chirot
From Culture to Ethnicity to Conflict by John Eller
An Introduction to Ethnic Conflict by Milton Esman
Ethnic Groups in Conflict by Donald Horowitz
Nationalism, ed. by John Hutchinson

EVALUATION:

Participation, academic journal, research project (including a proposal, oral presentation, and final paper).

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

MC 497 Section 001

SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY:

Prerequisite: MC 371) and completion of Tier I writing requirement

Professor: F. Lindahl

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 2013

MC 497 – Section 002

Senior Seminar in Political Theory and Constitutional Democracy: **HEGEL ON HISTORY, FREEDOM AND THE MODERN STATE**

Professor: L. Hunt

Prerequisites: Completion of a Tier I writing course

DESCRIPTION OF COURSE:

Hegel on History, Freedom and the Modern State

Hegel is the first and the only philosopher to argue that his teaching about the best regime or state is identical with the completion of history itself. Hegel's account of the nature of history and his account of the best state are two sides of the same coin. History, according to Hegel, is both rational and progressive. Unlike the majority of classical thinkers for whom history is a "tale told by an idiot, full of sound and fury, signifying nothing," Hegel argues that the human mind has the capacity to uncover the hidden plan in history. And unlike those pessimists for whom history is just "one damn thing after another," Hegel argues that history consists in the development of the consciousness of human freedom. History is the story of how human beings come to recognize that freedom is the essence of being human. In this course, we will first look at Hegel's *Philosophy of History* and examine the plausibility of Hegel's claim that he has uncovered the hidden core of human history. We will then examine Hegel's claim in the *Outlines of the Philosophy of Right* that the modern state is the final realization of human freedom. We will also consider the implications of the idea of the end of history for freedom in the contemporary world.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

FALL 2013

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 unauthorized immigration, 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 new developments in U.S. immigration enforcement and contemporary debates about immigration in the context of culture, economics, and the environment. 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, Americans, and 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

Bon Tempo, Carl J. *Americans at the Gate: The United States and Refugees During the Cold War*. Princeton: Princeton University Press, 2008.

Brotherton, David C. and Philip Kretsedemas, editors. *Keeping Out the Other: A Critical Introduction to Immigration Enforcement Today*. New York: Columbia University Press, 2008.

David Cole, *Enemy Aliens: Double Standards and Constitutional Freedoms in the War on Terrorism* (2003).

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).

EVALUATION

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

FALL 2013

MC 498—Section 002

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 as well as primary materials -- survivor memoirs, testimonies, and documentary evidence -- to probe the nature of social relations inside the Nazi concentration camps. Until recently, historians shied away from entering the terrible abyss of the camps. But an explosion of memoirs and video testimonies in the last two decades plus the recent opening of the Red Cross International Tracing Service Archive, with its concentration camp/internment files, makes possible original investigation into this extreme arena of social relations.

We will begin this year 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). A counter-text will be Nikolaus Wachsmann and Jane Caplan, eds., *Concentration Camps in Nazi Germany: New Histories* (Routledge pbk, 2010). We will also read several memoirs about experience in the camps and we will view selected testimonies. We will also read about the strengths and weaknesses of video testimonies as evidence. Henry Greenspan's *On Listening To Survivors: Beyond Testimony* (2nd rev. ed., pbk, 2010) will be our guide. Generally, our attention will be on the concentration camps and sub-camps in Germany and Poland, not the death camps in Poland.

Key questions we will explore will include: Was the Nazi camp *sui generis*, unlike all other total institutions -- 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 present?

On the other hand, were there small-scale solidarities, fragments of families and friendships, on which prisoners relied and according to which they acted, helping some prisoners to endure and survive? Could prisoners have any agency in affecting their fates? Did prisoners have any resources or capacities for action? What do survivor memoirs say about prisoner agency in shaping their experiences?

Generally, we are interested to comprehend the concentration camp as a regime of power, as a social organization, as a spatial institution, and as an arena of human behavior. Was power absolute and did prisoners reflect total dehumanization, or was it possible for some prisoners to find space and resources to exert modest agency? Were there possibilities for resisting dehumanization while yet others fell to the condition of *muselmanner*? Above all, how do humans behave under conditions beyond extremity?

After mastering the key questions and exploring the kinds of evidence available, we will then - in small groups or individually—seek to create new knowledge about human experience in the concentration camps, studying particular categories of prisoners in the camps (e.g., men, women, children, religious, secular) and/or the routines and practices of particular camps. Each student will be expected to write an original essay on a subject drawing on primary as well as secondary sources. Students will work with memoirs, testimonies, memoirs, and documentary evidence to create original essays.

EVALUATION

Two short papers during first half of course on the shared readings, participation, and then proposal and working bibliography, oral presentation of work in progress, and original essay or group essay in second half of course.