

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 220 – Section 001

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Robert Brathwaite

DESCRIPTION OF COURSE:

This is the first-half of a year-long sequence in the field of international relations (IR) and provides an introduction to the study of international relations with an emphasis on political and security issues. The study of international relations is primarily concerned with state-actors and their behavior in the international system. In particular, a fundamental question to IR scholars and a theme to be explored throughout the class is; what are the prospects for conflict or cooperation between states in the international system? By focusing on this question, IR scholars are able to explore topics dealing with fundamental elements of state behavior that impact international security or economic interactions between state-actors. This behavior includes (but is not limited to) war, alliance formation, treaty compliance, and many other types of situations. In addition, the study of international relations is not only concerned with states, but also in what manner other important non-state actors and social/normative elements of the international system impact international politics and security. Examples of topics related to this element of the course include discussions relating to the dynamics of international law, processes associated with globalization, and the impact of the environment on international politics. In short, this course strives to show that the study of IR is more than an understanding of state behavior, but rather international relations encompasses a broad set of complex and inter-acting relationships that shape a dynamic environment where international politics occur. The general approach of the course covers several theoretical approaches and empirical issues in the field of IR. The course is divided into five parts: (I) Fundamentals; (II) Theories (realism, liberalism, and constructivism); (III) 20th Century Conflict (the World Wars and Cold War); (IV) Strategic and Regional Issues (weapons of mass destruction, ethnic conflict, and terrorism); (V) Human Security (globalization and the environment). The course concludes by discussing the future of international relations in the twenty-first century.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 220 – Section 002

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). 2014. *Essential Readings in World Politics*. 5th edition. W.W. Norton.

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

Derek Reveron and Kathleen Mahoney-Norris. 2011. *Human Security in a Borderless World*. Westview Press.

Christopher Coker. 2015. *Can War Be Eliminated?* Polity Press.

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 220 – Section 003

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Simei Qing

DESCRIPTION OF COURSE:

This is the first half of a year long 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 and contemporary 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 the great important of developing new theoretical frameworks to encounter new challenges in the 21st century.

Course objectives:

- Learn about the key components, major strengths and weaknesses of each IR theory or analytical lens;

- Learn about the meaning of “scientific understanding” of world politics and the controversy over “positivism” in the IR field;

- Learn about the different underlying assumptions concerning the root causes of war and primary conditions for peace in different IR theories;

- Learn about the major concepts and skills of conflict management and resolution in international affairs;

- Enhance one's ability to analyze current policy debates on international affairs politics.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 220 – Section 004

INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY

Professor: Kirsten Hasler Brathwaite

DESCRIPTION OF COURSE:

This course is designed to give students an introduction to some of the major topics in international politics and provide a theoretical framework for analyzing them. MC220 is the first part of a two-part introduction to international relations (IR), covering the major theoretical approaches to the study of international politics as well as issues of international security.

This course is divided into five parts. Part 1 covers the fundamentals of international politics – definitions and important concepts. Part 2 introduces the three major theoretical approaches to international relations: realism, liberalism, and constructivism. Part 3 provides a brief overview of 20th century international history – World War I, World War II, and the Cold War. Part 4 shifts us into more specific topics within the study of IR. We will think about how weapons of mass destruction, civil wars, and terrorism influence international behavior. We consider how theory might help us better understand when WMD are sought and used, why civil and ethnic wars begin and why terrorism occurs and what can be done to address it. Part 5 addresses issues that may not be security related at first glance, but have an important role to play in conflict and cooperation. Topics may include globalization, health, and the environment. By the end of this course, students will have a strong grasp of the major issues in international security as well as the theoretical framework for analyzing those issues. Students will further their critical thinking skills through applying theory to cases and analyzing how those theories explain different events in world politics. Students will also develop their writing and research skills by writing an independent research paper applying theory to understanding a specific case. Class time will also provide an opportunity for students to engage one another in discussion and informal debates. Questions of security and conflict are often polarizing, and this class provides students an opportunity to practice civil discourse on highly divisive topics.

TYPICAL READINGS:

Dan Drezner, *Theories of International Relations and Zombies*.

Robert Art and Robert Jervis, *International Politics: Enduring Concepts and Contemporary Issues*.

EVALUATION:

Students will likely take a midterm and a final exam, and write a research paper applying theory to a particular case study. Active participation in class activities and discussion is also expected.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2016

MC 230 - Sections 001 and 002

CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE

Professors: Steve Rohs (001) TBD (002)

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 and by reviewing key concepts (e.g., culture, politics, power, state, nation) that are important in the field. This introductory material is followed by the exploration of some leading theoretical perspectives and in-depth investigation of three cases that illustrate the powerful relationship between politics and culture. One of the key features of the Comparative Cultures and Politics sequence is its interdisciplinary approach, in MC 230 we draw on scholarship from the social sciences and the humanities and study written as well as visual texts. An honors option for both sections will be available.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 270 – Sections 001, 002, 003

CLASSICAL REPUBLICANISM

Professors: Eric Petrie (001), Benjamin Lorch (002), Tobin Craig (003)

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 2016

MC 280 – Section 001

SOCIAL THEORY AND SOCIAL RELATIONS

Professor: Louise Jezierski

DESCRIPTION OF COURSE:

This is a foundation course for social relations major, introducing logic, theories, and methods. The course focuses on the processes and institutions that create social integration, social identities and roles, and social inequality and conflict, especially in contemporary American society. Some specific topics in the course include how families pursue specific, class-based child-rearing practices, how ideologies contribute to market systems, how racial categories change over time, and how public health policies are beset by inequalities. A more general course objective is to introduce students to the theoretical and research logics that allow deep understanding of social structures and processes. We begin with the theoretical foundations of social scientific inquiry, covering the social theories of Karl Marx and Friedrich Engels, Max Weber, Emile Durkheim, Pierre Bourdieu, Antonio Gramsci, WEB DuBois, as well as theories on the construction of race, class, and gender. We will study the important role of social theory in explaining modernity as well as contemporary social issues and also cover the logic and practices of various social research methodologies. The work of social analysis is demonstrated in the written texts and lectures and we will analyze these works to find out how they are constructed. These theoretical and research tools will provide a foundation for analysis of a wide range of topics and are crucial to do the intellectual work required in advanced Social Relations courses. By the end of the semester, students will be able to know and apply key social scientific and cultural analytic concepts to understand social issues, to evaluate different paradigms, or ways of thinking, that affect our approach to social problems, and to know how to study a problem using social scientific methods. Mastery of these course objectives will be gained through written and oral assignments that allow you to practice and improve your analytic skills. Co-curricular activities will be arranged to allow you to expand your intellectual experiences.

TYPICAL READINGS:

Ian McIntosh (ed): Classical Sociological Theory: A Reader.

Max Weber (trans. and ed. Stephen Kalberg): The Protestant Ethic and the Spirit of Capitalism.

Dennis Gilbert: The American Class Structure.

Annette Lareau: Unequal Childhood: Class, Race and Family Life.

Michael Omi & Howard Winant: Racial Formation in the United States.

Eric Klinenberg: Heat Wave: A Social Autopsy of Disaster in Chicago.

EVALUATION: Short essays and assignments due weekly.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2016

MC 280 – Section 002

SOCIAL THEORY AND SOCIAL RELATIONS

Professor: Gene Burns

Restrictions: Open only to sophomores, juniors, or seniors in JMC or approval of college

DESCRIPTION OF COURSE:

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

Among the topics addressed in this course are race, gender, class, and sexual identity. However, because this course is both a survey of social theory and an introduction to the SRP major, some of those topics (e.g., sexual identity) are addressed only for a day or two and others (such as race and class) are discussed not simply on their own but in the context of additional questions in social relations. Last year's syllabus is available at <http://jmc.msu.edu/syllabus/27.pdf>.

More broadly, the course includes an introduction to social theory, the attempt to understand systematically questions we raise in everyday activity. When we attempt to explain why poverty persists in the midst of affluence or what it feels like to be an insider vs. an outsider or why Americans tend to live in communities that are differentiated by race and class, we have begun to explore social theory. As an intellectual practice, social theory moves beyond everyday explanations to provide comprehensive explanations of the dynamics of social relations in societies; it examines questions such as: what is the relation between social solidarity and social change? What holds communities together? What is the interplay between different social identities? Over what we decisions in our lives do we have control and which decisions are highly constrained? How should we decide whether a certain interaction involves exploitation or instead the result of human choices?

The course will have an Honors option.

TYPICAL READINGS:

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

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2016

MC 280 – Section 003

SOCIAL THEORY AND SOCIAL RELATIONS

Professor: TBD

DESCRIPTION OF COURSE:

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 2016

MC 295

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

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

Professor: Dan Kramer

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 2016

MC 300 – section 301

COLLABORATIVE STUDY – Gandhi: From National Liberation to Partition

Professors: Rajmohan Gandhi (grandson of Mahatma Gandhi), Linda Racioppi, and Sherman Garnett (JMC Dean)

Credits: 1

Restrictions: Students who wish to enroll in this course need to apply by sending a brief statement of interest in the course. Send the statement (addressed to Dean Garnett) to Donna Hofmeister at hofmeister@msu.edu, writing “application to Gandhi Course” on the subject line. Enrollment limited to 12-14 students.

DESCRIPTION OF COURSE:

This is a short course beginning October 11 and running through the last week of classes in December on Tuesdays and Thursdays from 5:00-6:50 p.m.

Almost 70 years ago after his death, Mahatma Gandhi continues to inspire efforts for nonviolent change and is widely credited for his influence on other social movements and leaders throughout the globe. This two-credit course will be taught in large part by the Mahatma’s grandson, Rajmohan Gandhi, an eminent scholar and activist for change in his own right, with assistance from Dean Garnett and Professor Racioppi. The course will examine the Mahatma’s life and legacy. Professor Gandhi’s lectures will provide insights in Gandhi’s religious views and spirituality, theory of nonviolence and approach to inequality as well as his political aspirations and thinking on Indian independence and partition. Other lectures, films and readings will give students an understanding of India’s history under the British and shed light on Gandhi’s legacy for liberation leaders such as Martin Luther King, Jr., Nelson Mandela, the Dalai Lama, and Aung San Suu Kyi.

TYPICAL READINGS:

Rajmohan Gandhi, *Gandhi: The Man, His People, and the Empire*
Ramachandra Guha, *Why Gandhi Matters*
Nisid Hajari, *Midnight’s Furies: The Deadly Legacy of India’s Partition*
Bapsi Sidwa, *Cracking India* and Deepa Mehta’s *Earth*

EVALUATION:

Participation and discussion; take-home essays.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 319

ASIAN AMERICAN HISTORY

Professor: Anna Pegler-Gordon

DESCRIPTION OF COURSE:

Since the mid-nineteenth century, people of Asian descent have migrated to, worked in, and fought against discrimination by the U.S. This course explores the histories of people of Asian descent in the U.S. from 1850 to the present, linking this longstanding presence with issues of contemporary significance. We will cover a broad range of topics, reflecting the diversity and complexity within Asian American communities, both past and present. We will explore immigration and exclusion; work and labor relations; acculturation and ethnic mobility; gender, family and community formation; Japanese American internment; the Asian American Movement; Asian Americans in popular culture; international adoption and mixed racial identity. We will study the shared and different experiences of immigrants and Americans with origins in China, Japan, Korea, the Philippines, India, Vietnam, Laos and Cambodia and consider how these varied Asian American experiences intersect with African American, Mexican American, Native American and European American histories. We will also consider how these histories of Asian Americans have been told and what these ways of telling reveal about contemporary Asian American concerns. We will critically interrogate the term, "Asian American." We will discuss: What is a pan-ethnic Asian American identity? What is the history of this identity and how has it been constructed? Under what conditions and for whom is this identity meaningful?

TYPICAL READINGS:

Chin, Tung Pok with Winifred C. Chin. *Paper Son: One Man's Story*. Philadelphia: Temple University Press, 2000.

Manbo, Bill. *Colors of Confinement: Rare Kodachrome Photographs of Japanese American Incarceration in World War II*. Edited by Eric Muller. Chapel Hill: University of North Carolina Press. 2012.

Maeda, Daryl. *Chains of Babylon: The Rise of Asian America*. Minneapolis: University of Minnesota Press, 2009.

Parrenas, Rhacel Salazar. "'White Trash' Meets the 'Little Brown Monkeys': The Taxi Dance Hall as a Site of Interracial and Gender Alliances Between White Working Class Women and Filipino Immigrant Men." *Amerasia Journal* 24 (1998).

We will also read a broad range of primary sources, such as laws, government reports, court rulings, newspaper reports, memoirs and poems, as well as films, photographs and cartoons. This focus will be reflected in one of your assignments, a media-based project (such as a short 5-minute documentary or website) in which you will gain new media skills.

EVALUATION: Short paper, quizzes, oral history, media project, and participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 320

POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD

Professor: Rita Kiki Edozie

Prerequisites: MC 221 or MC 231 or MC 281 and completion of Tier I writing

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 321

COLD WAR

Professor: Anthony Olcott

Prerequisites: MC 200 or MC 231 and completion of Tier I writing requirement

DESCRIPTION OF COURSE

The Cold War shaped America, Russia, and the world in profound ways, influencing not just politics, defense, and security, but also penetrating into popular culture, higher education, media, and almost every other sphere of daily life. MC 321 will examine the origins of the Cold War, the assumptions which underlay it, and the effects it had on such disparate arenas as high politics and low mass culture, both in the US and in Russia. The course will also examine the several ways that Cold War assumptions and thinking continue to shape foreign policy, defense policy, and - to a surprising extent - even culture, to this day. Indeed, one of the questions which the course will seek to answer is whether the Cold War has ended yet, or is still being played out.

TYPICAL READINGS:

Class materials will include readings from books and scholarly journals, novels or other fiction, declassified intelligence and security materials, and examples from popular culture - both from the US and the USSR. There will be several films and/or TV shows that will be required (but will not be shown in class).

EVALUATION:

Grades will be based upon in-class presentations, a short paper, and a longer paper, which will be assigned over the course of the semester.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 324D

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN ASIA

Professor: Yasu Komori

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

DESCRIPTION OF COURSE:

This course introduces students to the contemporary dynamics of international relations in Asia. The ultimate goal of the course is to assess the conditions for cooperation and conflict in Asia by drawing on theories and concepts taken from the international relations (IR) literature. There are different perspectives on the contemporary situation in Asia. On the one hand, pessimistic scholars focus on various sources of instability in the region, such as historical mistrust and animosity, North Korea's aggressive behavior, increasing tensions over disputed islands in the region, the potentially destabilizing impact of China's rise, uncertainty about the U.S. influence in the region, and so forth. On the other hand, other scholars stress the growing economic interdependence and the emerging networks of cooperation in the Asian region. To evaluate the prospects for cooperation and conflict in Asia, we will examine the changing patterns of interactions among regional powers, such as Japan, China, North Korea, South Korea, and Taiwan as well as the role of the United States in the region. We will also consider the impact of India's rise and the role of the Association of Southeast Nations (ASEAN) in the East Asian regional order.

TYPICAL READINGS:

David Shambaugh and Michael Yahuda, eds., *International Relations of Asia*, 2nd ed., Lanham, MD: Rowman & Littlefield, 2014.

Thomas J. Christensen, *The China Challenge: Shaping the Choices of a Rising Power*. New York: W.W. Norton & Company, 2015.

Richard J. Samuels, *Securing Japan: Tokyo's Grand Strategy and the Future of East Asia*. Ithaca: Cornell University Press, 2007.

Victor Cha, *The Impossible State: North Korea, Past and Future*, New York: Ecco, 2012.

EVALUATION:

Research paper, midterm and final exams, presentations, and class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 325

STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor: Funmbi Elemo

DESCRIPTION OF COURSE:

This course will focus on the comparison of political systems and social-economic structures in capitalist and state-socialist societies. We will also study political history, institutions, culture, and current policy issues.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 326

U.S. FOREIGN POLICY

Professor: Robert Brathwaite

Prerequisite: MC 221 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course provides an introduction to the study of US foreign policy. At the heart of any understanding of the foreign policy of the United States is a focus on the relationships it maintains with other nations in the international system. However, US foreign policy is also influenced by the political, social, and cultural interactions of important international actors that are constantly changing. To this end, the class will focus on providing an understanding of the policy formation process and the direction of US foreign policy from a broad historical and international perspective. In addition to understanding elements of US foreign policy, this course provides an introduction to the relevant academic literature that influences US foreign policy makers and the policies they enact. The course consists of three distinct elements; overview of the foreign policy process, introduction to relevant academic theories/concepts regarding state behavior and foreign policy, and analysis of topics and themes relevant to US foreign policy.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 327

COMPARATIVE ANALYSIS OF FOREIGN POLICY

Professor: Russell Lucas

DESCRIPTION OF COURSE:

This course will allow students to better understand why foreign policies decisions are made, the process behind making those decisions, and what some recent foreign policy decisions have been – especially for this section, in relation to recent events from the Middle East and North Africa. Theories from International Relations will be contrasted with theories of Foreign Policy Analysis to explain what, why, and how decisions have been made by a variety of international actors. Key cases will include the invasion of Iraq in 2003 and the current Syrian civil war.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 328

RUSSIAN FOREIGN POLICY

Professor: Timur Kocaoglu

DESCRIPTION OF COURSE:

This course will focus on the study of the evolution of Russian and Soviet foreign policy. We will study foreign policy decision-making structures and processes and domestic and international determinants of foreign policy.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 331

ENCOUNTERS WITH POST-COMMUNISM

Professor: Andaluna Borcila

DESCRIPTION OF COURSE

With the events of 1989, the once “impenetrable” and monochrome “Cold War Other” exploded into visibility. Post-communist sites entered the American cultural and political landscape through television as places where “history is happening”; subsequently, they became spectacles of crisis (orphans, ethnic violence, poverty, nationalism, human trafficking). This course offers the tools and strategies to inquire into how post-communist countries are represented, how knowledge about them is produced, how “we” are positioned towards “them,” and what the real consequences of this representation, knowledge production and positioning are. We will examine media (primarily television news and film), tourism, literary, and scholarly representations. We will investigate American representations of post-communist “Eastern Europe” as well as representations produced by authors and media from the region. Some questions we will ask include: how is post Cold War “Eastern Europe” mapped and remapped; how is communism represented (imagined and remembered) in American and post-communist Eastern European cultural productions; how is “Eastern Europe” differentiated from “the west” in these representations, and how does this differentiation contribute to defining both American and postcommunist identities; how does media participate in framing American encounters with postcommunist “Eastern Europe” and in framing the remembering of the communist past? While our specific focus is on representations of post-communism, the course will contribute more to your understanding of the factors that shape and structure cultural encounters. Thus, our theoretical readings and our analysis of representations will offer us the opportunity to query the relationship among discourse, power, and knowledge; the politics of cultural representation; the impact of media on cultural encounters; the relationship between lived and mediated experience; and the cultural politics of memory and remembering. You should expect a strong theoretical component in this interdisciplinary course as well as an emphasis on collaborative learning.

TYPICAL READINGS

Maria Todorova, *Imagining the Balkans*; Slavenka DraKulic, *How We Survived Communism and Even Laughed*; Eva Hoffman, *Exit Into History*.

EVALUATION:

Short essays, quizzes, exam, research project, class participation, collaborative learning.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 334

RIGHTS, ADVOCACY, ACTIVISM

Professor: Gupta

DESCRIPTION OF COURSE

This course will cover global perspectives on human rights, non-governmental organization (NGO) advocacy, and grassroots activism as mechanisms of change. We will research case studies on racial and cultural discrimination, gender-based violence, sexuality and rights, environment and climate justice, refugees and immigration, and other topics.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 335

ISRAELI POLITICS, CULTURES AND SOCIETY

Professor: Benziman

DESCRIPTION OF COURSE

This course will focus on the analysis of Israeli politics and society. We will study the relationship between society and social and ethnic cleavages, culture and politics, as well as political institutions and parties, and democracy and the Jewish nature of the state. Time will also be spent look at Israel's foreign policy and its influence of foreign policy on shifting nationalism and political contestations.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 337

GLOBAL PUBLIC HEALTH

Professor: TBD

DESCRIPTION OF COURSE

This course takes a comprehensive, interdisciplinary and policy-oriented approach to global public health. Examination of infectious disease, as well as case studies.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 341

POLITICS AND MARKETS

Professor: Ross Emmett

Prerequisite: EC 201 or EC 251H

DESCRIPTION OF COURSE:

“The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed, the world is ruled by little else.... Madmen in authority, ... are distilling their frenzy from some academic scribbler of a few years back.” – J.M. Keynes

The fundamental problem of political economy is finding ways to make our individual pursuit of personal interests not fundamentally incompatible with our common interests. At its most basic, our course is a consideration of the relative merit of markets, civil society, and the state as the means for that reconciliation of personal and common interests.

The course is organized around changing considerations of the role of the state, markets, and civil society from Adam Smith to the present, and across multiple policy areas. Students will consider different approaches to the relations among state, markets and civil society; and the theories of economic policy those approaches provide.

TYPICAL TEXTS:

Coase, R. H., *The Firm, The Market, and the Law* (Chicago).

Medema, S. G., *The Hesitant Hand: Taming Self-Interest in the History of Economic Ideas* (Princeton).

White, L. H., *The Clash of Economic Ideas: The Great Policy Debates and Experiments of the Last Hundred Years* (Cambridge).

Skarbek, D. *The Social Order of the Underworld: How Prison Gangs Govern the American Penal System* (Oxford).

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 361

POLITICAL ECONOMY & COMPARATIVE PUBLIC POLICYMAKING

Professor: Galia Benitez

Prerequisites: MC 221 or MC 231 or MC 241 and completion of Tier I writing

DESCRIPTION OF COURSE:

We commonly hear that we live in a globalized world. However, we often fail to acknowledge that we also live in an increasingly regionalized world. In the last decade the number of preferential regional agreements has been steadily increasing. Currently there are approximately 170 of these preferential agreements recorded with the World Trade Organization (WTO). This course considers the rise of Regional Trade Agreements (RTAs) around the world after War World II. Particular emphasis will be placed on regionalization theories and practices with special concentration on RTAs origins, their influence in countries' public policies, and their effects on world order. This course explores key questions such as:

- How a region can be defined and characterized?
- How has regionalization processes varied over time and across space?
- What factors have driven regionalization?
- How do regionalization and globalization relate?
- What consequences has the process of regionalization had on policies within the participant countries?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 362

PUBLIC INTERNATIONAL LAW

Professor Mark Axelrod

Prerequisites: MC220/221 or college approval

DESCRIPTION OF COURSE:

Public international law regulates interactions between nation-states. The principle of sovereignty allows nation-state governments to operate unconstrained within their own borders, subject to certain limits. Legally speaking, such control can be narrowed only by consent of the state's government or violation of widely accepted norms. This class provides a wide-ranging introduction to public international law, focusing on tensions between legal commitments and national sovereignty. We will explore areas in which this friction is most evident, with special attention to the conditions driving states to follow their legal responsibilities.

The first half of the semester we will address the design and sources of public international law, and the conditions under which these provisions are implemented. Following the midterm exam, we explore a variety of issue areas, starting with rules on the use of force across national borders. Limitations on the acceptable use of military force follow directly from the notion of sovereign state independence, and serve as the basis for most other international law provisions. Once we clarify the conditions under which military action is legally acceptable, we will focus on laws regulating the conduct of war and governments' behavior towards their own citizens and the punishment of individuals who violate these rules. While laws of war restrict border incursions, other international legal provisions are designed to solve collective action problems such as unfair trade practices and access to limited natural resources. These relationships are often handled by private actors, but we will explore the rules constraining state behavior in this realm. We conclude by examining the broader international legal system and concerns raised by it.

TYPICAL READINGS:

Dunoff, Jeffrey L., Steven R. Ratner, and David Wippman. International Law: Norms, Actors, Process: A Problem-Oriented Approach. 3rd Edition. (Aspen Law & Business, 2010). [or possibly a new edition of the book]

Case study materials will be drawn from recent news reporting, primary source materials, and ASIL Insights produced by the American Society for International Law.

ASSIGNMENTS: Class participation, judicial decision brief, discussion and written work addressing one recent or ongoing international dispute, short paper, midterm exam, and final exam.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2016

MC 370 – Section 002

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor: Curtis Stokes

Prerequisites: MC 241 or MC 271 and completion of Tier I writing

DESCRIPTION OF COURSE:

This course critically examines radical left alternatives to liberal democracy, especially through the writing of Jean Jacques Rousseau and Karl Marx.

TYPICAL READINGS:

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

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

Jean-Jacques Rousseau, *The Social Contract and Other Later Political Writings*.

Carole Pateman, *The Sexual Contract*.

August H. Nimtz, *Marx, Tocqueville and Race in America*.

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

EVALUATION:

Several papers and class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2016

MC 370 – Section 003

RADICAL CHALLENGES TO LIBERAL DEMOCRACY

Professor: Folke Lindahl

Prerequisites: MC 241 or MC 271 and completion of Tier I writing

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. Criticism 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 2016

MC 373C

CONSTITUTIONALISM: CONGRESS

Professor: Ben Kleinerman

DESCRIPTION OF COURSE:

The Constitutionalism: Congress course will focus on Congress in American constitutional democracy. We will study the origins and development of the legislative branch, constitutional issues, and legislative practice in Congress.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2016

MC 377

CULTURE, POLITICS AND POST-COLONIALISM

Professor: Colleen Tremonte

Prerequisites: MC 221 or MC 231 or MC 271 or MC 281 and completion of Tier-I writing requirement

DESCRIPTION OF COURSE:

If global politics in the 19th and early 20th centuries were marked by the effects of European colonialism, the second half of the 20th century and the 21st century are often characterized as belonging to the era of post-colonialism. Post-colonialism, however, seems to imply the struggle for liberation from colonial rule had been successful (if uneven). This course examines this puzzle. We begin by examining a range of post-colonial experiences and articulations from historical and contemporary perspectives, with particular attention to Africa and Australia. We begin by looking at central concepts in the field as articulated by leading scholars and theorists from various disciplines (e.g., history, philosophy, psychology and political science). We then turn to examine the ways in which literature and literary discourses inscribe colonial and/or postcolonial power relations. We end by mapping the relationship between such discourses and postcolonial subjectivities in the global context.

TYPICAL READINGS:

Chris Abani, *Graceland* (2005).
Peter Carey, *Oscar and Lucinda* (1989).
Frantz Fanon, *The Wretched of the Earth* (excerpt 1961).
Keri Hulme, *The Bone People* (1986).
Michelle Keown, *Postcolonial Pacific Writing: Representations of the Body* (2009).
Albert Memmi, *The Colonizer and the Colonized* (excerpt 1965).
Franco Moretti, *Graphs, Maps and Trees* (excerpt 2005).
Pauline Melville, *The Ventriloquist Tale* (1998).
V.Y. Mudimbe, *The Invention of Africa* (excerpt 1988).

EVALUATION:

Electronic dialoguing; critical commentaries; multi-media project.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 380

SOCIAL POLICY

Professor: Gene Burns

Prerequisites: MC 280 or MC 281 and EC 201 or concurrently and EC 202 or concurrently or EC 251H or concurrently and completion of Tier I writing.

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE

This is a core course in the Social Relations & Policy major and is a "Public Policy" course within the Science, Technology, Environment, and Public Policy minor (STEPPS). SRP majors are advised to take the course in their junior year.

The study of social policy is a topic unto itself but intersects with other SRP issues, including race (especially how black-white issue of racial hierarchy have been relevant to U.S. politics), gender (in the context of social policy), and socioeconomic inequality. Last year's syllabus is available at <http://jmc.msu.edu/syllabus/28.pdf>.

By "social policy" we mean public policy concerned with the everyday social conditions of people's lives. Just as different people do not mean exactly the same thing when they think of "politics", one can emphasize different aspects of "social policy." Most typically the term refers to public policy aiming to improve citizens' socioeconomic conditions and prevent or mitigate personal economic crises. Because different analysts would see socioeconomic conditions inextricably intertwined with matters of politics, social organization, and group identity, the study of social policy is never limited only to socioeconomic conditions. Thus, while this course examines central issues of public policy that concern socioeconomic matters--such as Social Security, health insurance, welfare, and access to health care--it necessarily raises questions about family structure, race in America, gender, and party politics.

The course will have an Honors option.

TYPICAL READINGS:

1. Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America* (3rd edition, 2011)
2. Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage* (2nd edition, 2011)
3. Ira Katznelson, *When Affirmative Action Was White* (2006)

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 390 – Section 002

ADVANCED TOPICS IN PUBLIC AFFAIRS – Is There a Crisis of Liberal Democracy?

Professor: Folke Lindahl

DESCRIPTION OF COURSE:

This course will focus on the strengths and weaknesses of contemporary liberal democracy; especially *political* and *moral* liberalism. (To a certain extent, we will attempt to deepen our understanding of a theme that was introduced in last fall's MC 201 course). We will begin by defining the topic in terms of Tocqueville's "Democratic Man" and his understanding of "soft despotism." We will further define the problems facing liberal democracy through revisiting an essay by Pierre Manent entitled "Crisis of Liberal Democracy." Then we will critically address issues such as the rise of populism, the threat of "administrative despotism," and the rise of illiberal democracies in various forms. The course will be largely America-focused, but we will also compare the American dilemmas to the serious problems facing the European Union. Although, we will mostly analyze the contemporary situation, we will try to gain a better understanding of the issues through theoretical and historical works. In addition, we will read and discuss empirical works confronting various aspects of the crisis of liberal democracy on both sides of the Atlantic.

This course is open to all majors.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 390 – Section 004

ADVANCED TOPICS IN PUBLIC AFFAIRS – State Dissolution

Professor: Martha Olcott

DESCRIPTION OF COURSE:

State Dissolution which would focus on the conditions that led to the dissolution of the USSR in particular as well as in Yugoslavia, Czechoslovakia, with an eye towards whether these conditions are present in other states (for example, Russia and Belgium).

The course will begin with an overview to the problem of state dissolution, including introductory materials on the collapse of the U.S.S.R., Yugoslavia and Czechoslovakia. Then we will look and explore the dissolution of the U.S.S.R. in depth, first as it appeared to the country's leaders, and then looking at events in the various national regions of the U.S.S.R., especially in Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. Students will have access to the enormous volume of primary source material (10 cartons in English and in Russian) which Professor Olcott collected during that period. They will be able to use these materials, and other primary source material that she has collected to do a final project on an aspect of the dissolution of the U.S.S.R. of their choosing, or to study another case of state dissolution for their final project. Finally, the course will consider the lessons learned from these projects, and consider other possible future examples of state dissolution.

The reading list of the course will be drawn from the following books, or similar materials:

Yegor Gaidar, The Collapse of Empire
Serhii Plokhy, The Last Empire
Yegor Ligachev, Inside Gorbachev's Kremlin (excerpts)
Mikhail Gorbachev, Memoirs (excerpts)
Jack Matlock, Autopsy of an Empire (excerpts)
David Remnick, Lenin's Tomb
Phillip Roeder, Where Nation-States Come From
Branka Magas, The Destruction of Yugoslavia
Jiri Pere, "Czechoslovakia Toward Dissolution" (article)

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 390 – Section 301

ADVANCED TOPICS IN PUBLIC AFFAIRS – Culture Context of Conflicts: The Israeli Case

Professor: Benziman

DESCRIPTION OF COURSE:

This is a short course, beginning September 1st and ending October 20th.

Israeli novels, short stories, films, plays, TV shows, poems and songs, tell a fascinating story about the Israeli-Arab conflict.

Although dealing with fiction and not obligated to a mimetic representation of "reality", the cultural texts tell the story of Israel's perception of the conflict from 1948 till our days. Sometimes the story told by cultural texts is similar to the Israeli political narrative, sometime they differ. There are times when the cultural texts provide a narrative that the political system will embrace after a few years, and yet sometime they show pictures that the political realm refuses to accept.

The course will examine the changes in the Israel-Arab conflict since the establishment of the state of Israel till today. In order to do so, we will read and discuss three kinds of texts: theories (about nationalism, communities, relations between east and west), analyses of Israel's history, and fictional texts. The fictional texts learned will all be canonical mainstream texts which are, therefore, influential and tell a story that reflects the mainstream Israeli culture and society, and the competing themes and perspectives in it.

Since the influential mediums changed throughout the years, the texts studied will include poems, songs, short stories, films and TV shows. We will examine the changes in the narrative shown in these cultural texts, discuss the interactions between them and the changes in "reality", and try to understand what does this tell us about Israeli society and how it perceives the conflict.

Students will also conduct their own research on a cultural text and its representation of a conflict. Students can choose to focus on a text that focuses on the Israeli-Arab conflict or on a different conflict, and present it in class.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 390 – Section 302

ADVANCED TOPICS IN PUBLIC AFFAIRS – Environmentalism in Israel

Professor: Tal

DESCRIPTION OF COURSE:

This is a short course, beginning August 31st and ending November 2nd.

This course offers an introduction to several central environmental problems in Israel and an evaluation of different public policies designed to address them. Students will become familiar with media-specific environmental challenges and different experiences in addressing them.

TYPICAL READINGS:

Between Ruin and Restoration, Orenstein, Miller, Tal, ed. University of Pittsburgh Press, 2012.

The Land is Full, Addressing Overpopulation in Israel, Alon Tal. Yale University Press, 2016.

EVALUATION:

Class participation 20%

Presentation in the class 10%

Independent paper 25%

Final exam 45%

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 391– Section 301

SELECTED TOPICS IN PUBLIC AFFAIRS – Climate Change and Public Policy

Professor: Tal

DESCRIPTION OF COURSE:

This is a short course, beginning August 31st and ending November 2nd.

Our goal for this course is to understand and evaluate the key concepts and implications associated with anthropogenic climate change, the role of international and domestic laws and public policies in mitigating emissions of greenhouse gases and the legislation and policies adopted by the U.S, Europe and Israel. In order to understand climate change law, we will need to apply interdisciplinary analysis to the relevant issues, available technologies and the social and economic implications of different legal and policy responses.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 395-- Section 001

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS – “Nature’s Nation”: Readings in Environmental Thought

Professor: Rod Phillips

Counts toward STEPPS, PTCO, SRP

DESCRIPTION OF COURSE:

Climate change, urban sprawl, overpopulation, species extinction, shortages of energy and natural resources, animal rights, air and water pollution, and sustainable agriculture—these global contemporary issues and many others have their historic roots in our understanding—and misunderstanding—of the natural world.

It’s impossible to make informed decisions today about issues like these without first understanding the historical and literary roots of our relationship with the natural world. With this in mind, this seminar will trace the evolution of American attitudes towards nature from the colonial period to the present. We’ll examine early American notions of nature as a “howling wilderness” to be tamed and vanquished, the 19th century’s drive to turn nature into a marketable commodity, the Progressive Era’s conservation crusade, the rise of the scientific discipline of ecology, and the international Environmental and Deep Ecology Movements of the last 30 years.

Among the key questions that we’ll concern ourselves with will be the following:

- How have Western attitudes towards the natural world changed over the last two centuries?
- How has the broad literary genre often referred to as “nature writing” reflected (and caused) this change in attitude?
- What philosophical developments (i.e. Transcendentalism, Buddhism, Natural Rights philosophy, Biocentrism) contributed to this change in attitude toward nature?
- How have scientific and technological developments (i.e. forestry, ecology, nuclear warfare) impacted on our view of nature?
- How has this change in attitude toward nature been slowly translated into government policy?

Texts for this course will be far-flung and diverse, including essays, poetry, fiction, and film, and will draw from traditions as varied as American Romanticism, Buddhism, Natural Rights Philosophy, Christian Agrarianism, Eco-Feminism, and the scientific disciplines of biology and ecology.

Class time will be divided among small group and whole class discussion, brief lectures, films, and student seminar presentations.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 395—Sections 002 & 003

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS – “The Civil Rights Movements and its Legacies”

Professor: Allison Berg (both sections)

Counts toward PTC&D & SRP

DESCRIPTION OF COURSE

This course focuses on the history of the U.S. civil rights movement of the 1950s and 1960s as well as its relevance to contemporary civil rights activism including, but not limited to, the Black Lives Matter movement. The course begins with the video series *Eyes on the Prize*, which provides a review of familiar milestones in the civil rights movement as well as an opportunity to examine the role of news media in shaping national and international perceptions of race relations. The course then takes up aspects of the movement that are less well known: the importance of grassroots organizing in the rural South; the difficulty of extending civil rights victories to locations outside the South; and the emergence of Black Power movements in the late 1960s. In the final weeks of the course, we will explore connections and distinctions between mid-twentieth century civil rights activism and twenty-first century organizing, fueled by social media and attentive to intersections of racial, gender, and economic inequality.

Required Texts:

Eyes on the Prize: America’s Civil Rights Years 1954-1965. Set of three DVDs (six episodes) available on amazon.com for \$19.94. Also available at the MSU Library.

Charles Payne, *I’ve Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. 2nd edition. Berkeley: University of California Press, 2005.

Endesha Ida Mae Holland, *From the Mississippi Delta: A Memoir*. Lawrence Hill Press, 1999.

Malcolm X and Alex Haley, *The Autobiography of Malcolm X*. Random House, 1964.

Keeanga-Yamahtta Taylor. *From Black Lives Matter to Black Liberation*. Haymarket, 2016.

Course Requirements:

1. Three response papers. 25% of final grade
2. Class Participation and In-Class Writings. 25% of final grade
3. Midterm exam (short answer and essay). 25% of final grade
4. Final Paper. 25% of final grade

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 441

ISLAM AND WORLD POLITICS

Professor: Martha Olcott

DESCRIPTION OF COURSE:

Throughout its history, Islam and its leaders have always conceived of their religion as a way of life, with a global reach, a sense of mission that has sometimes put Islam on a collision course with competing religions, cultures and civilizations. This course will look at the ways in which these efforts of Islam have helped shape international relations and politics from the time of the Arab Empire through to the present day, with particular emphasis on the past 20 years. It will examine history and more recent developments from differing viewpoints: how the West understood Islam, how Islamic leaders understood their own societies and the clash of ideas about the role of Islam within the Muslim societies itself.

Key Questions to be examined throughout the semester

What role does competing understandings of history play in the sustaining the current conflicts in the Middle East and South Asia? How is “history” understood by the various stakeholders? What happens when the various understandings clash? How can the national interest and perceived sense of moral responsibility of the various actors be reconciled? By international law, national law, religious law? While power in democratic societies is always being contested, and it is generally clear who is empowered to speak for the State, who is empowered to speak for Islam? What is the role of the state? What role can religion play in general and Islam play in particular in defining secular state values? Can theocratic states function in the modern state system? Will they be tolerated? How has the lack of clear answers to any of these questions compounded the challenges that the U.S. has faced in constructing and executing policies in the Middle East and South Asia since the Iranian Revolution, and especially since 2001.

TYPICAL READINGS:

Shirin Ebadi, Iran Awakening

Tamim Ansary, Destiny Disrupted

Naguib Mahfouz, The Day the Leader Was Killed

Vali Nasr, The Dispensable Nation

Fouad Ajami, The Dream Palace of the Arabs

Shadi Hamid, Temptations of Power

Sayid Qutb, Child From the Village

Zaid Al-Ali, The Struggle for Iraq’s Future

EVALUATION:

Each student will be expected to complete three written projects, and make one oral presentation. You will also be graded on class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 459

SCIENCE, TECHNOLOGY, ENVIRONMENT AND PUBLIC POLICY CAPSTONE

Professor: Dan Kramer

Prerequisites: FW 181 or approval of college

DESCRIPTION OF COURSE:

This course serves as the capstone experience for students enrolled in the Science, Technology, Environment and Public Policy Minor. It covers the following areas: selected challenges in science, technology, environment and public policy. Analysis of key issues and problems. Case studies.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 482

GENDER AND VIOLENT CONFLICT

Professor: Linda Racioppi

DESCRIPTION OF COURSE:

From all-male armies to the heroic masculinization of combat, from systematic rape campaigns to the policing of sexual relations, from visions of Amazonian women warriors to the shaming of 'cowardly' male draft resisters, violent conflicts throughout the world are deeply gendered. An emerging scholarship has documented the profound gender consequences of wars, conflicts and their resolution, and the ways in which gender has shaped war, militaries and militarization. This course is designed to review some of that scholarship and to explore specific issues and cases of violent conflict, war and militarization while addressing the theoretical contours, social, cultural and political dynamics, and policy implications of gendered conflict within and between states. In particular, we will touch upon specific cases (including the US and its military as well as countries in the Middle East, Asia, and Africa) and issues such as the war on terror, torture and rape during war/conflict, terrorism, and conflict resolution, among others.

TYPICAL READINGS:

Aaron Belkin, *Bring Me Men*.

Mia Bloom, *Bombshell: Women and Terrorism*.

Leymah Gbowee, *Mighty Be Our Powers*.

Tara McKelvey (ed), *One of the Guys: Women as Aggressors and Torturers*.

EVALUTION:

Exams or quizzes, take home essay, research project, active participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 492 - Section 001

SENIOR SEMINAR IN INTERNATIONAL RELATIONS – Comparative Democracy in International Relations

Professor: Kiki Edozie

Restriction: Open to seniors in International Relations. Approval of college is needed.

DESCRIPTION OF COURSE:

Comparative Democracy in International Relations uses key issues such as these in international politics to explore issues in “democratization”. The course does not merely answer the question, what are the varying socio-political, socio-economic, and socio-cultural elements that make up the complicated polities and regimes, political processes, ideas, ideologies, and social movements that embody the concept referred to as “democracy” for a given national state and society? Additionally – and perhaps more importantly - with this senior seminar on democracy, we explore and interrogate the problems embedded in the “democracy phenomenon” around- and across- the world.

Given the volatile status of international relations today; rather than assume a celebratory *End of History* (Fukuyama) perspective on the sanguinity of liberal democracy as the order of the day in a contemporary global era; essentially, the seminar problematizes democracy examining topics that consider today’s status of the term that the late Samuel Huntington coined over two decades ago as the “Third Wave of Democracy”.

The course examines theories, themes and key concepts in democratic theory as well as discusses, deliberates, and conducts deeper research study of democratic regime cases and issues in key regions of the globe including the US. In relation to the dynamics and intricate insights occurring in these regions’ democratic politics, core academic 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.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 492 - Section 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS – The U.S. and China in the 21st Century: Past, Present and Future

Professor: Simei Qing

Restriction: Open to seniors in International Relations. Approval of college is needed.

DESCRIPTION OF COURSE:

This seminar provides an in-depth examination of U.S.-China diplomacy in the 20th century and to shed new light on U.S.-China relations at the beginning of the 21st century. It questions whether a broad and persistent pattern exists in U.S.-China interactions throughout the 20th century, and whether this pattern may, subconsciously as well as consciously, persist into the early 21st century. Are there some enduring themes or visions of modernity, identity, and world order which are deeply ingrained in the national history, culture, and society on both sides of the Pacific? Could those visions transcend both sides' ideological rhetoric, transcend the Cold War framework, and continue to exist in the background of U.S.-China interactions in the post-Cold War world? To determine whether there are deep-rooted mainstream assumptions in China's continued quest for modernity and a new identity, and America's search for a new world order, and to bring them to more conscious reflections, this course will be divided into six parts:

Part I introduces new theoretical approaches to the study of American East Asian relations in the past two decades, such as cognitive psychology and the cultural school of thought, or the humanist/normative dimensions of international relations.

Part II explores the major similarities and differences between classic Chinese and Western philosophies.

Part III examines American exceptional historical and religious experiences and compares them with China's century of national humiliation and social sufferings in the 19th century. It examines how Chinese cultural heritage and China's place in the modern international system provided the broader contexts for China's quests for modernity and new identity. It also explores how American Progressive reformers, particularly Wilsonian liberal internationalists, responded to China's democratic reformers before the rise of the Chinese Communist Party.

Part IV focuses on U.S.-China interactions during the early Cold War. Focus will be on two case studies: U.S.-China military confrontation in the Korean War and indirect military confrontation in the Vietnam War. Through these two in-depth case studies, questions raised with regard to IR theory are: Did U.S.-China confrontations in the early Cold War result from an inevitable conflict of vital national interests and moral principles? Were the origins and evolution of U.S.-China antagonism triggered by the fallout of counterproductive foreign policies on both sides, the bitter fruit of repeated misjudgments of each other's intentions, or the fatal consequences of an illusion – the perceived incompatibility of national interests and principles?

Continued...

MC 492 - Section 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS – The U.S. and China in the 21st Century: Past, Present and Future

Professor: Simei Qing

Part V provides a comprehensive study of U.S.-China interactions in the post-Cold War world. It will particularly focus on the following issues: the Taiwan question, the Tibetan question, the issue of democracy and human rights in U.S.-China diplomacy, U.S.-China economic relations, and China's military policy in the South China Sea in US-China relations.

Part VI allows students to participate in class simulations and debates on current controversial issues in U.S.-China relations, such as cyber security, intellectual property rights, climate change and environmental protection, currency exchange rate and trade policy. An important objective of these simulations and debates is to examine the strengths and weaknesses of current IR theoretical paradigms, and explore whether the emerging theoretical frameworks in the field of American East Asian relations, could help minimize the chance of war, maximize the opportunity for peace, and building a win-win relationship between the American and Chinese people in the 21st century.

MCHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 492 - Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS – The Dilemmas of Asymmetric Wars

Professor: Yael Aronoff

Restriction: Open to seniors in International Relations. Approval of college is needed.

DESCRIPTION OF COURSE:

This seminar will concentrate on the dilemmas of modern asymmetric warfare, and will treat Israel's conflicts with Hamas, Islamic Jihad, and Hezbollah forces in a comparative manner with NATO and U.S. actions in Afghanistan, drone strikes in Pakistan, and attacks against ISIS in Iraq. The causes of war have long been the central question of international relations as a field, and the military doctrine of deterrence – responding to an attack with overwhelming force and severe punishment in order to prevent future attacks -- has been a long-standing strategy to prevent or end traditional inter-state wars. However, an increasing number of wars are fought between states and non-state actors, in which non-state actors employ strategies that go against traditional military doctrines, e.g., intentionally operating from the midst of civilian populations, abjuring uniforms in favor of dress that make them indistinguishable from non-combatants, and intentionally targeting civilians. We will explore the tensions involved in such conflicts and dilemmas faced by democracies who on one hand rely on traditional tactics of deterrence, while on the other are pressured to restrain their responses lest they violate the rules of war themselves.

We will examine the evolving norms of asymmetric warfare with regard to state actors and the force of international humanitarian laws, the pressures of accountability to international and national audiences, and the need to project legitimacy in the media wars surrounding these conflicts. Examining the tensions and dilemmas faced by state actors, the seminar will examine both external international and internal domestic pressures in their varied ramifications. For example, in the wake of attacks by non-state actors, both strategic and political pressures come into play which would dictate forceful response: the doctrine of deterrence aligns with sentiment among domestic constituencies for a counterstrike of overwhelming force. Restraint, the calculation goes, mitigates further resentment by populations in which the strikes are held; are needed to maintain a political culture's self-identity as a democracy upholding democratic norms and international laws regarding the conduct of war in opposition to the non-state actor; and to deprive the opponent of the media advantage conferred by heavy loss of civilian life in massive reprisals. There is much debate as to whether low intensity conflict against a group operating from the midst of civilians poses new dilemmas for militaries and whether new, amended, or specified rules of warfare for this kind of conflict need to be established. Soldiers on the ground have greater freedom to make operational tactical decisions that can have grave consequences. The current scholarly debate focuses on whether rules of proportionality are sufficient to guide the conduct of militaries fighting non-state actors operating from civilian areas. Some scholars

Continued...

MC 492 - Section 003

SENIOR SEMINAR IN I.R. – The Dilemmas of Asymmetric Wars

Professor: Yael Aronoff

argue that these rules of war are too inhibiting for militaries in current environments, and that these militaries are so constrained that they cannot achieve military victory. Others argue that rules of proportionality are too permissive and excuse civilian casualties by militaries forced to fight in these areas. This debate includes these additional questions: how do military forces pursue adversaries who conduct strikes from within civilian areas? How do decision-makers—individual units on the ground, or strategic planners overseeing operations—balance the risk of harming civilians and the risk to soldiers? How do these calculations impact the way the “success” or “failure” of particular operations is assessed? We will investigate whether new rules of warfare are needed for asymmetric conflict and how militaries can minimize the cost to civilians. It will also examine the limits of these measures, and evaluate diplomatic alternatives.

We will draw contrasts and comparisons regarding ethical dilemmas surrounding the means of war in these contexts, explore the question of how these rules of war might be clarified, and examine the political alternatives available when traditional notions of military victory are altered by the war of narratives playing out in the international arena, which expand and change the political consequences of military decisions. Although international law states that much weight should be given to the local commander’s judgment and intention, one could argue that it is the subjective judgment of international opinion that significantly determines the political outcome of such wars. We will ask what role the media plays in these new kinds of conflicts. How do the narratives propagated by the media *about* these operations become important arbiters or factors in judging an operation a “success” or “failure”? How do these media narratives become part of the tactics pursued by decision-makers on all sides of a conflict? In order to further examine multiple policy options and the varied perspectives that different bureaucratic and societal actors bring to the table in making decisions, you will be representing different institutional interests in our decision-making simulations to include current policy dilemmas surrounding Israeli relations with Hamas and Gaza; U.S. policies/criteria for drone attacks.

TYPICAL READINGS: Daniel Byman, *A High Price: The Triumphs and Failures of Israeli Counterterrorism*. Bob Woodward, *Obama’s Wars*. Course packet includes the majority of other readings assigned in class, including selected chapters from academic journals and books and relevant recently published journal articles and think tank reports.

EVALUATION: Research paper (proposal, first draft, and final draft); Presentation of research to the class; Participation in class discussions and simulations, alternating critiquing the readings and fostering discussion.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC492—Section 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS – Transnational Energy Systems

Professor: Sharlissa Moore

Restriction: Open to seniors in International Relations. Approval of college is needed

DESCRIPTION OF COURSE:

Energy infrastructure underpins the functioning of economies and is essential to quality of life. It powers the production of goods from iPads to construction materials, the operation of the internet, the provision of water, and the production and transportation of food. Yet this infrastructure faces significant challenges including an uneven distribution of resources, populations that both lack access to electricity and bear a disproportionate burden of the drawbacks of energy production, and carbon dioxide emissions that alter the climate. This seminar explores challenges and opportunities related to energy systems that cross nation-state borders, particularly those that extend to the regional or even global scale. The course will bring theories from international relations and related fields to bear on key environmental and energy challenges of the 21st century: the food-energy-water nexus, energy poverty, climate change, sustainable development, and the geopolitics of oil and transnational electricity systems. The course also offers instruction on and experience with writing a rigorous analytical research paper that applies academic knowledge to real-world policy challenges.

TYPICAL READINGS:

Selections from Goldthau, A. & J. Witte (eds.) (2010). *Global Energy Governance: The New Rules of the Game*. Washington, DC: Brookings Institution Press.

Sovacool, B.K. (2011). Introduction: Defining, measuring, & exploring energy security. P. 1-42 In *The Routledge Handbook of Energy Security* (1st ed.). New York: Routledge.

Byrne, J & N. Toly. (2006). "Chapter 1: Energy as a Social Project: Recovering a Discourse." P. 1-32 Byrne, J., Toly, N., & Glover, L. (eds). *Transforming power: energy, environment, and society in conflict*. Piscataway, New Jersey: Transaction Publishers.

McDonald, K. Boshard, P. & B. Nicole. 2009. Exporting dams: China's Hydropower industry goes global. *Journal of environmental management*. 90(3): S294-S302.

Selections from Guruswamy, L. & Neville, E. (ed). (2016). *International Energy and Poverty: The Emerging Contours*. New York: Routledge.

EVALUATION: Essays related to the course readings, class discussion leadership and participation, and a research project including a paper on a transnational energy system or challenge and a class presentation on the research project.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 492 – Section 005

SENIOR SEMINAR IN INTERNATIONAL RELATIONS – Global Poverty & Inequality

Professor: Yasu Komori

Restriction: Open to seniors in International Relations. Approval of college is needed

DESCRIPTION OF COURSE:

This seminar explores the issues of global poverty and inequality, with a focus on the role of foreign aid and development assistance. Key questions we will address include: What are the major sources of global poverty and inequality? Why does the issue of global poverty and inequality matter? What roles do the existing international organizations—both intergovernmental and non-governmental—play in addressing global poverty and inequality? And what can and should be done to ameliorate global poverty and inequality?

The seminar is organized into four parts. We begin by reviewing contending perspectives on the concept and causes of global poverty. We will ask questions such as: How do we define and measure the concept of global poverty? How has the idea of global poverty eradication evolved over time? What are the competing explanations for the causes of global poverty? What are the key strategies of poverty reduction? Second, we address the issue of global inequality. What are the multiple ways of conceptualizing inequality? Do inequalities within and across countries matter? What are some of the ways to ameliorate inequalities? Third, we examine the existing institutional arrangements for tackling the issues of global poverty and inequality. Specifically, we investigate the roles of major intergovernmental organizations (e.g., the U.N., the World Bank, and regional development banks), bilateral donors (e.g., USAID), and international NGOs and private foundations (e.g., Save the Children and the Bill & Melinda Gates Foundation). Finally, we shift our focus to the question of what can and should be done about global poverty and inequality. Specifically, we consider whether and how foreign aid and development assistance can reduce global poverty and ameliorate global inequality. We also explore the major problems of the current global aid industry and how foreign aid can be improved.

TYPICAL READINGS:

David Hulme, *Global Poverty: Global Governance and Poor People in the Post-2015 Era*. New York: Routledge, 2015.

Branko Milanovic, *Global Inequality: A New Approach for the Age of Globalization*. Cambridge: Belknap Press, 2016.

Steven Radelet, *The Great Surge: The Ascent of the Developing World*. New York: Simon & Schuster, 2015.

Dambiso Moyo, *Dead Aid: Why Aid Is Not Working and How There is a Better Way for Africa*. New York: Farrar, Straus and Giroux, 2009.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 493—Section 001

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS – Global and Local Struggles for Freedom, Power, and Social Justice

Professor: Linda Racioppi

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

In 1947, the man who would become India's first prime minister, marked India's independence as a "tryst with destiny," a moment in which the country would "awake to life and freedom...when we step out from the old to the new, when an age ends, and when the soul of nation, long suppressed, finds utterance." Nehru's words inspired the millions of Indians who had worked so hard to gain freedom from the British and also people around the world who were fighting against colonialism, authoritarianism, racism, ethnocentrism, and caste/classism. Since then, there have been many more movements and struggles, from national liberation movements in Africa and Asia, the Civil Rights Movements in the US and Northern Ireland, the anti-apartheid struggle in South Africa, anti-communist mobilization in Eastern Europe and the former Soviet Union, to more recent mobilizations for gender, racial, religious, or economic equality. In this course you will learn about a range of such efforts and their consequences through common texts and your own research project. As we will read your work and discuss it in class, student research projects will enrich and complement our common readings and shape the content of this course.

TYPICAL READINGS:

B.R. Ambedkar, *Castes in India*.

Kate Fearon, *Women's Work: The Story of the Northern Ireland Women's Coalition*.

Nelson Mandela, *Long Walk to Freedom*.

Ornit Shani, *Communalism, Caste and Hindu Nationalism: The Violence in Gujarat*.

EVALUATION:

Active participation; essays on common readings; research proposal, paper, and presentations.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Fall 2016

MC 493 - Section 002

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS – Displacement, Politics and the Visual Field

Professor: Colleen Tremonte

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

One of the most pressing issues in the world today is the involuntary movement of people, of ‘displaced persons’. Whether wrought by natural disasters, by war or ethnic conflicts, or by policies towards urbanization or development, displacement is often linked to human suffering, and always connected to national and transnational geopolitics. Scholars in a wide range of fields have noted the importance of ‘seeing’ displacement: they recognize that visual images and narratives not only elicit emotional responses from a general populace, but that the production and circulation of such images and narratives are inextricably linked to policies and actions taken within the global arena. These scholars challenge us to understand the constitutive relations of geopolitics and visibility differently; to understand it not only as the social construction of the visual field but as the visual performance of the social field (Campbell, 2007; 357).

We will examine the ways in which displacement and ‘displaced’ persons—material bodies and subjectivities—are constructed, circulated, and regulated in and across the social field. We will ask questions such as: What is ‘displacement’? How is displacement constituted materially and discursively? 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? Contemporary cases might include the movement of people internally and across borders as prompted by conflict or environmental issues. Cases will be concerned with multi-dimensionality of experiences of displacement (e.g. human security). We will draw from a range of fields, including anthropology, political philosophy, cultural geography, and visual studies; and, across a range of genres, such as policies papers, ethnographies, and documentary film. Students will draw on their areas of expertise beyond CCP (e.g. specializations) to construct theoretical or practical models to address issues of displacement and displaced bodies.

POSSIBLE TEXTS:

Michael Agiers, *On the Margins of the World: The Refugee Experience Today* (2005); Yung Chang, director, *Up the Yangtze* (2007); Christiane J. Gruber and Sune Haugbolle, eds., *Visual Culture in the Modern Middle East: A Rhetoric of the Image* (2013); Marianne Hirsch and Nancy K Miller, *Rites of Return: Diaspora Poetics and the Politics of Memory* (2011).

POSSIBLE ASSIGNMENTS: Electronic dialoguing; book review; visual politics; major research project and presentation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 497 - Section 001

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY-
The War on Terror**

Professor: Ben Kleinerman

Restrictions: Open to only seniors or approval of college

DESCRIPTION OF COURSE:

This seminar will investigate the underlying ideologies, the political processes and the legal implications of the so-called “war on terror.” The course will investigate such questions as: how has the war on terror changed the American understanding of government?; why is this “war” so different than other wars and what are the legal ramifications of those differences?; what is the underlying ideology of the terrorists and how should the United States confront that ideology?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 497 – Section 002

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY –
Theorizing from the ‘Underside of Modernity’: History, Haunting, and Decolonization in
Contemporary Thought**

Professor: Tacuma Peters

Restrictions: Open to only seniors or approval of college

DESCRIPTION OF COURSE:

This course will examine a growing body of political thought concerned with interrogating the content and effect of some of the most traumatic experiences of Western modernity: colonialism, chattel slavery, and totalitarianism. Questions concerning the “afterlives” of colonialism, slavery, and totalitarianism continue to haunt our present, challenge our understanding of the past, and render the future increasingly precarious. In examining thinkers who wrestle with the catastrophic events and the social structures that helped constitute the modern world, students will grapple with traditions that explicitly address freedom, democracy, humanity, love, and revolution from the “underside of modernity.” Assigned texts will be drawn from Caribbean and indigenous decolonial thought, slave (and neo-slave) narratives, political philosophy on totalitarianism, Afro-pessimist thought, and contemporary Marxist thought.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 498 - Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY – The Holocaust in American Memory

Professor: Amy Simon

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This course will examine the ever-changing constructions of Holocaust memory in the United States, from the revelations of the horrors of the concentration and death camps in the spring of 1945, through the challenge of Holocaust remembrance in personal testimony, literature, film, and physical memorials in the present day. During the course of this class, we will discuss questions such as: How does the Holocaust live on in American remembrance? Why should the United States be so invested in the memory of a European genocide? What kinds of stories do Americans tell about the Holocaust? What role does the Holocaust play in American pop culture, politics, and identity? What does Holocaust memory mean to different social groups, and how has it been negotiated in the public realm?

Students will read seminal texts on the creation of the Holocaust memorials and memorial events as well as those addressing the politics of Holocaust memory and its uses and abuses more broadly. In addition to participating in discussions about the shared readings, students will explore different types of official and unofficial Holocaust memory in the United States using digital media including the USC Shoah Foundation's archive of oral testimonies.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 498 – Section 002

SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY – Issues in Higher Education: Access, Affordability, Quality

Professor: Julia Grant

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE

Higher education is the subject of considerable debate in recent times, with issues such as access, affordability, and the mounting student load preoccupying lawmakers. In this course, we will investigate the history of undergraduate education and its current challenges now that a 4-year degree has become almost a mandate for economic success. In this course we will consider questions, such as: How should public institutions respond to challenges that they are over-priced institutions that are saddling students with high student debt and barely marketable skills? What are the components of a quality undergraduate education and how do we ensure that students from diverse race and class backgrounds have access to them? Students will have the opportunity to work on projects that directly engage these issues, giving them the opportunity to utilize the MSU environment (or other institutions) as key sites for scholarly investigation.

TYPICAL TEXTS:

Richard Arum and Josika Ropsa, *Academically Adrift: Limited Learning on College Campuses*.

Michael S. Roth, *Beyond the University: Why Liberal Education Matters*.

Suzanne Mettler, *Degrees of Inequality*.

Alicia C. Dowd and Estela Mara Bensimon, *Engaging the Race Question: Accountability and Equity in U.S. Higher Education*

ASSIGNMENTS:

In addition to weekly reading and informal writing, students will engage in a substantial research project, lead discussion, and give an oral presentation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

FALL 2016

MC 498 – Section 003

SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY – Civic Engagement and Community Development in Lansing

Professor: Louise Jeziarski

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This course will examine and apply models of community-based research and community development strategies. Lansing serves as our empirical base and research partner. We study local political economies, community organizing, non-profit organization, local governance, constituency development and local democracy. We explore the concepts of social capital, civic culture collective efficacy, and social enterprise. How and why neighborhoods or other local interests within cities vary in social and economic stability or in economic or political efficacy? How do groups develop self-governance? How can researchers aid community projects that contribute to political, cultural, and economic capacity building? We hope to contribute to Lansing's community development by partnering with city-based groups to evaluate community issues. We study Lansing history and community institutions, relying on readings, as well as hearing from community members about the issues they care about, and field trips to neighborhoods and organizations in Lansing.

TYPICAL READINGS:

Stoecker, Randy, *Research Methods for Community Change: A Project-Based Approach*; R.D. Putnam, *Our Kids: The American Dream in Crisis*; Lisa Fine, *The Story of Reo Joe: Work, Kin and Community in Autotown, USA*; *The Autobiography of Malcolm X*; Silverman, R. M., & Patterson, K. L., *Qualitative Research Methods for Community Development*.

EVALUATION:

Read and analyze course literature by providing weekly discussion questions and leading discussions on course topics. Field trips during class time are required. Community based research through individual or group research projects, with original, primary source data collection and analysis required. Research is guided through peer review and evaluation of research design, data collection, questionnaires or interviews with neighborhood and city leaders and representatives, qualitative data analysis of interviews, and data collection and analysis of archival and primary data such as news stories, neighborhood newsletters, and other communications. We will use Census and data analysis tools such as Social Explorer. Final projects require a final paper (about 25 pages), in class power point presentations, and community presentations, including the Spring Undergraduate Research Forum: URAAF, and or JMC Research Showcase.