

**FALL 2017**

**MC 220 - INTERNATIONAL RELATIONS I: WORLD POLITICS & INTERNATIONAL SECURITY**

**Professor Matthew Zierler - Section 001**

**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.

Tim Marshall. 2016. *Prisoners of Geography*. Scribner.

**EVALUATION:**

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

**FALL 2017**

**MC 220 – INTERNATIONAL RELATIONS I: WORLD POLITICS &  
INTERNATIONAL SECURITY**

**Professor Simei Qing - section 002**

**DESCRIPTION OF COURSE:**

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

**FALL 2017**

**MC 220 – INTERNATIONAL RELATIONS I: WORLD POLITICS &  
INTERNATIONAL SECURITY**

**Professor Robert Brathwaite - section 003**

**DESCRIPTION OF COURSE:**

This course is the first-half of a year-long introduction to 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.

**FALL 2017**

**MC 220 – INTERNATIONAL RELATIONS I: WORLD POLITICS &  
INTERNATIONAL SECURITY**

**Professor Kirstin Brathwaite - section 004**

**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.

The 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 20<sup>th</sup> century international history – World War I, World War II, and the Cold War. Part 4 shifts us into more specific topic 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 to 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, such as globalization, migration, and the environment. By the end of this course, students will have a strong grasp of 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 skills through several take home essays. 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:**

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

**Evaluation:**

Exams, essays, simulation, active participation.

**Fall 2017**

**MC 230 - CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE**

**Professor Steve Rohs - section 001**

**Professor Sejuti Das Gupta - section 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.

**FALL 2017**

**MC 270 – CLASSICAL REPUBLICANISM**

**Professor Waseem El-Rayes - section 001**

**Professor Eric Petrie - section 002**

**Professor Tobin Craig - section 003**

**DESCRIPTION OF COURSE:**

This is the fall semester core course for PTC D sophomores. The course focuses on theory and practice of popular government in classical Greece and Rome. It also concentrates on the rebirth of such forms in the cities and monarchies of Medieval and Renaissance Europe.

**Fall 2017**

**MC 280 – SOCIAL THEORY AND SOCIAL RELATIONS**

**Professor Constance Hunt - section 001**

**Professor Rashida Harrison - section 002**

**DESCRIPTION OF COURSE:**

This is the fall semester core course of the Social Relations and Policy major for sophomores. We will study the classical and contemporary theories of social structure, intergroup process, inequality, and social change. Additionally, we will study class, ethnicity, race, gender, social stratification, social mobility and conflict.

**Fall 2017**

**MC 280 – SOCIAL THEORY AND SOCIAL RELATIONS**

**Professor Gene Burns - section 003**

**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.



**FALL 2017**

**MC 290 – QUALITATIVE RESEARCH METHODS**

**Professor Amanda Flaim – section 001**

**Counts as methods requirement for IR, SRP, and CCP**

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**FALL 2017**

**MC 295 - RESEARCH DESIGN & QUANTITATIVE ANALYSIS IN PUBLIC POLICY**

**Professor Dan Kramer**

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

**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.

**FALL 2017**

**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.

**FALL 2017**

**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.

**FALL 2017**

**MC 324A - REGIONAL POLITICS, COOPERATION, AND CONFLICT IN THE  
MIDDLE EAST**

**Professor Russell Lucas**

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

**DESCRIPTION OF COURSE:**

This course will investigate the domestic, regional and international aspects of the current wave of uprisings in the Middle East and North Africa. Students will be introduced to the recent history of region with special attention to the roots of the so-called 'Arab Spring' of 2010-2011 that extend back to the era of European imperialism of the nineteenth century. The major focus of the course will be varied outcomes of the current public protests against governments in the region. The domestic, regional, and international implications of regime change and violent reactions by regimes to these public protests also will be explored.

**FALL 2017**

**MC 324B - REGIONAL POLITICS, COOPERATION, & CONFLICT IN  
SUB-SAHARAN AFRICA**

**Professor Kiki Edozie**

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

**DESCRIPTION OF COURSE:**

This course focuses on domestic and international politics of sub-Saharan African countries. We will study conflict and cooperation among states of the region and will learn about government policies to promote security, democracy, and growth in sub-Saharan Africa.

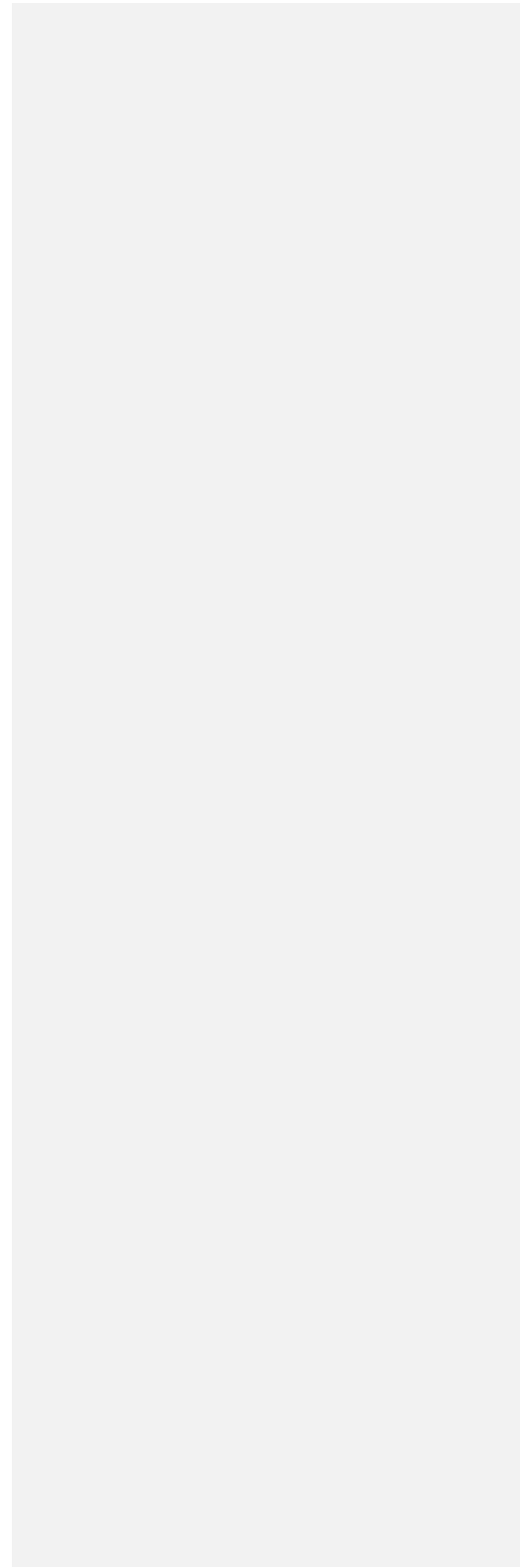
**FALL 2017**

**MC 325 - STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE**

**Professor Louis Hunt**

**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.



**FALL 2017**

**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.

**FALL 2017**

**MC 328 - RUSSIAN FOREIGN POLICY**

**Professor Martha Olcott**

**DESCRIPTION OF COURSE:**

This course will look at the development of Russia's foreign policy since the collapse of the U.S.S.R. in December 1991 and will focus on the period of Vladimir Putin's ascendancy, from 2000 to the present, when Russia has tried to reassert itself as a global power. The course will look at how foreign policy is made in Russia, its actors and their goals, the content of this foreign policy, and whether Russia in fact has the capacity to carry out its foreign policy goals. We will also examine how realistic are Russian assessments of its foreign policy successes and failures, by examining these policies through the lenses of the "object" countries and regions. And in conclusion, we will consider the question of whether there is a new "cold war."

Some of the themes to be explored are: Russia and the "borderland" wars (policies towards Ukraine, Georgia, Armenia/Azerbaijan); Russia's "Petro-power" foreign policy; Russia's use of clandestine tools in foreign policy; Russia and NATO/Russia and the EU (including the former Warsaw Pact states and Baltic states); Russia and China, partners or hegemony; Russia in Asia; the "Islamic Factor in Russia's foreign policy; Iran and Turkey, new opportunities or new competitors; Russia in Central and South Asia; Russia's attempted use of international institutions.

Class sessions will include multi-media presentations and group work.

**EVALUATION:**

Each student will be expected to complete two written projects, and make one multi-media presentation. You will also be graded on class participation.

In addition, assuming student interest, I will organize a series of (voluntary) bag lunch sessions that focus on the key issues of Soviet foreign policy.



**FALL 2017**

**MC 331 - ENCOUNTERS WITH POST-COMMUNISM**

**Professor Andaluna Borcila**

**Prerequisites – MC 230 or MC 231 or MC 220**

**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 the television screen as places where “history is happening”; subsequently, they became spectacles of crisis (orphans, ethnic violence, war, poverty, nationalism, human trafficking). The 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 investigate American representations of and encounters with post-communist “Eastern Europe” as well as representations produced by authors and media from the region. We examine media, tourism, narratives and scholarly representations. Some questions we will ask include: how is post Cold War “Eastern Europe” mapped and remapped; how is “Eastern Europe” imagined in relation to “the west” and how does this understanding contribute to defining both American and post-communist identities; how is communism represented (imagined and remembered) in American and post-communist Eastern European cultural productions; how does media participate in framing American encounters with post-communist “Eastern Europe” and in remembering the communist past; what are the factors that shape the remembering of communism and what functions does this remembering play in contemporary contexts?

While we are focusing specifically on representations of and encounters with post-communist “Eastern Europe,” the course also means to contribute more generally to your understanding of the factors that shape cultural encounters. Our theoretical readings and our analysis 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 and transnational dimensions 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**

Likely to include a short essay, exam, longer paper (with research component), class participation, collaborative learning.

**FALL 2017**

**MC 334 – RIGHTS, ADVOCACY, ACTIVISM**

**Professor Jennifer Goett**

**DESCRIPTION OF COURSE**

Students of public affairs often wonder how they can make meaningful interventions around the globe to promote social justice, human rights, and a healthy and livable planet. This course critically examines the use of international human rights law, non-governmental organization (NGO) advocacy, and social movement and grassroots activism as mechanisms of change. Using case studies on NGOs in Haiti, global climate change activism, and international law and indigenous rights in Nicaragua, we debate the promises and limitations of these interventions and explore how academic research might support social justice advocacy.

**FALL 2017**

**MC 335 - ISRAELI POLITICS, CULTURES AND SOCIETY**

**Professor Alon Tal**

**\*\*This is a short course and will end on November 8, 2017\*\***

**DESCRIPTION OF COURSE**

Given its modest dimensions and population size, few countries are in the news more frequently than Israel. Yet impressions of this complex and dynamic country are often one-dimensional. This course constitutes an introductory survey about the history of Israel during its tumultuous sixty-nine years of existence. Among the issues that will be considered are

- Zionism – The different ideologies that informed the founding of the state and how they influence the country today;
- Geopolitical History of the State – Major military events during the history of the country;
- Demography – the history and outcomes of immigration and pro-natal public policies;
- Government and Politics – The idiosyncratic parliamentary and judicial system along and their uneasy relationship with Israel's executive branch;
- Minorities – Arab Israelis and their evolving status;
- Economics – From Socialist agrarian developing models to post-industrial high-tech prosperity; and
- Peace Negotiations – Conflicts, issues and prospects for reconciliation.

The goal of the course is to offer students insights into the major events that have affected the State of Israel and the collective identity of Israeli society.

**EVALUATION:**

Grades are based upon in-class presentations, a term paper (which will be assigned over the course of the semester), a final exam and evaluation of participation in the many in-class exercises.

**FALL 2017**

**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).

Pennington, M., *Robust Political Economy* (Edward Elgar).

**FALL 2017**

**MC 348 - EDUCATIONAL POLICY**

**Professor Louise Jezierski**

**DESCRIPTION OF COURSE:**

This course examines the politics of education policy in the United States. We cover both historical and contemporary debates over the purpose and implementation of public education, including the role of public education as civic education and as human capital development. We will look at the US education system through the decentralized federalist structure of American policy, examining debates both nationally and locally, with particular attention paid to how Michigan manages its K-12 and higher educational systems. A short examination of the US system's successes and failures compared to other countries will also be included.

**TYPICAL READINGS:**

Darling-Hammond, L. (2015). *The Flat World and Education: How America's Commitment to Equity will Determine our Future*. Teachers College Press.

Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Rowman & Littlefield.

Mondale, S., & Tyack, D. (2001). *School: The story of American Public Education*. Beacon Press.

Peterson, P. E. (2010). *Saving Schools: From Horace Mann to Virtual Learning*. Harvard University Press.

**EVALUATION:**

Midterm and final exams, policy debate, and final research paper.

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**FALL 2017**

**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?

**FALL 2017**

**MC 363 - GLOBAL GOVERNANCE**

**Professor Yasu Komori**

**DESCRIPTION OF COURSE:**

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

**TYPICAL READINGS:**

Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*. Boulder, CO: Lynne Rienner, 2015.

Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell University Press, 2004.

**ASSIGNMENTS:**

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

FALL 2017

MC 366 – FILM, HISTORY AND NATION

Professor Colleen Tremonte

Prerequisite: MC 221 or MC 230 or MC 231 or approval of college and completion of Tier I writing requirement

**DESCRIPTION OF COURSE:**

This course investigates the relation of film and cinema to history, historical representation and cultural memory. In particular, it examines the relationship between feature fiction and documentary films in the formation of local, (trans)national, and global identities and histories. Special attention will be given to the ways in which films from specific 'national' cinemas represent major historical ruptures—such as war, rebellion, or immigration—and the politics of these representations. The course also queries the place of cinema more generally in the complex web of global capitalism: that is, within the context of production, circulation and reception. Cases studies will be on Australian, Great Britain, and US cinemas.

**TYPICAL READINGS**

F. Collins and T. Davis (2004), *Australian Cinema After Mabo*  
S. Street (2008), *British National Cinema*  
M. Hughes-Warrington (2008), *History Goes to the Movies*  
W. Costanzo (2014), *World Cinema through Global Genres*  
T. Shaw (2014), *Cinematic Terror: A Global History of Terrorism on Film*

**TYPICAL ASSIGNMENTS**

Informed participation; electronic dialoguing; multi-genre research project and presentation.



**FALL 2017**

**MC 368 – CIVIL RIGHTS MOVEMENT AND ITS LEGACIES**

**Professor Allison Berg – Sections 001 and 002**

**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.

We will begin by revisiting familiar civil rights milestones in light of recent scholarship that offers new perspectives on the movement's origins, achievements, and limitations. The course then takes up aspects of the movement that are less well known: the importance of grassroots organizing in the rural South; the essential contributions of black women at all stages of the movement; the emergence of Black Power movements in the late 1960s; and the difficulty of extending civil rights victories to locations outside the South.

In the final weeks of the course, we will explore similarities and differences between mid-twentieth century civil rights activism and twenty-first century movements that have used social media to expose police brutality against people of color and to publicize college and universities' inadequate responses to allegations of sexual assault on their campuses.

**REQUIRED TEXTS:**

Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. 2<sup>nd</sup> edition. Berkeley: University of California Press, 2007.

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

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

Kecanga-Yamahtta Taylor. *From Black Lives Matter to Black Liberation*. Chicago: Haymarket, 2016.

**EVALUATION:**

Short essays, midterm exam, final paper, participation.

Fall 2017

**MC 370 – RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor Curtis Stokes- section 001**

**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.

**Fall 2017**

**MC 370 – RADICAL CHALLENGES TO LIBERAL DEMOCRACY**

**Professor Tacuma Peters - section 002**

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

**DESCRIPTION OF COURSE:**

This course examines texts that challenge the foundations of liberal democracy. The course begins in the mid-eighteenth century with an examination of the texts of Jean Jacques Rousseau and ends in the late twentieth century with the work of Leanne Simpson. Throughout the semester we will look at texts and ideas drawn from Marxism, feminism, anti-slavery, anti-colonial, and anti-fascist movements. These works challenge prevailing beliefs that liberal democracy represents the end of human history and that liberal society is the embodiment of the achievement of “universal” human freedom. The course will feature a diverse set of thinkers including Jean Jacques Rousseau, W.F.G. Hegel, Karl Marx, W.E.B. Du Bois, Walter Benjamin, Simone de Beauvoir, Frantz Fanon, Octavia Butler, and Leanne Simpson.

**FALL 2017**

**MC 373A - CONSTITUTIONALISM: SUPREME COURT**

**Professor Ben Kleinerman**

**DESCRIPTION OF COURSE:**

This course will focus on the theory of constitutional democracy through examination of selected Supreme Court cases. We will look at the history of the Supreme Court and principles of constitutionalism.

**Fall 2017**

**MC 378 – LAW AND SOCIAL GROUPS**

**Professor Constance Hunt**

**DESCRIPTION OF COURSE:**

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

**FALL 2017**

**MC 380 - SOCIAL POLICY**

**Professor Jennifer Sykes - section 001**

**Prerequisites: MC 280 or MC 281 and EC 201 or EC 202 or EC 251H.**

**Recommended Background: Completion of one semester methodology course.**

**DESCRIPTION OF COURSE**

In this course we examine what social policy means – who studies it, who informs our understanding of it, how it is formed, the historical foundations of it in the U.S., and some of the pressing contemporary social policy issues today. Though scholars debate exactly what *social policy* encompasses, it is most commonly concerned with societies' response to social need. In other words, how do we take care of our citizens' needs for employment and income, housing, health care, food, and perhaps even dignity. Who is deserving of assistance, and how should that assistance be provided? How far should the welfare state go in assisting citizens? How we construct "social need" and who determines what constitutes an appropriate "societal response" is often historically shaped, frequently contested, and therefore continues to evolve. We will consider the development of essential social policies in the US – welfare programs, health care provision, social security – and important questions of poverty and family structure in America. In doing so, students will gain an understanding of different perspectives on the relationship between the citizen and the state, and ultimately, a better understanding of the bargain individuals and the collective have made.

FALL 2017

MC 380 - SOCIAL POLICY

Professor Susan Stein-Roggenbuck - section 002

Prerequisites: MC 280 or MC 281 and EC 201 or EC 202 or EC 251H.

Recommended Background: Completion of one semester methodology course.

### **DESCRIPTION OF COURSE**

Social policy encompasses a range of issues, from those that focus on class and the distribution of material resources to issues related to social values, including marriage, abortion and gay rights. It includes policies related to health, welfare, education, children, and the environment. Most definitions focus on those policies that affect both the emotional and physical health and well-being of both individuals and families. It often involves the distribution (and redistribution) of resources to different groups. Embedded in social policy views are values and ideologies that drive specific policies. The emphasis placed on specific social policies has shifted with the changing nature of American society. Arguments about social policies demonstrate change and continuity in the American past, and past policies often play a significant role in the possibilities and limits of later programs. Questions about social policy often center on questions about the role of government, the meaning of citizenship, and the obligations of citizens to one another and to society.

This course will examine some of these issues, in part through the lens of history. We will analyze different areas of social policy this semester: welfare and how scholars define it; the effects of race on the development and implementation of social programs; the varied components of health care policy as well as the 2010 Affordable Care Act and current debates on its repeal/revision; the historical development of welfare programs (how they are defined) and contemporary reforms and debates; and poverty and single parents. We will consider policy at the local, state and national levels; often debates center on which level of government should set social policy.

### **TYPICAL TEXTS:**

Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America* (excerpts).

Kathryn Edin and Maria Kefalas, *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*.

Michael Katz, *The Price of Citizenship: Redefining the American Welfare State* (excerpts).

Ira Katznelson, *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America*.

**EVALUATION:** Short response papers, a ten-page policy paper, synthesis essay, consistent and engaged participation.

**FALL 2017**

**MC 381 – AMERICAN POLITICS AND EQUALITY**

**Professor Jennifer Sykes**

**DESCRIPTION OF COURSE:**

This course examines pivotal issues relating to American politics and equality with an emphasis on how inequality is produced through political and economic decisions. The Constitution empowers Congress with the ability to “lay and collect taxes, duties, imposts, and excises” – but the debate over the role and size of government – as well as its taxing power – has raged since the beginning of our nation. This course provides a brief historical account of how various aspects of our tax policy contribute to or mediate equality. We will also focus on contemporary case studies that illuminate some of the partisan tensions surrounding equality in concrete fashion. How has the American response to corporations led to the “Wal-Mart effect”? What political thought contributed to the controversial Citizens United decision? What policies protect the now-infamous 1% in America – and how did they come to be? How do trusts and the “death tax” affect American wealth transfer across generations? What aspects of the federal income tax are considered to be a “hidden welfare state”? By examining the politics behind all of these economic decisions that powerfully shape Americans’ opportunities, this course ultimately asks students to confront and evaluate contemporary American thought on equality.



**FALL 2017**

**MC 383 – AFRICAN AMERICAN POLITICS**

**Professor Curtis Stokes**

**DESCRIPTION OF COURSE**

This course examines contemporary African American politics and explores varied perspectives, strategies and public policies in the post-civil rights era; but will also include a cross-national, comparative examination of the politics of U.S. blacks and the politics of Afro-Cubans in the Republic of Cuba.

**TYPICAL READINGS:**

Esteban Morales Dominguez, *Race in Cuba: Essays on the Revolution and Racial Inequality* (Monthly Review Press, 2013).

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

Fredrick C. Harris, *The Price of the Ticket: Barack Obama and the Rise and Decline of Black Politics* (Oxford University Press, 2012)

**EVALUATION:**

Several papers and class participation

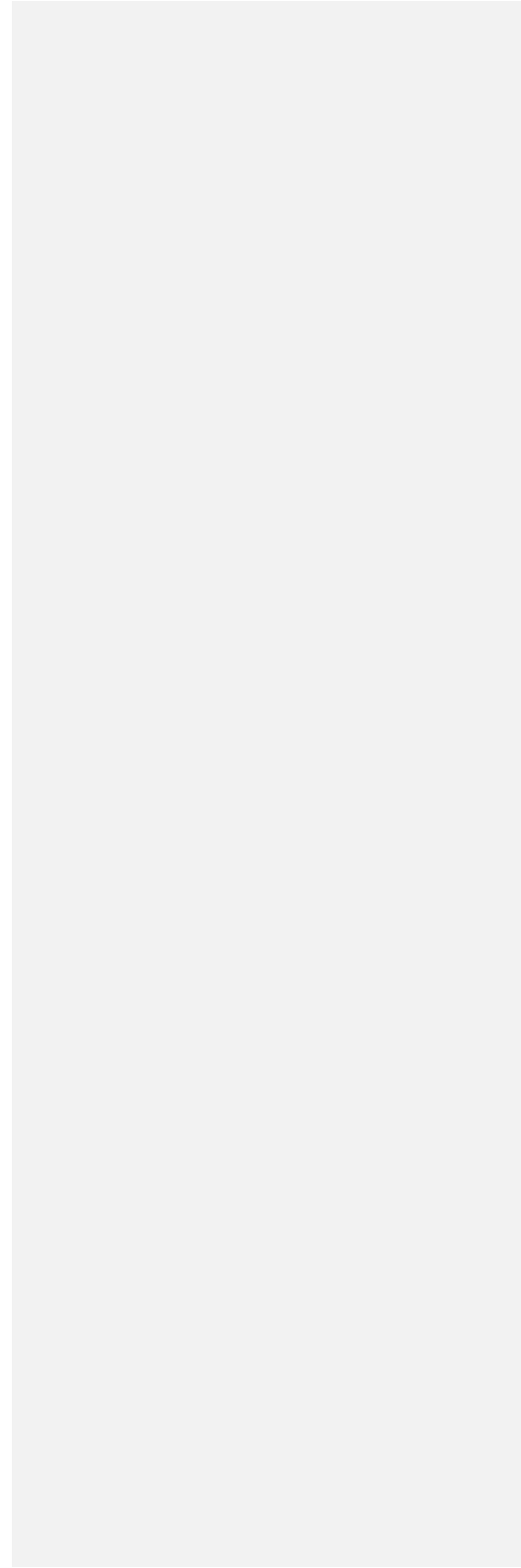
**FALL 2017**

**MC 385 – COMPARATIVE RACE AND ETHNIC RELATIONS**

**Professor Funmbi Elemo**

**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.



FALL 2017

MC 389 – RELIGIOUS POLITICS IN U.S. SOCIETY

Professor Gene Burns

**DESCRIPTION OF COURSE:**

*This course is a selective (a “cluster” course) in the Social Relations & Policy major.*

Religion is, in many contexts, a central component of society and of social change. African-American churches were the organizational and inspirational center of the Civil Rights movement. Various social and political controversies—including abortion, race, homosexuality, and inequality—are intertwined with religious arguments. It is, for instance, impossible to understand contemporary American party politics without understanding the Christian Right.

How and when does religion affect the larger society and politics? For some people religion is only about otherworldly matters, so that politics and religion have nothing in common. Indeed some social analysts argue that the otherworldly focus of religion is a conservative force that disengages believers from politics. But at times religion is a radical force, perhaps because religious adherents follow a charismatic leader bent on defying social convention, or perhaps because believers become convinced that they have a religious duty to fight unacceptable forms of worldly evil. At times religious organizations can simply provide a social space that is somewhat independent of the state or of dominant social forces.

This course examines the role of religion in politics and society especially by looking at the role religion plays in political mobilization and by inquiring into the nature of political diversity within a given religious tradition. The exact focus has not yet been determined, but there will be at least some examination of multiple religious groups.

*This is not a theology course, nor a survey of religious beliefs or religious doctrines. It is a public affairs course attempting to understand the role of religion in society and politics.*

The course will have an Honors option.

**FALL 2017**

**MC 390 – ADVANCED TOPICS IN PUBLIC AFFAIRS  
Genocide in the Twentieth Century**

**Professor Amy Simon – Section 002**

**Counts toward SRP and European Studies minor and Russian and Eurasian Studies minor**

**DESCRIPTION OF COURSE:**

The 20th century has been called “the century of genocide,” based on the numerous instances of mass murder of various peoples throughout the world, including in Ottoman Turkey, Cambodia, and Nazi-occupied Europe. In examining these events, their histories, and their actors, we will ask important questions such as, How does genocide come to take place? What motivates people to participate in such violence? What, if anything, characterizes the relationships between victims, perpetrators, and “bystanders” during a genocide? How is genocide represented, coped with, and remembered?

More broadly, this class will also examine the notion of genocide itself, asking questions like: What, exactly, is “genocide?” Where did the term come from and how has it been defined and examined over time? Such questions will be asked also about the *field* of genocide studies. What sorts of disciplinary practices and forms of knowledge are characteristic of the field? How has this shaped the topics under study? What does the term “comparative genocide” mean, and how can it/should it be studied and discussed? Through an analysis of a variety of primary sources relevant to the genocidal events in question, secondary readings into the concept of “genocide,” and in-depth class discussion, we will attempt to pull apart these thorny issues to better understand one of the most horrific developments of the 20<sup>th</sup> century and its implications for our 21<sup>st</sup> century world.

**FALL 2017**

**MC 390 – ADVANCED TOPICS IN PUBLIC AFFAIRS  
Nuclear Energy and Policy**

**Professor Sharlissa Moore – Section 004**

**Counts for IR (IPE & global governance) and STEPP minor**

**DESCRIPTION OF COURSE:**

This class will discuss the international relations, governance, and historical dimensions of nuclear power, alongside its scientific and technical aspects. It is clear that the challenges facing nuclear power are not only technological but relate also to governance, politics, public opinion, and trust in the science and engineering communities. Therefore, this class is open to both James Madison College students and natural science and engineering students to study nuclear power through interdisciplinary collaboration. The first half of this course will explore the challenges of the nuclear legacy. The second half will explore and assess new types of nuclear power plants—called Generation Four reactors—that attempt to address the problems with previous nuclear power plants.

**FALL 2017**

**MC 390 – ADVANCED TOPICS IN PUBLIC AFFAIRS  
Documentary and Global Politics**

**Professor Colleen Tremonte – Section 005**

**Prerequisite: MC 230 and MC 231, and completion of Tier I writing requirement.**

**Counts toward CCP**

**DESCRIPTION OF COURSE:**

This course examines the relationship between documentary film and global politics in the 21<sup>st</sup> century. More specifically, it interrogates how documentary film ‘tells’ stories of people’s lived experiences within the context of practice. We begin by familiarizing ourselves with traditional theories of documentary film and affect. Here we ask questions such as: What is documentary? Is the documentary an aesthetic experience? Or, is it a call to political or social action? What is the relationship between form and content? What is the relationship between the documentary and the viewer? We then turn to examining documentary filmmaking practices and new media technologies. Here we ask questions such as: How do new and emerging technologies reshape the aesthetics and politics of documentary? How do they reshape the ethics of documentary? How do new distribution platforms and systems impinge on documentary politics? We take an interdisciplinary approach to answering these questions, drawing on scholarship from a range of fields (e.g., documentary studies, anthropology, media studies, etc.).

This course also includes a practicum component. Throughout the semester, students will work with partners to create a series of :60 video ‘studies’ on select course concepts and documentary techniques. Additionally, students will work in teams to produce a documentary ‘short’ on a topic or issue related to global public health and/or poverty. These documentary shorts will be available for public distribution via a class ‘documentary collective’. This practicum will require students spend one hour of class time per week in the MSU LEADR Lab. In lab, students will develop and manage the project as well as become familiar with using a variety of ‘tools’ for documentary filmmaking (e.g., app-equipped iPads, smartphones, editing software, etc.).

**POSSIBLE TEXTS**

Victoria Carty, *Social Movements and New Technologies* (2015)  
Sheila Curran Benard, *Documentary Storytelling: Creative Nonfiction on Screen* (2016)  
Bill Nichols, *Speaking Truths with Film: Evidence, Ethics and Politics in Documentary* (2016).  
David Karpf, *Analytic Activism: Digital Listening and the New Political Strategy* (2016)  
Brandon Kohrt and Emily Middenhall, editor, *Global Mental Health: Anthropologic Perspectives*  
Michael Miller, director, *Poverty Inc.* (2016)

**EVALUATION**

Informed participation; :60 video studies; documentary short project.

**FALL 2017**

**MC 390 – ADVANCED TOPICS IN PUBLIC AFFAIRS**

**Politics of Identity, Ideology, and Gender in Muslim Central Eurasia**

**Professor Timur Kocaoglu – Section 007**

**Counts toward IR (comp., reg. & cult. studies) and Russian & Eurasian Studies minor**

**DESCRIPTION OF COURSE:**

The term Muslim Central Eurasia comprises roughly the former Tsarist Russian and Soviet territories of the various Muslim peoples (in Crimea, Volga-Ural, Caucasus, and Western Central Asia) as well as the north-western region of China (the Sinkiang-Uyghur Autonomous Region). The course will cover the fate of the various Muslim Turkic peoples in these territories who witnessed the rise of modernism, nationalism, and reform movements (*Jadidism*) as well as contest between ideology and national identity under the colonialization from the mid-nineteenth century down to the present.

This course will also focus on gender politics regarding the struggle of women activists for equal rights with men in the pre-Soviet, the Soviet (1920-1991), and the post-Soviet (1992-present) periods that have introduced new and sometimes drastic changes in the political, economic, social, and cultural lives of the Muslim Central Eurasian peoples. The students will have a chance to study and debate internal (domestic) political and gender issues such as steps toward democratization or authoritarianism in this region. Students will be given an opportunity to develop critical reading and writing skills and practice in defining a research agenda. The ultimate goal is to increase the awareness and understanding of the students to the politics and culture of this region the importance of which has been increasing in the global context.

**FALL 2017**

**MC 395-- CULTURAL DIMENSIONS OF PUBLIC AFFAIRS**  
**“Nature’s Nation”: Readings in Environmental Thought**

**Professor Rod Phillips**

**Counts toward SRP, PTCD and STEPP**

**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.



**FALL 2017**

**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 and will examine events from differing viewpoints: how the West has understood Islam, how Islamic leaders have understood their own societies and what is 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. Film, mixed media, and group work will be incorporated into the classroom sessions.

**TYPICAL READINGS:**

Tamim Ansary, Destiny Disrupted  
Shadid Hamid, Islamic Exceptionalism,  
Joby Warrick, Black Flags,  
Emma Sky, The Unraveling,  
Shirin Ebadi, Until We are Free,  
Roy Mottahede, The Mantle of the Prophet  
Elif Shafak, Honor

**EVALUATION:**

Each student will be expected to complete two written projects, and make one multi-media presentation. You will also be graded on class participation.

**FALL 2017**

**MC 450 – INTERNATIONAL ENVIRONMENTAL POLICY**

**Professor Alon Tal**

**\*\*This is a short course that will end on November 8, 2017\*\***

**DESCRIPTION OF COURSE:**

This course offers an introduction to the central environmental problems facing the planet, how the international community has attempted to address them through international law and the associated domestic policies, especially in Israel. The basic scientific aspects and uncertainties associated with key global environmental challenges will be introduced along with the political and practical challenges involved in formulating an international response. The leading international conventions and frameworks that have been adopted in response to issues will be presented including ozone depletion, biodiversity loss, climate change, whaling, desertification and managing water scarcity.

The class will consider different criteria for evaluating effective international environmental policy programs and analyze their actual implementation. This will be done through presentation of technological, social and economic aspects of domestic interventions and management strategies enacted as part of these international commitments. Obstacles involved in implementation and successful international oversight will be considered through presentation of a range of case studies from Israel. In particular, Israel's ratification and implementation of policies involving biodiversity preservation, prevention of desertification and marine protection in the Mediterranean will be discussed. The class will then consider the issue of global demography and evaluate UN and other international efforts to stabilize population size. The final two classes of the course involve student presentations from their group term project where domestic implementation of international conventions will be assessed.

**TYPICAL READINGS:**

Two textbooks will provide about half of the class readings. In addition, international conventions (treaties) will be assigned and popular articles about global environmental challenges.

**EVALUATION:**

Grades are based on brief student presentations of "current events" involving relevant international environmental issue, a group term paper evaluating implementation of an international convention, an in-class power point presentation of the group project and a final examination.

**FALL 2017**

**MC 459 – STEPP CAPSTONE SEMINAR – (STEPP minor)**

**Professor TBD**

**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.

FALL 2017

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**Global Poverty and Inequality**

**Professor Yasu Komori – Section 001**

**Restriction: Open only to seniors in International Relations. Pre-registration and enrollment through the College.**

**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. The key questions we will address in the seminar 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?

To address these questions, the seminar is organized into four parts. First, 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. 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*, 2<sup>nd</sup> Edition. New York: Routledge, 2015.
- Abhijit V. Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* New York: Public Affairs, 2012.
- François Bourguignon, *The Globalization of Inequality*. Princeton University Press, 2015.
- Göran Therborn, *The Killing Fields of Inequality*. Cambridge: Polity, 2013.
- Dambosa Moyo, *Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa*. New York: Farrar, Straus and Giroux, 2009.

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

**FALL 2017**

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**Regionalization, Globalization and Nationalism**

**Professor Galia Benitez – Section 002**

**Restriction: Open only to seniors in International Relations. Pre-registration and enrollment through the College.**

**DESCRIPTION OF COURSE:**

Globalization, regionalization, and nationalism have shaped the world in the last decades in ways never experienced before. We are witnessing the intensification of relations among different nations and institutional actors. This intensification has led to great innovations in communications and media, and significantly facilitated the internationalization of production and the mobility of capital, goods, services and peoples. We have also seen the creation of the European Union, Mercosur and NAFTA among other institutions that accentuates the importance of regional integration. In addition, we have observed the emergence of new national movements as well as non-state actors and seen lively debates regarding the supposed shirking power of the state *vis a vis* multinational corporations. This course examines the linkages of the processes of globalization and regionalization and the power of the state, and is heavily grounded on policy-making 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.

FALL 2017

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**The Dilemmas of Asymmetric Wars**

**Professor Yael Aronoff – Section 003**

**Restriction: Open only to seniors in International Relations. Pre-registration and enrollment through the college.**

**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.

**Continued...**

**MC 492 - Section 003**

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

**Professor: Yael Aronoff**

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 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.

**FALL 2017**

**MC492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**The U.S. and China In the 21<sup>st</sup> Century: Past, Present and Future**

**Professor Simei Qing – Section 004**

**Restriction: Open only to seniors in International Relations. Pre-registration and enrollment through the college.**

**DESCRIPTION OF COURSE:**

This seminar provides an in-depth examination of U.S.-China diplomacy in the 20<sup>th</sup> century and to shed new light on U.S.-China relations at the beginning of the 21<sup>st</sup> century. It questions whether a broad and persistent pattern exists in U.S.-China interactions throughout the 20<sup>th</sup> century, and whether this pattern may, subconsciously as well as consciously, persist into the early 21<sup>st</sup> 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? We will try 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.



**FALL 2017**

**MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS**  
**Cultural Politics in Latin America**

**Professor Jennifer Goett – section 001**

**Restrictions: Open only to CCP seniors or approval of college**

**DESCRIPTION OF COURSE:**

The Colombian novelist Gabriel García Márquez received the 1982 Nobel Prize for Literature during a period of popular leftist mobilization that saw unprecedented state terror toward dissident citizens in Latin America. His Nobel lecture locates this political moment in a colonial and postcolonial condition of “solitude” or alienation resulting from centuries of epistemic, structural, and physical violence. He concludes with an appeal for an opposing utopia, “where no one will be able to decide for others how they die, where love will prove true and happiness be possible, and where the races condemned to one hundred years of solitude will have, at last and forever, a second opportunity on earth.”

This course juxtaposes and examines the relationship between solitude and utopian promise in Latin American politics. By pairing film, literature, memoir, and cultural critique with interdisciplinary scholarship on the region, we examine the following questions: What kinds of utopian aspirations have fueled popular mobilization and subaltern resistance in Latin America? How have elites responded to these movements from below? Why is the United States so deeply implicated in the political fortunes of Latin American societies? What is the relationship between U.S. imperialism, military dictatorship, and neoliberalism in the region? After two decades of post-conflict peace and neoliberal democracy, why did we see the revitalization of leftist nationalist projects in the 2000s? How do we explain the current resurgence of the right? Case studies focus on Guatemala, Chile, Nicaragua, El Salvador, Bolivia, and the Dominican Republic.

Fall 2017

**MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS**  
**Ethnicity, Nationality, & Religion: Exploring Cultural Identities & Conflict**

**Professor Linda Racioppi – Section 002**

**Restrictions: Open only to CCP seniors or approval of college**

**DESCRIPTION OF COURSE:**

In this interdisciplinary seminar, we will study different manifestations of ethnic, national, and religious identities and gain exposure to some leading approaches to cultural conflict, particularly ethnic, ethno-national, and religious conflict. We investigate questions such as: How are ethnic, religious and national identities constructed and reconstructed? How do such constructions reveal and frame power relations and politics, intra- and inter-national relations? When and why do such cultural differences result in conflict and contestation? Are inter-ethnic or inter-religious amity and cooperation achievable in a world of power disparities?

We begin by exploring some of the rich literature on ethnic groups/ethnicity, nations/nationality, cultures, religions and ethnic conflict. We then turn to our case studies. In the past, these cases have included the Jyllands-Posten (Danish) cartoons controversy; the war in Bosnia; and communal riots in India, among others. The final part of the course focuses on student research projects. This segment of the course allows you to introduce new case studies, engage in deeper investigation of common case studies, and probe theoretical perspectives in new ways while examining ‘real-world’ articulations of ethnicity, religiosity, and nationality.

**TYPICAL TEXTS:**

Jytte Klausen, *The Cartoons that Shook the World*. Yale University Press, 2009.

Michael Sells, *The Bridge Betrayed: Religion and Genocide in Bosnia*. U of Calif. Press, 1996.

Ornit Shani, *Communalism, Caste and Hindu Nationalism: The Violence in Gujarat*. Cambridge University Press, 2007.

**EVALUATION:**

Participation; journal or dialogue discussion; research proposal, paper and presentation.

**FALL 2017**

**MC 497 - SENIOR SEMINAR IN PTCD**  
**What Kind of Despotism Democratic Nations Have to Fear**

**Professor Folke Lindahl – Section 001**

**Restrictions: Open only to PTCD seniors or approval of college**

**DESCRIPTION OF COURSE:**

This seminar will take as its starting point the above title borrowed from Tocqueville's *Democracy in America*. The course will be grounded in Tocqueville's concerns, but quickly move to more contemporary questions with an emphasis on the current crises in Western democracies on both sides of the Atlantic. We will analyze and critically discuss problems such as: the rise of populism and demagoguery; the threat of growing authoritarianism; the European migrant crisis; the decline of civility in politics; and the loss of faith in liberal democracy as a regime type.

**FALL 2017**

**MC 497 - SENIOR SEMINAR IN PTCB  
Art and Politics**

**Professor Louis Hunt – Section 002**

**Restrictions: Open only to PTCB seniors or approval of college**

**DESCRIPTION OF COURSE:**

This seminar will examine various dimensions of the relation between art and politics using a variety of different artistic genres, including literature, music, painting, sculpture and architecture. We will look at the influence of politics on art and the role of art in shaping political regimes. We will look at material rarely used in PTCB, like Hegel's *Aesthetics* and reexamine classic PTCB authors like Rousseau, Kant, Marx, Nietzsche, and Heidegger in the light of their views on art and politics. The senior thesis will require the student to develop an independent case study on a specific work (or works) of art with reference to a specific political context. This seminar will combine traditional class presentations and discussion with careful evaluation of a range of different works of art.

**FALL 2017**

**MC 497 – SENIOR SEMINAR IN PTC D**

**Theorizing from the ‘Underside of Modernity’: History, Haunting,  
and Decolonization in Contemporary Thought**

**Professor Tacuma Peters – Section 003**

**Restrictions: Open only to PTC D 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 the Holocaust. Questions concerning the "afterlives" of colonialism, slavery, and the German Lager 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, and political philosophy of European fascism. The class is intended to help us think through history but from perspectives that challenge dominant narratives of linear and rational progress.

**FALL 2017**

**MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY  
Sex and Law**

**Professor Constance Hunt – Section 001**

**Restrictions: Open only to SRP seniors or approval of college**

**DESCRIPTION OF COURSE:**

The purpose of this seminar is to examine the intersection and conflict between sex and law in a liberal democracy - in particular in our liberal democracy. In order to examine this problem we will look closely at a range of materials. First, we will refer to a number of writings of liberal theorists to provide a theoretical framework for our review of subsequent court decisions.

Second, we reflect on some feminist critics of liberalism in order to broaden our context. Finally and perhaps the most obvious, we will read from the evolving body of court decisions, primarily US Supreme Court but also some state, circuit and district court decisions that are weighing in on this subject matter.

One of the most interesting aspects of this area of law is that it cuts across so many other areas of law. In our study of the problem of sex and law, we will find ourselves confronting issues of federalism, freedom of expression, due process, equal protection and the commerce clause. Hence we enter into a varied and complex area of the law. Among the questions we will examine are:

Should sexual matters be regulated? If so, which branch and level of government is the proper authority to regulate sexual matters? To what extent should sexual matters be regulated?

Is there a right to privacy? If so, to whom does it extend and is it absolute?

What is a family? What is marriage? Who should or can marry?

Is pornography a form of expression? If so, should it be protected under the First Amendment and to what extent?

As the capstone experience in your studies at MSU, the seminar will draw on and hone all of the skills you have been developing during the past few years - writing, research, listening and speaking skills. Each student will run a seminar session, and all students will be responsible for critiquing each other's work.

**FALL 2017**

**MC 498 – SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY**  
**Immigration Policy**

**Professor Anna Pegler-Gordon – Section 002**

**Restrictions: Open only to SRP seniors or approval of college**

**DESCRIPTION OF COURSE**

Immigration policy is central to the United States as a nation. It shapes who we are and how we think of ourselves. This senior seminar will link past and present immigration policies, including issues that emerge during fall 2017. We will spend approximately half our time focusing on historical issues and half on contemporary debates.

We will study how federal immigration policies have developed since 1875 through interlocking discourses concerning race, gender, sexuality, health, disability, class, subversion and citizenship. We will explore the emergence of refugee policy as part of immigration policy since the 1940s. We will also consider contemporary debates about U.S. immigration, including questions of race, religion, national identity, national security, economics, the environment, illegal immigration, detention and border enforcement. Our readings will include primary materials such as laws, court rulings, popular articles, and visual media, as well as secondary works by historians, sociologists, political scientists, economists, anthropologists and legal scholars.

As we are learning the content of historical and contemporary immigration policies, we will be engaging in debates about these policies. This class will be structured throughout as a discussion concerning core issues in immigration.

**TYPICAL TEXTS**

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

Gutiérrez, David. *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. Berkeley: University of California Press, 1995.

Ngai, Mae. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press, 2004.

Paik, A. Naomi. *Rightlessness: Testimony and Redress in US Prison Camps Since World War II*. Chapel Hill: University of North Carolina Press, 2016.

**EVALUATION**

Short papers, class participation, presentation, research project.

**FALL 2017**

**MC 498 – SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY  
Comparative Black Social Movements**

**Professor Rashida Harrison – section 003**

**Restrictions: Open only to SRP seniors or approval of college**

**DESCRIPTION OF COURSE:**

The contemporary moment of political unrest in the United States and abroad is resurging public conversations about the role of protest and social movements in social change. Such conversations illustrate that socio-political change does not occur in a particular moment but rather over time and across geographical and social spaces. Additionally, the various changes that occur are often interconnected and the results of multiple movements and political platforms.

This course interrogates several important politically black social movements throughout the second half of the twentieth century. The course begins emphasizing the importance of the 1950s. It marked the burgeoning era of the U.S. Civil Rights Movement, multiple independence movements in Africa, beginning with Ghana's independence in 1956, and more largely more concerted global efforts to resist imperial rule. The course emphasizes that the larger global politic of black oppression fosters a transnational black resistance. Questions engaged in this course include, how do identity based social movements form? How does a conception of blackness both reify and move beyond race? What does it mean to have diversity in blackness? How is blackness intersectional? And, when does social movement become political change? There are a variety of case studies to engage and may include the U.S. Black Power Movement, the Kenyan case for independence, the Black British and U.S. Feminist Movements, and the South African Apartheid movement to name a few.