

**FALL 2018**

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

**Professor Kirstin Brathwaite - Section 001**

**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:**

Essential Readings in World Politics, sixth edition, edited by Karen A. Mingst and Jack L. Snyder

**EVALUATION:**

Exams, essays, in-class simulation, active participation.

**Fall 2018**

**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 2018**

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

**Professor Matthew Zierler - section 003**

**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*. 5<sup>th</sup> edition. W.W. Norton.

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

Derek S. Reveron and Kathleen A. 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 participation.

**FALL 2018**

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

**Professor Robert Brathwaite - section 004**

**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 2018**

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

**Professor Steve Rohs - section 001**

**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.

**Fall 2018**

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

**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 affairs. This course aims to decenter 'power' and review its working in three spheres: society, civil society and state by using integrative paths of inquiry that fuse the social sciences and humanities. It introduces students to engage with the complex relation between individual and groups, thus culture is a core concept. The course investigates the concept, its various analytical meanings and its political uses; it also examines 'politics' and how it/they may relate to 'culture'. To make sense of a diversity, we explore different post-colonial nations to recognize the two-way relation between cultural identities and politics. We equip students to interrogate the relationship between levels of analysis, local and national where the individual stands as a fractured self. For most, politics has been about institutions, strictly limited to formal, impersonal and universal. But accounts of politics, historical and current show politics to be enmeshed in informal, personal and particular concerns. The course pertinently addresses the latter set of issues to comprehend politics, in a way that 'representation' is interpreted as both political and visual.

**TYPICAL READINGS:**

Basu, Amrita. 2015. *Violent conjunctures in Democratic India*. Cambridge University Press.  
Mamdani, Mahmood. 2002. *When Victims Become Killers: Colonialism, Nativism and Genocide in Rwanda*. Princeton University Press.  
Santino, Jack. 2001. *Signs of War and Peace: Social Conflict and the Use of Public Symbols in Northern Ireland*. Palgrave. (The chapters will be uploaded)

**EVALUATION:**

Response paper, oral presentation, synthesis paper,

**FALL 2018**

**MC 270 – CLASSICAL REPUBLICANISM**

<b>Professor Ben Lorch -</b>	<b>section 001</b>
<b>Professor Waseem El-Rayes -</b>	<b>section 002</b>
<b>Professor Eric Petrie -</b>	<b>section 003</b>

**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 2018**

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

**Professor Constance Hunt - section 001**

**Professor Rashida Harrison – section 003**

**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 2018**

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

**Professor Gene Burns - section 002**

**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 <https://jmc.msu.edu/syllabus/>.

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? And when we talk about race, class, or gender, what exactly do we mean?

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 2018**

**MC 290 - 001 QUALITATIVE RESEARCH METHODS**

**Professor Amanda Flaim**

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

**DESCRIPTION OF COURSE:**

This course comprises a rigorous introduction to qualitative methods of inquiry through two overlapping trajectories of engagement. First, and foremost, you will learn *how* to collect, manage, analyze, and represent qualitative data in pursuit of both understanding and addressing policy-relevant concerns. Through reading course materials, conducting a series of hands-on research exercises, and advancing your own thesis proposals in this course, you will develop and diversify your skills (and confidence!) in ethical, rigorous knowledge-production.

**Fall 2018**

**MC 290 – 002 RACE AND JUSTICE**

**Professor Curtis Stokes**

**Counts as general “MC” credit**

**DESCRIPTION OF COURSE:**

This course introduces students to varied and complicated understandings of race and justice, historically and globally, and especially focusing on the United States.

**TYPICAL READINGS:**

W.E.B. Du Bois, *Black Reconstruction in America* (The Free Press, 1992/1935)

Barack Obama, *The Audacity of Hope: Thoughts on Reclaiming the American Dream* (Three Rivers Press, 2006)

Audrey Smedley, *Race in North America: Origin and Evolution of a Worldview* (Westview Press, 1993)

Robert C. Tucker [Editor], *The Marx-Engels Reader* (W.W. Norton & Company, 1978), Second Edition

Emmanuel Chukwudi Eze [Editor], *Race and the Enlightenment: A Reader* (Blackwell Publishers, 1997)

Charles W. Mills, *The Racial Contract* (Cornell University Press, 1997)

**EVALUATION:**

Several papers and class participation

**FALL 2018**

**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 2018**

**MC 300 – COLLABORATIVE STUDY**

**“LGBTQ Law and Policy in Post-Obergefell America”**

**Section 301 - Professor Nathan Triplett (JMC alumnus-2006)**

**This is a one-credit short course, meeting on Monday evenings beginning September 17<sup>th</sup> through October 29<sup>th</sup>.**

**1 Credit**

**Does not count toward any JMC major or minor**

**DESCRIPTION OF COURSE:**

On June 26, 2015, the U.S. Supreme Court issued its landmark opinion in *Obergefell v. Hodges*, establishing marriage equality as the law of the land across the United States. Many observers heralded the Court’s ruling as the culmination of the contemporary LGBTQ civil rights. In doing so, they eclipsed a number of pressing policy and legal questions related to the civil rights of LGBTQ people, which remain hotly contested in legislatures, courts, and administrative agencies at every level of government today.

This one credit course will survey many of those outstanding questions. In particular, we will focus on existing and emergent constitutional jurisprudence (First Amendment, equal protection, due process), as well as relevant state and federal statutes (Michigan’s Elliott-Larsen Civil Rights Act, Title VII, Title IX) and the judicial interpretation thereof. The increasing importance of the administrative state to questions of LGBTQ equality will also be examined. Specific topics covered will include, but are not limited to, employment, housing, and public accommodation nondiscrimination, the rights of transgender individuals to access sex-segregated facilities, and asserted conflicts between religious liberty and nondiscrimination principles.

**FALL 2018**

**MC 300 – COLLABORATIVE STUDY**  
**“Conservation in the Global South”**

**Section 302 - Professor Daniel Kramer**

**This is a one-credit short course, meeting MWF 12:20-1:40 in Case Hall beginning September 17<sup>th</sup> through October 3<sup>rd</sup>.**

**1 Credit**

**Does not count toward any JMC major or minor**

**DESCRIPTION OF COURSE:**

Globalization has shortened virtual and cultural distances around the world. This, in turn, has increased the influence of external financial and intellectual resources on the management of wildlife and natural resources globally but especially in Africa. This course will explore challenges of externally-driven conservation in the Global south and its often controversial relationship with local communities, their lands, communities, and human rights. This includes the influence of western NGOs, nature tourism, hunting conservancies, and foreign-led energy development on wildlife, ecosystems, and society.

**FALL 2018**

**MC 318 – CHINESE FOREIGN POLICY**

**Professor Simei Qing**

**DESCRIPTION OF COURSE:**

This course is designed as an introduction to the theory, process and patterns of Chinese foreign policy. It will be divided into two parts:

Part I will provide a concise survey with respect to the sources of Chinese foreign policy. Namely, what are the primary underlying forces in shaping Chinese foreign policy? Is it communist ideology? Is it Chinese culture? Is it nationalism? Is it international security environment? Is it world economic system and China's position in the system? Is it domestic economic interest? Or is it domestic politics? What is the role of individual policymakers in Chinese foreign policymaking? What is the role of the military in Chinese foreign policymaking? Does Chinese public opinion matter in Chinese foreign policymaking process?

Part II will provide case studies to look more deeply into the underlying assumptions and bureaucratic processes of People's Republic of China (PRC)'s foreign policymaking. It will focus on Chinese foreign policies toward Asia, Russia, Africa, Middle East, Latin America, and EU (Chinese foreign policy toward the United States and U.S.-China interactions will be too big a topic to be discussed in this course, and will be discussed in-depth in the senior seminar). It will also focus on Chinese military defense policy and Chinese policy toward global warming/climate change.

**FALL 2018**

**MC 320 - POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD**

**Professor Amanda Flaim**

**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 2018**

**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 2018**

**MC 324C - REGIONAL POLITICS, COOPERATION, AND CONFLICT IN  
LATIN AMERICA & THE CARRIBBEAN**

**Professor Galia Benitez**

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

**DESCRIPTION OF COURSE:**

*Latin America is “nobody’s backyard”  
The Economist (Sept. 11, 2010)*

This course provides an introduction to the politics, economics and culture of Latin America, an exciting and diverse region of the world. In the last two decades, Latin America has accomplished stable fiscal and monetary policies, steady economic growth, and possesses companies involved in outward foreign direct investment (FDI), both within their region and in developed countries. However, despite these successes the region must face persistent challenges to compete effectively in the world economy, such as low education, widespread poverty and income inequality, low technology diffusion, poor R&D investment, and debilitating gang violence among others. Through lectures, films, paintings, discussions, readings and writing assignments, this class investigates the sources of Latin America governments’ successful policies as well as the major challenges ahead.

**FALL 2018**

**MC 326 - U.S. FOREIGN POLICY**

**Professor Kirstin 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.

**EVALUATION:**

Midterm and final exams, active class participation, in-class simulation and research paper.

**TYPICAL READINGS:**

*Analogies at War* by Y.F. Khong

*American Foreign Policy: Theoretical Essays* edited by G. John Ikenberry and Peter L. Trubowitz

**FALL 2018**

**MC 328 - RUSSIAN FOREIGN POLICY**

**Professor Martha Olcott**

**DESCRIPTION OF COURSE:**

This course will focus on Russia's foreign policy since 2000, the year Vladimir Putin became president of Russia. It looks at the policies that Putin inherited, those of the very last years of the USSR's existence, and the events of the first decade of the Russian Federation's modern existence. We will look at the interplay between Putin's domestic politics and Russia's foreign policies, focusing particularly on Russia's relations with the former Soviet republics, with China, with the Middle East and South Asia, as well as Russia's clandestine and foreign policies to the US and Europe. In each case, we will look at Russia's own explanations of its foreign policies, and how the countries of these policies view Russia's efforts. The course will make heavy use of media (including film and fiction), and recent analytic pieces written by authors from each of the countries involved.

**FALL 2018**

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

**Professor Alon Tal**

**\*\*This is a short course and will end in late October or early November\*\***

**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 2018**

**MC 337 – GLOBAL PUBLIC HEALTH**

**Professor Linda Sayed**

**DESCRIPTION OF COURSE**

Comprehensive, interdisciplinary and policy-oriented approach to global public health.  
Examination of infectious disease, as well as case studies.

**FALL 2018**

**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 2018**

**MC 364 – POLICY EVALUATION**

**Professor Brendan Mullan**

**Prerequisites: EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently and SOC 281 or concurrently or PLS 201 or concurrently and completion of Tier I writing requirement.**

**Not open to students with credit in PLS 313.**

**DESCRIPTION OF COURSE:**

Economic concepts and analytic techniques for the design and evaluation of public policies. Political environment of policy formation and implantation. Basic data analysis. Application of concepts and techniques to selected government policies.



**FALL 2018**

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

**Professor Allison Berg – Section 001**

**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.

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

**EVALUATION:**

Short essays, midterm exam, final paper, participation.

**Fall 2018**

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

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

**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 2018**

**MC 373C - CONSTITUTIONALISM: CONGRESS**

**Professor Ben Kleinerman**

**DESCRIPTION OF COURSE:**

This course will examine Congress in American constitutional democracy. It will cover the origins and development of the legislative branch, constitutional issues, and legislative practice in Congress.

**Fall 2018**

**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 2018**

**MC 380 - SOCIAL POLICY**

**Professor Gene Burns - 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:**

*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 (STEPP) minor. SRP majors ideally take the course in their junior year, preceding senior seminar. But if you need to wait until senior year, you’ll be fine.*

What do we mean 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 especially to public policy aiming to improve citizens’ socioeconomic conditions and prevent or mitigate personal economic crises. But because different analysts, to varying degrees, 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, and welfare--it necessarily raises questions about family structure, race in America, gender, and party politics.

The course will have an Honors option. The syllabus for a previous iteration of this course is at <https://jmc.msu.edu/syllabus/28.pdf>.

**TYPICAL READINGS:**

1. Cybelle Fox, *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the Progressive Era to the New Deal*
2. Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America (3<sup>rd</sup> edition, 2011)*
3. Timothy J. Nelson, *Doing the Best I Can: Fatherhood in the Inner City*

**EVALUATION:**

Papers, exams, class participation.

**FALL 2018**

**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 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 individuals and families. It often involves 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 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 (and how they are defined) as well as 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)

Michael Desmond, *Evicted: Poverty and Profit in the American City*

Kathryn Edin and H. Luke Shaefer, *\$2.00 a Day: Living on Almost Nothing in America*

John Iceland, *Poverty in America: A Handbook*

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

**EVALUATION:**

2-3 short response papers, a ten-page policy paper, synthesis essay, consistent and engaged participation.

**Fall 2018**

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

**Professor Funmbi Elemo**

**Prerequisites: MC 220 or MC 281 or MC 230 and completion of Tier I writing requirement.**

**DESCRIPTION OF COURSE:**

MC 385 focuses on advanced theories, cross national comparisons, and case studies of race and ethnic relations. There will be focus on intergroup competition, conflict, dominance, accommodation, assimilation, and creolization. Further studies will concentrate on prejudice, stereotypes, racism, ideologies, and political and economic processes.

**FALL 2018**

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

**“Political and Social Development in Contemporary Africa”**

**Professor Funmbi Elemo – Section 001**

**DESCRIPTION OF COURSE:**

According to the Congolese scholar, Valentine Mudimbe, what we understand today, as “Africa” is in fact an, “invention” of the modern European enlightenment project. Thus, Mudimbe’s metaphor places the African continent at the center of global politics in intricate and provocative ways.

This course explores contemporary issues of political, economic, and socio-cultural development and agency across the African continent. Topics include: state formation and state strength/weakness; democratization and democratic citizenship; neoliberalism and the post-colonial “age of economic development”; political culture and corruption; ethnic conflict, African nationalism, and xenophobia.

Methodologically, this course also profiles Africanist theories and country case studies drawn from an interdisciplinary study of African politics, economics, and society. We will rely on a range of sources, including academic journal articles, book chapters, news media, novels, and films.



**Fall 2018**

**MC 390 – ADVANCED TOPICS IN PUBLIC AFFAIRS  
“Free Speech and Voting Rights**

**Professor Constance Hunt – Section 002**

**Counts toward SRP.**

**DESCRIPTION OF COURSE:**

Among the most contested areas in contemporary U.S. public life are the areas of free speech and voting rights. Through a study of court cases, current policy and key historical moments, we will examine these contentious issues. The class will be organized as a research workshop. Students will be required to identify a research topic which they will develop over the semester and present to the class.

**FALL 2018**

**MC 391 – SELECTED TOPICS IN PUBLIC AFFAIRS  
“Perspectives in U.S. Immigration Law”**

**Professor Anna Pegler-Gordon – Section 001**

**DESCRIPTION OF COURSE:**

Immigration law is central to the United States as a nation. It shapes who we are and how we think of ourselves. This interdisciplinary special topics course will explore US immigration policies jointly with students from the MSU College of Law. It will be co-taught by Professor Anna Pegler-Gordon (JMC) and Professor David Thronson (Law).

In this course, we will analyze laws and policies that govern the admission, exclusion, deportation, and naturalization of noncitizens in the U.S. from a variety of perspectives. Our readings will include secondary works by historians, legal and human rights scholars, sociologists, political scientists, and economists as well as immigration statutes, regulations, and case law including excerpts from the Immigration and Nationality Act, Code of Federal Regulations, Department of Homeland Security (and legacy Immigration and Naturalization Service) policy and practice guidance and memoranda, and administrative and judicial opinions.

We will explore the historical context and contemporary practice of US immigration law. As we are learning this content, we will also engage in debates about US immigration policies.

**TYPICAL TEXTS**

Kerry Abrams and Kent Piacenti, “Immigration's Family Values,” 100 Va. L. Rev. 629 (2014).

HANDBOOK ON MIGRATION AND CHILDHOOD, (Jacqueline Bhabha, Daniel Senovilla Hernandez, and Jyothi Kanics, eds., Elgar Publishing) (forthcoming 2018).

PROTECTING THE MIGRANT CHILD: CENTRAL ISSUES IN THE SEARCH FOR BEST PRACTICE (Mary Crock and Lenni Benson, eds., Elgar Publishing) (forthcoming 2018).

THE NEW DEPORTATIONS DELIRIUM: INTERDISCIPLINARY RESPONSES (Daniel Kanstroom and M. Brinton Lykes, eds., NYU Press 2015)

STEPHEN H. LEGOMSKY & DAVID B. THRONSON, IMMIGRATION AND REFUGEE LAW AND POLICY (Foundation Press, 7th Ed. 2018).

HIROSHI MOTOMURA, *IMMIGRATION OUTSIDE THE LAW* (Oxford University Press, 2014).

LUCY E. SALYER, *LAW HARSH AS TIGERS: CHINESE IMMIGRANTS AND THE SHAPING OF MODERN IMMIGRATION LAW* (University of North Carolina Press, 1995).

David B. Thronson, *Custody and Contradictions: Exploring Immigration Law as Federal Family in the Context of Child Custody*, 59 HASTINGS L.J. 453 (2008).

**FALL 2018**

**MC 430 – APPLIED INTERNATIONAL DEVELOPMENT**

**Professors Linda Racioppi and Hashini Galhena**

**DESCRIPTION OF COURSE:**

Despite global improvements at the aggregate level in income distribution, access to education and healthcare, and other measures of development, poverty and inequality remain critical problems for too many of the world's population. Consequently, the world's poorest and most disadvantaged populations continue to suffer from food insecurity, water and energy scarcity, inadequate educational opportunities and healthcare, etc. The field of international development purports to work towards mitigating the effects of these problems while nurturing economic growth and human development. However, its results have not been adequate. This course provides an intense, interdisciplinary, and 'grassroots-focused' introduction to the field in an effort to prepare students who are conversant with general conceptual approaches to the field of international development, familiar with key practices, and prepared with skills and information needed to engage with donors, practitioners, and activists.

This course will expose you to some of the key challenges that international development specialists confront, such as devising strategies to insure food security and integrated rural development, providing access to clean water, education, and healthcare, and facilitating gender equity, among others. We will examine the role of public and private sectors as well as international and local non-governmental organizations in development, learn about major development donors and specific development projects around the globe, and analyze and critique development projects and programs. The applied and pragmatic focus of the course will expose you to skills commonly used by development specialists such as transect walks and logframe analyses, helping you prepare for work in this field. An honors option will be available. Those who complete this course will have the preparation necessary and will be given preference for participation in an optional field-based overseas development experience that will take place in South Asia in the summer term.

**TYPICAL TEXTS:**

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

Arturo Escobar, *Encountering Development*

FAO, *The State of Food and Agriculture*

Mehra and Hill Rojas, *Women, Food Security and Agriculture*

Mosse, *Cultivating Development*

Narayan, Pritchett and Kapoor, *Moving Out of Poverty: Success from the Bottom Up*

Sachs, *The End of Poverty: Economic Possibilities for Our Time*.

USAID, *Family Farming Program Reports*

World Bank, *Report on Engendering Development*

**FALL 2018**

**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 faith, moral code and a way of life. They see it as the final monotheistic revelation, building on some of the teachings of Judaism and Christianity, but going beyond them in a new distinct faith with a global mission. This notwithstanding, Islam and its leaders have not always spoken with a single voice, leading to schisms and contestations for power within the faith, and between those purporting to represent Islam and representatives of other religions, cultures and civilizations.

This semester we will pay particular attention to how these relationships have been challenged and transformed since 2001, and how the changing international environment has made an impact on internal and regional trends in a number of Middle East and South Asian countries, including Egypt, Syria, Iraq, and Iran. It will examine these developments history from differing viewpoints: how the U.S. and the West have understood these developments, and how pro-government and anti-government forces have described their own societies and the clash of ideas and values going on in and around the region. The course will rely heavily on recent analytic works written by those from or long resident in these countries, as well as works of fiction, documentaries and films.

**FALL 2018**

**MC 446 – INTERNATIONAL ENERGY POLICY**

**Professor Sharlissa Moore**

**DESCRIPTION OF COURSE:**

On the surface, it seems that developing safe, secure, and clean energy technologies and fuels to power our economy and daily lives should be nonpartisan or even apolitical. However, in reality, energy is politicized, values-based, and geopolitical, intersecting with contested debates about the role for state versus market, the use of scarce resources as a weapon, and the complex science and politics underpinning the global climate change debate. Energy infrastructure also intersects with social inequity. Marginalized communities often shoulder a disproportionate burden of the drawbacks of the production and use of fossil fuels. Great disparities in access exist, as over a billion people worldwide live without access to electricity. In short, energy is not just about physical infrastructure but rather is a policy and societal challenge.

This course explores multifaceted challenges in international energy policy related to governing geopolitical resources, achieving energy security, fighting climate change, and building equitable and just energy systems. It draws upon a variety of case studies and questions related to energy and climate change. For example, is there such a thing as international energy governance? What factors influence oil prices? How can energy systems be reshaped to be more sustainable and equitable? How much technical knowledge must citizens and policymakers have to make wise choices about energy systems? This class is well suited for IR majors as well as STEPPS minors and provides important preparation for decision-making in a high-tech world.

**TYPICAL READINGS:**

Energy Poverty: How to make modern energy access universal? Int'l. Energy Agency report.

Sovacool, B. K. (2011). Defining, measuring, and exploring energy security. In B. K. Sovacool (Ed.), *The Routledge Handbook of Energy Security*. New York: Routledge.

O'Brien, K. L., & Leichenko, R. (2003). Winners and Losers in the Context of Climate Change. *Annals of the Association of American Geographers*, 93, 89–103.

Dobb, E. National Geographic. The New Oil Landscape. Online at: [ngm.nationalgeographic.com/2013/03/bakken-shale-oil/dobb-text](http://ngm.nationalgeographic.com/2013/03/bakken-shale-oil/dobb-text).

**EVALUATION:**

Short writing assignments that provide practical experience writing in different communication styles (e.g., blog, memo, tweet, op-ed). Students will apply the course themes in a final research paper on an energy policy challenge of their choice.

**FALL 2018**

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

**“Determining Carrying Capacity and Sustainable Population Policies”**

**Professor Alon Tal**

**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.

The class considers a central, but frequently neglected aspect of sustainability. During the past century, the world's population has more than quadrupled from roughly 1.8 to 7.6 billion people today. The United Nations now predicts that by the year 2100 – there will be over 3 billion more humans living on earth. Are there limits on the planet's ability to support such rapid demographic growth and modern lifestyles? The course will discuss a range of topics associated with concepts of carrying capacity, consumption and the impact of high population density on the quality of life and the environment in our increasingly urbanized world. These include issues involving food security, biodiversity, climate change, violence and migration. The challenges associated with family planning, access to contraception and increasing women's reproductive autonomy will be presented. National policies in countries like Israel, Singapore, Iran, Botswana and Japan will be evaluated, as well as the potential roles for global intervention and development programs.

**FALL 2018**

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**“Governance, Rights and Resources”**

**Professor Mark Axelrod – Section 001**

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

**DESCRIPTION OF COURSE:**

Why do people gain more equal access to clean environments in some communities than others? Why do global markets constrain or enable community access to natural resources? Why do democracies produce different environmental performance than dictatorships or colonial rulers? These questions are among those that will guide our discussions and scholarly research. We will examine how governing institutions allocate rights and responsibility for managing human relationships with the natural environment. We will consider how such resource governance frameworks affect human rights to natural resource benefits and human behavior towards their natural surroundings. We explore recent scholarship from many disciplinary approaches, comparing the institutional machinery of democracies and other governance structures.

We begin by discussing alternatives for measuring environmental outcomes, including resource health, human access to natural resources, and resource-based livelihoods. Next we consider three important influences on human behavior and state policies towards the environment: resource demand for consumption and production (economics of scarcity), science, and culture. In the second part of the course, we examine how those three pressures are channeled through different varieties of political control, from colonial domination to democracy. We conclude by analyzing the effects of particular governance institutions, including federalism and participatory governance, on environmental behavior and environmental justice.

**TYPICAL READINGS:**

- Andreas Duit (editor). 2014. *State and Environment: The Comparative Study of Environmental Governance*. Cambridge, Massachusetts: The MIT Press.
- Madhav Gadgil and Ramachandra Guha. 1992. *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
- Prakash Kashwan. 2017. *Democracy in the Woods: Environmental Conservation and Social Justice in India, Tanzania, and Mexico*. New York, NY: Oxford University Press.
- Elinor Ostrom. 1990. *Governing the commons: the evolution of institutions for collective action*. Cambridge, England: Cambridge University Press.

**ASSIGNMENTS:**

Class participation, leading two class discussions together with Professor Axelrod, peer review of final paper draft, final seminar paper.

**FALL 2018**

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

**Professor Yasu Komori – Section 002**

**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. 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 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*, 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.
- Robert J. Holton, *Global Inequalities*. London: Palgrave, 2014.
- 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.



**FALL 2018**

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**“Cyberwarfare and the Security Implications of New Technology”**

**Professor Robert Brathwaite – Section 003**

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

**DESCRIPTION OF COURSE:**

The 21<sup>st</sup> Century is increasingly being defined by technological innovation and advancement. The implications of advancements in computing power and communication technologies has moved far beyond the ability to exchange information over the internet and increasingly states and non-state actors alike find themselves confronting new security challenges and threats that emerge from technological innovation. This seminar is focused on exploring and analyzing the strategic, political, social, and legal ramifications associated with the emergence of new technologies. In particular, the course focuses on the security implications associated with cyberwarfare, artificial intelligence, robotics, cryptology, augmented reality, and 3D manufacturing processes. During this seminar these topics are examined to determine the following; What strategic impact do certain new technologies have? How does their utilization impact the manner in which our political systems operate? What are the social and normative implications when adopting new innovations? What are the legal and ethical trade-offs with the implementation of new technologies? By exploring these topics and questions we hope to gain a better understanding of the security implications of the new technologies that emerge in the 21<sup>st</sup> century.

**Fall 2018**

**MC 492 - Section 004**

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS  
“The Dilemmas of Asymmetric Wars”**

**Professor: Yael Aronoff – section 004**

**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 focus of the course is the policy choices and tradeoffs democracies face in these conflicts with non-state actors. 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. 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. This seminar explores the tensions involved in such conflicts, especially dilemmas faced by democracies who rely on traditional tactics of deterrence, yet are increasingly pressured to restrain responses lest they violate the rules of war.

We will examine the evolving norms of asymmetric warfare, particularly 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, we 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. These pressures mount even as governments increasingly realize that, in order to be *politically* (as opposed to militarily) effective in the aftermath of any such operations, the operation itself increasingly requires restraint and “proportionality” in order to be seen as legitimate by all parties involved, as well as the international community. Restraint, the calculation goes,

**(continued)**

## MC 492 – section 004 (continued)

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 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 particular kind of conflict need to be established. Soldiers on the ground have greater freedom to make operational tactical decisions that can have grave consequences. We will analyze the role of military decision-making, international law, and the media in these wars.

Current scholarly debates focus on whether rules of proportionality are sufficient to guide the conduct of militaries fighting non-state actors operating from civilian areas. Some argue that these rules of war are too inhibiting for militaries in current environments and that these militaries are so constrained 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. We will investigate whether new rules of warfare are needed for asymmetric conflict and how militaries can minimize the cost to civilians and examine the limits of these measures.

The seminar 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. Does this mean that these new types of asymmetric wars not only challenge traditional notions of military victory, but also the extent to which militaries can turn tactical victories into political ones? 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 that will include current policy dilemmas surrounding Israeli relations with Hamas and Gaza; U.S. policies on and criteria for drone attacks. Finally, near the end of the semester, you will have an opportunity to present your paper drafts and receive constructive comments from classmates.

## **MC 492 – section 004 (continued)**

This course has three main objectives:

- 1) To hone your research, analytical, and writing skills by conducting a substantial research project of your own.
- 2) To explore in a comparative way, how democracies face the dilemmas of fighting asymmetric wars, assess the criteria by which military and political effectiveness is measured, assess international law regarding means of war in these types of wars, and assess the increasing role of the media in shaping the war of narratives shaping interpretations of these wars.
- 3) To improve your critical thinking, reading, and speaking abilities. Particular attention will be given to developing argumentation skills, both orally and in writing, through written assignments, oral presentations, and in class discussions and simulations.

### **TYPICAL READINGS: (tentative, subject to change)**

- 1) Daniel Byman, *A High Price: The Triumphs and Failures of Israeli Counterterrorism*.
- 2) Bob Woodward, *Obama's Wars*.
- 3) Andreas Wenger and Alex Wilner Eds, *Deterring Terrorism: Theory and Practice*.
- 4) Amichay Ayalon and Brian Michael Jenkins, *War by What Means, According to Whose Rules? The Challenge for Democracies Facing Asymmetric Conflicts*.
- 5) Anat Kurz and Shlomo Brom, Eds. *The Lessons of Operation Protective Edge*.
- 6) Micah Zenko, *Reforming U.S. Drone Strike Policies*.

### **EVALUATION:**

Research paper (proposal, first draft, final draft); research presentation in class; class discussion participation and simulations, alternating critiquing the readings and fostering discussion.

**FALL 2018**

**MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS  
“The Cultural Politics of Displacement”**

**Professor Colleen Tremonte – section 001**

**DESCRIPTION OF COURSE:**

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

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

**TYPICAL READINGS**

Michael Agiers, *On the Margins of the World: The Refugee Experience Today* (2005).  
Caroline Moorehead, *Human Cargo: A Journey Among Refugees* (2006).  
Agnes Kramer-Hamstra, et al, eds., *Countering Displacements: The Creativity and Resilience of Indigenous and Refugee-ed Peoples* (2012).  
Eva-Lotta E. Hedman, *Conflict, Violence, and Displacement in Indonesia* (2008).  
Maureen Stanley and Gesa Zinn, eds., *Exile through a Gendered Lens: Women's Displacement in Recent European History, Literature, and Cinema* (2012).  
The Office of the United Nations High Commissioner for Refugees, *The State of the World's Refugees: Human Displacement in the New Millennium* (2006).  
Emma Cox, *Performing Noncitizenship: Asylum Seekers in Australian Theatre, Film & Activism*.

**TYPICAL ASSIGNMENTS**

Electronic dialoguing; book review; visual politics sighting; research project and oral presentation.

**Fall 2018**

**MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS**  
**“Class Matters: Interlocking Identities and Nation Building”**

**Professor Sejuti Das Gupta – Section 002**

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

**DESCRIPTION OF COURSE:**

CCP has the nation state as a central area of interest right from sophomore sequence. This seminar builds on this interest, interrogating whether by imagining a homogeneous nation, the marginalization of classes effected by the State is deliberately obscured. Is ‘nation’ an opium that the masses drink to overlook the atrocities a State inflicts upon its very citizens? This course looks at historical processes through which resources are allocated, private property is created, and some interests are promoted at the cost of others. In doing so, intersectionality between class and other identities of race, caste and religion shall be investigated. The course will look at class as a theory and then examine the concept as it unfolds in four different contexts: USA, India, Haiti and Botswana. An understanding of class will be arrived at by engagement with multiple scholars (e.g., Weber, Marx, Marshall, Poulantzas, Jessop, Gramsci and Bernstein). The key concepts to be explored are private property, means of production, relations of production, alienation, hegemony, immiserisation of proletariat and accumulation by dispossession. How class intersects with other identities, such as race, gender and ethnicity, will also be assessed as we engage with the case studies. The course will also take a disaggregated look at class between rural and urban sectors and how these groups have been treated in nation building. Throughout the semester, we will seek answers to ‘whom does a nation belong to’?

Assignments: a theoretical paper, an oral presentation and a research paper.

Sample Text: Pauline Peters, 1994. *Dividing Up the Commons: Politics, Policy, and Culture in Botswana*. University Press of Virginia. Pranab Bardhan, 1987. *Political economy of development in India*, Oxford University Press.

**FALL 2018**

**MC 497 - SENIOR SEMINAR IN PTCB  
“Political Statesmanship”**

**Professor Ben Kleinerman – Section 001**

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

**DESCRIPTION OF COURSE:**

In this course, we will study both the theoretical question as to the nature of statesmanship and the more empirical/practical question as to who the great statesmen have been, both in the United States and elsewhere. We will investigate the following kinds of questions: Why does politics sometimes require the guidance of one individual? Why is this true even or especially of democratic politics? What is it that distinguishes the statesman from the mere politician? Is great statesmanship still possible in the modern world?

**FALL 2018**

**MC 497 - SENIOR SEMINAR IN PTC D  
Art and Politics**

**Professor Louis Hunt – Section 002**

**Restrictions: Open only to PTC D 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 PTC D, like Hegel's *Aesthetics* and reexamine classic PTC D 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 2018**

**MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY**  
**“Civic Engagement and Community Development in Lansing”**

**Professor Louise Jezierski – Section 001**

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

**DESCRIPTION OF COURSE:**

We will examine the history and application of community development strategies. Lansing will serve as our empirical community laboratory. This course hopes to chart some of the forces which are challenging and shaping community opportunities and the possible responses to expanding them. What tools are available for empowering local citizens in their communities? Participants will demonstrate their facility with these analytical tools in a presentation of original research on a topic of their choice. We look at local political economies, including community organizing, non-profit organization, local governance, constituency development and local democracy. We explore the concepts of social capital and civic culture. How do we explain why neighborhoods within cities vary in social and economic stability and in economic performance? The extent to which a neighborhood exercises self-governance (i.e. the capacity to develop rules, norms and other institutions of governance) helps to explain its stability and economic performance relative to other neighborhoods. Neighborhoods with more advanced neighborhood-level political institutions and with greater degrees of social capital provide property owners with greater confidence in the neighborhood's long term economic health than in neighborhoods with more poorly-developed self-governance. We hope to evaluate this explanation with data analysis from an on-going research project on Lansing neighborhoods and city governance institutions. Students will use primary data from Lansing neighborhoods. We will start with **a tour of Lansing** with Andi Crawford, Neighborhood Resource Coordinator for the City of Lansing. A second opportunity is for interested students to be engaged in a project on neighborhood economic development in Civic Park, Flint. An explanation can be found on D21.

As a senior seminar, this course will depend on a cooperative and interactive learning environment where all participants are responsible for attendance, readings, and presentations. Required texts include: *The Community Development Reader* edited by James DeFilippis and Susan Saegert; *The Story of Reo Joe: Work, Kin and Community in Autotown, USA* (2004) by Lisa Fine; *Qualitative Research Methods for Community Development* (2015) by Silverman and Patterson; *Our kids: The American dream in crisis* (2015) by Robert Putnam.

You will develop expertise in content by producing seven 2-3 page position papers that summarize the issues discussed that week for group discussion. Often, films or field trips are included and will be included in your analysis. The main product will be an original research paper (20-25 pgs.) and powerpoint –based oral presentation of your research. These projects may be organized through research teams. A project that provides policy analysis for delivery to community groups is the goal of these projects. A level of research based and community based writing is expected.

**FALL 2018**

**MC 498 – SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY  
“The Holocaust in American Memory”**

**Professor Amy Simon – Section 002**

**Restrictions: Open only to SRP 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. The class will visit the Holocaust Memorial Center in Farmington Hills and create a blog on the Holocaust in pop culture.

**TYPICAL READINGS:**

Peter Novick, *The Holocaust in American Life*. Robert Abzug, *Inside the Vicious Heart: Americans and the Liberation of Nazi Concentration Camps*. Anne Frank, *The Diary of a Young Girl, The Definitive Edition*. Edward Linenthal, *Preserving Memory: the Struggle to Create America’s Holocaust Museum*. Alvin Rosenfeld, *The End of the Holocaust*.

**EVALUATION:**

Active participation, presentations, reading responses, blog posts, research paper

**FALL 2018**

**MC 498 – SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY  
“The History and Future of Modern Feminism”**

**Professor Allison Berg – section 003**

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

**DESCRIPTION OF COURSE:**

This senior seminar will take up the following questions, among others:

What can contemporary feminists learn from the history of first-wave feminism, particularly the long fight for suffrage? How did black women intellectuals at the turn of the twentieth century transcend respectability politics to articulate radical critiques of racism, sexism, and the power structures in which they are embedded? Why does the pursuit of “reproductive justice” in Native American communities depend on expansive feminist conceptions of health, justice, and self-determination? What geopolitical power relations undergird some Western feminists’ assumption that Muslim women around the world need saving? What is rape culture? What factors enable and sustain it? What are the most urgent problems facing feminists and other world citizens in the Trump era? What forms of resistance are possible? What would a “feminist revolution” look like?

**TYPICAL READINGS:**

- Eleanor Flexner. Century of Struggle: The Woman’s Rights Movement in the United States. 3<sup>rd</sup> Edition. Cambridge: Harvard University Press, 1996.
- Brittney Cooper. Beyond Respectability: The Intellectual Thought of Race Women. Urbana: University of Illinois Press, 2017.
- Barbara Gurr. Reproductive Justice: The Politics of Health Care for Native American Women. New Brunswick: Rutgers University Press, 2014.
- Lila Abu-Lughod. Do Muslim Women Need Saving? Cambridge: Harvard University Press, 2013.
- Roxane Gay. Not That Bad: Dispatches from Rape Culture. New York: Harper, 2018.
- Samhita Mukhopadhyay and Kate Harding, eds. Nasty Women: Feminism, Resistance, and Revolution in Trump’s America. New York: Picador, 2017.

**EVALUATION:** reading commentaries, discussion leading, annotated bibliography, research proposal, oral presentation of research, research paper.