

**FALL 2019**

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

**Professor Kirstin Brathwaite – Sections 001 & 002**

**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 2019**

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

**Professor TBD - section 003**

**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 2019**

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

**Professor Matthew Zierler - section 004**

**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 2019**

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

**Professor Das Gupta - section 001**

**Professor Amanda Flaim – 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.

**FALL 2019**

**MC 270 – CLASSICAL REPUBLICANISM**

<b>Professor Tobin Craig</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 2019**

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

**Professor Gene Burns - section 001**

**DESCRIPTION OF COURSE:**

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?

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. A previous year's syllabus is available at <https://jmc.msu.edu/syllabus/> .

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 2019**

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

**Professor Rashida Harrison – section 002**

**Professor Constance Hunt - 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 2019**

**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 2019**

**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 in-depth case studies to look more closely into the underlying assumptions and bureaucratic processes of People's Republic of China (PRC)'s foreign policymaking, to test those competing interpretations concerning the sources of Chinese foreign policy, as discussed in Part I. It will focus on Chinese foreign policies toward Asia, Russia, Africa, Middle East, Latin America, and EU. It will also focus on Chinese military strategic theories and concepts, It will examine as well Chinese foreign policy toward global warming/climate change. Specific topics include China's "One Belt & One Road Initiative," Chinese foreign policy toward the Diaoyu/Senkaku islands, the South China Sea, Chinese policy toward the renewable energy, and the relationship between the Xinjiang question and Chinese foreign policy toward the Middle East, etc.

While Chinese foreign policy toward the United States and U.S.-China relations is the subject of JMC senior seminar, this course will provide a more solid and broader background for better understandings of the triangular relationship between the U.S., China and Russia in the 21st century.

**FALL 2019**

**MC 319 – ASIAN AMERICAN HISTORY**

**Professor Anna Pegler-Gordon**

**DESCRIPTION OF COURSE:**

Since the mid-nineteenth century, people of Asian descent have migrated to, worked in, and fought against discrimination by the U.S. This course explores the histories of people of Asian descent in the U.S. from 1850 to the present, linking this longstanding presence with issues of contemporary significance. We will cover a broad range of topics, reflecting the diversity and complexity within Asian American communities, both past and present. We will explore immigration and exclusion; work and labor relations; acculturation and ethnic mobility; gender, family and community formation; Japanese American internment; the Asian American Movement; Asian Americans in popular culture; international adoption and mixed racial identity. In this course we will study the shared and different experiences of immigrants and Americans with origins in China, Japan, Korea, the Philippines, India, Vietnam, Laos and Cambodia. We will also consider how these varied Asian American experiences intersect with African American, Mexican American, Native American and European American histories.

Asian American history is not only about learning historical content in the classroom, but also about changing the ways that we understand history. We will engage in two assignments that take history outside of the classroom: an oral history which will record underrepresented Asian American experiences, and a digital humanities project which will create an online map of Asian Americans in Michigan. We will study a broad range of primary sources, such as laws, government reports, court rulings, newspaper reports, memoirs, poems, photographs and cartoons. With technical and intellectual support at each stage of the process, your original archival research will be used to create a collaborative digital humanities map. If you have interest in gaining practical historical and media skills, this course will interest you.

Prior courses in U.S. history or racial identity may be useful for this course, although you need only an interest in history, culture and identity.

**TYPICAL READINGS:**

Chin, Tung Pok with Winifred C. Chin. *Paper Son: One Man's Story*.

Manbo, Bill. *Colors of Confinement: Rare Kodachrome Photographs of Japanese American Incarceration in World War II*. Edited by Eric Muller.

Maeda, Daryl. *Chains of Babylon: The Rise of Asian America*.

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

**EVALUATION:** Digital humanities project, oral history, short paper, quizzes, and participation.

**FALL 2019**

**MC 321 - COLD WAR**

**Professor Martha Olcott**

**DESCRIPTION OF COURSE**

This course will look at selected problems in the history of the Cold War from both the perspective of US and Soviet policy-makers, as well as those in the countries that were impacted into the competition between the US and USSR. While focusing on the policies pursued, the course will also examine the domestic context of policy making, how policies were conveyed to and understood by the respective populations, whether the assumptions made by policy makers in both countries are still sustainable in the face of newly available information. While students will be free to meet course requirements by pursuing projects that deal with problems or events during any period of the Cold War (which in one form or another spanned the entire history of the USSR), the assigned readings and class discussions will focus on a more limited number of key historic events. These will include the establishment of pro-Soviet regimes in Eastern Europe, the “Red Scares” in the US, anti-Soviet protests in Eastern Europe, the Vietnam War, the Soviet invasion of Afghanistan, and the collapse of Communist Party rule in Eastern Europe and the USSR. In addition to required readings the course will make extensive use of film, newsreels, and other examples of popular culture in class, which is a major reason for the one 2 hour 50 minute meeting per week.

**TYPICAL READINGS:**

Course readings will include books (in whole or in part) like the ones listed below.

Victor Sebestyen, 1989: Fall of the Soviet Empire

Anatoly Dobrynin, In Confidence

Steve Coll, Ghost Wars

Odd Arne Westad, The Cold War: A World History

Sheldon Stern, The Cuban Missile Crisis in American Memory

Max Hastings, Vietnam: An Epic American Tragedy

**Fall 2019**

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

**Professor TBD**

**DESCRIPTION OF COURSE:**

This course is designed as an introduction to the theory, pattern and process of American foreign policy. It attempts to present as wide a variety of theoretical and historical genres and perspectives as possible. It aims to provide students with different theoretical frameworks and important historical backgrounds in their analyses of current foreign policy issues, particularly American foreign policy toward non-Western, developing countries, which have different cultural and religious traditions, with widely shared resentments of colonialism, and in their volatile stages of difficult transition from pre-modern to modern, democratic societies, and agonizing quests for modernity and new national identities.

In the post-Cold War, post-9/11 world, a most important issue in the study of American foreign policy is how to assess more accurately non-Western, developing countries' foreign policy intentions and their peoples' aspirations, to formulate more productive U.S. foreign policy. To address this highly important issue, this course will study U.S. foreign policy not only from the "inside out," but also from the "outside in." To study American foreign policy from the "inside out" is to understand American visions and aspirations, American policies and strategies entirely on their own terms. To understand American foreign policy from the "outside in" is to examine if there are any significant gaps between the American interpretations of other nations' foreign policy objectives on the one hand, and those nations' actual intentions on the other.

The course objectives include the following:

To learn about major competing theories regarding how to assess other nations' foreign policy intentions and moral aspirations.

To understand the complex "concentric circles" of U.S. foreign policymaking process.

To understand the unique characteristics of U.S. foreign policymaking that are deeply ingrained in American political culture and exceptional historical as well as religious experiences.

To learn about the multi-faceted dimensions of nation-state building and turbulent transition from pre-modern to modern societies in the developing world, and compare them with America's historical, social, cultural and religious experiences.

To learn about the ongoing national debates concerning how to encounter the new challenges in the age of globalization, and to reflect on those competing American strategies toward developing countries through solid case studies.

**FALL 2019**

**MC 328 - RUSSIAN FOREIGN POLICY**

**Professor Norman Graham**

**DESCRIPTION OF COURSE:**

This course examines the political economy and policy making of Russian Foreign Policy. While the dynamics of the Cold War in US-Soviet relations since 1945 will be introduced to provide historical context, the emphasis of the course will be on the period since the collapse of the Soviet Union. The challenging dynamics of Boris Yeltsin as a “transition” President will be covered, but Vladimir Putin’s efforts to “Make Russia Great Again” will be a primary focus. External political, economic and military relations with the U.S., Europe, China and Eurasia will receive substantial attention.

**TYPICAL READINGS:**

John Lewis Gaddis, The Cold War: A New History

Michael McFaul, From Cold War to Hot Peace

Stephen F. Cohen, War with Russia? From Putin & Ukraine to Trump & Russiagate

**Fall 2019**

**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 2019**

**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**

This course constitutes an introductory survey about the history of Israel during its tumultuous seventy-one 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 2019**

**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 2019**

**MC 341 – POLITICS AND MARKETS**

**Professor TBD**

**DESCRIPTION OF COURSE:**

Comparative study of firm, market, and government relations. Variations in the institutions of the mixed economy across countries. Normative principles for evaluating state and market relations. Positive political economic theories of government behavior in market economics.

**FALL 2019**

**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 2019**

**MC 363 – GLOBAL GOVERNANCE**

**Professor Yasu Komori**

**DESCRIPTION OF COURSE:**

This course explores the changing architecture and process of global governance. Although states continue to be important actors in world politics, complex networks of collective arrangements and activities, involving both public and private actors, have played an increasingly important role in tackling various issues and problems across the globe. In this course, we focus on the role of international organizations (IOs)—intergovernmental organizations (IGOs) and non-governmental organizations (NGOs) alike—in shaping the process of global governance. Throughout the semester, we address three major questions: why do states (and other actors) frequently create IOs? Why do IOs behave in the way they do? And what impact do IOs have on the process and outcomes of global governance?

The course is divided into four sections. We begin by considering the meaning of the term “global governance” as a new concept in international relations. We then explore different theoretical approaches for analyzing the politics and process of global governance. Our goal is to understand that different theories offer different predictions about whether and how IOs matter in global governance. The second section surveys the main actors involved in the process of global governance. While the primary focus of the course is on formal intergovernmental organizations like the United Nations, we will also examine the role of NGOs in global governance. The third section examines the major issues of global governance, such as international security, human rights, economic development, environmental protection, and public health. The last section explores the future of global governance by considering UN reform attempts and the impact of rising powers on global governance. The objectives of the course are threefold: 1) to help you develop a theoretical understanding of international organizations and the global problems that they attempt to tackle; 2) to provide you with a variety of actors addressing a wide range of global issues; and 3) to help you improve your research, writing, and public speaking skills.

**TYPICAL READINGS:**

- Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles, *International Organizations: The Politics and Processes of Global Governance*, 3<sup>rd</sup> edition. Boulder, CO: Lynne Rienner, 2015 (**KMS**)
- Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell University Press, 2004 (also available online via the MSU library website).

**EVALUATION:**

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

**Fall 2019**

**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**

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

**DESCRIPTION OF COURSE:**

Policy evaluation applies evaluation principles and methods to examine the content, implementation or impact of a policy. Evaluation helps develop an understanding of the merit and utility of a policy and how policy evaluation fits into the larger policy process. Policy development and change, and different types of policy evaluation, can be understood in terms of:

- 1) Policy Content: does the content clearly articulate the goals of the policy, its implementation and the underlying logic for why the policy will produce the intended change?
- 2) Policy Implementation: Was the policy implemented as intended? Evaluation of policy implementation can provide important information about the barriers to and facilitators of implementation; and
- 3) Policy Impact: did the policy produce the intended outcomes and impact in the short, medium-, and long-term.

**FALL 2019**

**MC 366 – FILM, HISTORY AND NATION**

**Professor Colleen Tremonte**

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

**DESCRIPTION OF COURSE**

Most of us would agree that films are among the most powerful media by which a general public comes to know the ‘past’. More importantly, the emotional power and visual authority of such texts enables them to participate in the ‘writing’ of history/ies and the construction of historical subjectivities and cultural memories. Much like written narratives, films often participate in the enterprise of ‘nation building’, even in moments marked by transnational flows and global capital. This course investigates the relation of film and cinema to history, historical representation, and cultural memory. It interrogates relationship between fiction films and audiences in the formation of local, (trans)national, and/or global identities and historical subjectivities. The course also queries the place of cinema more generally in the complex web of global economies: that is, within the context of production, circulation and reception.

**TYPICAL READINGS**

- F. Collins and T. Davis, *Australian Cinema After Mabo* (2004)
- O. Khoo, B. Smaill, and A. Yue, *Transnational Australian Cinema: Ethics in the Asian Diasporas* (2013)
- M. Perdsom, *History and Film: Moving Pictures and the Study of the Past*
- M. Hughes-Warrington, *History Goes to the Movies* (2007)
- K. Jenkins, *Re-thinking History*. (1991, 2003)

**TYPICAL FILMS**

- Letters from Iowa Jima* (2006)
- Zero Dark Thirty* (2012)
- 12 Years a Slave* (2013)
- Grave of the Fireflies* (1988)
- Walk About* (1971)
- Rabbit Proof Fence* (2002)
- The Tracker* (2002)
- Pan’s Labyrinth* (2006)

**TYPICAL ASSIGNMENTS**

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

**Fall 2019**

**MC 369 – GLOBAL ISSUES IN CITIZENSHIP**

**Professor Rashida Harrison**

**DESCRIPTION OF COURSE:**

History and political theory of citizenship, including citizenship laws and policies; classical liberal and republic perspectives; gender and race; national, postnational, and transnational citizenship.

**Fall 2019**

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

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

**Professor Louis Hunt - 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 2019**

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

**Professor Ben Lorch – section 003**

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

**DESCRIPTION OF COURSE:**

MC 370 is the third course in the Political Theory and Constitutional Democracy core curriculum. Previous courses examined the foundations of modern liberal democracy: the original arguments in favor of liberal democracy as a form of government and way of life, and the constitutional arrangements needed for democracy to succeed. In this course, we will study the most important philosophical criticisms of liberal democracy, and the most influential responses.

The course begins with the political thought of Jean-Jacques Rousseau, the most influential critic of modernity, who diagnoses most deeply the shortcomings of modern society. Next, we will turn to two successors of Rousseau, Immanuel Kant and Karl Marx, who offer vastly different responses to the problems of modernity, and propose the competing moral and political visions of liberalism and communism that have been most influential in shaping contemporary politics and society. Finally, we will conclude with Alexis de Tocqueville's classic study of the French Revolution. The subject of revolution will arise repeatedly in this course, as we study authors who call for radical political change to address the shortcomings of modern society, and we will study Tocqueville with the aim of understanding the radical turn in modern politics.



**FALL 2019**

**MC 380 - SOCIAL POLICY**

**Professor Gene Burns**

**Prerequisites:**

1. MC 280 or MC 281 completed
2. EC 201 or EC 251H completed or taken concurrently
3. EC 202 or EC 252H completed or taken concurrently
4. Completion of Tier I writing requirement.

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

**DESCRIPTION OF COURSE:**

*This is a core course in the SRP major and is a “Public Policy” course in the STEPP minor. SRP majors ideally take the course in their junior year but if you can wait until senior year.*

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, immigration politics, 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>.

**The Fall ‘19 version of Prof. Burns’s MC 380 will have a U.S. focus, while his Spring ‘20 version will focus *at least 50%* on the U.S. but also have a larger comparative dimension.**

**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 2019

## MC 430 – APPLIED INTERNATIONAL DEVELOPMENT

Professor 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 2019**

**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. This notwithstanding, Islam and its leaders have not always spoken with a single voice, leading to 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 from late 2001 through the present, at least in part as a result of the U.S. declared “War on terror” and the major U.S. military engagements in Afghanistan and Iraq. The focus of the course will be on how U.S. engagement affected and continues to affect internal developments in these countries, and in neighboring countries. We will pay only limited attention to the goals and process of U.S. policy-making towards these regions. Instead, we will focus on how leaders and populace in these countries understood their own societies and the clash of ideas about the role of Islam in state-building within these societies. Most of the readings in the course will be by authors from these countries or from the region, and we will make use of fiction and film as well as scholarly and journalistic works. We will spend most of the semester examining developments in Iraq, Syria, Iran and Afghanistan.

**TYPICAL READINGS:**

The readings from the semester is likely to include some or all of the following books, but not be limited to, the following books:

Vali Nasr, The Shi’a Revival

Sinan Antoon, The Corpse Washer

Rania Abouzeid, No Turning Back

Christopher Phillips, The Battle for Syria

C.J. Chivers, The Fighters

Fawzia Koofi, The Favored Daughter

**FALL 2019**

**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 STEPP minors and provides important preparation for decision-making in a high-tech world.

**TYPICAL READINGS:**

Dimitrov, R. S. (2016). The Paris Agreement on climate change: Behind closed doors. *Global Environmental Politics*, 16(3), 1–11. [https://doi.org/10.1162/GLEP\\_a\\_00361](https://doi.org/10.1162/GLEP_a_00361)

McNally, R. GEE & Columbia University: Stability and Volatility in the Global Oil Market. [Video File.] Retrieved from <https://www.youtube.com/watch?v=PXNWLEVJDLA>

Lennon, M. (2017). Decolonizing energy: Black Lives Matter and technoscientific expertise amid solar transitions. *Energy Research & Social Science*, 30, 18–27. <https://doi.org/10.1016/j.erss.2017.06.002>

Select podcasts from the CSIS Energy 360 podcast

**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 2019**

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

**“Demography, 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.

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 will be considered as well as the potential roles for global intervention and development programs. Student papers are in a “capstone” mode where they will prepare advisory position papers to an Israeli NGO about population related policy challenges.

**FALL 2019**

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**“The Fall of Communism: Lessons and Legacies”**

**Professor Martha Olcott - section 001**

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

**DESCRIPTION OF COURSE:**

This course will focus on the events surrounding the collapse of the USSR, the dissolution of the Warsaw Pact, and its aftermath. The Soviet Union’s creation and its revolutionary policies were defining events of the 20<sup>th</sup> Century. Yet from 1989-1991 its empire crumbled and the country dissolved with 14 new independent states in its place, and a shrunken Russia, and Central European countries free to chart their own national agendas. Policy makers in the West happily embraced the defeat of Communism and the victory of democratic & liberal ideology. Reactions on the ground were quite different and more complex, and have evolved over time. The events of these years became defining ones for the states that emerged from the dismembered USSR, including Russia itself and for the citizens living in them. They also completely transformed the foreign policy goals of the U.S. and those of many of its European allies. We will focus on how these events were understood as they were occurring, how we can better reconstruct them now, and what they tell us about policy-making in the U.S., Europe and in these countries during times of rapid and unexpected political change. One goal of the course is to expose students to the challenge of discerning what are the causes of an historic event and the motivations of the actors engaged in it, broadly defined to include leaders, activists and ordinary citizens. Having gained an understanding, determining how to tell the story to interested listeners and readers. Students with Russian or Central European language skills will be able to make use of them in this course.

**TYPICAL READINGS:** Yegor Gaidar, The Collapse of Empire; David Remnick, Lenin’s Tomb; paper e-book excerpts; Mikhail Gorbachev, Memoirs (excerpts); Jack Matlock, Autopsy of an Empire; Leon Aron, Roads to the Temple; Victor Sebestyen, 1989: Fall of the Soviet Empire; Journal articles and policy statements from the period we are focusing on.

**ASSIGNMENTS:** Project focusing on an event or policy that represented a “defining moment” in the period of the collapse of communism and its aftermath. It will be developed in a series of stages, including writing one or more short papers, and a multi-media project -- one that could be shared through a web presence, making use of the digital historical resources.

If interested, students will be able to incorporate their final projects into the multi-media website *Collapse and Rebirth: A Living Archive on the end of the USSR and the 15 Countries that Emerged From It (1985-1995)* that is being developed by MSU students with Professor Olcott. All students will be able to define their semester projects based on their own personal interests.

**FALL 2019**

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS**  
**“Democracy, Authoritarianism and Prosperity”**

**Professor Norman Graham – Section 002**

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

**DESCRIPTION OF COURSE:**

This seminar will examine comparatively the experience of European and Eurasian states in the context of economic, political and social change since the collapse of the Soviet Union. It will provide an interdisciplinary analysis of the progress made and challenges faced in post-socialist era Europe, Russia, and the other successor republics to the former Soviet Union. As such, it will examine the philosophical debates underlying development and reform efforts, the evolution of political and economic institutions, and the course of program and policy development. It will also examine the impact of the socio-cultural context that may influence both the course of the debates and the feasibility of alternative policy strategies in a changing (and perhaps disrupted) global economy. An important focus will be on the comparative analysis of democratization and the persistence of authoritarianism. Can the drift toward authoritarianism be stemmed? Is democracy obviously the best approach to governance in all socio-cultural contexts and in all stages of development? If not, why not? Can external actors provide an effective stimulus to political change in resistant regimes? What kind of political regime offers real prospect for broad-based prosperity?

**FALL 2019**

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

**Professor Yasu Komori – Section 004**

**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. 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:**

- Abhijit V. Banerjee and Esther Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* New York: Public Affairs, 2012.
- Jason Hickel, *The Divide: Global Inequality from Conquest to Free Markets*. or Jason Hickel, *The Divide: A Brief Guide to Global Inequality and its Solutions*.
- 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.

**EVALUATION:**

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



**FALL 2019**

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS  
“The Challenge of New Capitalism”**

**Professor Lisa Cook – Section 005**

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

**DESCRIPTION OF COURSE:**

Capitalism and economic theory have been challenged as a result of recent economic and financial crises. Citizens of a number of countries, particularly in Latin America and in the euro zone, have replaced or considered replacing governments embracing capitalism with those promoting socialism. What are the limits of capitalism? What is the role of government in modern capitalist economies? Are the new challenges that have arisen minor or fundamental? This course aims to capture this debate, drawing on a variety of fields, cases, and sources. In addition to the United States, examples may include Brazil, Britain, China, Greece, India, Indonesia, Russia, and South Africa. In addition to the economic dimensions of crises, the political and social dimensions of crises will also be a focus of the course, especially in drawing comparisons to the Great Depression and other periods of economic crisis.

**FALL 2019**

**MC 493 - SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS**  
**“Television, Media Representations, and Global Events”**

**Professor Andaluna Borcila – section 001**

**DESCRIPTION OF COURSE:**

Television has undeniably impacted the ways in which we see, understand and experience the nation, places, “others,” the global, history, the everyday. Activists, politicians, military personnel, journalists, cultural producers, and people in general have both enthusiastically embraced and bemoaned its functions and impact. Academics from a wide variety of disciplines and fields of inquiry have approached television (and televisuality), theorized it, and engaged in debates about it. Persistent key and interrelated debates involve the relationships among televisuality and other modes and technologies of seeing; media, the military, and executive power; the power and politics of televisual representations and their relationship to other media (print media, photography, film, online, and social media); television and history; telesthesia, lived experience, and memory.

Television is inextricable from such global events as the Vietnam war, the Tiananmen Square protests of 1989, the “fall of communism,” the Gulf War, the wars in Bosnia, the wars in Afghanistan, the Iraq war, the WTO protests, the “ Arab Spring,” the “Occupy” movements, to name but a few. In this interdisciplinary seminar, we will grapple with key perspectives on the complex role of television, and its interfacing with other media, in such movements of protest and wars. Along the way, we will familiarize ourselves with critical work on the politics of media representations, on geographies of visibility, on television and memory, and on how we are implicated as viewers in global events. Key questions that will animate our inquiry are: how has television participated in producing and representing historical change, crisis, and conflicts? What factors shape television news coverage, televisual representations, and the circulation of media representations? What is the relationship between television and war? How have changes in televisual formats and broadcasting technology affected the coverage of world events, and what are some of the consequences of these changes on wars and movements of protest? What is the relationship between television news media and other media (print media, film, online, and social media), and how do they interface and interact in representing, producing, and remembering events? How has television, and mediatization more generally, impacted our ways of seeing the world, our lived experience, and our memory (both social and personal memory)?

**Fall 2019**

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

**Professor Jennifer Goett – Section 002**

**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 mobilization and unprecedented state terror in Latin America. His Nobel Lecture associates this political period with a postcolonial condition of “solitude” or alienation resulting from centuries of epistemic, structural, and physical violence. García Márquez 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 examines the relationship between solitude and utopian promise in Latin American politics. Pairing film, literature, memoir, and cultural critique with interdisciplinary scholarship on the region, the course explores the following questions: What kinds of utopian aspirations have fueled 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, authoritarianism, and economic inequality in the region? The semester is structured chronologically around a series of critical junctures in Latin American politics.

**FALL 2019**

**MC 497 - SENIOR SEMINAR IN PTC D**

**Title is unknown at the time of printing**

**Professor TBD – Section 001**

**Restrictions: Open only to PTC D seniors or approval of college**

**DESCRIPTION OF COURSE:**

**FALL 2019**

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

**Professor Ben Kleinerman – Section 002**

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

**DESCRIPTION OF COURSE:**

This course will examine the history, the root causes, and the contemporary problems associated with political partisanship. Some of the following questions will be examined:

- 1) What leads people to line up against one another on behalf of various political causes?
- 2) Has partisanship gotten worse in contemporary American politics? If so, why?
- 3) What was the nature of partisanship in the ancient world?
- 4) Is American partisanship different?

**FALL 2019**

**MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS AND POLICY**  
**“Health Care & Policy in America”**

**Professor Stein-Roggenbuck – Section 001**

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

**DESCRIPTION OF COURSE:**

This senior seminar will explore health care and health policy in the American health care system. The course will address the history of health care, the development of health care policy, and the boundaries of access to health care. As with other social policy, American health care is a mix of both market and public provisions, and students will learn the basics of health care organization and financing. We will also consider the experiences of different stakeholders, including patients and providers, and how different factors, including race, class, sexual orientation, gender and geography, affect access. The Affordable Care Act (2010) and the continued debates about how to best provide for health care, and whether health care is a right or one to be purchased by individuals, will be central. Debates over the role of the government – federal, state and local – both in the provision of care as well as policy will be key.

**POSSIBLE TEXTS** (all are or will be in paperback by Fall 2019):

Atul Gawande, *Being Mortal: Medicine and What Matters in the End*.

Beatrix Hoffman, *Health Care for Some: Rights and Rationing in the United States Since 1930*.

Beth Macy, *Dopesick: Dealers, Doctors, and the Drug Company that Addicted America*.

E. Fuller Torrey, *The Insanity Offense: How America’s Failure to Treat the Seriously Mentally Ill Endangers Its Citizen*.

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

**EVALUATION:**

The senior seminar demands careful reading and thinking, and consistent engagement with the course material building to a thoughtful, well-research final paper. Students will write ten commentaries on the assigned readings. Students will be responsible for leading one class discussion, and consistent, informed engagement in all classes is expected. Students will develop their projects in stages (topic statement, research proposal, drafts, and a final presentation and paper), and also provide thoughtful comments on their classmates drafts. Topics are open to any issue related to health care and health policy. Course readings will provide students with the theoretical and analytical tools to develop and write a thoughtful and original seminar paper.

**FALL 2019**

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

**Professor Allison Berg – section 002**

**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.

**FALL 2019**

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

**Professor Amy Simon – Section 003**

**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.