

SPRING 2011

MC 221 – Section 001

INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Mark Axelrod

Prerequisites: MC220 or college approval

DESCRIPTION OF COURSE:

MC 221 is the second semester of a year-long introduction to the study of international relations. It builds upon the concepts and theories covered in MC 220, and examines alternative perspectives, ideologies and theories of international political economy and globalization. This section will begin by exploring the link between security and economic issues, as a bridge from MC 220. We will then spend time studying international trade, foreign aid, and international cooperation. Special attention will be paid in this section to the relationship between the economy and environment.

ASSIGNMENTS: Class participation, discussion questions, midterm exam, final exam, and research paper

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

Balaam, David N., and Michael Veseth. 2008. *Introduction to international political economy*. 4th ed. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Clapp, Jennifer, and Peter Dauvergne. 2005. *Paths to a green world: the political economy of the global environment*. Cambridge, Mass.: MIT Press.

Frieden, Jeffrey A., Lake, David A, and Lawrence Broz. 2010. *International political economy: perspectives on global power and wealth*. 5th ed. New York: W.W. Norton & Co.

Oatley, Thomas H. 2009. *Debates in International Political Economy*. New York: Longman.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 221 - Section 002

**INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC
RELATIONS**

Professor: Norm Graham

Prerequisite: MC 220 or college approval

DESCRIPTION OF COURSE:

Theories and policy issues in international political economy. Analysis of trade, money and finance, technology, transnational corporations, debt and environment. Globalization, hegemonic power, international regimes.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 221 – Section 003

INTERNATIONAL RELATIONS II: The Politics of International Economic Relations

Professor: Yasumasa Komori

DESCRIPTION OF COURSE:

MC 221 is the second semester of a year-long introduction to the study of international relations. Building upon the concepts and theories covered in MC 220, this course examines alternative approaches to international political economy (i.e., the politics of international economic relations). The goals of the course are: 1) to obtain analytical skills to understand the changing political dynamics of international economic relations; and 2) to develop problem-solving skills to analyze major problems and formulate policy responses to the major issues in the field of international political economy (IPE).

Typical Readings:

- David N. Balaam and Michael Veseth, *Introduction to International Political Economy*, 4th ed. (Upper Saddle River, NJ: Person Prentice Hall, 2008).
- Thomas Oatley, *Debates in International Political Economy* (Boston: Longman, 2010).
- Joseph Stiglitz, *Making Globalization Work* (New York: W. W. Norton, 2006).

Evaluation

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

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

Spring 2011

MC 231—Section 001

CULTURE AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor: A. Borcila

DESCRIPTION OF COURSE:

Building on the approaches, themes and theoretical perspectives introduced in MC 230, MC 231 extends students' understanding of culture and public affairs through systematic analysis of cultural encounters, cross-cultural interactions and politics. Generally speaking, in this course we will examine how power relations shape cultural encounters in our globalized world and how these encounters form and reconfigure cultural identities and representations. We will consider how power relations affect the mobility and circulation of people, images and representations, and how this circulation affects cultural practices and identities. We will also consider how these power relations are represented, contested and reconfigured on specific cultural sites. Finally, we will explore how global technologies (primarily the media) affect our understanding and experience of the local, of place and of other places, of the nation and of other nations, and of the global.

The approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including academic texts that cross a variety of disciplines (cultural studies, media studies, tourism studies, social science texts, and critical theory), television, film, fiction and creative non-fiction.

EVALUATION: Essays, Research Project, Collaborative work, Class participation

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 231 – Section 002

CULTURE AND POLITICS IN TRANSNATIONAL PERSPECTIVES

Professor: TBD

DESCRIPTION OF COURSE:

Interdisciplinary study of cross-cultural interactions and transnational politics in the context of globalization. Competing approaches to inter-cultural interaction. Case studies of cultural conflict, assimilation, and hybridization. Legacies of imperialism and colonialism. Narratives and representations of transnational interactions.

MICHIGAN STATE UNIVERSITY
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SPRING 2011

MC 241 – Politics and Markets

Professor: Dr. Ross B. Emmett

DESCRIPTION OF COURSE:

MC 241 is the core course in the Political Economy specialization, and the specialization's only required course. Political economy is distinguished from other social science methods in that it grounds explanation for social phenomena in terms of the actions of many different individuals, the incentives those individuals face, and the political, legal, social and other institutional arrangements that shape those incentives. In this course, you will learn how to apply economic principles to develop explanations for social, economic, and political problems and to evaluate possible solutions to those problems.

The course is organized around three fundamental social problems. The first is the problem of democratic governance. The second can be described as whether the problem really is “politics OR markets” as we often hear. The third fundamental problem is the legal and political institutions necessary for development, the promotion of entrepreneurship and the reduction of poverty.

The course will require the following:

Ronald H. Coase, *The Firm, the Market, and the Law* (University of Chicago Press, 1988).

Hernando de Soto, *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else* (Basic Books, 2000).

Peter Leeson, *The Invisible Hook: The Hidden Economics of Pirates*. (Princeton University Press, 2009).

Sudhir Venkatesh, *Off the Books: The Underground Economy of the Urban Poor* (Harvard University Press, 2006).

Other readings will be available in a course reading packet.

EVALUATION:

Regular preparation for class, an analytical essay, a mid-term test, and a final examination

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 271

CONSTITUTIONALISM AND DEMOCRACY

Professor: Ross B. Emmett

Prerequisites: MC 270 or approval of college.

DESCRIPTION OF COURSE:

MC 271 is the second sophomore-level required course in the sequence of four core courses in the Political Theory & Constitutional Democracy field. Following the first course on classical republicanism, MC 271 surveys the literature of constitutional democracy, especially the literature that forms the background for, and foundation of, democracy in America. At the center of the literature we will examine is the claim that government can follow what Alexander Hamilton called “reflection and choice” rather than “accident and force.” In other words, the literature of constitutional democracy is founded on the belief that we can reason not only about policy choices (after all, monarchies and totalitarian governments plan), but also about the rules – the constitution – under which our policy choices operate.

A theme we will run throughout the course is the relation between religion and constitutional democracy, both in the context of the American founding, and in the modern context.

TYPICAL READINGS INCLUDE SELECTIONS FROM:

The Declaration of Independence, the Articles of Confederation, the Constitution of the United States of America, and the *Federalist Papers*.

Locke, John. *Letter Concerning Toleration*

Locke, John. *Second Treatise of Government*

Otteson, James (ed.). *Adam Smith: Selected Philosophical Writings*

Storing, Herbert J. *What the Anti-Federalists Were For*

Tocqueville, Alexis de. *Democracy in America*.

Heclo, Hugh. *Christianity and American Democracy*

An-Na'im, Abdullahi Ahmed. *Islam and the Secular State*

Other readings will be available in a course reading packet

EVALUATION

The infamous Emmett “daily memos,” two analytical papers and a final examination

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 271 – Section 003

CONSTITUTIONALISM AND DEMOCRACY

Professor: Folke Lindahl

DESCRIPTION OF COURSE:

Origins and development of liberal constitutionalism and its democratization. Theory and practice of the modern state, especially the American variant.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 272: Political Theory and Political Issues: The Quarrel Between Reason and Revelation

Professor: M. Richard Zinman

Prerequisites: None

DESCRIPTION OF COURSE:

Do you believe in God (or gods)? Or are you an atheist? An agnostic? Whatever your position, can you defend it?

For many centuries, the answers to such questions were matters of life and death. The burning issue at the center of Western thought was the religious issue: reason versus revelation, human guidance versus divine guidance. During the last two centuries, this issue seemed to lose its immediacy. Many in the West came to believe some version of the so-called "secularization thesis": the motion of modernity, driven by the progress of modern science and technology, would lead to the decline of religious belief or at least of its public significance. The religious issue would become a purely historical issue; religion would be outlived; God, all gods, would die; churches, mosques, synagogues, and temples would become tombs of the dead Deity or deities.

Today many contend that the secularization thesis has been refuted by events. Religion is reasserting itself as a potent public force. In the non-Western world, it is no longer obvious that modernity leads to secularization. The conflict between some forms of Islam and the West is only the most obvious manifestation of the persistence of religion in the modern world. The West itself is divided between the United States, which remains stubbornly religious, and most of Europe, which has become increasingly post-religious. The continuing power of religion in the world and especially in the United States has even generated an intellectual backlash. In the last few years, the so-called "new atheists" (e.g., Richard Dawkins, Sam Harris, and Christopher Hitchens) have published a series of books fiercely attacking religion in the spirit of Voltaire and his fellow partisans of the original Enlightenment. After the Cold War, in short, the great dispute within Enlightenment modernity – between socialism and capitalism – has in many ways been supplanted by a return to a much older struggle: the conflict between reason and revelation. This new great awakening, moreover, is no mere historical accident but has powerful intellectual roots. The terrifying dangers posed by unfettered scientific and technological progress – nuclear proliferation, genetic manipulation, environmental degradation – give rise to doubts about the ultimate wisdom of secular rationalism. At the same time, that rationalism is in the process of undermining itself through the postmodernist critique of reason.

This course will attempt to take a fresh look at the quarrel between reason and revelation. We will first explore the claims of revealed religion on its own terms by carefully studying the Bible. We will then examine one of the most powerful attempts to refute the claims of revealed religion, that of Spinoza in his *Theologico-Political Treatise*. (This book, among other things, laid the foundations for the modern scientific study of the Bible.)

We will discuss questions such as the following: What is the basis of belief or faith according to the Bible? How does the Bible understand the relationship between revelation and reason? Has reason (philosophy and science) refuted the Bible? Can the Bible refute the claims of reason? What bearing do the answers to these questions have on public life?

H-OPTION:

An honors option seminar will be offered in conjunction with this course. It will compare one of the most powerful modern defenses of revelation, Soren Kierkegaard's *Fear and Trembling*, and one of the most widely read works of the so-called "new atheists," Christopher Hitchens's *God Is Not Great: How Religion Poisons Everything*.

TYPICAL READINGS:

The Old Testament, selections (the books of Genesis, Exodus, and Deuteronomy)

The New Testament, selections (the gospels of Mark and Matthew; Paul's Letter to the Romans)

Baruch Spinoza, *The Theologico-Political Treatise*

EVALUATION:

Two shorter papers (5-6 pages), one longer paper (10-15 pages), and class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 281 – Section 001

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: Anna Pegler-Gordon

Prerequisites: MC 280 or college approval.

DESCRIPTION OF COURSE:

MC 281 is a comparative history course on the interactions between different racial, ethnic, and cultural groups in the 19th and 20th century United States. As the second course in the sophomore Social Relations sequence, MC 281 provides an historical complement to the understanding of social theory developed in MC 280.

This course seeks to provide students with a broad overview of the diversity of U.S. society. How do individuals and groups adjust to new circumstances, interact, and take action to gain acceptance in U.S. society? How do individuals and groups invent and reinvent their cultures in response to American conditions? How have law, science, and popular culture helped to reinforce or dismantle hierarchies based on race, ethnicity, nationality, gender, sexuality, and class? As we address these questions, this course will consider the diversity within and the connections between the experiences of African American, Asian American, European American, Native American and Latino communities.

In addition to readings from cultural, social, intellectual and political histories, our course materials will include varied primary sources with a special focus on visual documents such as photographs, cartoons and maps. Throughout the course, our goals are to gain a broad understanding of the historical development of race, ethnicity and immigration in the United States, as well as a familiarity with significant debates about assimilation, acculturation, pluralism and multiculturalism.

TYPICAL READINGS:

Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*, (1996).

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*, (1998).

George Sanchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945*, (1993).

EVALUATION:

Short papers, research paper, exam and participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 281 – Section 002

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: M. Julia Grant

Prerequisites: MC 280 or college approval.

DESCRIPTION OF COURSE:

MC 281 is a comparative history course on the interactions between different racial, ethnic, and cultural groups in the 19th and 20th century United States. It is the second course in the Social Relations field.

The course seeks to provide students with a broad overview of diversity in U.S. society. Some of the key questions the course explores include: How do individuals and groups adjust to new circumstances, interact, and take action to gain acceptance in U.S. society? How do individuals and groups invent and reinvent their cultures in response to American conditions? How have law, science, and popular culture helped to reinforce or dismantle hierarchies based on race, gender, ethnicity, and physical ability? How can American institutions mediate between groups of citizens with distinctly different conceptions of the good life and the polity? Students will examine disputes in U.S. history, ranging from the civil rights movement to immigration, deaf education, textbook wars, and child welfare, as a means of uncovering the lineage of many of today's culture wars.

TYPICAL READINGS:

Douglas Baynton, Forbidden Signs: American Culture and the Campaign Against American Sign Language.

Linda Gordon, The Great Arizona Orphan Abduction.

Glenda Gilmore, Gender and Jim Crow.

Anne Fadiman, The Spirit Catches You and Then You Fall Down.

EVALUATION:

Students will write several short papers and complete a mid-term and final examination.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 295

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Prerequisites: Mth 110 or Mth 116 or Mth 112 or Mth 114 or Mth 124 or Mth 132 or STT 200 or designated score on Mathematics Placement test.

Section 001 – Professor Dan Kramer

DESCRIPTION OF COURSE:

Design and execution of research in public policy analysis and evaluation. Critical evaluation of data and arguments. Data collection, hypothesis testing, survey of measures of association and evaluation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 320 – Section 001
POLITICS, ECONOMY AND SOCIETY IN THE THIRD WORLD

Professor: Yasumasa Komori

DESCRIPTION OF COURSE:

This course examines various aspects of political, economic, and social development in the “Third World” (or the “developing world”). The vast majority of people in the contemporary international system live in the developing world made up of approximately 150 countries. Despite their great diversity, many nations of the developing world share a number of common characteristics, such as poverty, legacies of colonialism, external vulnerability and dependency, internal political and social instability, challenges of state-building, state collapse, ethnic conflict, human rights abuses, and so forth. This course aims to help students to identify and critically analyze the major issues and challenges facing the developing nations.

Typical Readings:

- Howard Handelman, *The Challenge of Third World Development*, 5th ed. (Upper Saddle River, NJ: Person, 2008).
- Paul Collier, *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It* (Oxford: Oxford University Press, 2007).
- Mohammed Ayoob, *The Third World Security Predicament: State Making, Regional Conflict, and the International System* (Boulder, CO: Lynne Rienner, 1995).
- William A. Joseph, Mark Kesselman, and Joel Krieger, *Introduction to Politics of the Developing World*, 4th ed. (Boston: Houghton Mifflin, 2007).

Evaluation

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC324a

REGIONAL POLITICS, COOPERATION, AND CONFLICT IN THE MIDDLE EAST

Professor: Yael Aronoff

Prerequisite: Completion of Tier I writing requirement

DESCRIPTION OF COURSE:

The focus of this course will be the Israeli-Arab conflict. The century-long conflict between the precursor to and the state of Israel and the Arab world has been one of the most enduring in modern political history. The political, cultural, and strategic ramifications of the conflict extend beyond the region. Although one cannot understand the complexity of this conflict without knowledge of the historical background, this course focuses primarily on the contemporary period. Israel has fought multiple wars with several Arab states since its birth sixty two years ago and has signed formal peace treaties with Egypt and Jordan and has intermittently negotiated with Syria and with the Palestinian Authority. We shall evaluate the reasons for the failure of negotiations to reach an agreement, the progress that has been made in narrowing gaps between the parties, and the prospects for future progress. We will examine and simulate the ongoing quest for peace in the Middle East. We will focus on the main actors in negotiations between Syria, Israel, Lebanon, and the Palestinian Authority, including a team of mediators. The class will be divided into working groups or teams. These assignments will require research and the preparation of position papers on and representation of key domestic political parties, interest groups, and political leaders within each nation. Then that nation's team will negotiate a common negotiating stance and position paper. Each team will be collectively responsible for researching, writing position papers on, and negotiating on behalf of the actor they are representing. Each team will then determine the policy of their state by simulating the negotiation between competing domestic interests and their perceptions of regional and international interests and pressures. The culmination will be in the simulation of direct negotiations between the parties, Israel, Syria, Lebanon, and the PA, facilitated by the mediators.

Although the focus of this course is on the Arab-Israeli conflict, we will also focus on the conditions for conflict and cooperation among other states in the region who are vying for influence. We examine their internal politics, their influence on regional politics, and their relations with the U.S. We will discuss Saudi Arabia, the impact of oil on its political development, its influence in the region, and its relationship with the United States. We will then explore the dynamic changes within Iran, its status as a competing regional power and its regional influence, as well as U.S. policies toward Iran. We will discuss political dynamics in Iraq and the influence of withdrawal of U.S. troops on these dynamics, as well as internal conflict in Yemen and its impact on regional rivalries.

TYPICAL READINGS:

Alan Dowty, *Israel/Palestine*, 2008.

Daniel C. Kurtzer and Scott B. Lasensky, *Negotiating Arab-Israeli Peace: American Leadership and the Middle East*, United States Institute of Peace Press, 2008.

Suzanne Maloney, *Iran's Long Reach: Iran as a Pivotal State in the Muslim World*, United States Institute of Peace Press, 2008.

Tamara Cofman Wittes, *How Israelis and Palestinians Negotiate: A Cross-Cultural Analysis of the Oslo Peace Process*, ed. (Washington, D.C.: United States Institute of Peace Press, 2005).

Course Packet (selected recent journal articles, chapters from a variety of books)
Peacemaker www.PeaceMakerGame.com

EVALUATION:

Class participation, class simulations, individual and group research papers, and exams.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 325

STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor: Folke Lindahl

DESCRIPTION OF COURSE:

Comparison of political systems and social-economic structures in capitalist and state-socialist societies. Political history, institutions, culture, and current policy issues.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 326 – Section 002

U.S. FOREIGN POLICY

Professor Simei Qing

Prerequisite: Mc 221 and completion of the Tier I writing requirement or approval of College

DESCRIPTION OF COURSE:

U.S. foreign policy decision-making structures and processes. Domestic and international determinants of foreign policy. Evolution of U.S. foreign policy.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 327: Comparative Analysis of Foreign Policy

Professor Ramazan Kilinc
Email: kilinc@msu.edu

Class Meetings: Mon and Wed 12:40-2:00
Office: 305 South Case Hall
Office Hours: Mon and Wed 3:00-4:00 and by
appointment

DESCRIPTION OF COURSE

This course is an introduction to the comparative analysis of foreign policy. This course aims to help students understand why states adopt the policies that they do. It will examine how and why states develop particular foreign policies and will look at three specific cases to have a deeper understanding of foreign policy making. The course is divided into four parts. In the first part of the course, we will study the theoretical and analytical tools of foreign policy making. We will look at critical variables at individual, state, and system level that influence foreign policy making. We will also examine various theories of foreign policy making at different levels. In the remaining of the semester, we will apply the theoretical and analytical tools (that we learn in the first part) to three major cases: Turkey, India, and France.

By analyzing these three cases, we will have the opportunity to test the major foreign policy perspectives, and to have a deeper understanding of foreign policy making in different contexts. These cases will address different aspects of foreign policy making and will complement one another in evaluating foreign policy theories. In each case study, we will have a major focus; even we will study the cases comprehensively. Turkey is an interesting case that shows the impact of unique history and identity politics in foreign policy making. India demonstrates the dilemmas of security and economic considerations in an era of globalization. France offers a nice analytical opportunity for the study of a nation-state's response to intensified regionalism and changing international order. I chose the cases from three different regions of the world (Middle East, Europe, and Asia) to familiarize you with different areas. Analysis of each case will also include discussions on regional politics, cooperation and conflict.

Required Readings: 3-4 books, a number of journal articles, and newspaper articles and short videos on current issues to facilitate class discussion

Grading: Two Exams, 2 short papers (reaction papers), and one research paper

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 340

ECONOMIC GROWTH

Professor : Michael Crow

DESCRIPTION OF COURSE:

Theory and history of capitalist development. Alternative models of economic growth, addressing sectoral change, technology, income distribution, international trade, and competitiveness. Social and political determinants of economic growth.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 351

SCIENCE AND SOCIAL POLICY

Professor Tobin Craig

Fulfills STEPPS HPS requirement, Briggs HPS requirement, and BHS requirement

DESCRIPTION OF COURSE:

Role that scientific research on group differences plays in creating and maintaining social stereotypes and policy. Practical implications of scientific research, sources of bias among scientific investigators, and the role of scientists in creating and changing stereotypes and in attacking social prejudice.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 358

POLITICS OF THE U.S.S.R. AND SUCCESSOR STATES

Professor : Norm Graham

DESCRIPTION OF COURSE:

Political history, communist ideology, state institutions, and political processes in the Soviet Union and its successor states.

Interdepartmental with Political Science.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Spring 2011

MC 362 – Section 001

Public International Law

Professor : Michael G. Schechter

Prerequisite: MC 221

DESCRIPTION OF COURSE:

This class provides a wide-ranging introduction to the subject of public international law. Accordingly, it addresses: 1) whether international law is really law; 2) the sources and evidence of international law; 3) the concepts of hard and soft law; 4) subjects of international law; 5) courts of law and arbitral boards; and 6) why international actors obey and violate international law. While emphasis will be on national security law and human rights, attention will also be devoted to laws relating to the environment and international trade.

Typical Readings:

Damrosch, Lori F., Louis Henkin, Sean D. Murphy, and Hans Smit. *International Law: Cases and Materials*. 5th edition, 2009.

Ku, Charlotte and Paul F. Diehl. Editors. *International Law: Classic and Contemporary Readings*. Lynne Rienner, 2009.

Noyes, John, Mark Janis and Laura Dickinson. *International Law Stories*. Foundation, 2007.

Evaluation

Brief, two in-class examinations, term-long paper, class participation.

Honors Option

The focus of our meetings will be the President and laws of war. We will be reading John Yoo's *Crisis and Command: The History of Executive Power From George Washington to George W. Bush* and Garry Wills' *Bomb Power: The Modern Presidency and the National Security State*.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Spring 2011

MC 366, sec. 001: *Romancing the Nation: Film, History and Nation*

Professor: C. M. Tremonte

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

DESCRIPTION OF COURSE:

This course investigates the relation of film and cinema to history, historical representation and (trans)national identities. In particular, it examines the relationship between domestic feature and documentary films in the formation of local, (trans)national, and global identities and histories. Special attention will be given to the ways in which films from specific ‘national’ cinemas have represented major ‘historical’ ruptures—such as war, occupation, rebellion and/or immigration—and the political and ideological work of these representations. Additionally, the course investigates the place of cinema more generally in the complex web of global capitalism; that is, within context of international and global production and distribution policies and practices, and within an era of rapid media flows. To help focus this interdisciplinary study, students read a number of seminal essays on film rhetoric, on the economics of national cinemas, and on history and historiography. We will put these readings in conversation with select feature films and documentaries from the following three national and/or transnational cinemas: Great Britain, Australia, and China.

Typical Readings:

Collins, Felicity, and Therese Davis, *Australian Cinema After Mabo* (Cambridge UP, 2004)

Chow, Rey. *Sentimental Fabulations, Contemporary Chinese Films* (Columbia UP, 2007)

Higson, Andrew. *Waving the Flag: Constructing a National Cinema in Britain* (Oxford UP, 1997).

Hughes-Warrington, Marne. *History Goes to the Movies* (Routledge, 2007)

Street, Sarah. *British National Cinema* (Routledge, 2008)

Xu, Gary G. *Sinascape: Contemporary Chinese Cinema* (Rowman & Littlefield, 2007)

Typical Films:

Gallipoli

Hero

Gandhi

Bloody Sunday

Raise the Red Lantern

Typical Assignments:

ANGEL dialogues, theory exam, visual rhetorics essay, and screening-the-nation project

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 371 - Section 001

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professor : Louis Hunt

Prerequisites: MC 370 and completion of Tier I writing requirements; or college approval

DESCRIPTION OF COURSE:

The contemporary status of liberal democracy. Theory and practice of late 20th century attempts to perfect, transcend, or undermine liberal democracy in light of crisis of rationalism.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 371 Section 002

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professor : Eric Petrie

Prerequisites: MC 370.

DESCRIPTION OF COURSE:

This course will investigate the contemporary status of liberal democracy. We will emphasize recent attempts at redefining and defending liberalism as well as some twentieth century theories that try to undermine and transcend the Western liberal tradition. We will evaluate democracy from the perspective of the crisis of rationalism in an age of uncertainty.

EVALUATION:

Essays of various length; quizzes; class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 372

Comparative Black Political Thought

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

This course critically examines black radical thought and what this means for blacks in America and elsewhere in the African Diaspora.

TYPICAL READINGS:

Emmanuel Chukwudi Eze, (ed), *Race and the Enlightenment*

Frantz Fanon, *The Wretched of the Earth*

Charles W. Mills, *The Racial Contract*

Dean E. Robinson, *Black Nationalism in American Thought and Politics*

Cedric J. Robinson, *Black Marxism: The Making of the Black Radical Tradition*

EVALUATION:

Several papers and class participation

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 375—Section 001

CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS

Professor: Daniel Bergan

DESCRIPTION OF COURSE:

Is the mainstream media biased? Has the decline of newspaper coverage and other traditional media outlets made it impossible for citizens to learn about some aspects of public affairs? What is the relevance of television satire such as "The Daily Show" and "The Colbert Report" for citizen knowledge and interest in politics? In this class, we will discuss the role of the media in the political context, primarily in the United States. The goal of the class will be to discuss how mass media influence political outcomes, including policy attitudes, election outcomes, and political participation. We will discuss methods for researching political media, including content analysis and experimental studies, before moving into substantive content dealing with topics such as agenda setting, media bias, mass media effects, and other topics. Students will be required to produce an original research project based on content analysis or an experiment in addition to other assignments.

SPRING 2011

MC 376

POLITICAL THOUGHT IN THE MUSLIM WORLD

Professor: El-Rayes

DESCRIPTION OF COURSE:

In this class, we will examine in outline the intellectual background of major secular and religiously based ideologies in the Arab world. Through our reading of parts of primary and secondary sources, we will seek to understand how Arab and Muslim intellectuals, beginning in the 19th century, attempted to deal with the problem of European imperialism/colonialism and the associated question of Modernity and Modernization.

The proper examination of this question requires the division of the course into four sections. The first section provides a general introduction to Islamic beliefs and practices as well as to the social and political institutions that developed within the framework of these beliefs and practices. The purpose here is to familiarize ourselves with key concepts, ideas, and texts that frame contemporary views of, and debates regarding, the religious tradition in the Arab and Muslim world.

Having provided the necessary historical and intellectual overview of the Islamic tradition, we will attempt to gauge the extent to which this tradition has historically informed Arab and Muslim reactions to the West as a political and cultural force in the world. This task will be covered in the second and third sections. In the second section, which covers the time period between 1798 and 1834, we will examine a variety of initial reactions by Muslim scholars to an increasingly aggressive European political and military presence in the Arab and Muslim world. Through this examination of these somewhat impulse reactions—which range from outright hostility and contempt toward anything Western to respect and desire to understand and learn from the West—we will begin to identify the questions that emerge as key in what supposedly separates the Muslim and Western worlds.

The task of examining how later Arab and Muslim intellectuals understood and attempted to address these questions will be dealt with in the third section. In this section we will see how Arab and Muslim intellectuals, in the time period between 1843 and 1939, strove to understand and promote modernization within the thorny context of Western colonialism.

The fourth and final section, which covers the time period post 1939 to the present, will examine the effects of nationalist and religiously based ideologies on the contemporary intellectual environment in the Middle East and North Africa. In the course of this examination, we will explore, among other issues, current debates regarding questions of human rights, democracy, women's equality, nationalism, and political Islam in the Arab world.

The primary objective of this course is to outline major intellectual transformations in the Arab world from the 19th-century to the present. We will attempt to identify some of the important internal and external factors that have influenced (and continue to influence) the course of this transformation. This course is designed to benefit student with a wide range of interests. Students interested in international relations and comparative cultures will be able to examine the intellectual background that has shaped the social and political landscape of a central region in the Muslim world. Students of political theory will be able to reflect on the possibilities and limits of liberal democratic ideas when applied to a non-Western region of the world, and hence to assess their efficacy as universal ideas.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 378

LAW AND SOCIAL GROUPS

Professor: Constance Hunt

DESCRIPTION OF COURSE :

Study of the relationship between fundamental law and the activity of social groups in the American context; selected Supreme Court cases examined for their impact on the free exercise and equal protection of social groups.

TYPICAL READINGS:

Sullivan and Gunther, Constitutional Law

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 380

SOCIAL POLICY

Prof. L. Jezierski

Prerequisites:

1. Either 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.

Restrictions: Open only to sophomores, juniors, or seniors in James Madison College or approval of college.

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE:

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. 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, welfare, and affirmative action--it necessarily raises questions about family structure, race in America, gender, culture, and party politics.

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 Specialization (STEPPS).

TYPICAL READINGS:

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

EVALUATION:

Short papers and memos, class debates, exams, class participation.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 385

Comparative Race and Ethnic Relations

Professor: A. Pegler-Gordon

DESCRIPTION OF COURSE:

This course considers the varied and intersecting ways that different nations, communities, and individuals conceptualize race and ethnicity. Why is race such a central part of identity, community, and national policy-making? How do we understand relations between different racial and ethnic groups, particularly in the contexts of enslaved labor migration and voluntary migration? How do national policies attempt to address migration, segregation, and integration? What do these policies reveal about different polities' ideas of race and race relations? How and why do national narratives about race and ethnic relations often differ from people's experiences? This course seeks to explore such questions through in-depth consideration of the racial policies, practices, and perspectives of three key cases: the United States, Brazil, and Japan. Although these cases encompass a broad range of racial thinking and ethnic relations, we will also consider additional Asian, African, Latin American, and European cases.

Typical Readings

Jeffrey Lesser, *Negotiating National Identity: Immigrants, Minorities, and the Struggle for Ethnicity in Brazil* (Durham, N.C.: Duke University Press, 1999).

John Lie, *Multiethnic Japan* (Cambridge, Mass: Harvard University Press, 2001).

Anthony Marx, *Making Race and Nation: A Comparison of South Africa, the United States, and Brazil* (Cambridge: Cambridge University Press, 1998).

Eugene Robinson, *Coal to Cream: A Black Man's Journey Beyond Color to an Affirmation of Race* (New York: Free Press, 1999).

Evaluation

Research paper, exams, participation.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 386

WOMEN AND POWER IN COMPARATIVE PERSPECTIVE

Professor TBD

DESCRIPTION OF COURSE

Application of feminist theory to questions of gender and power in different economic and political systems and geographic areas.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 387: JEWS AND ANTI-SEMITISM

Professor Kenneth Waltzer

Prerequisites: Completion of a Tier I Writing course

DESCRIPTION OF COURSE

MC 387 is a comparative history course that focuses on Jews and anti-Semitism especially during the 1930s-40s, the pivotal decades of modern Jewish experience. It explores the history of anti-Semitism in Europe and the West from medieval Christendom to the Modern era, and also contemporary developments in the history of anti-Semitism. It probes the sources and dimensions of the Nazi Holocaust, including the path of Nazi policy to genocide, and European and European Jewish responses to the Holocaust, including life and response in the ghettos and camps. It also explores aspects of the global response to the Nazi Holocaust, including the American response. Primary concerns include comprehending the rise of modern racial anti-Semitism; the role of Nazi ideology, hatred, and other factors in the path to the Final Solution; the responses of witnesses and of victims to Nazi genocide; life beyond extremity in the Nazi camps; and the reactions of bystander nations and communities.

TYPICAL READINGS

Laqueur, *The Changing Face of Antisemitism*
Wistrich, *Hitler and the Holocaust*
Browning, *Nazi Policy, Jewish Workers, German Killers*
Grynberg, ed., *Words to Outlive Us: Eyewitness Accounts from the Warsaw Ghetto*
Friedrich, *Auschwitz*
A Holocaust memoir from a list of choices (*Auschwitz*)
Wyman, *The Abandonment of the Jews*

EVALUATION

three papers, final exam, and participation. An approved paper on a specialized topic can be substituted for the 3rd paper or final exam

H-option: An honors seminar with five meetings focused on issues of "Human Behavior in the Camps." Honors students read an additional book, plus other selected readings, watch testimonies, and present to a seminar. No additional paper.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 390 --Section 003

ADV TOPICS IN PUBLIC AFFAIRS

Professor TBD

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 390 –Section 004

**ADV TOPICS IN PUBLIC AFFAIRS The Political Novel in Comparative
Perspective**

Professor : Sherman Garnett

DESCRIPTION OF COURSE:

Politics finds its way into the novel in one way or other. Authors have political views and are often not afraid to express them in their works. Readers bring to their understanding of the text their own values, including their politics. The writer's task of examining, exploring, and reflecting the world around her or him inevitably includes incorporating politics. This course will explore politics and the novel, particularly the political novel (a novel that makes politics and political issues central themes). It will do so by beginning with a range of theoretical perspectives on the novel that provide insight into the social and political significance of the novel. Texts here will be drawn from the critical perspectives of leading novelists (examples here include Vargas-Llosa, Rushdie, Nabokov, Kundera) and important theorists (for example, Gadamer, Bakhtin, Said, Rorty). It will then turn to a comparative examination of novels drawn from Slavic and Latin American literature (works from writers such as Mikhail Bulgakov, Alejo Carpentier, Lidiya Chukovskaya, Fedor Dostoevsky, Gabriel Garcia Marquez, Juan Rulfo, Lev Tolstoy, and Mario Vargas-Llosa). A third layer will be student-led efforts to provide historical and social context of the works, where I will help direct working groups to relevant background and scholarly works. Politics has intervened most forcibly and directly in the work of artists in both these traditions, where civil unrests, dictatorships, revolution, modernization, and other political developments have shaped the writer's surroundings and where authorities have often demanded a particular way of writing the novel. In response, writers have generated a range of novels that deal, directly and indirectly, with political oppression, dictatorships, revolutionary ideas and action, the expansion and contraction of the public sphere, and the tension between modernization and indigenous peoples. Readings will also include selected source material, as well as historical and anthropological perspectives. Assignments in the course will consist of a take-home mid-term essay or essays, a final research paper, and additional short written assignments and presentations focused on the readings and the themes they raise.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 390, section 5 (in the process of being considered for MC 322)
International Security: Internal Security as International Security

Prof. Matt Zierler

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

DESCRIPTION OF COURSE:

This course takes seriously the notion that internal political situations of states are important issues for the study of international security in the contemporary era. Traditional approaches to international relations often adopt a strong view of state sovereignty and downplay the significance of internal problems of states as vital to understanding international security. Traditional state-to-state security issues are still relevant, but the modern era also reflects that the domestic political structure and stability of states is an issue both for that state and potentially for others in the region and from around the world. Thus we will investigate the ways in which internal issues contribute to international security problems, how the international community understands these problems as relevant to them, and what kinds of responses are viewed as appropriate and effective. The course will utilize a variety of theoretical sources, as well as delve into a fair number of case studies in order to ground the conceptual (strategic, political, legal, and moral) arguments.

Possible readings that may be drawn from include:

Mary Kaldor. *Human Security: Reflections on Globalization and Intervention*.
Robert Rotberg's (ed), *State Failure and State Weakness in a Time of Terror*
Mohammed Ayoub, *The Third World Security Predicament*
Martha Finnemore, *The Purpose of Intervention*
Roland Paris, *At War's End: Building Peace after Civil Conflict*
Mats Berdal and Spyros Economides (eds.). *United Nations Interventionism, 1991-2004*.
Robert Cooper. *The Breaking of Nations: Order and Chaos in the Twenty-First Century*.
Gareth Evans. *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All*

Likely Evaluation:

Students will likely take mid-term and final exams, and write a research paper where they will investigate a case or a series of cases in-depth. Active participation in class discussions also expected.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 390 – Section 006

ADVANCED TOPICS IN PUBLIC AFFAIRS: Terrorism, Emergency Power, and Democracy

Professor: Ben Kleinerman

DESCRIPTION OF COURSE:

This course will examine the tenuous relationship between the rule of law and emergency power. When confronted with terrorist attacks, democratic societies that aspire to follow the rule of law often abandon their aspiration in favor of the more draconian powers that seem required to respond to these attacks. Thus, terrorism poses a threat not just to a democracy's physical safety; it also poses an existential threat to the constitutional principles that set modern democratic government apart from the terrorists themselves. However, because the unique nature of terrorism may actually require greater governmental power, responding to the existential threat requires more than simple resistance. Instead, democratic governments face a uniquely challenging situation: they must both accommodate enough governmental power to preserve safety and stability in the face of terrorist threats and prevent that governmental power from overwhelming the rule of law itself. Since 9/11, the United States has wrestled much more with this problem than it ever had to previously in its history. But it is far from the first constitutional democracy to encounter the problem. It is a problem one encounters even in ancient Rome where the institution of the "temporary dictatorship" aimed to solve the problem of emergency power while preserving the republic after the emergency ended. And it is problem that both Great Britain and Israel have been wrestling with for much of their recent history. After examining this problem as it emerges theoretically, this course will then turn to examine three case studies in emergency power and its relationship to the rule of law: the United States, Great Britain, and Israel.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 395 – Section 001

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS: Women and the Politics and Poetics of biblical Interpretation

Professor: Ilana Blumberg

DESCRIPTION OF COURSE:

This course is about women in the Bible, women scholars and writers on the Bible, and the Bible itself. We will study the founding narratives of the Book of Genesis, focusing on the representation of women in relationship to each other, to men, to God and history. To help us consider these subjects, we will turn to some of the most creative and scholarly readings that women have offered in the last twenty years. In reading these recent interpretations, we will be able to reflect on older, influential assessments offered by male scholars and note the innovations at hand.

We will thus be involved in both the ancient past of the biblical stories and our own contemporary world where the Bible continues to inspire and undergird a wide variety of spiritual and political positions.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 395 – Section 002

CULTURAL DIMENSIONS OF PUBLIC AFFAIRS: Performing Cultural Identities: Music, Theatre and Politics

Professor: Stephen Rohs

DESCRIPTION OF COURSE:

This course will examine how collective identities are constructed and contested by public performances. By studying music, theatre and other forms of performance culture, course participants will better appreciate how pervasive forms of cultural expression significantly contribute to the creation of local, national, and global knowledges and identities. The emergence of a relatively new field of performance studies can offer different ways to understand how different communities imagine themselves. As Kelly Askew notes in *Performing the Nation* (2002), many perspectives on national imaginations presume that these identities are “cultural artifacts” but fail to explore the implications of that observation. By looking at the way these identities are ***staged***, Askew argues that nationalism (and by implication local and global views) can be re-theorized as “a series of continually negotiated relationships between people who share occupancy in a defined geographic, political, or ideological space.” By examining collective identities as they are negotiated in live and recorded performance events, concerns central to performance studies – the relation between performer and audience, the compromise and conflict involved in rehearsal and collaboration, the ritual quality of staged events, the social dramas evoked by different shows, etc. – are revealed to be crucial to these identities. Performance can also provide insights into the “intercultural” aspects of vexed global identities. Class participants will be asked to consider a range of questions that emerge from these central concerns. How does music produced and contested in small gatherings constitute local social relations and national culture? How does that compare with the ways different audiences hear global music produced by large media conglomerates as aspects of national culture? To what extent are stories of national place mythologized by dramatic shows, and how might those dramas enable appropriation and re-mythologizing by people in other countries? In what ways do shows as diverse as music concerts, plays, and parades engender different forms of social ritual? To what extent do local and national rituals performed as part of collective spectacles mask internal community and national rifts? What is the role of technological recording practices in the production of a nation or community’s identity? How do performance cultures that define ethnic/national identities travel, and how do they portray those traveling identities? By paying close attention to performance conventions involving staging, recording, rehearsal, collaboration, and distribution, as well as the range of audience responses to performance events, students will better be able to analyze the role music, theatre, and other performances play in the articulation and negotiation of these collective identities.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 395 – Section 003

Cultural Dimensions of Public Affairs
Nature's Nation: Readings in Environmental Thought
STEPPS, PTCO, SRP

Instructor: Rod Phillips

COURSE DESCRIPTION:

This course explores American attitudes toward nature from 1620 to the present, with emphasis on 20th and 21st century environmentalism. Reading and discussion topics will include American Romanticism and Transcendentalism, the Progressive era conservation movement, the post WWII ecology movement, and more recent trends toward Eco-feminism, “green” politics, and “deep ecology.”

Readings:

Roderick Nash *Wilderness and the American Mind*
Henry David Thoreau *Walden*
Aldo Leopold *A Sand County Almanac*
Edward Abbey *Desert Solitaire*
Terry Tempest Williams *Refuge: An Unnatural History of Family and Place.*

Course Evaluation:

This is a writing-intensive course that features a midterm essay exam, short papers in response to course readings, a research paper, seminar presentations, and a final essay exam.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC/FW 450

INTERNATIONAL ENVIRONMENTAL LAW AND POLICY

Professor Mark Axelrod

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

Environmental regulation has expanded from a domestic phenomenon to one that has both global participants and global impacts. In this course, you will get a survey of environmental issues in international law and policy. In addition to discussing the current state of international environmental law, we will also spend time addressing how that state of affairs came to be, what stakeholders are involved, and what other policy options exist for handling these concerns. We will also address international law in other fields that impact the environment. In an effort to understand how international environmental law is negotiated and implemented, the course also covers a few issues on which international cooperation has not yet emerged.

By the end of this course, you will be able to:

- Feel comfortable, locating, reading, and analyzing legal documents, particularly international treaties
- Recognize situations in which international law may be useful as a resource manager or member of an environmental organization
- Understand the process by which international environmental law is negotiated
- Be aware of relevant stakeholders, their preferences, and the path by which they (or you!) can influence international law
- Identify situations in which international law may be necessary, and comprehend the relevant scientific basis on which new policy should be based

ASSIGNMENTS: Class participation, discussion papers, midterm exam, analysis of one international treaty, research paper, final exam

POTENTIAL READINGS INCLUDE SELECTIONS FROM THE FOLLOWING:

- Axelrod, Regina S., Stacy D. VanDeveer, and David Leonard Downie, eds. 2010. *The global environment: institutions, law, and policy, 3rd edition*. Washington: CQ Press.
- Barkin, J. Samuel, and George Shambaugh, eds. 1999. *Anarchy and the environment: the international relations of common pool resources*.
- Benedick, Richard Elliot. 1998. *Ozone diplomacy: new directions in safeguarding the planet*. Cambridge, MA: Harvard University Press.
- Brown Weiss, Edith, and Harold K. Jacobson, eds. 1998. *Engaging countries: strengthening compliance with international environmental accords*.
- Chasek, Pamela S., David L. Downie, and Janet Welsh Brown. 2010. *Global environmental politics, 5th edition*. Boulder, CO: Westview Press.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 459 STEPPS CAPSTONE

Professor not known at time of printing

DESCRIPTION OF COURSE

Selected topics in science, technology, environment and public policy (STEPPS). Analysis of key issues and problems. Case studies

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 469

APPLIED PUBLIC POLICY RESEARCH: Michigan Futures Seminar

Professor : Bryan Ritchie

DESCRIPTION OF COURSE:

Research on a public policy issue organized to develop a policy proposal collectively designed by all students.

Fulfills STEPPS Public Policy requirement

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 481 GLOBAL ISSUES IN FISHERIES AND WILDLIFE

Professor TBD

DESCRIPTION OF COURSE:

Global issues and their impacts on implications for the management of fisheries and wildlife resources.

Interdepartmental with FW 481

Fulfills STEPPS Public Policy requirement

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 492 – Section 002

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

Professor: Matthew Zierler

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

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

TYPICAL READINGS:

Sapolsky, Gholz, and Talmadge, *US Defense Politics*

Fareed Zakaria, *From Wealth to Power: The Unusual Origins of America's World Role*

Max Boot, *The Savage Wars of Peace: Small Wars and the Rise of American Power*

John Lewis Gaddis, *Strategies of Containment*

Derek Chollet and James Goldgeier, *America between the Wars*

Gelpi, Feaver, and Reifler, *Paying the Human Costs of War*

Tom Ricks, *The Gamble*

EVALUATION:

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

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 492 – Section 003

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: The United States and China in the 21st Century: Past, Present, and Future.

Professor: Simei Qing

Prerequisites: Completion of Tier I writing requirement.

DESCRIPTION OF COURSE:

This seminar aims to provide an in-depth examination of U.S.- China diplomacy in the 20th century and to shed new light on current U.S.- China relations in the post-Cold War, post-9/11 era. It inquires whether a broad and persistent pattern exists in U.S. – China interactions throughout the 20th century, and whether this pattern may, subconsciously as well as consciously, persist into the early 21st century. Put another way, are there some enduring themes or visions of modernity, identity, and world order, which are deeply embedded in the national history, culture and society on both sides of the Pacific? Could those visions transcend both sides' ideological rhetoric, transcend the Cold War framework, and continue to exist in the background of U.S. – China interactions in the post-Cold War world?

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 492 – SECTION 004

SENIOR SEMINAR IN INTERNATIONAL RELATIONS: **Hegemony and Imperialism**

Professor Michael G. Schechter

DESCRIPTION OF COURSE:

The purpose of this seminar is to investigate hegemonic and imperialistic powers. We will read about and discuss the rise and fall of past hegemonic and imperial powers and the policies that they pursued. We will seek to uncover what insights the experience of past hegemonic and imperial powers has for the United States today.

The literature on hegemony and imperialism is proliferating. Works can be roughly divided into three categories: 1) comparisons of past hegemonic and imperial powers; 2) discussions of some aspect of hegemony or imperialism, and 3) works focusing on U.S. hegemony and imperialism. We will be reading, in common, examples of each of these. The readings represent a variety of disciplines and wide ideological divergence. This will underscore how the seminar is an appropriate capstone to your undergraduate International Relations major.

In terms of skill building, the seminar aims to hone research, writing, listening and speaking skills. All students will revise papers and run a seminar as well as be active participants in all others. All students, on a random basis, will be responsible for summarizing the key points of another's presentation.

Examples of Reading Requirements

Chomsky, Noam. *Hegemony or Survival: America's Quest for Global Dominance*. Metropolitan Books, 2003.

Doyle, Michael W. *Empires*. Cornell University Press, 1986.

Gerson, Joseph. *Empire and the Bomb: How the U.S. Uses Nuclear Weapons to Dominate the World*. Pluto Press, 2007.

Krishna, Sankaran. *Globalization and Postcolonialism: Hegemony and Resistance in the Twenty-first Century*. Roman & Littlefield, 2009.

Madden, Thomas F. *Empires of Trust: How Rome Was Built—and America is Building—a New World*. Dutton, 2008.

Writing Requirements and Oral Presentation

Each member of the seminar is required to write a formal paper proposal, a briefing paper, a term-long research paper (for which a draft will be submitted), do an oral presentation and lead a class discussion afterward.

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC492 –Section 005

Senior Seminar in International Relations: Comparative Democracy

Professor: Rita Kiki Edozie

DESCRIPTION OF COURSE:

The proliferation of democratically elected governments around the world since the mid-1970s has resulted in the reference of the contemporary world as the “democratic age”. Samuel Huntington argues that we are in the Third Wave of Democratization (Huntington, 1991). Freedom House has characterized the trend toward democratization as reinforcement that humankind is rejecting oppression and opting for greater freedom and openness. The 80s and 90s, especially, underscored an apparent belief that authoritarianism had served people ill, in terms of failing to provide material prosperity, stability, human rights or political inclusion of the masses in decision-making. As a result of these events, comparative democratization has become an important area of academic study for scholars of comparative politics and international relations.

This course is a senior level undergraduate seminar and it examines the core conceptual features of democratic theory, complex democratic transitions in practice, as well as varying configurations of democratic consolidation and performance. Topics to be examined are the democratic idea, democracy and institutions, the political-economy of democracy, and democracy and culture. The course will cover countries in key advanced industrial world, developing world and ‘transitional’ regions including the North America and Europe, Asia, Africa, the Middle East, Latin America, as well as Post-Communist Central-Eastern Europe-the former Soviet Union and its successor states.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 493, Section 001

**SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS:
Cultural Politics and ‘Displacement’**

Instructor: Professor C. M. Tremonte

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

DESCRIPTION OF COURSE:

This seminar examines the cultural politics of displacement in the contemporary world, with particular emphasis on global visual economies. We will begin by situating displacement in historical and theoretical perspectives, paying particular attention to the ways in which visual images and narratives figured colonial and postcolonial subjects and projects. We will then situate displacement in two contemporary sites—Sudan and Brazil—querying what economies render subjects visible or invisible in the global field. Our task is to try to understand the range of cultural politics that affects displaced persons, and the specific power relations embedded in these politics. As in all capstone experiences, student participation is a crucial dimension of this seminar, and student research will complement our common readings.

Typical assignments:

Informed participation, electronic dialoguing, research project and oral presentation.

Possible texts:

Rogia Mustafa Abusharaf, *Transforming Displaced Women in Sudan: Politics and the Body in a Squatter Settlement* (2009)

Michael Agiers, *On the Margins of the World: The Refugee Experience Today* (2005)

Jens Andermann, *The Optic of the State: Visuality and Power in Argentina and Brazil* (2007).

Victor Azarya, “Globalization and International Tourism in Developing Countries: Marginality as a Commercial Commodity.” *Current Sociology*. 52.6 (2004)

David Campbell, “Geopolitics and visibility: Sighting the Darfur conflict,” *Political Geography* 26 (2007)

J. M. G. Le Clezio, *Desert* (2008, translated 2009)

**MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE**

SPRING 2011

MC 497 – SECTION 001

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY:
Civil Society and the State in Hegel's Philosophy of Right**

Professor : L. HUNT

DESCRIPTION OF COURSE:

Selected problems in political theory and constitutional democracy. Relationship between theory and politics. Analysis of key thinkers. Case studies.

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 497 -- Section 002

Senior Seminar in Political Theory and Constitutional Democracy: “Socialism and Race in American Thought and Politics”

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

James Madison, Alexis de Tocqueville and Karl Marx had more in common than is ordinarily thought. In his own way, each of these theorists understood how social class informs the politics of a nation and they especially understood that the presence of blacks on American soil posed foundational challenges to the American effort at constructing a republic based upon equality and freedom. With the liberal project as backdrop, this course critically examines socialism’s historical and contemporary encounter with race in America; its failures and successes, as well as the continuing quest for a more democratic and just America.

TYPICAL READINGS:

Karl Marx and Frederick Engels, Marx and Engels on the United States

C.L.R. James, C.L.R. James on the “Negro Question”

David Levering Lewis, (ed), W.E.B. Du Bois: A Reader

James M. Washington, (ed), A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.

Richard Iton, Solidarity Blues: Race, Culture and the American Left

Cedric J. Robinson, Black Marxism: The Making of the Black Radical Tradition

Patricia Hill Collins, Black Feminist Thought

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

Harold Cruse, The Crisis of the Negro Intellectual

EVALUATION:

Research paper; research presentation; short reflective essays; seminar participation

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

SPRING 2011

MC 497 – Section 003

**SENIOR SEMINAR IN POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY: American Progressivism:
Origins, Development, and Consequences**

Professor : Ben Kleinerman

Prerequisites: MC 270, 271, 370, 371 or the consent of the instructor

DESCRIPTION OF COURSE:

This course will examine the origins, development, and consequences of American progressivism. Conceived as a reaction to the economic and social consequences of the industrial revolution, certain strands of progressivism began as a fundamental challenge to the “Jeffersonian” legacy of individualism in American politics. In its first articulation, progressivism aimed to transform the emphasis on individual rights into an emphasis on social responsibility. As progressivism developed over the course of the twentieth century, it transformed from a fundamental challenge to individualism into an accommodation with that tradition. The tensions that remain within that accommodation, however, still persist even into our current politics. This course will include an examination of the progressivism embodied by the Obama administration.

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SPRING 2011

MC 498 - Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS: The Politics of Normal: Rethinking Disability

Professor: Julia Grant

Prerequisites: MC 380 and completion of a Tier I writing requirement

DESCRIPTION OF COURSE:

Scholars have only begin to explore how ideas about normalcy and the human body inform academic discourse, social relations, and social policy. The new and exciting field of disability studies opens up many important questions about what makes us distinctively human, what is necessary to live a good life, and what the responsibilities of the non-disabled are to those with disabilities. Students of social relations, in particular, should be attuned to the experiences of those with disabilities as a social group that poses new challenges to governance in their quest for inclusion.

This course will make use of personal essays and narratives, history, social theory, and legal and medical writings to explore disability from several different perspectives. Some of the key questions that this course will explore include:

- How should one define disability? Who counts as disabled?
- How have conceptions of normalcy influenced our perceptions and treatment of those with physical and mental differences?
- How are disabled individuals themselves changing conceptions about the nature of disability?
- In what ways does social policy foster the rights and opportunities of disabled individuals? In what ways does it thwart them? What theoretical conceptions lay at the heart of controversies over disability rights and policies?

Typical Textbooks:

Alice Domurat Dreger, *One of Us: Conjoined Twins and the Future of Normal* (Cambridge, MA: Harvard University Press, 2004)

Peter Conrad, *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders* (Baltimore: Johns Hopkins Press, 2007).

Ralph James Savarese, *Reasonable People: A Memoir of Autism and Adoption* (New York: Other Press, 2007).

Leslie Pickering Francis and Anita Silvers, *Americans with Disabilities: Exploring Implications of the Law for Individuals and Institutions* (New York: Rutledge, 2000)

Georgina Kleege, *Sight Unseen* (New Haven: Yale University Press, 1999).

Doris Zames Fleischer and Frieda Zames, *The Disability Rights Movement: From Charity to Confrontation* (Philadelphia: Temple University Press, 2001).

**MICHIGAN STATE UNIVERSITY
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SPRING 2011

MC 498 – section 002

SENIOR SEMINAR IN SOCIAL RELATIONS: “Sex and Law”

Professor: Constance Hunt

Prerequisites: MC 380 and completion of a Tier I writing requirement

DESCRIPTION OF COURSE:

The purpose of this seminar is to examine the intersection and conflict between sex and law in a liberal democracy - in particular in US liberal democracy. In order to examine this problem we will look closely at a range of materials. First, we will refer to a number of writings of liberal theorists to provide a theoretical framework for our review of subsequent court decisions. Second, we reflect on some feminist critics of liberalism in order to broaden our context. Finally and perhaps the most obvious we will read from the evolving body of court decisions, primarily US Supreme Court but also some state, circuit and district court decisions that are weighing in on this subject matter.

One of the most interesting aspects of this area of law is that it cuts across so many other areas of law. In our study of the problem of sex and law, we will find ourselves confronting issues of federalism, freedom of expression, due process, equal protection and the commerce clause. Hence we enter into a varied and complex area of the law. Among the questions we will examine are: Should sexual matters be regulated? If so, which branch and level of government is the proper authority to regulate sexual matters? To what extent should sexual matters be regulated? Is there a right to privacy? If so, to whom does it extend and is it absolute? What is a family? What is a marriage? Is pornography a form of free expression? If so, should it be protected under the First Amendment and to what extent? As the capstone experience in your studies at MSU, the seminar will draw on and hone all of the skills you have been developing during the past few years - writing, research, listening and speaking skills. Each student will run a seminar session and will critique each other's work.

TYPICAL READINGS:

- William N. Eskridge, Jr. & Nan D. Hunter, editors. *Sexuality, Gender and the Law*. 2nd Edition Westbury, NY: Foundation Press, 2003.
- William N. Eskridge, Jr. & Nan D. Hunter, editors. *Sexuality, Gender and the Law: 2003 Supplement*. Westbury, NY: Foundation Press, 2003.
- John Locke. *Second Treatise on Government* Indiana: Hackett Publishing, 1980
- Reading Packet

EVALUATION:

The various components of the course evaluation are as follows: Research Paper=30%, Presentation Paper=10%, In class Presentation=15%, Critique of Fellow Seminar Member's Presentation Paper=5%, In-class Examination=25%, Seminar Participation=15%

The first three components build upon each other. Each seminar member will submit the topic and abstract or outline for their research paper in early October. Seminar members should choose a research topic in one of the specific areas of sex and law, e.g., employment law, definition of marriage, reproductive rights, privacy rights etc., which interests and concerns them. One could investigate the topic from a historical perspective looking at how the area of the law has evolved over the past century or more in the US. One could investigate the topic from a comparative perspective examining how other liberal democracies grapple with the same area of law or how different states within the US define the issue. Finally, one could examine the topic from a theoretical perspective bringing a range of perspectives to bear on a specific area of the law. All three approaches will inform each research paper to some extent; but for the purposes of specificity and a successful research topic it will be necessary to choose one of these approaches.

