

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 221 – Section 001

INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor: Galia Benitez

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 explores the interconnection between politics and economics in the international system, an area whose importance is underscored by the ongoing global financial crisis. Throughout the semester we explore recurrent themes such as the balance between state and market and national pursuits of wealth and power.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 221 – Section 002

INTERNATIONAL RELATIONS II: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor: Norman Graham

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. It will include coverage of: the politics of international trade, monetary and investment relations; technology development and transfer; transnational corporations, international organizations and international regimes; theories of social change, modernization and development; natural resource and international environmental constraints; and economic relations among industrialized countries and between industrialized and developing countries.

A second but nonetheless important objective of the course is to develop skills in analyzing problems and formulating policy responses. The goal is to provide structured opportunities to refine written and oral expression skills developed in the first year program at the College, with an eye toward the challenges and demands of upper division Madison courses.

TYPICAL READINGS:

Balaam, David N. and Bradford Dillman, Introduction to International Political Economy. 6th edition. Boston: Pearson/Longman, 2013.

Acemoglu, Daron and James A. Robinson. Why Nations Fail: The Origins of Power, Prosperity, and Poverty. NY: Crown, 2012

Jackson, Tim, Prosperity Without Growth: Economics for a Finite Planet. London: Earthscan, 2009.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 221 – Section 003

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

Professor: Rodrigo Pinto

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. MC 221 will include the study of these areas: 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.

Professor Pinto's teaching and research examine transnational relations, political economy, Latin America and the Caribbean, social movements, environmental and resource politics, development, and Lusophone Africa.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 221 – Section 004

INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor: Mark Axelrod

DESCRIPTION OF COURSE:

MC 221 builds upon the concepts, theories, and actors covered in MC 220, and applies them to the international political economy and globalization. The central theme of this course is to understand conditions under which transboundary economic flows are blocked or enabled by governments.

We will revisit theories of international relations studied in MC 220 and use these approaches to develop expectations about how domestic and international politics influence state economic behavior. We will then test these expectations by exploring how states have regulated transboundary flows of products, people, ideas, and money. In the final part of the semester, we will focus on how these transboundary movements – and their regulation – impact pressing contemporary issues such as criminal justice, environmental protection, and human security.

POTENTIAL READINGS:

Balaam, David N., and Bradford Dillman. 2011. *Introduction to international political economy*. 5th ed. Boston: Pearson/Longman.

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.

In addition, a wide range of recent news articles will be assigned to demonstrate how these concepts apply to current events.

ASSIGNMENTS:

Class participation, short essay, midterm exam, final exam, and research proposal.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 231 – Section 001

CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor: Jennifer Goett

DESCRIPTION OF COURSE:

Building on the approaches, themes, and theory introduced in MC 230, MC 231 shifts from examining the relationship between culture and politics in a comparative national perspective to a transnational global perspective. While the nation is often posited as a paradigmatic form of modern identification and political organization, interdisciplinary scholarship on transnationalism focuses on how global processes unsettle the relationship between cultural formations and discrete national contexts. The central questions we grapple with in this course include: How new are the processes associated with contemporary globalization? Are we indeed living in an era of unprecedented global mobility and interconnection? How do power relations affect the mobility and circulation of people, representations, and capital in our globalized world? How do they affect cultural encounters? How are cultural identities formed and reconfigured in such encounters? Do such processes reproduce, ameliorate, and/or intensify global inequality and conflict?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

MC 231 – section 002

CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor: Steve Rohs

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, JAMES MADISON COLLEGE

SPRING 2015

MC 271 – Section 001

CONSTITUTIONALISM AND DEMOCRACY

Professor: Curtis Stokes

DESCRIPTION OF COURSE:

This course provides an introduction and analysis of the origins and development of liberal democracy, initially in Western Europe but especially its development and institutionalization in the United States.

TYPICAL READINGS:

John Locke, *Two Treatises of Government*

Alexander Hamilton, James Madison and John Jay, *The Federalist Papers*

Charles-Louis de Montesquieu, *The Spirit of the Laws*

Alexis de Tocqueville, *Democracy in America*

EVALUATION:

Several papers and class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 271 – Section 002

CONSTITUTIONALISM AND DEMOCRACY

Professors: Folke Lindahl

DESCRIPTION OF COURSE:

This course will examine the origins and development of the theory and practice of modern liberal and constitutional democracy, especially its American variant. The course will be divided into four parts: 1) Origins and Foundations: Locke and Montesquieu; and an intellectual background to liberalism; 2) American Constitutionalism: The Federalists vs. the Anti-Federalists; 3) American Democracy: Tocqueville; and 4) Conclusion to the Philosophy of Liberalism. The main purpose of the course is to provide a philosophical understanding of the central principles underlying the type of regime we call a liberal, constitutional democracy. The emphasis will be on the Machiavellian and strategic core of liberalism, together with the central conflict between secularism and religion.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 271 – Section 003

CONSTITUTIONALISM AND DEMOCRACY

Professor: Ross Emmett

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 constitutional choices – the rules under which our policy choices are formed and operate.

In the first part of the course, we will examine contractarian arguments, the defense of liberal tolerance, and the promotion of commercial society in some of the core texts of the liberal tradition: the writings of Hobbes, Locke, Hume and Smith. In the second part of the course we will examine The Federalist’s defense of the American constitution and Tocqueville’s classic study of American democracy as part of that liberal tradition.

TYPICAL READINGS:

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

Hobbes, T. *Leviathan*

Hume, David. *Political Writings*

Locke, John. *Letter Concerning Toleration*

Locke, John. *Second Treatise of Government*

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

Tocqueville, Alexis de. *Democracy in America*

Levin, Yuval, *The Great Debate: Edmund Burke, Thomas Paine, and the Birth of Right and Left*

EVALUATION

The infamous Emmett “daily memos,” at least two papers, and an in-class test.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 272

POLITICAL THEORY AND POLITICAL ISSUES - What is the Good of Science?

Professor: Tobin Craig

Counts toward STEPPS and PTCD

DESCRIPTION OF COURSE:

From a comparative and historical perspective, no feature of our public life is stranger, more unusual, than the public status accorded to the enterprise we call science. And yet, with perhaps one or two exceptions, no feature of our public life is as uncontested, that is, generally regarded as unworthy of reflection because self-evidently, and unproblematically good. Even or precisely where our science has been lately challenged – be it for pursuing questionable powers, or questionable knowledge, stem cells or evolutionary accounts of human behavior – critics must preface their expressions of unease or dissatisfaction with profuse declarations of their allegiance to the idea of science in order to even be heard. It would thus seem that a special effort is required to come see science – or inquiry into nature with the goal of replacing belief with knowledge – as questionable, and so to be moved to undertake the effort of inquiring after inquiry, of thinking through the goodness of science. Just what is science for? It should go without saying that science itself cannot answer this question. This is and must be a task for the ‘humanities.’ Moreover, inasmuch as the goodness of inquiry is assumed in the very act of seeking higher education, is this not a question every student must sooner or later ask and answer?

The course is designed as a seminar, open to all students regardless of major. We will confront our guiding question through the reading of major works of philosophy and literature, possibly also films and field trips to research facilities on campus. We will attempt to recapitulate for ourselves the historical emergence of science and then modern science and finally the contemporary crisis in the sciences. Throughout the course we will be brought to face up to the tensions between science and religion, science and politics, science and ‘the humanities.’ Assessment will be based on participation, student presentations, and papers.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 281 – Section 001

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: Allison Berg

DESCRIPTION OF COURSE:

The second course in the sophomore Social Relations and Policy sequence, this course provides a historical complement to the understanding of social theory that you developed in MC 280. We will focus on immigrants and minorities to explore the historical dynamics of intergroup relations in the U.S. Our readings span key moments from the post-Reconstruction era through the present, but the course is not intended as a historical survey, nor does it attempt to cover every minority or immigrant group. Instead, we will examine how shifting meanings of race and ethnicity have intersected with other important aspects of identity to shape experiences of Chinese Americans, Mexican Americans, African Americans, and Haitian Americans.

We will begin by reading two historians' accounts of the 1898 Wilmington, North Carolina riots, which represent a pivotal moment in post-Reconstruction racial politics but are largely forgotten by all but professional historians. A series of introductory readings on racial formation; immigration and naturalization laws; the role of the historian; and the gap between the professional study of history and the way history is taught in most American high schools will provide us with a common vocabulary that we can employ, critique, and supplement as we delve into a variety of book-length studies. Class discussions will evaluate each text's major claims and evidence; reflect on the relative merits of different methodologies; and make meaningful comparisons across texts.

TYPICAL READINGS:

Mae Ngai. The Lucky Ones: One Family and the Extraordinary Invention of Chinese America. Princeton University Press, 2010.

Ian Haney Lopez. Racism on Trial: The Chicano Fight for Justice. Harvard Univ. Press 2003.

Chana Kai Lee. For Freedom's Sake: The Life of Fannie Lou Hamer. University of Illinois Press, 2000.

Georges Fouron and Nina Glick Schiller. Georges Woke Up Laughing: Long-Distance Nationalism and the Search for Home. Duke University Press, 2001.

Edwidge Danticat. Brother, I'm Dying. Random House, 2007.

EVALUATION:

Informed participation in small group and class discussions; several two-page Reading Commentaries; midterm take-home essay; final exam.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 281 – Section 002

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: Anna Pegler-Gordon

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, course materials will include varied sources with a special focus on visual documents such as photographs, cartoons and maps. 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 2015

MC 281 – Section 003

IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor: Susan Stein-Roggenbuck

DESCRIPTION OF COURSE:

MC 281 is the second course in the required sophomore sequence for Social Relations and Policy. We will explore the interactions and experiences between and among various groups in American history. Questions we will address include how are racial constructions reshaped over time? Who is included in the American polity? How are groups included and excluded? How do groups and individuals seek to change their status? Using a case study approach, students will analyze not only the experiences of different groups, but also the connections between them to assess the larger dynamics and their implications for public policy.

POSSIBLE TEXTS:

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

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

Gabriela Arredondo, *Mexican Chicago: Race, Identity, and Nation, 1919-193*.

Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

EVALUATION:

Short response papers, two longer essays, consistent and engaged participation

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 293

METHODS FOR STRATEGIC ANALYSIS IN PUBLIC AFFAIRS

Professor: Ross Emmett

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 math placement test.

This course counts for the methods requirement in PTCD and IR.

DESCRIPTION OF COURSE:

The study of public affairs requires an awareness of strategic thinking. Politicians plan how to get their bills passed. Nations try to make sure they prevail in international crises. Former spouses vie for the best advantage in divorce negotiations. Firms constantly seek to stay one step ahead of their competitors. In all these contexts, strategy is everything.

What makes strategic thinking so important? The key is something so obvious that it has often been overlooked: in many decision-making contexts, the outcome of your decision is dependent not only on what you do, but also on the decisions of others whom you do not control. A politician wants to ensure that she becomes chair of a legislative committee. She is going to have to convince others to vote for her, but doesn't know how they will actually vote. How is she going to ensure that she gets what she wants? The social scientist, of course, is interested in a related question: what can we say about the social outcome of the voting process by which the politician gets elected? Does it produce the "best" outcome for the legislative process, or even for society as a whole?

While the principles of strategic thinking are as old as Sun Tzu's *The art of war*, game theory has a more recent social scientific pedigree. Developed in the 1940s and 1950s in the context of the Cold War (*A Beautiful Mind* is only part of the story!), game theory has become an integral part of contemporary economic, social and political theory. The tools of game theory are now commonly used to investigate many situations in public affairs: bargaining; voting in both two-party and multi-party elections; legislative decision-making; deterrence in international crises; bureaucratic politics; competition among firms; and the role of interest groups, cartels, unions and other "clubs." This course will provide an introduction to key concepts in game theory and apply them to issues in the fields of politics, economics, social relations, and international relations.

We use a standard text (*Games of Strategy*, 3rd edition, by Avinash Dixit, Susan Skeath & David H. Reiley, Jr.) to introduce basic themes of strategic thinking, and then a variety of materials that differ semester to semester to apply strategic thinking to public affairs settings.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 295

RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor: Daniel Bergan

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.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 320: POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD

Professor: Rodrigo Pinto

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

DESCRIPTION OF COURSE:

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

Professor Pinto's teaching and research examine transnational relations, political economy, Latin America and the Caribbean, social movements, environmental and resource politics, development, and Lusophone Africa.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 322

INTERNATIONAL SECURITY

Professor: Robert Braithwaite

Prerequisite: MC 220 and completion of Tier I writing

DESCRIPTION OF COURSE:

Analysis of selected classic and/or contemporary theories and issues in international security, which could include humanitarian intervention, human security, weapons of mass destruction, ethnic and religious conflict, environmental security, terrorism and the changing ways of warfare.

MCHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 326

U.S. FOREIGN POLICY

Professor: Robert Braithwaite

Prerequisite: Mc 221 and completion of the Tier I writing

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.

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 those 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.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 327

COMPARATIVE ANALYSIS OF FOREIGN POLICY

Professor: TBD

Prerequisites: MC 326 and completion of Tier I writing

DESCRIPTION OF COURSE

Concepts, processes and domestic and external determinants of foreign policy decision-making in several foreign countries. Comparative public policy, including security and foreign economic policies.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 331

ENCOUNTERS WITH POST-COMMUNISM

Professor: Andaluna Borcila

Prerequisites: MC 230 or MC 231 or MC 220 or approval of college and completion of Tier I writing

DESCRIPTION OF COURSE

With the events of 1989, the once “impenetrable” and monochrome “Cold War Other” exploded into visibility. Post-communist sites entered the American cultural and political landscape through television as places where “history is happening”; subsequently, they became spectacles of crisis (orphans, ethnic violence, poverty, nationalism, human trafficking). This course offers the tools and strategies to inquire into how post-communist countries are represented, how knowledge about them is produced, how “we” are positioned towards “them,” and what the real consequences of this representation, knowledge production and positioning are. We will examine media (primarily television news and film), tourism, literary, and scholarly representations. We will investigate American representations of post-communist “Eastern Europe” as well as representations produced by authors and media from the region. Some questions we will ask include: how is post Cold War “Eastern Europe” mapped and remapped; how is communism represented (imagined and remembered) in American and post-communist Eastern European cultural productions; how is “Eastern Europe” differentiated from “the west” in these representations, and how does this differentiation contribute to defining both American and post-communist identities; how does media participate in framing American encounters with post-communist “Eastern Europe” and in framing the remembering of the communist past?

While our specific focus is on representations of post-communism, the course will contribute more to your understanding of the factors that shape and structure cultural encounters. Thus, our theoretical readings and our analysis of representations will offer us the opportunity to query the relationship among discourse, power, and knowledge; the politics of cultural representation; the impact of media on cultural encounters; the relationship between lived and mediated experience; and the cultural politics of memory and remembering. You should expect a strong theoretical component in this interdisciplinary course as well as an emphasis on collaborative learning.

TYPICAL READINGS

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

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 332

LITERATURE AND POLITICS IN COMPARATIVE PERSPECTIVE

Professor: Dean, Sherman Garnett

DESCRIPTION OF COURSE

Politics finds its way into literary works in many ways. Authors have political views and often express them in their works, or they depict a central political event in their works. Readers also bring to their understanding of the text their own values, including their politics. Critical theories openly embrace or openly reject political concerns, yet considerations of imitation, representation, realism, and deconstruction—key literary terms from various times and schools—inevitably speak to the relationship of literature to the everyday world, where politics certainly matters. This course—a CCP elective--will explore the relationship of literature to politics, particularly novels, memoirs, and other works that deal directly with political events. It will do so by beginning with a range of theoretical perspectives on literary representation. Texts here will be drawn from the critical perspectives of writers (examples here include Vargas-Llosa, Rushdie, Kundera, Milosz), as well as major literary works from Central and Eastern Europe, Latin America, or other regions, where politics is a common theme in literary works and where intrusive regimes tend to interfere with free literary expression. Students will read works of literary theory, literature, social history, and contemporary memoirs in an effort to see how writers represent political and social issues. Recent versions of the course have focused on questions of modernization, identity, persecution, war, and dissent, as well as a closer examination on the art of writing fiction.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 351

SCIENCE AND SOCIAL POLICY

Professor: Mark Largent

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

DESCRIPTION OF COURSE:

This class will explore the reciprocal relationship between science and American society by examining six cases of the interaction of specific sciences with a set of public policies. In particular, we will examine the eugenics movement, the use of nuclear weapons, the origins of the American environmental movement, the legalization of birth control, delisting homosexuality as a mental illness, and human enhancement.

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MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 358

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

Professor: Timur Kocaoglu

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 363

GLOBAL GOVERNANCE

Professor : Yasu Komori

Prerequisites: MC221 and completion of Tier I writing. Not open to students with credit in PLS 364

DESCRIPTION OF COURSE

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

TYPICAL READINGS

- Margaret P. Karns and Karen A. Mingst, *International Organizations: The Politics and Processes of Global Governance*, 2nd edition. Boulder, CO: Lynne Rienner, 2010.
- Thomas G. Weiss and Ramesh Thakur, *Global Governance and the UN: An Unfinished Journey*. Bloomington, IN: Indiana University Press, 2010.
- Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*. Ithaca: Cornell University Press, 2004.

EVALUATION

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 364

POLICY EVALUATION

Professor: Lisa Cook

Prerequisite: 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 MC 295 or concurrently or PLS 201 and completion of Tier I writing

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 371-- Sections 001, 002 and 003

BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY

Professors: Ben Kleinerman (001) Louis Hunt (002) and Eric Petrie (003)

Prerequisites: MC 370 and completion of Tier I writing

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 2015

MC 376

MODERN POLITICAL THOUGHT IN THE MUSLIM WORLD

Professor: Waseem 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 and Muslim world. Through our reading of parts of primary and secondary sources, we will seek to understand how Arab and Muslim intellectuals attempted to deal with the problem of European imperialism/colonialism and the associated question of Modernity and Modernization. We will then move to address how the legacy of colonialism and the cold War have shaped the contemporary political culture of the Arab and Muslim world.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 380 – Section 001

SOCIAL POLICY

Professor: Jennifer Sykes

Prerequisites: MC 280 or MC 281 and EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently and completion of Tier I writing

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 380 – section 750

SOCIAL POLICY

Professor: Gene Burns

Prerequisites: MC 280 or MC 281 and EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently and completion of Tier I writing

Restrictions: This “London post-term” version of MC 380 requires an application process, so enrollment will be done only via overrides. Interested students should watch for announcements; additional information is available from Prof. Burns, burnsg@msu.edu.

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE:

This is a core course in the Social Relations & Policy major and is a “Public Policy” course within the Science, Technology, Environment, and Public Policy minor (STEPPS). SRP majors are advised to take the course in their junior year, but this version will admit a few sophomores.

This is a special version of MC 380 that involves a London “post-term” component that is targeted specifically at first-generation college students and other students who are unlikely to have other opportunities to study abroad. In short, from January through April the course works like other MC courses (except that we meet less often). But our course finishes with two weeks in London, England in mid-late May (so that a substantial number of the course’s contact hours occur in London). Assuming that the Provost’s Office continues to fund this course, as is likely, students’ cost for the London portion is significantly subsidized. Indeed, this is likely to be a less expensive study abroad option than students would typically be able to find. In addition, the hope is that, as in the past, additional financial aid—specifically focused on students in this course--will be available for students with financial need.

The two cases of the United Kingdom and the United States make for useful analytic comparisons of public policy. Scholarly comparisons of social policy regularly talk of an "Anglo-American model," given the less generous benefit levels for the poorest sector of the population, greater socioeconomic inequality, and greater faith in the market in comparison to Western and Northern European countries. At an immediate level, U.S. students following British debates over social welfare and social problems will find familiar some British political rhetoric about family breakdown and personal responsibility.

However, in central ways Britain also provides a sharp contrast with the U.S. Most notably, the National Health Service of the United Kingdom is a great exception to the "Anglo-American model." The term "socialized medicine" is often thrown around, inaccurately, in U.S. politics. But the U.K. does have a heavily socialized medical system which is generally popular but does elicit considerably grumbling. The U.S. has a more privatized system, but one which is the most costly in the world, and has left a good portion of the population without health insurance.

Another long-standing difference between the U.S. and the U.K. had been the diversity of population, especially racial diversity. Until recently, the United Kingdom had been racially homogeneous, especially in contrast to the United States. Even ethnic diversity among whites, while significant, has always been less extensive than among American whites. Immigration, for instance, had primarily come from across the Irish Sea. But in recent decades, the London area especially has become a very international and racially diverse metropolis, the destination of immigrants from throughout the Commonwealth. These changes raise interesting questions for the politics of social policy.

TYPICAL READINGS:

1. Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America* (3rd edition, 2011)
2. Tom Clark, Robert D. Putnam, and Edward Fieldhouse, *The Age of Obama: The Changing Place of Minorities in British and American Society* (2010)
3. Ira Katznelson, *When Affirmative Action Was White* (2006)

EVALUATION:

Papers, exams, class participation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 381

AMERICAN POLITICS AND EQUALITY

Professor: Jennifer Sykes

DESCRIPTION OF COURSE:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 384

METROPOLITAN SOCIETY

Professor: Louise Jezierski

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

DESCRIPTION OF COURSE:

This course explores the significance of urban and suburban life in American society, focusing on the case study of Detroit. How has inequality between cities and suburbs developed? Are those who live in poor, inner city neighborhoods afforded full citizenship? Does suburbia represent the ideal democratic community? How has American urban policy abetted the decline of American cities? Can we achieve greater integration and diversity in our communities? Are our cities worth saving? We explore in depth the uneven development and spatial segregation by social class, race and ethnicity, and gender in American metropolitan areas. New fragmentation and segregation patterns have emerged with deindustrialization and post-industrial restructuring. The interdependent processes of urban decline and the social composition of the suburb will be examined through the comparison of cases, in particular Detroit, Los Angeles, Chicago, and New York. We cover the history of American urban policy and current debates in urban and community redevelopment. The issues of globalization and post-modernism and urban life are explored.

An interdisciplinary perspective is emphasized using readings from urban and community sociology, urban history, geography, economics, and cultural studies. We examine how social inequality is organized spatially and how identities and opportunities are forged in community politics. Analytic skills are developed as we compare urban theories and evaluate urban policies. Students will learn demographic and economic census analysis, qualitative analysis using urban ethnography and in depth interview, and cultural analysis. The course will encourage debate over policy choices, the importance of community organization, assessment of structural forces versus political agency and participation, and the measure of social justice that converge in urban issues.

TYPICAL TEXTS

Thomas Sugrue: Origins of the Urban Crisis;

J. Abu-Lughod, New York, Chicago, Los Angeles: America's Global Cities;

LeGates and Stout: The City Reader;

N. Abraham and A Shryock: Arab Detroit: From Margin to Mainstream

EVALUATION

Seven short (3-5 pages) analytic essays are due throughout the semester. A semester-long census exercise requires students to provide a population and economic profile of Detroit and one other city. A class tour of Detroit is arranged. A final short research paper on a contemporary urban policy.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 390 - Section 002

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

Professor : Folke Lindahl

DESCRIPTION OF COURSE:

This course will focus on the strengths and weaknesses of contemporary liberal democracy; especially political and moral liberalism. We will begin with defining the topic in terms of Tocqueville's "Democratic Man" and his understanding of "soft despotism." Then we will read Joshua Mitchell's *Tocqueville in Arabia: Dilemmas in a Democratic Age* – a professor's memoir of his experience teaching political theory in the Middle East and at Georgetown University in Washington, D. C. It is a deep reflection on how today's students react and respond to questions of what it means to confront moral and political dilemmas. We will further define the problems facing liberal democracy through an essay by Pierre Manent entitled "Crisis of Liberal Democracy." Chantal Delsol's *Unjust Justice: Against the Tyranny of International Law* will raise the moral challenges to liberal democracy in a regional and global world. For the rest of the course we will read and discuss more empirical works confronting various aspects of the crisis of liberal democracy on both sides of the Atlantic. (The course is open to all majors.)

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

Spring 2015

MC 430: Section 301

APPLIED INTERNATIONAL DEVELOPMENT

Professor: Linda Racioppi

DESCRIPTION OF COURSE:

Are you interested in a career in international development, or would you simply like to know more about how international development works on the ground? This course provides an intense, interdisciplinary introduction to the field of international development. The course exposes students 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 in development and learn about major development donors and specific development projects around the globe. The applied and pragmatic focus of the course will give you the opportunity to analyze and critique development projects and policies and allow you to work with others to design a development project for which you will write a funding proposal. An honors option will be available.

TYPICAL TEXTS:

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

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*

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

USAID, *Family Farming Program Reports*

World Bank, *Report on Engendering Development*

FAO, *The State of Food and Agriculture*

EVALUATION:

Participation, policy analysis paper, socio-cultural background paper, collaborative development project proposal.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC/FW 450

INTERNATIONAL ENVIRONMENTAL LAW AND POLICY

Professor: Mark Axelrod

Fulfills STEPPS Public Policy requirement

DESCRIPTION OF COURSE:

News reports are crowded with predictions of environmental doom, from resource depletion to polluted landscapes. While these concerns were typically addressed by national and local governments, solutions for shared resources (such as oceans) and mobile resources (such as wildlife) require coordination between countries. Contemporary environmental regulation therefore involves both global participants and global impacts. However, this arrangement is challenged by the principle of sovereignty, which allows governments to operate unconstrained within their own borders. This course addresses conditions under which states have and have not successfully constrained their citizens' environmental behavior in order to achieve global environmental goals. We also address how costs and benefits of environmental protection and degradation are distributed among countries and individuals. In addition to discussing the current state of international environmental law, we also focus on how that state of affairs came to be, what stakeholders are involved, and what other policy options exist for handling these concerns.

The semester begins with an introduction to collective action problems and the environmental policy process. We then continue by exploring how international environmental law is formed and implemented. Building on this background, we analyze international laws and policies surrounding various environmental issues. Finally, we conclude the semester by addressing international law in other fields that impact the environment, as well as a few issues on which international cooperation has not yet emerged.

POTENTIAL READINGS:

- 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 Brown. 2013. *Global environmental politics, 6th edition*. Boulder, CO: Westview Press.

ASSIGNMENTS:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 459

STEPPS CAPSTONE

Professor : Kevin Elliott

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 2015

MC 482

GENDER AND VIOLENT CONFLICT

Professor : Linda Racioppi

DESCRIPTION OF COURSE:

From all-male and male-dominated armies to the heroic masculinization of combat, from systematic rape campaigns to the policing of sexual relations, violent conflicts throughout the world are deeply gendered. An emerging scholarship has documented the profound gender consequences of wars, conflicts and their resolution. This course is designed to review some of that scholarship and to explore specific cases of violent conflict, war and militarization, addressing the theoretical contours, social, cultural and political dynamics, and policy implications of gendered conflict within and between states. It draws on a wide range of disciplinary perspectives and genres (from social science analyses to history, memoir, and film).

TYPICAL READINGS:

Joshua Goldstein, War and Gender: How Gender Shapes the War System and Vice Versa.
Tamara Herath, Women in Terrorism: Case of the LTTE.
Kirsten Holmstedt, Band of Sisters: American Women at War in Iraq.
Janie Leatherman, Sexual Violence and Armed Conflict.
Dubravka Zarkov, The Body of War: Media, Ethnicity and Gender in the Break-up of Yugoslavia.
Leymah Gbowee, Mighty Be Our Powers

EVALUTION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 492 – Section 1

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS - U.S. National Security:
Strategy, Process, and Policy**

Professor Matthew Zierler

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

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*
Renshon, *National Security in the Obama Administration: Reassessing the Bush Doctrine*
John Lewis Gaddis, *Strategies of Containment*
Derek Chollet and James Goldgeier, *America between the Wars*
Tom Ricks, *The Gamble*
David Sanger, *Confront and Conceal*
Variety of journal articles and government documents

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 492 – Section 002

SENIOR SEMINAR IN INTERNATIONAL RELATIONS - Global Poverty and Inequality

Professor: Yasu Komori

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This seminar explores the issue of global poverty and inequality, with a focus on the role of foreign aid and development assistance. What is poverty? What is inequality? What is the relationship between poverty and inequality? What are the sources of global poverty and inequality? Can foreign aid reduce poverty? What role do international organizations play in dealing with global poverty and inequality?

We begin with a critical analysis of the concepts of poverty and inequality as well as different theoretical approaches for explaining their causes. We examine the major debates that surround the effectiveness of foreign aid in alleviating poverty. We then focus on critically assessing the role of a variety of international actors, including major international organizations (U.N., World Bank, regional development banks) as well as bilateral donors (USAID), large NGOs and foundations (Save the Children, Bill & Melinda Gates Foundation), in addressing poverty around the globe. We also explore the impact of new donors, such as China, on the global aid regime.

TYPICAL READINGS

- David Hulme, *Global Poverty: How Global Governance Is Failing the Poor*. New York: Routledge, 2010.
- Paul Collier, *The Bottom Billion: Why the Poorest Countries Are Falling and What can be Done about It*. Oxford: Oxford University Press, 2007.
- Angus Deaton, *The Great Escape: Health, Wealth, and the Origins of Inequality*. Princeton: Princeton University Press, 2013.
- William Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin Books, 2006.
- Catherine Weaver, *Hypocrisy Trap: The World Bank and the Poverty of Reform*. Princeton: Princeton University Press, 2008.
- Deborah Brautigam, *The Dragon's Gift: The Real Story of China in Africa*. Oxford: Oxford University Press, 2009.

EVALUATION

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 492 –Section 003

**SENIOR SEMINAR IN INTERNATIONAL RELATIONS - Water, Energy and
Commerce: Resource Scarcity, Sustainable Development and Environmental Impacts**

Professor: Norm Graham

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

This seminar will examine comparatively the experience of states undergoing rapid economic, political, social and environmental change since the collapse of the Soviet Union. It provides an interdisciplinary analysis of the progress made and challenges faced in post-socialist era Europe, Russia, and the Eurasian successor republics to the former Soviet Union with a focus on sustainable development. It will examine the philosophical debates underlying international trade and business trends and policy, economic development and reform efforts, and the evolution of political and economic institutions. It will also examine the feasibility of alternative policy strategies in a changing and increasingly interdependent global economy. An important focus will be on the comparative analysis of natural resource challenges and conflicts, particularly as they relate to the energy-water nexus in Eurasia.

KEY QUESTIONS:

For countries that face the challenge of “transition” to democracy and a market economy, is there evidence of a superior strategy for the timing/sequencing of economic and political initiatives?

What is missing in the current debates on economic transition? Is there a “third way” or steady state/low growth option yet to be fully defined? Do the proponents and critics of market forces and state intervention alternatives (along with empirical studies of impact) offer prospects for fresh theoretical and policy development? Is rapid economic growth the only viable goal? Is globalization stalled?

Has the environmental degradation in post-Communist regimes threatened the “carrying capacity” of key countries and regions?

Is there validity in the proposition that resource rich countries fall prey to a “resource curse”?

Does global climate change threaten to exacerbate the environmental stress thus far experienced in Eurasian transition countries?

Is there increased prospect for international conflict over increasingly scarce natural resources?

Are there emerging technological solutions to some of the key environmental and resource challenges facing transition countries?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 492 – Section 004

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

Professor: Simei Qing

Restrictions: Open only to seniors or approval of college

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 2015

MC 493—Section 001

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS - Health and Human Rights

Professor: Andrea Freidus

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

The course is an overview of the intersection of health and human rights from an interdisciplinary perspective with an emphasis on vulnerable populations. We will look specifically at the precarious health conditions of the poor, women, minorities, prisoners, and displaced populations. Throughout the course, students will be introduced to several central human rights documents that deal with questions of health and wellbeing as well as a variety of scholarly work that illuminates controversies associated with the concept of “universal” rights. In addition to theoretical debates, students will be introduced to case studies that illuminate ethical issues associated with people’s rights to health both domestically and internationally. Students will be asked to analyze a variety of emerging health-related real world issues and how they relate to questions of human rights, including: bioethics and human subjects research; structural violence leading to inequitable health outcomes that are gendered and racialized; the morality of detainment and enhanced interrogation; human trafficking of organs associated with technological advancement that allows for more organ transplantation; and the role of human rights to health in humanitarian crises. This course requires critical analysis of readings drawn from medical anthropology, medicine, public health, political science, history, sociology, journalism and media studies that collectively bring about an increased awareness of the depth and breadth of the intersection of health and human rights.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 493 – Section 002

SENIOR SEMINAR IN COMPARATIVE CULTURES AND POLITICS - Television, Televisuality and Global Events

Professor: Andaluna Borcila

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

Television has undeniably impacted the ways in which we see, understand and experience the nation, places, “others,” the global, history, and the everyday. Academics, journalists, politicians, military personnel, and activists have both enthusiastically embraced and bemoaned its 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 relationship between televisuality and other modes and technologies of seeing/visuality; between the work of and power of television and other media (print media, photography, film, the internet, and social media); between television as a technology of nationhood and as a technology of globalization; between television and history; between telesthesia, lived experience, and memory; and between television and policy.

Television is inextricable from such global events as the Tiananmen Square protests of 1989, the fall of communism, the Gulf War, the wars in Bosnia, the Kosovo crisis, the war in Afghanistan, the Iraq war, the “ Arab Spring,” to name but a few. We will grapple with key and competing perspectives on the complex role of television and televisuality in such global events (i.e. movements of protest and wars). Along the way, we will familiarize ourselves with critical work on the politics of televisual representation, on geographies of visibility in American television news, 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 and crisis? 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 movements of protest and on wars? What is the relationship between television and other forms of media? How have television, televisuality and mediatization more generally impacted our ways of seeing the world, our lived experience, and our memory (both social and personal memory)?

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 497—Section 001

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY –
Leon Trotsky and Ernesto “Che” Guevara: Comparative Revolutionary Theory and
Practice**

Professor: Curtis Stokes

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

Critical examination of the theory and practice of two major 20th century revolutionary figures, Leon Trotsky and Ernesto Che Guevara; will be done against the background of both the Russian and Cuban Revolutions.

TYPICAL READINGS:

Leon Trotsky, *Our Political Tasks* (New Park Publications, 1904).

Leon Trotsky, *The Permanent Revolution and Results and Prospects* (Merit Publishers, 1969).

Rex A. Wade, *The Russian Revolution, 1917*(Cambridge University Press, 2008). Second Edition.

Julio Garcia Luis (editor), *Cuban Revolution Reader: A Documentary History of Fidel Castro’s Revolution* (Ocean Press, 2008).

David Deutschmann (editor), *Che Guevara Reader: Writings on Politics & Revolution* (Ocean Press, 2007).

Marifeli Perez-Stable, *The Cuban Revolution: Origins, Course, and Legacy* (Oxford University Press, 2011).

EVALUATION:

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

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 497—Section 002

**SENIOR SEMINAR IN POLITICAL THEORY & CONSTITUTIONAL DEMOCRACY –
On Education: Medieval and Modern**

Professor: Waseem El-Rayes

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

In this seminar we will explore the question of liberal education as examined by great thinkers by ancient, medieval, and modern thinkers. We will cover works by authors you are familiar with and studied before (like Plato, Aristotle, and Rousseau), and works by Muslim authors unfamiliar to you (like Alfarabi, al-Ghazali, and Ibn Tufayl). The primary goal of studying the thoughts of these thinkers is to help us better articulate our views, as moderns, regarding the problem of education.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 498—Section 001

SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY – Sex, Religion, and Public Policy

Professor: Gene Burns

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE

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

It is somewhat striking how often public policy debates over sexuality also involve the politics of religion, including debates over the relationship between religion and state. When we argue about sex, and/or gender, very frequently we also argue about religion.

While the intertwining of the politics of sex and religion seems to have accelerated in recent times, there is a considerable history of such linkage in public policy debates. For instance, family policy has repeatedly involve debates that elevate or outlaw different religious views of marriage, including who may enter into marriage, and under what circumstances. Same-sex marriage laws—while certainly not only about religion—are arguably a new chapter in a long-running debate.

Marriage is just one example; there are many public policy debates involving clashes over matters sex and religion. For instance, the clergy sexual abuse crisis has in some countries led public officials to assert greater legal authority over internal church matters; in a particularly striking example, the aftermath of the crisis fundamentally changed the relationship between the Catholic Church, on the one hand, and Irish society and government, on the other. Assumptions about sex, gender, and religion can intersect in ways that look strange to outsiders: For instance, why does restricting Muslim women’s wearing of headscarves in public appear to so many French to be not a restriction on women’s civil liberties, but as an *advancement* of those liberties? What assumptions about religion, sex, and the role of public policy inform such perspectives?

In the contemporary debate over the Affordable Care Act (Obamacare), one of the provisions that has received the most attention has been the “contraceptive mandate.” Some religious employers claim that participating in health insurance plans that include contraceptive coverage violates their First Amendment religious freedom rights. Relevant context here is that the Affordable Care Act was crafted in the first place in a way that avoided expanding insurance coverage of abortion services, as well. But we have seen some of these battles before: For instance, it has long been established that religion is not usually a valid excuse in the United States for employment discrimination on the basis of sex or race.

Sometimes assumptions about the power of religion in shaping our political debates and policy choices are overblown. And so the seminar will also examine cases where religious influence on public policy is not as strong as many critics assume.

It is important to note that, as of this writing, the specific cases and readings used in this seminar are still under development. And so not necessarily all the topics listed above will actually be addressed. The focus will primarily be on the United States but examples from other countries are also likely.

EVALUATION:

Papers, exam, class participation, research project, class presentation.

MICHIGAN STATE UNIVERSITY, JAMES MADISON COLLEGE

SPRING 2015

MC 498—Section 002

SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY – Middle Class Politics and Policy in the U.S.

Professor: Louise Jezierski

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE

This SRP senior seminar examines the contributing factors to the social formation of the American middle class from the founding to the present, including the interaction of social agency, ideology, opportunity structures, conflict, domination, normative order, political economies, cultures, and social movements. In contemporary American society, middle class identities and life chances are in flux. This course charts the larger forces which are challenging and shaping traditional roles and identities of the middle class, creating new inequalities and entitlements, and forging new political agendas. We also explore the intersectionality of class, race, and gender. How does the Black Middle Class fare? How is class gendered? We look at U.S. policy and its role in shaping the Middle Class. As a five credit SRP capstone course, we spend 10 weeks reading about the historical formation of the US middle class. Meanwhile, students are engaged in completing an original research project using primary data on a topic of their choice that contributes to understanding about middle class formation for presentation at the end of the semester.

TYPICAL READINGS:

C. Wright Mills, *White Collar: The American Middle Classes*, 1951, 2002

B. Bledstein, R. Johnson, *Middling Sorts :Explorations in the History of the American Middle Class* 2001

Karyn R. Lacy *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class* 2007

Richard Florida, *Rise of the Creative Class & How It's Transforming Work, Life, Community, And Everyday Life* Revised and Expanded Edition (2012)

ASSIGNMENTS:

Lead Discussion for one class period, contribute discussion questions daily, write 10 weekly reflection papers, write a 25 page research paper, provide an oral power point presentation of your research.