

Spring 2019

MC 221 – INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Yasu Komori – Section 001

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 Bradford Dillman, eds., *Introduction to International Political Economy*, 6th ed. Boston: Pearson, 2013.
- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy*. New York: N. W. Norton, 2011.

EVALUATION:

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

Spring 2019

**MC 221 – INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL
ECONOMIC RELATIONS**

Professor Galia Benitez – Section 002

Professor Lisa Cook – Section 003

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.

Spring 2019

MC 221 – INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS

Professor Norman Graham – section 004

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:

Acharya, Amitav, The End of the American World Order. Cambridge, UK: Polity Press, 2014.

Dieter, Helm, Burn Out: The End Game for Fossil Fuels. New Haven, CT: Yale University Press, 2017.

Marx, Karl and Friedrich Engels, The Communist Manifesto. London: Penguin Books, 1967 or 2002; also available at various web sites, e.g.: www.anu.edu.au/polsci/marx/classics/manifesto.html/

Sharma, Ruchir. The Rise and Fall of Nations. NY: W.W. Norton, 2016.

Spring 2019

MC 231 – CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor Andaluna Borcila – section 001

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 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 and practices formed and reconfigured in such encounters, across borders, and in new contexts? Do the processes associated with contemporary globalization ameliorate, reproduce, or intensify global inequality and conflict? How are our representations of “others,” of “the global,” of “cultural difference,” of “the nation” and of “globalization” politicized in our contemporary context, and how do they participate in shaping policies?

Spring 2019

MC 231 – CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE

Professor Funmbi Elemo – section 002

DESCRIPTION OF COURSE:

MC 231 builds on the concepts, themes, and theoretical approaches introduced in MC 230 by shifting from examining the relationship between culture and politics in a comparative national perspective to a transnational 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. Over the course of the semester, we will examine the ways that global processes shape the politicization of cultural identities, practices, and representations across national spaces. In doing this, the course will grapple with the following questions: How do power relations affect the mobility and circulation of people, representations, and capital in our globalized world? How do they shape cultural encounters? How are cultural identities formed and reconfigured in such encounters? Do such processes ameliorate, reproduce, or intensify global inequality and conflict?

As in MC 230, our approach is explicitly interdisciplinary, drawing on a wide range of texts and discourses, including academic texts across the social sciences and humanities (cultural studies, anthropology, music, tourism studies, media studies, ethnographies, sociopolitical works, critical theory), media, and literary and testimonial narratives. Therefore, MC 231's course objectives are the following:

- To introduce students to central theoretical approaches to the study of transnational cultural politics.
- To cultivate the ability to understand key concepts such as globalization, transnationalism, representation, othering, colonialism, post-colonialism, diasporas, and Orientalism.
- To recognize the role of cultural identities, practices, and representations in shaping global politics and public affairs.
- To build competency in interdisciplinary inquiry and analysis.
- To improve research, writing, and communication skills.

Spring 2019

MC 271 - CONSTITUTIONALISM AND DEMOCRACY

Professor Lorch - section 001

Professor Tacuma Peters – section 002

Professor Ben Kleinerman – section 003

DESCRIPTION OF COURSE:

This course focuses on the emergence of liberal democracy within contestations over monarchical rule, empire, slavery, and Amerindian dispossession. The semester provides students with three of the four most influential ideologies of the modern era (republicanism, conservatism, and liberalism), while placing the liberal democratic order in the framework of the long sixteenth century.

The course traces practices and ideas of freedom beyond the confines of ordinary politics as well as from a variety of social and political perspectives. For example, the three Atlantic revolutions of the 18th century (American, French, and Haitian) are given considerable weight. Similarly, this course takes seriously the historical and contemporary understanding that liberal democracy cannot be easily separated from the social/political forms of control that were instrumental in its constitution. Thus, chattel slavery and the conquests of the Americas are included as “foundations” of liberal democracy. Finally, the idea of constitutional democracy necessitates ideas about the place of power within human life; through an exploration of John Locke, the Federalist Papers, and classical liberal thinkers (Alexis de Tocqueville and J.S. Mill), the course examines understandings of power that undergird liberal democracy.

Spring 2019

MC 272 - POLITICAL THEORY & ISSUES
“What is the Good of Science?”

Professor Tobin Craig

DESCRIPTION OF COURSE

National Endowment of the Humanities grant-winning course on the relationship between science, politics and the human good. Modern civilization is a scientific civilization. Science is our one generally acknowledged intellectual authority. But what is the basis of our belief that science, or the study of nature is good? Perhaps we say, “Because science gives us great technological powers?” But many of these powers are ambiguous in their goodness, some have even endangered our very existence. As long and humans remain human, imparting to us more power is a questionable good. Perhaps we say, “Because knowing the truth about nature is good in itself.” But is it really? Are we made happier or better by our knowledge? And as long as the actual knowledge remains the preserve of an increasingly specialized few, how does the pursuit of that knowledge benefit we non-scientists? Why should we then pay for it? In this seminar we will be pursuing these questions by considering core texts of philosophy and literature, history and science.

Spring 2019

MC 281 – IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor Joy Rankin – section 001

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.

Spring 2019

MC 281 – IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor Allison Berg – section 002

DESCRIPTION OF COURSE:

This is the second course in the sophomore SRP sequence and 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 United States. While our readings span key moments from the post-Reconstruction era through the present, 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 the experiences of Chinese Americans, Mexican Americans, African Americans, and Haitian Americans.

We will begin by reflecting on the apparent gap between the professional study of history and the way most of us learned American history in high school. Then we will take up the case of the 1898 Wilmington, North Carolina riots to explore how contemporary approaches to race and ethnicity--for example, sociologists Michael Omi and Howard Winant's concept of "racial formation" might be applied to the dynamics of race in the post-Reconstruction era. These introductory readings will provide a common vocabulary that we can employ, critique, and perhaps improve upon as we delve into the major texts of the course.

TYPICAL TEXTS:

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

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

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

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

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

EVALUATION:

Short essays, midterm exam, final paper, participation

Spring 2019

MC 281 – IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM

Professor Anna Pegler-Gordon – section 003

DESCRIPTION OF COURSE:

As the second course in the sophomore Social Relations sequences, MC 281 provides an historical complement to the understanding of social theory you developed in MC 280. In this class we will focus on immigrants, racial and ethnic groups to explore the historical dynamics of intergroup relations in the U.S. Our goals are to gain a broad understanding of the historical development of race, ethnicity, and immigration in the U.S., as well as develop our critical skills in interpreting and evaluating history. In addition to readings from cultural, social, and intellectual histories, this course will also introduce you to varied historical sources. Throughout the semester, we will pay special attention to visual documents and history textbooks, both of which shape the ways in which we see and understand race and ethnicity in America.

This course takes an historical approach, but is not an historical survey. Rather, it focuses on significant shifts in ways that people thought about and lived race in the United States. We will also consider the questions: Why do we study American history? How has the teaching of American history changed over time? And what role has history played in American understandings of race and ethnicity? As we address these questions, this course will consider the diversity within the connections between the experiences of African American, Asian American, European American, Native American and Latino communities.

This section of MC 281 may be especially interesting to you if you have interests in Native American and Asian American studies.

TYPICAL READINGS:

- Ta-Nehisi Coates, *Between the World and Me*. New York: Spiegel & Grau, 2015.
- James Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. Touchstone Press, 2007.
- Tiya Miles, *Ties that Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*. Berkeley: University of California Press, 2005.
- Mae Ngai, *The Lucky Ones: One Family and the Extraordinary Invention of Chinese America*. Boston: Houghton Mifflin Harcourt, 2010.
- Susan Sleeper-Smith, et. al., eds., *Why You Can't Teach US History without American Indians*. Chapel Hill: University of North Carolina Press, 2015.
- Raoul Peck, *I Am Not Your Negro*. 2016 (film).

Spring 2019

MC 290 – SPECIAL TOPICS – Qualitative Research Methods

Professor Amanda Flaim

Counts as Methods requirement for IR and CCP. Counts as a cluster course for SRP.

DESCRIPTION OF COURSE:

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

Spring 2019

MC 295 – RESEARCH DESIGN & QUANTITATIVE ANALYSIS IN PUBLIC POLICY

Professor Siddharth Chandra

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.

Spring 2019

MC 319 – ASIAN AMERICAN HISTORY

Professor unknown

DESCRIPTION OF COURSE:

This course will focus on a survey of Asian American history from mid-nineteenth century to the present. We will analyze shared and different experiences of the Chinese, Japanese, Korean, Filipino, Vietnamese, Hmong, and East Indian peoples who have come to the United States.

Spring 2019

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

Professor Daniel Ahlquist

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.

Spring 2019

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

Professor Russell Lucas

Prerequisites: MC 221 or PLS 160 or completion of Tier I Writing requirement. MC 221 recommended.

DESCRIPTION OF COURSE

When we think of regional politics in the Middle East, we tend to think of issues of conflict rather than cooperation. This course will help us investigate why. We will also see if that perception matches reality. By looking at the Middle East, we also are able to identify some of the interesting intersections of international and domestic politics. The region provides a useful window into a variety of different theories in public affairs. While theories of realism and neo-realism may seem well suited for analyzing conflict in the region – historical patterns also help us investigate theories of neo-institutional liberalism, constructivism, and political economy. In addition, theoretical questions about domestic politics – especially political institutionalization, social movements, and political culture – can help us investigate not just local, but regional politics as well. Finally, it is the study of the Middle East that introduced questions of ‘Orientalism.’ We will look at the competing frames of representation of the region by political actors inside and external to the region.

Spring 2019

MC 324D – REGIONAL POLITICS, COOPERATION AND CONFLICT IN ASIA

Professor Yasu Komori

DESCRIPTION OF COURSE:

This course introduces students to the contemporary dynamics of international relations in Asia. The ultimate goal of the course is to assess the conditions for cooperation and conflict in Asia by drawing on theories and concepts taken from the international relations (IR) literature. There are different perspectives on the contemporary situation in Asia. On the one hand, pessimistic scholars focus on various sources of instability in the region, such as historical mistrust and animosity, North Korea's aggressive behavior, increasing tensions over disputed islands in the region, the potentially destabilizing impact of China's rise, uncertainty about the U.S. influence in the region, and so forth. On the other hand, other scholars stress the growing economic interdependence and the emerging networks of cooperation in the Asian region. To evaluate the prospects for cooperation and conflict in Asia, we will examine the changing patterns of interactions among regional powers, such as Japan, China, North Korea, South Korea, and Taiwan as well as the role of the United States in the region. We will also consider the impact of India's rise and the role of the Association of Southeast Nations (ASEAN) in the East Asian regional order.

TYPICAL READINGS:

- David Shambaugh and Michael Yahuda, eds., *International Relations of Asia*, 2nd ed. Lanham, ML: Rowman & Littlefield, 2014.
- Thomas J. Christensen, *The China Challenge: Shaping the Choices of a Rising Power*. New York: W. W. Norton & Company, 2015.
- Richard J. Samuels, *Securing Japan: Tokyo's Grand Strategy and the Future of East Asia*. Ithaca: Cornell University Press, 2007.
- Victor Cha, *The Impossible State: North Korea, Past and Future*. New York: Ecco, 2012.

EVALUATION:

A research paper, midterm and final exams, presentations, and class participation.

Spring 2019

MC 325 – STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE

Professor Louis Hunt

Prerequisites: MC 221 or MC 341 or MC 271 or MC 230 or MC 281.

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.

Spring 2019

MC 326 - U.S. FOREIGN POLICY

Professor Simei Qing

DESCRIPTION OF COURSE:

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

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

The course objectives include the following:

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

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

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

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

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

Spring 2019

MC 333 – PERFORMANCE, POLITICS, AND NATION

Professor Steve Rohs

DESCRIPTION OF COURSE

This course will examine how collective identities are constructed and contested by public performances. By studying music, theatre, public rallies, speeches, demonstrations, 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 knowledge and collective 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 communal and national imagination 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 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.*” We will examine collective identities as they are negotiated in live and recorded performance events and explore 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. Performance can also provide insights into the “intercultural” aspects of vexed global identities.

There are a wide range of “performances” we could consider in studying the way people create collective identities. We will focus on performances of protest in different areas of the world and study the ways *some* themes of national performance are played out in particular detail. We move to another perspective, examining how theorists explain the ways people “perform” themselves in everyday life, followed by texts and videos that illustrate and complicate these theories. That investigation, as well as the subsequent section on “stages and places” give us opportunities to understand the inter-actions and inter-plays of individual and collective identities, and the important ways people act on, respond to, improvise, dramatize, and evaluate personal performances on particular social stages. Questions guiding our movement from site to site and frame to frame include: How/why do people create identities through the “performance of the self,” and how do individual performances intersect with collective identities? How do such performed identities inform and respond to social and cultural places as if they were stages, places of dramatic action? What strategies do people use to cultivate such collective (national, racial, gendered, classed, religious, etc.) identities in the service of a protest movement, and how might those strategies be evaluated? How does the concept of nation inform such protests? How is it critiqued by them? In what ways are performed rituals transformational? In what ways do they fail?

Spring 2019

MC 334 – RIGHTS, ADVOCACY, AND ACTIVISM

Professor Jennifer Goett

DESCRIPTION OF COURSE:

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

Spring 2019

MC 348 – EDUCATION POLICY

Professor Louise Jezierski

DESCRIPTION OF COURSE

Education Policy introduces SRP students to the social and political construction of American education policy, especially debates over how best to deliver quality and equitable education, and some exploration of the anxiety that Americans feel about education given a competitive global world. The shape and content of policy is a socio-political process and we will explore these political processes in this course. Our society has long been engaged in debates about how to govern education, with support for the idea of public education going back to the founding of the Republic. We examine these issues historically and theoretically, i.e., what are the assumptions behind government sponsored education and how do these assumptions take different positions historically? What are education's functions, contradictions, and tensions? We will also examine theories on the origin and comparative development of education. While this course focuses especially on the U.S. case, we will also engage in comparative assessments of US education outcomes and policies vis-à-vis global competitors. We also take a closer look at education policies in Michigan, specifically, including fiscal approaches to equity schooling. The interdisciplinary approach used here incorporates journalistic and current events, economics, history, political science, and sociology. The institutional field of education is complex and fragmented, embedded in private and public institutions and in a federalist government structure that allows for lots of variation among states, counties, and municipalities. Here we look at how the state manages and promotes education amongst its youngest citizens.

TYPICAL READINGS

Darling-Hammond, L. Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World (2017); Mondale, S., (2001). School: The story of American public education; Russakoff, Dale (2016) The Prize: Who's in Charge of America's Schools? ;Michael F. Addonizio and C. Philip Kearney Education Reform and the Limits of Policy: Lessons from Michigan (2012) W.E. Upjohn Institute.

EVALUATION:

Four Position Papers of about 6-7 pages plus one presentation on a panel covering the following topics: Civic Virtues Of Public Education; Neoliberal Values And School Choice; Equality And Equity In Education; Quality Teaching Under Conditions Of Inequality. Students must lead one discussion during the semester with a 2 page memo to share with the class.

Spring 2019

MC 358 – POLITICS OF THE U.S.S.R. AND ITS SUCCESSOR STATES

Professor Timur Kocaoglu

DESCRIPTION OF COURSE:

Scope and Objectives of the Course: This course covers the political history, Communist ideology, state institutions, and political processes in the Soviet Union and its post-Soviet successor states. It will analyze the record of political “reform” efforts under Gorbachev, Yeltsin, and Putin, and will assess the prospects for improved governance and development in Russia. It will also examine the political change underway in the post-Soviet republics of Georgia, Ukraine, and Kyrgyzstan accentuated by the “color revolutions” emerging there 2003-2010, as well as the challenges of political reform in authoritarian regimes like those ruling Armenia, Azerbaijan, Belarus, Kazakhstan, Moldova, Tajikistan, Turkmenistan, and Uzbekistan.

Finally, it will examine the challenges faced by the “maturing” democracies in the Baltic Republics. Students will develop analytical and expression skills as they explore the range of cases and issues covered.

NB: This course qualifies as a key social science component of the Undergraduate Specialization in Russian and East European Studies offered by the College of Arts and Letters and the Center for European, Russian and Eurasian Studies.

Spring 2019

MC 362 – PUBLIC INTERNATIONAL LAW

Professor Matthew Zierler

Prerequisites: MC 220/221 or college approval

DESCRIPTION OF COURSE:

This course provides students with an introduction to the field of public international law. We will study how international law is made and applied, and how it has evolved over time. Because this is a course taught in the field of international relations, and not in a law school, we will also be spending some time thinking about how international law fits into the larger field of IR. More directly, we will consider how politics matters in the development, interpretation, and application of international law in the international system. We will also consider where international law comes from, concentrating on treaties and custom as the main sources of international law. We will then turn to some of the major issues in international relations where international law has come to play a major role, which might include: the conduct of war; international criminality; the use of force; human rights; the global environment; and the international economy.

TYPICAL READINGS:

Jeffrey L. Dunoff, Steven R. Ratner, and David Wippman. *International Law: Norms, Actors, Process: A Problem-Oriented Approach*. Latest edition.

Journal articles.

EVALUATION:

There will likely be midterm and final exams, case briefs, a research paper, and a mock war crimes trial simulation.

Spring 2019

MC 364 - POLICY EVALUATION

Professor Lisa Cook

Prerequisites: EC 201 or EC 251H or concurrently **and** EC 202 or EC 252H or concurrently **and** SOC 281 or PLS 201 or concurrently. **Not open** to students with credit in PLS 313.

DESCRIPTION OF COURSE:

This course will examine economic concepts and analytic techniques for the design and evaluation of public policies. We will study the political environment of policy formation and implementation. In addition, this course will cover basic data analysis and application of concepts and techniques to selected government policies.

SPRING 2019

MC 366 – FILM, HISTORY AND NATION

Professor Colleen Tremonte

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

DESCRIPTION OF COURSE

Most of us would agree that films are among the most powerful media by which a general public comes to know the ‘past’. More importantly, the emotional power and visual authority of such texts enables them to participate in the ‘writing’ of history/ies and the construction of historical subjectivities and cultural memories. Not surprisingly, much like written narratives, films often participate in the enterprise of ‘nation building’, even in moments marked by transnational flows and global capital. This course investigates the relation of film and cinema to history, historical representation, and cultural memory. In particular, it interrogates relationship between fiction films and audiences in the formation of local, (trans)national, and/or global identities and historical subjectivities. The course also queries the place of cinema more generally in the complex web of global economies: that is, within the context of production, circulation and reception.

TYPICAL READINGS

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

TYPICAL FILMS

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

TYPICAL ASSIGNMENTS

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

Spring 2019

**MC 371 – BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN
POLITICAL THEORY**

Professor Eric Petrie - section 001

Professor Louis Hunt - section 002

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.

Spring 2019

MC 372 – COMPARATIVE BLACK POLITICAL THOUGHT

Professor Curtis Stokes

DESCRIPTION OF COURSE:

This course provides a comparative and critical examination of the political thought of selected black radicals and conservatives in the United States, as well as Africa and elsewhere in the African Diaspora. Our conversation will be informed by the following questions: What does it mean to be a ‘radical’ in general and especially a ‘black radical?’ Are reformism, black nationalism, and revolution interchangeable? Is black political thought, whether conservative or radical, no more than warmed over Americanism?

TYPICAL READINGS:

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

Jeffrey B. Leak, (ed), *Rac(e)ing to the Right: Selected Essays of George S. Schuyler*

Amilcar Cabral, *Return to the Source*

Anna Julia Cooper, *A Voice from the South*

Harold Cruse, *The Crisis of the Negro Intellectual*

Frantz Fanon, *The Wretched of the Earth*

Patricia Hill Collins, *Black Feminism*

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

EVALUATION:

Several papers and class participation

Spring 2019

MC 375 - CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS

Professor Daniel Bergan

DESCRIPTION OF COURSE:

This course will examine the contemporary developments related to persistent issues of American governance. We will cover normative, empirical, and historical inquiry into topics such as the role of popular opinion, policy capacities and democratic and deliberative practice. Throughout the course we will conduct examination of case studies and selected policy problems and issues.

Spring 2019

MC 376 – POLITICAL THOUGHT IN THE MUSLIM WORLD

Professor Waseem El-Rayes

DESCRIPTION OF COURSE:

Major intellectual transformations in the Muslim world from the 19th century to the present.
Important internal and external influences.

Spring 2019

MC 377 – CULTURE, POLITICS AND POST-COLONIALISM

Professor Steve Rohs

Prerequisites: MC 221 or MC 231 or MC 271 or MC 281

DESCRIPTION OF COURSE:

International politics and power. Relations of colonialism and post-colonialism. Contemporary repercussions. History, literature, culture, and political theory.

SPRING 2019

MC 380 – SOCIAL POLICY

Professor Jennifer Sykes

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

Recommended Background: Completion of one semester methodology course.

DESCRIPTION OF COURSE:

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

Spring 2019

MC 382 – SOCIAL MOVEMENTS

Professor Rashida Harrison

DESCRIPTION OF COURSE:

Theories and case studies of social movements in comparative perspective. Origins, development, membership, organizational dynamics, social control, political efforts.

Spring 2019

MC 386 – WOMEN & POWER IN COMPARATIVE PERSPECTIVE

Professor Sejuti Das Gupta

DESCRIPTION OF COURSE:

As students of public affairs, you are expected to be able to analyze various issues of social group and any learning is incomplete without addressing issues of gender and power. These are two critical aspects of both humanities and social sciences which the course weaves together. You might be committed to enhancing social justice but remain caught in conceptual categories which posit binaries, like formal-informal, private-public. The course attempts to question one such binary in particular to comprehend the complex reality around women and power, 'private-public'. The course is divided into broadly 4 sections. The first section focuses on theoretical understanding of gender relations and power. The following three sections look at interaction of women and power in economic, social and political realms where women both experience power and exert power. There are cultural differences in these experiences which are brought forth through case studies from different parts of the world, Bangladesh, South Africa, Uganda, UK, Philippines and India. Both quantitative and qualitative tools are used to make sense of the phenomenon in diverse cultural contexts. An interdisciplinary tool of understanding reality runs across all four sections- structural, institutional and grassroots levels of analysis between women and power

The course has five objectives:

- 1) to introduce key theoretical perspectives on gender and power;
- 2) to examine how gender structures inequality as well as women's agency in multiple geographical contexts, national and transnational;
- 3) to develop an understanding of structural, institutional and grassroots levels of interaction between women and power
- 4) to build competency in interdisciplinary inquiry and analysis by challenging binaries of categories like private and public;
- 5) to improve research, writing, and speaking skills.

TYPICAL READINGS:

Naila Kabeer. 2002. *The Power to Choose: Bangladeshi Garment Workers in London and Dhaka*. Verso.

Stephanie Nolen. 2008. *28: Stories of AIDS in Africa*. Knopf Canada.

Spring 2019

MC 387 - JEWS AND ANTI-SEMITISM

Professor Amy Simon

DESCRIPTION OF COURSE:

This class serves as both a historical evaluation of antisemitism as well as an analysis of antisemitism in the present day. Throughout the semester, we will explore definitions, forms, and examples of antisemitism, as well as discuss Jewish responses to it. Focusing on a few case studies from early Christianity to today, we will analyze the old forms of antisemitism that focus on images of Jews as parasitic outsiders, and we will examine how that antisemitism has changed, as well as avenues of continuity. We will take special care to discuss current antisemitism throughout the world in the context of historical Jew-hatred, and we will try to understand its more recent impetuses and iterations. Overall, we will seek to understand why antisemitism is, indeed, “the longest hatred” and how we can address this problem moving forward. To this end, students will read both secondary and primary sources. We will contribute to a blog on current antisemitic events started by students in MC 387 last year, "Blogging Antisemitism." Students will also research in the extensive Radicalism collection at MSU's library.

TYPICAL READINGS:

1. Burrin, Philip. *Nazi Anti-Semitism: From Prejudice to the Holocaust..*
2. Dinnerstein, Leonard. *Antisemitism in America.* New York: Oxford University Press, 1995.
3. Laqueur, Walter. *The Changing Face of Anti-Semitism.* New York: Oxford University Press, 2006.
4. Nilus, Sergyei. *Protocols of the Learned Elders of Zion.* CPA Books, 1996.
5. Smith, Helmut. *The Butcher's Tale.* New York: W.W. Norton, 2002.

EVALUATION:

Participation, reading responses, midterm and final exam, short research paper

Spring 2019

MC 388 – SEXUAL POLITICS

Professor Susan Stein-Roggenbuck

DESCRIPTION OF COURSE:

In this course, we will explore key facets connected to sexual politics and the terms, ideas and concepts that shape our understanding of these issues. Although at times treated as a fixed and “natural” idea, sexuality, and the meanings attached to it, shift over time and with context. Sexuality is at the heart of notions of family, marriage and society. The course will include a historical lens, and our primary focus will be the intersections of sexuality, family, race, politics and policy. Topics will include debates focused on reproductive rights, marriage, LGBTQ rights, and sexual violence. Central questions include how is sexuality defined, constructed and contested? How do sexual norms and values shape public policy? How has sexuality been constructed and contested? How have policies sought to police or criminalize sexuality? How does race, class, religion and ethnicity intersect with these debates? How are groups and individuals seeking to change such policies, or to contest change and preserve the status quo?

TYPICAL TEXTS:

Beth Bailey, *Sex in the Heartland*

Margot Canaday, *The Straight State*

Sara Dubow, *Ourselves Unborn: A History of the Fetus in Modern America*

Beth E. Ritchie, *Arrested Justice: Black Women, Violence, and America's Prison Nation*

Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (excerpts)

Other articles and supplemental readings

EVALUATION:

Short response papers, policy or document analysis paper, final essay, and consistent and engaged participation

Spring 2019

MC 389 Religious Politics in U.S. Society

Professor: Gene Burns

Prerequisite: (1) Completion of Tier I writing requirement. (2) MC 280 or SOC 100 or SOC 488 or approval of James Madison College

DESCRIPTION OF COURSE:

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

Religion is, in many contexts, a central component of society and of social change. African-American churches were the organizational and inspirational center of the Civil Rights movement. Various social and political controversies—including abortion, race, homosexuality, and inequality—are intertwined with religious arguments.

How and when does religion affect the larger society and politics? Many journalists and students assume “religious politics” refers to people taking their religious beliefs and applying them directly to politics. They also think that everyone holding the same religious identity (i.e., Catholic, Evangelical, Presbyterian, or Muslim) holds the same set of beliefs. Religion and politics, are not that simple. When looking at Republican voters in the U.S., we see a high number of conservative Christians who see themselves as biblically based, yet some have a deep suspicion of Islam. Among Democratic voters, we see a disproportionate number of secular Americans, but also many devout Americans with religious beliefs that in many ways could be considered “conservative,” including Black Americans and Muslim Americans. People who vote together sometimes strongly reject each other’s beliefs about religion. People who share a religion often disagree politically; religion is not necessarily more significant politically than race, class, or other factors.

This course is not primarily focused on *theological* differences among religions or on fine differences in religious or denominational *ideas*. It instead discusses religion as a lived, *social* reality. The course has more in common with SRP courses on social movements, politics, and social diversity than it does with theology courses or many religious studies courses. There’s a case to be made that religious commitment can give some people a strong sense of purpose and courage in facing political matters, but religion can be relevant politically for many different reasons. Religious congregations may be central to a community’s sense of belonging and purpose; religion may be correlated with ethnicity, race, or immigration experiences; and religion may provide communication networks and other resources helpful to political mobilization.

This course has a prerequisite of basic exposure to social theory (MC 280, SOC 100, or SOC 488). There is not much social theory in it but addressing some interesting theoretical ideas requires an introductory familiarity with basic elements of the perspectives of Marx, Durkheim, and perhaps Max Weber. If you have not met that prerequisite please read Anthony Giddens, *Capitalism and Modern Social Theory*, chapters 1, 2, 5, 8, and skim Part 3 (on Weber).

We are likely to have readings on African American churches, Evangelical Christianity, American Muslims, and American Catholics and American Jews. .

The course will have an Honors option; its nature will depend on how many students participate.

Spring 2019

**MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS
“Documentary Film and Global Politics”**

Professor Colleen Tremonte - section 001

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

DESCRIPTION OF COURSE:

This course examines the relationship between documentary film and global politics in the 21st century. It interrogates how documentary film ‘tells’ stories of people’s lived experiences within the context of practice. We familiarize ourselves with traditional theories of documentary film. We ask questions such as: What is documentary? What are the aesthetics of documentary? What is the relationship between ‘representation,’ ‘reality’ and ‘truth’? We then move on to interrogate the ethical implications of documentary film, including the uses and abuses of documentary film in colonial and neocolonialism projects. We ask questions such as: How have documentaries represented the complexities of human subjectivity and experience, in historical and contemporary political contexts? How does affect figure into this calculation? Finally, we turn to contemporary documentary filmmaking and reception. We ask questions such as: How do new and emerging technologies reshape politics of documentary? How do new distribution platforms or systems effect such politics?

To answer these questions, we will draw upon a scholarship from a range of perspectives (e.g., documentary studies, history, media studies, anthropology, etc.) and select documentary films. The course will include a practicum component in which students will create a series of :60 video studies on utilizing select course concepts and documentary techniques. Students will also work in teams to produce a ‘op-doc’ or short documentary relevant to contemporary global politics. Technical support will be provided for storyboarding, shooting, editing, etc.

POSSIBLE TEXTS AND FILMS

Bernard, *Documentary Storytelling: Creative Nonfiction on Screen* (2016)
Fitzsimmons, Laughren, and Williams. *Australian Documentary: History, Practice, Genre* (2011)
Minh-ha, Elsewhere, *Within Here: Immigration, Refugeeism and the Boundary Event* (2011)
Nichols, *Speaking Truths with Film: Evidence, Ethics and Politics in Documentary* (2016)
Smaill, *The Documentary: Politics, Emotion, Culture* (2010)
Fayyad, *Last Men Standing in Aleppo* (2017)
Briski, *Born Into Brothels* (2004)
Orlaski, *Chasing Ice* (2012)

EVALUATION

Informed participation; :60 video studies; op-doc or short documentary project.

Spring 2019

**MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS
“Health Care in America”**

Professor Susan Stein-Roggenbuck – section 002

DESCRIPTION OF COURSE:

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

TYPICAL TEXTS:

Donald A. Barr, *Introduction to U.S. Health Policy: The Organization, Financing, and Delivery of Health Care in America* (Baltimore, MD: Johns Hopkins University Press, 2016, fourth edition).
Atul Gawande, *Being Mortal: Medicine and What Matters in the End* .
Beatrix Hoffman, *Health Care for Some: Rights and Rationing in the United States Since 1930* .
Dayna Bowen Matthew, *Just Medicine: A Cure for Racial Inequality in American Health Care*.
Articles and other supplementary readings.

EVALUATION:

Series of short response papers, ten-page policy paper, final essay, consistent and engaged participation

Spring 2019

MC 390 - ADVANCED TOPICS IN PUBLIC AFFAIRS

“South Asia: Paradoxes of Cultural Identities and Development”

Professor Sejuti Das Gupta – Section 003

DESCRIPTION OF COURSE:

South Asia consists of seven nation states: Bangladesh, Bhutan, India, Nepal, India, Pakistan and Sri Lanka. The region is intriguing with the highest population of the world, a sustained economic growth of 6% for last two decades with the world’s second largest number of poor as its residents, having experienced the largest mass migration of human history. Though defined as a geographical entity, the region shares much more in common. This region was affected by colonialism and emerged out of it gradually since 1947. Nationhood was an import from the west to an extremely diverse community of people who identified themselves through religion, caste, language, ethnicity among other markers. The imposition of nationhood onto the region came with one expectation: that it would transform itself into a modern society like the colonisers. These postcolonial societies, however, did not have a clean break. The region witnessed multiple contradictions, such as traditional caste, religion and purdah interact with modern institutions of democracy and capitalism. The process of de-colonization and formation of sovereign nation states have unleashed paradoxes of culture and politics that this course will examine. Thus, ‘paradox’ will be the underlying theme that will be investigated through five key themes. The course will begin with an examination of the historical context for independence in the region, with particular attention to the Partition of India and Pakistan. Partition not only left millions of Indians and Pakistanis scarred, it also raised questions about the content of ‘nation’ and ‘nationality’ on the subcontinent and influenced the cultural politics of all the countries of the region. We will take up four specific paradoxes: nationality and belonging, secularism and communalism, class/caste cleavages and development, and gender-power and powerlessness. Each of these paradoxes will be explored through exploration of any two of the countries, in order to comprehend the depth of the issue. India will remain the most prominent case as it is the de facto hegemon of the region and exercises tremendous power not just over the region but its influence permeates the domestic politics of these nations. Despite being the largest democracy of the world, the politics of India is mired in traditional cleavages like religion, caste, class, ethnicity and gender which makes the contradiction even more stark.

TYPICAL TEXTS:

Jaffrelot, Christopher, Saffron Modernity in India: Narendra Modi and his Experiment with Gujarat; Guha, Ranajit, Dominance without Hegemony; Byres, TJ, The State and Development Planning in India; Jalal, Ayesha, Democracy and Authoritarianism in South Asia; Chatterjee Partha, Nation and Its Fragments: Colonial and Post-colonial Histories; Naila Kabeer, The Power to Choose; Nira Wickramasinghe, Sri Lanka in the Modern Age.

EVALUATION:

Participation; response paper and verbal presentation; midterm; position paper and debate.

Spring 2019

MC 390 – ADVANCED TOPICS IN PUBLIC AFFAIRS

“The Atomic Age and Beyond: The Interplay Between Nuclear Weapons and Nuclear Energy”

Professors Robert Brathwaite and Sharlissa Moore – section 004

Counts toward IR and STEPP ????

DESCRIPTION OF COURSE:

Nuclear security has recently been highlighted in the media and the minds of policy-makers due to developments associated with North Korea’s nuclear program. However, since the end of the Cold War, nuclear security rarely receives the attention of policy-makers and the general public that is warranted by the scope and magnitude of the threat nuclear weapons pose. In addition, there is an increasing disconnect between these audiences’ understanding of technical and scientific issues associated with nuclear security, which has implications for political decision-making and public support aimed at mitigating known and emerging threats associated with nuclear weapons. Given this, the purpose of the course aims both to generate greater awareness of the dynamics associated with nuclear security and to improve the level of understanding of the scientific and technological processes that pertain to the use of nuclear weapons and nuclear energy.

The course explores the nuclear dual use dilemma by combining an exploration of nuclear weapons, proliferation, and strategy with the scientific and knowledge enterprise underpinning both nuclear weapons and nuclear energy. The course covers the utilization of strategic and tactical nuclear weapons, arms control and proliferation, nuclear strategy including the underlying dynamics associated with MAD, and consequences associated with the development of national missile defense systems. The components of the course focused on the nuclear energy/technology perspective, cover the ways in which modern science and energy were deeply shaped by the Manhattan Project, including Vannevar Bush’s founding of the National Science Foundation, the national laboratory system, and the Department of Energy in order to highlight the symbiotic relationship between advances in nuclear power designs and their relationship to the history of nuclear weapons and science. In addition, the course addresses issues associated with scientists’ ethical and social responsibility for their work.

The last section of the course examines future issues, including contemporary threats from North Korea and Iran, treaties to ban nuclear weapons, and the numerous nuclear energy startup companies that are developing “Generation IV” nuclear power plant designs that aim to mitigate climate change while minimizing waste and proliferation risks.

Spring 2019

MC 395-- CULTURAL DIMENSIONS OF PUBLIC AFFAIRS

“Nature’s Nation: Readings in Environmental Thought”

Professor Rod Phillips

Counts toward SRP, PTCB and STEPP

DESCRIPTION OF COURSE:

Climate change, urban sprawl, overpopulation, species extinction, shortages of energy and natural resources, animal rights, air and water pollution, and sustainable agriculture—these global contemporary issues and many others have their historic roots in our understanding—and misunderstanding—of the natural world.

It’s impossible to make informed decisions today about issues like these without first understanding the historical and literary roots of our relationship with the natural world. With this in mind, this seminar will trace the evolution of American attitudes towards nature from the colonial period to the present. We’ll examine early American notions of nature as a “howling wilderness” to be tamed and vanquished, the 19th century’s drive to turn nature into a marketable commodity, the Progressive Era’s conservation crusade, the rise of the scientific discipline of ecology, and the international Environmental and Deep Ecology Movements of the last 30 years.

Among the key questions that we’ll concern ourselves with will be the following:

- How have Western attitudes towards the natural world changed over the last two centuries?
- How has the broad literary genre often referred to as “nature writing” reflected (and caused) this change in attitude?
- What philosophical developments (i.e. Transcendentalism, Buddhism, Natural Rights philosophy, Biocentrism) contributed to this change in attitude toward nature?
- How have scientific and technological developments (i.e. forestry, ecology, nuclear warfare) impacted on our view of nature?
- How has this change in attitude toward nature been slowly translated into government policy?

Texts for this course will be far-flung and diverse, including essays, poetry, fiction, and film, and will draw from traditions as varied as American Romanticism, Buddhism, Natural Rights Philosophy, Christian Agrarianism, Eco-Feminism, and the scientific disciplines of biology and ecology.

Class time will be divided among small group and whole class discussion, brief lectures, films, and student seminar presentations.

Spring 2019

MC 450 – INTERNATIONAL ENVIRONMENTAL LAW & POLICY

Professor Mark Axelrod

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 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 relations in other fields that impact the environment, as well as new directions for global environmental governance.

TYPICAL TEXTS:

The Guardian. 2015. *The Biggest Story in the World Podcast*.

<http://www.theguardian.com/environment/ng-interactive/2015/mar/16/the-biggest-story-in-the-world>

Chasek, Pamela S., David L. Downie, and Janet Brown. 2017. *Global environmental politics, 7th edition*. Boulder, CO: Westview Press. [or new edition if available]

Climate Change 2014: Impacts, Adaptation, and Vulnerability. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change, edited by C.B. Field, et al. Cambridge, UK and New York, NY: Cambridge Univ Press.

Earth Negotiations Bulletin (<http://www.iisd.ca/voltoc.html>)

In addition, we will rely on a wide range of legal documents, journal articles, and news articles.

ASSIGNMENTS:

Class participation, midterm exam, analysis of one international treaty, research paper on one country's behavior, final exam.

Spring 2019

MC 459 - STEPP CAPSTONE

Professor Montgomery

DESCRIPTION OF COURSE

Selected topics in Science, Technology, Environment and Public Policy (STEPP). Analysis of key issues and problems. Case studies.

Spring 2019

MC 469 – APPLIED PUBLIC POLICY RESEARCH
“International Crisis Diplomacy Through Simulation”

Professor Kirstin Brathwaite

DESCRIPTION OF COURSE

A coup in Egypt. Nuclear weapons appearing in Cuba. The crash of an American spy plane in China. Each of these events could have led to war, yet each was resolved through diplomacy. Not every crisis has such a positive outcome – the July Crisis of 1914, for example, resulted in four years of global war. Why are some crises resolved through diplomacy while others end in the use of force? What strategies can leaders use to negotiate solutions to these problems?

This course serves as an introduction to the international politics of crises, putting theory into practice through a major simulation of an international crisis event. Potential scenarios include: an accidental military exchange between China and India across their disputed border; a coup in Pakistan; a military standoff between China and Philippines over disputed islands and territorial waters. Each of these crises is plausible and would require skillful negotiation to avoid conflict.

This course will provide the necessary knowledge of crisis diplomacy, which students will put into practice during a two-day simulation. Each student will be assigned a country and specific role (Defense Minister, Secretary of State, etc) which they will research and prepare to fulfill during the simulation. The course thus combines theories of crisis diplomacy with deep research into specific countries and potential hot-spots.

EVALUATION:

Position papers, case study analyses, active class participation, participation in the simulation, critical analysis of the simulation.

Requirement: Students MUST be present for the entire simulation. The simulation will run all day April 12-14. Students must commit to being present for the simulation to register for the class. Students must fill out a short application in order to register for the course.

TYPICAL READINGS:

Essence of Decision by Graham Allison
Diplomacy by George Kennan

Spring 2019

**MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS
“Regionalization, Globalization and Nationalism”**

Professor Galia Benitez – section 001

Restrictions: Open only to seniors in International Relations. Pre-registration and enrollment through JMC only.

DESCRIPTION OF COURSE:

Globalization, regionalization, and nationalism have shaped the world in the last decades in ways never experienced before. We are witnessing the intensification of relations among different nations and institutional actors. This intensification has led to great innovations in communications and media, and significantly facilitated the internationalization of production and the mobility of capital, goods, services and peoples. We have also seen the creation of the European Union, Mercosur and NAFTA among other institutions that accentuates the importance of regional integration. In addition, we have observed the emergence of new national movements as well as non-state actors and seen lively debates regarding the supposed shirking power of the state *vis a vis* multinational corporations. This course examines the linkages of the processes of globalization and regionalization and the power of the state, and is heavily grounded on policy-making within and between countries. Specifically, we will study how globalization, regionalization and nationalism affect social and economic policies and how these policies can be used to enhance or ameliorate the consequences of these processes. We will ground our discussion in specific policy issues as illicit drugs, migration, inequality, foreign direct investment and economic policies.

Spring 2019

MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS

“The U.S., China and Russia in the 21st Century: Past, Present, & Future”

Professor Simei Qing – section 002

Restrictions: Open only to seniors in International Relations. Pre-registration and enrollment through JMC only.

DESCRIPTION OF COURSE:

This seminar aims to provide an in-depth examination of U.S.-China-Russia diplomacy in the 20th century and to shed new light on current US-China-Russia relations. It inquires whether a broad and persistent pattern exists in U.S.- China – Russia interactions throughout the 20th century, from the birth of the Chinese Communist Party (CCP) through the post-Cold War era, and whether this pattern may, subconsciously as well as consciously, persist into the early 21st century. Put another way, it is intended to examine some enduring themes concerning national identity and world order, which are deeply embedded in divergent histories, cultural heritages, and geopolitical thinking in this triangular diplomacy. How shall we better understand those very different, deep-rooted concepts of national identity? How can we better encounter those competing visions of a new world order at present? And how would we better address those different underlying cultural assumptions and geopolitical paradigms of each nation with new IR theories and philosophical frameworks?

Spring 2019

**MC 492 - SENIOR SEMINAR IN INTERNATIONAL RELATIONS
“Civil-Military Relations”**

Professor Kirstin Brathwaite – section 003

Restrictions: Open only to seniors in International Relations. Pre-registration and enrollment through JMC only.

DESCRIPTION OF COURSE:

This course explores the relationship between militaries and the polities that they serve. How do we reconcile a military strong enough to do what political leaders ask them to do with a military subordinate enough to do only what political leaders authorize them to do? Striking this balance between military capability and civilian control of the armed forces is an essential task for all political communities. How can it be achieved? What contributes to successful civilian control of the military, and what contributes to military over-reach? This seminar will explore these questions by examining several important topics, including:

- Coups D'état
- Civil-military gap in attitudes/beliefs
- Transitions from military to civilian rule
- Civilian control during wartime
- Military influence on civilian society and politics
- Civilian influence on military policies

We will explore these topics by examining a number of important cases, possibly including the American war in Vietnam, the French war in Algeria, democratization in Brazil, and coups in Ghana.

EVALUATION:

25-page research paper, active class participation

TYPICAL READINGS:

Samuel Huntington, *The Soldier and the State*
Peter Feaver, *Armed Servants*
Naunihal Singh, *Seizing Power*
Deborah Avant, *Political Institutions and Military Change*

Spring 2019

MC 492 – SENIOR SEMINAR IN INTERNATIONAL RELATIONS

**“The Anthropocene: Global Politics, Security, Science, and Policy
in the ‘Era of Man’”**

Professor Daniel Kramer – section 004

Restrictions: Open only to seniors in International Relations. Pre-registration and enrollment through JMC only.

DESCRIPTION OF COURSE:

In 2000, scientists proposed that we live in a new geological era shaped by humans: the Anthropocene or the age of man. The term suggests that humans have become the primary agents in transforming the earth and its geological, physical, and biological systems. In this course, we will consider how living in the Anthropocene demands that we think about ourselves and our relationship to the world not just as individuals and citizens, but as members of a global population that collectively constitute a geological, planetary force. While the Anthropocene points to a set of complex, global environmental problems including climate change, biodiversity loss, land cover change, ozone depletion, ocean acidification, and changes in nutrient flows, it also raises serious questions related to science, society, politics, economics, and ethical systems. Do we all bear equal responsibility for these changes? How should we respond to these challenges? Do we look to politics, social movements, or technology for solutions? Who should respond? How do our ethics and moral frameworks shape our responses? Who wins and who loses in the Anthropocene? How does our understanding of justice interact with our economic and political systems? How will global environmental change and responses to it affect global inequality, security, politics and economics?

Spring 2019

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

Professor Jennifer Goett

Restrictions: Open only to seniors

DESCRIPTION OF COURSE:

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

This course examines the relationship between solitude and utopian promise in Latin American politics. Pairing film, literature, memoir, and cultural critique with interdisciplinary scholarship on the region, the course explores the following questions: What kinds of utopian aspirations have fueled subaltern resistance in Latin America? How have elites responded to these movements from below? Why is the United States so deeply implicated in the political fortunes of Latin American societies? What is the relationship between U.S. imperialism, authoritarianism, and economic inequality in the region? The semester is structured chronologically around a series of critical junctures in Latin American politics.

Spring 2019

MC 497 - SENIOR SEMINAR IN PTC D

“Political Justice in Ancient, Medieval, and Modern Literature”

Professor Waseem El-Rayes – section 001

Restrictions: Open only to PTC D seniors

DESCRIPTION OF COURSE:

The question of justice is a key topic explored by Political Theory and Constitutional Democracy. It is most often explored through a philosophical and theoretical framework, using the writings of political philosophers and theorists. This capstone seminar continues this critical reflection on the problem of justice through both the thought of philosophers and the medium of fiction (short stories, fairy tales, and novels). The work explored will include ancient, medieval, and modern texts by both European and non-European authors. There will be comparative and historical components to this exploration that aim to examine how scholarship and literature, across time and cultures, can enrich our understanding of the human problem of justice. A central text explored will be the medieval text *One Thousand and One Nights* (aka, the *Arabian Nights*).

Spring 2019

MC 497 - SENIOR SEMINAR IN PTC D

“From Utopia to Dystopia: Thinking the Limits of Politics”

Professor Tobin Craig – section 002

Restrictions: Open only to PTC D seniors

DESCRIPTION OF COURSE:

We are realists. Utopias are fairy tales. What can we learn about real politics by imagining ‘republics and principalities that have never been seen or known to exist’? In this seminar we will consider this question through a examination of several works from the tradition of utopian political philosophy. Possible texts we will consider include Plato’s Laws, More’s Utopia, Bacon’s New Atlantis, Huxley’s Brave New World, Atwood’s Oryx and Crake.

Spring 2019

**MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY
“The American Dream”**

Professor Jennifer Sykes - section 001

Restrictions: Open only to seniors or approval of college

DESCRIPTION OF COURSE:

The ideology of the American dream – the belief that prosperity awaits those willing to work hard – resonates powerfully today. Yet, where did this national ethos originate? What were, and are, the central tenets of this dream? This course examines the persistence of this promise that predates the founding fathers and evaluates the success of the American dream – who has been able to realize this dream, and importantly, who has not? How is this potent concept of the American dream evoked politically today? Topics in this course will highlight the continuing importance of this ideology and the barriers to the promise that economic opportunity is open to all. Readings highlight social mobility trends and opinion poll research, theories on the reproduction of social class, and ways media and social policy reinforce or challenge the American dream.

Spring 2019

MC 498 - SENIOR SEMINAR IN SOCIAL RELATIONS & POLICY
“Sex, Religion, and Public Policy”

Professor Gene Burns - section 002

Restrictions: Open only to seniors

DESCRIPTION OF COURSE:

It is 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. Probably most SRP students generally think that religious freedom, and perhaps especially the rights of minority religions, should be protected. But how do we resolve cases where the exercise of religious rights—guaranteed, for instance in the First Amendment--could interfere with the rights of others? What is the right balance when religious persons do not want to provide certain medical or commercial services, or fringe benefits to employees, that conflict with their religious beliefs? And so on the political Right, “religious freedom” has sometimes becomes synonymous with opposition to the Left on matters of gender, sexuality, and reproduction.

Much of the course implicitly concerns the legal and social context of religion in liberal democracies. Different countries have made different accommodations for religious practice; for instance, the United States has no official religion and yet sees significant influence on religion on public policy, whereas law and public policy in some other countries assume that religion should mostly be kept out of the public square.

Such issues are important not just at the level of religion and state. We experience gender and sexuality at the intimate level, and so its politics are very personal. In some contexts, the politics of religion is intertwined with debates over how particular individuals should appear in public, most notably in controversies over Muslim women’s dress in some European countries. And sexual crime is even more an intimate experience, a profound violation that institutions and public policy have repeatedly had great difficulty addressing. We will explore sexual crime in multiple contexts, including in the Catholic Church and in universities. To understand such matters, we need to look not only at public policy but also at individual experiences. It is important, then, to note that readings include disturbing first-person accounts of sexual and other abuse. While no single seminar can address all SRP topics, students are encouraged to use their research projects explore their own SRP interests as they intersect with this section’s topics.

The syllabus from a previous offering of this seminar is at <https://jmc.msu.edu/syllabus/>.

TYPICAL READINGS (which could change):

1. Mark Chaves, *American Religion: Contemporary Trends*
2. Hilal Elver, *The Headscarf Controversy*
3. Frank S. Ravitch. *Freedom's Edge: Religious Freedom, Sexual Freedom, and the Future of America*.