MISSION

James Madison College provides a liberal education in public affairs for undergraduates. This means, among other things, that our primary activity as a faculty and staff is undergraduate teaching. We are dedicated to the highest standards of excellence, both for our students and for ourselves. Our curriculum and individual courses are multi-disciplinary, cultivating skills of rigorous thought, lucid prose writing, and articulate speech. We learn in a residential setting that nurtures a collegium of scholars among students, faculty and staff and draw on the resources of the wider University to enrich our lives.

JAMES MADISON COLLEGE

There is something distinctive about James Madison College and its people. What we share, what brings us together, is a fascination with public affairs and problem solving. Students who enroll in the College approach undergraduate education with seriousness. They seek careers and decision-making roles in law, politics, government service, the Foreign Service, social services, journalism, education, business, and industry. We provide a challenging, multidisciplinary curriculum in the social sciences, which covers a range of subjects from social, political, and economic problems to questions of theory. Our curriculum is academically demanding, with distinctive attention to written work, analytical writing, give-and-take class discussion and collaborative work. Students in James Madison College confront special challenges and opportunities.

What makes us distinctive? For one, the College is small – limited to about 1200 students. We are also a residential college, which means that Case Hall is required housing for all beginning students, and a popular housing option for returning sophomores, juniors, and seniors. In keeping with the purpose of a residential college, Madison also locates its administrative and faculty offices, classrooms and seminar rooms in Case Hall. As a residential facility, Case Hall offers a cafeteria, convenience store, laundry rooms, and assorted recreational facilities. It is a “home” on the MSU campus for our students, and houses non-Madison students, as well. We provide an intimate environment in which to pursue an education – one that features close contact with faculty and fellow students with similar academic interests and one that provides extended opportunities for debate and discussion outside the classroom.

Madison classes are small. In our first-year courses, the average class size is about twenty. Our sophomore and junior courses average thirty-five students per section. Senior seminars are confined to fewer than twenty students. As a result, most classes are conducted as lively discussions in which students are encouraged and expected to participate. They draw insights from various social sciences and related fields, including political science, economics, literature, sociology, philosophy, natural science, anthropology, and history. The faculty at Madison are hired with the understanding that we place a high value on excellent teaching. Each of our tenure-track faculty members also serves as an academic advisor to students; this, too, is a practice that makes us special.
Our students take about half their course work in the College. The remainder are taken in other units at MSU (most commonly in the Colleges of Arts and Letters and Social Science, and in such departments as Economics, History, Communications, natural sciences, and foreign languages). As a result, they get the best of both worlds: the benefits of the Madison curriculum combined with the richness and diversity of Michigan State University.

ADMISSION INTO JAMES MADISON COLLEGE

Admission is open to any undergraduate (first-year or transfer student) who has been admitted into Michigan State University, including Honors College members, of whom there are many in Madison. Students must indicate the College as their “major preference” on the MSU application for admission using Madison’s major code (2901). If a student is interested in Madison but has already applied to the University for another major, the student should immediately contact the MSU Office of Admissions (517-355-8332) to indicate that they would like to change their major to James Madison College. The Office of Admissions will evaluate each application according to the standard MSU admissions criteria; there are no separate or additional admissions requirements for Madison. However, students should know that James Madison College is a limited enrollment College and admission is on a space available basis. Students admitted after the College reaches capacity for its first-year students will be placed on a waiting list. We recommend strongly that high school seniors apply as early as possible.

VISITING MADISON

We strongly encourage visits from all prospective students and parents. Students are welcome to sit in on a class, talk with our faculty and staff, visit with our students, and tour Case Hall. During the academic year students may arrange to observe a class during their visit. Student visits should be arranged in advance by calling the James Madison College Office at (517) 353-5260 Monday through Friday between 8:00-5:00.

BEYOND JAMES MADISON COLLEGE

Bred from a growing movement to provide the benefits of education to rural areas, Michigan State University was founded in 1855 as the nation’s pioneer land-grant institution. MSU continues to stay true to the original land-grant promise by producing education opportunities to students with diverse interest, abilities, and backgrounds. MSU is dedicated to intellectual leadership, academic excellence, and service to the community, state, nation, and world. The university has created an academically challenging, enriching, and invigorating atmosphere in which internationally recognized scholars and researchers guide students in their academic pursuits. MSU has provided and continues to provide the necessary training for citizens of the emerging international system.

MICHIGAN STATE UNIVERSITY – UNDERGRADUATE LEARNING GOALS

A liberal arts foundation enhances the potential that MSU graduates will be outstanding leaders and life-long learners. These undergraduate learning goals are intended to provide a framework for students’ active engagement in learning both in and out of the classroom. Students who complete an undergraduate degree program at MSU will demonstrate the knowledge, attitudes and skills associated with the following interconnected goals and outcomes:
**Analytical Thinking**
The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions

- Acquires, analyzes, and evaluates information from multiple sources
- Synthesizes and applies the information within and across disciplines
- Identifies and applies, as appropriate, quantitative methods for defining and responding to problems
- Identifies the credibility, use and misuse of scientific, humanistic and artistic methods

**Cultural Understanding**
The MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts

- Reflects on experiences with diversity to demonstrate knowledge and sensitivity
- Demonstrates awareness of how diversity emerges within and across cultures

**Effective Citizenship**
The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world

- Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways
- Applies knowledge and abilities to solve societal problems in ethical ways

**Effective Communication**
The MSU graduate uses a variety of media to communicate effectively with diverse audiences

- Identifies how contexts affect communication strategies and practices
- Engages in effective communication practices in a variety of situations and with a variety of media

**Integrated Reasoning**
The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values

- Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts
- Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings

**RESIDENTIAL LIFE: WHAT TO EXPECT**

As a residential college, Madison encourages an environment where students can continue to learn and grow beyond the classroom. Madison provides a host of activities that relate to students' common readings, courses and career interests. Students can expect hallways filled with lively debate well after classes have ended for the day, and frequent guest speakers, career nights, panel discussions, and non-academic socializing. Recent and ongoing opportunities include:
MADhouse - a coffeehouse atmosphere where students and faculty share talents and friendship.

Law School Night - alumni who have “been there” offering advice and dispensing vital information about admissions and financial aid.

Senior Research Showcase - students who produced a significant research paper in a senior seminar, upper level class, study abroad, or field experience are invited to present their papers in front of an audience of faculty, alumni, and friends and family.

Alumni Career Day - this is a chance for students to explore careers, law school, graduate school and internship options. JMC Alumni are invited back to present on panels about their fields of work and network with current students after the panel sessions.

These are only a few of Madison's student and faculty-sponsored efforts to promote a true “living/learning” environment.

Additionally, the Residence Education staff offer a variety of activities to enrich student learning. While these programs have a social and fun nature they also contain elements of character development, multiculturalism, personal wellbeing, community responsibility, and academic success.

By its nature, James Madison College also attracts students who are active, seeking participation in extra-curricular activities and opportunities for leadership. Following are just a few activities and programs popular among Madisonians.

JMC Student Senate

The James Madison College Student Senate was founded in 1993 by Madison students and faculty to serve as the official voice of the students within the college. The Senate advises the Dean and faculty on college issues; provides leadership opportunities to students; and sponsors extra- and co-curricular activities. Senators are elected from the four majors within the College and the first-year class. Seat numbers are determined by a direct proportion of students enrolled per major. All Madison students are voting members of the Senate and have a voice and vote within their major caucus. Elections for the Senate are held each spring; elections for first-year Senators are held each fall. For more information about the Student Senate, or for meeting times during the academic year, students should visit www.msu.edu/~jmcss/.

Marathon Readings

In 2004, James Madison College staged its first Marathon Reading when more than 40 students and faculty gathered together to read Herman Melville’s classic novel Moby Dick. Beginning at 6:00 a.m. on a Saturday morning, the group took turns reading the entire 500-page novel aloud, and completed the book at 4:30 a.m. the following day – a total of more than 22 hours.

In the years since, the JMC Marathon Reading has become an annual event, sponsored by the college’s MADhouse group – a student group that fosters creative writing and an appreciation for literature, music, and the arts through monthly gatherings. In 2005, the Marathon featured Salman Rushdie’s Midnight’s Children (read in two sessions totaling more than 30 hours), followed in 2006 by Walt Whitman’s epic Leaves of Grass (finished in a mere 8 hours). In 2007 the Marathon
celebrated the 50th anniversary of Jack Kerouac’s novel On the Road with a reading that rolled on for 11 hours. As in years past, all those in attendance agreed that it had been a remarkable event, a great way to see the full sweep of a work of literature, and a fun way to build a sense of community within the college. In 2008 a group read Pride and Prejudice and in 2009 the reading was Crime and Punishment. For 2010 students and faculty joined together to read Kurt Vonnegut’s Slaughterhouse-Five and in 2013 they read One Hundred Years of Solitude by Gabriel Garcia Marquez. The chosen book for 2014 was Don DeLillo’s White Noise. For 2015 the book was One Flew Over the Cuckoo’s Nest and for 2016 the book was The Catcher in Rye.

**International Relations Organization and MSUMUN**

There are several organizations for students interested in international relations. The International Relations Organization (IRO) is a registered student organization that coordinate on- and off-campus Model United Nations activities. MSU’s Model UN organization coordinates on-campus middle school and high school Model UN competitions.

**W.E.B. Dubois Society**

The W.E.B. Dubois Society at James Madison College was created in 1998 to foster social-political, academic and cultural diversity. The society’s mission is to strengthen and sustain the college’s commitment to addressing the needs of all students and faculty, with particular emphasis on those of the minority population. The society is also committed to sustaining an environment that will encourage the recruitment of minority students, faculty, and staff. These collaborative efforts incorporate students, staff, faculty and alumni to encourage understanding and participation in college affairs.

**James Madison Ambassadors**

The James Madison College Ambassadors consist of student volunteers who serve as ambassadors for the College. They assist the Madison Admissions Office by hosting prospective students and their parents, providing tours of Case Hall, and answering questions about academic and student life. They are also called upon to help host Madison’s visit days in the fall, the two Alumni Distinguished Scholarship weekends in February, and other college-sponsored events. In addition, they help the College by telephoning students who have not visited campus and by going on-site occasionally to speak with groups of high school students and others about the College. Being a Madison Ambassador is an enjoyable way for students to get involved and participation is open to students at all levels, first-year through senior. For more information about how to become a James Madison College Ambassador, contact the Coordinator of Recruitment at (517) 353-5260.

**First Year Mentor Program**

The purpose of the First Year Mentor Program is to ease the transition of first-year students into the academic and social culture of Madison by pairing them with an upper-level student that acts as a role model and resource both in Madison and in the larger MSU community. The program hopes to bridge the gap between first-year students and upper-level students by encouraging relationships between classes and utilizing the existing resources found in the JMC community to do so. The long-term goal is to promote student retention, academic success and development. Email Amber Benton: bentonam@msu.edu for more information.
Madison Academic Diversity Initiative (MADI)

The purpose of MADI (Madison Academic Diversity Initiative) is to support underrepresented students during their transition into James Madison College by providing a support network for the participating students to ensure their successful retention while focusing on creating a more diverse, equitable and inclusive environment.

MADI offers professional development opportunities, social gatherings, topic focused community dinners once per month with local alumni, faculty and the Deans, mid-term study tables, a community service project, leadership opportunities within the college and a Leadership Retreat all FREE of charge to you! Space is limited for this amazing program! For more information email Amber Benton: bentonam@msu.edu.

Additional Extra-Curricular Opportunities

As you can imagine, beyond these activities, Madison students have hundreds of outlets at MSU for their organizational and leadership abilities. The Associated Students of MSU (ASMSU) and the Senior Class Council are typically well represented by Madison students. The national-award winning MSU Debate Team is another group in which Madison students are highly visible. Madison students volunteer for a whole range of activities through MSU’s Civic Engagement Service Learning Center, from the Adopt-a-Grandparent organization to the Capitol Area Literacy Coalition. The range of possibilities is almost unlimited.

MADISON SUPPORT SERVICES

Academic Advising

All students in James Madison College have an academic advisor in the College. The College’s staff advisors serve first-year students. Upper level students are usually advised by faculty members who teach in the Madison majors.

Academic advisors can help students think about long-term goals, as well as short-term course selection. In order to make the most of the advising relationship, students need to spend time getting to know their advisors. Waiting until the annual enrollment period and then making a single visit to pick classes is not very fruitful for either the student or the advisor. Academic advising is very individualized at Madison; we regard it as one of our most important responsibilities to students.

The Madison Writing Consultancy

The first unit-level satellite writing center on campus, the Madison Writing Consultancy weaves the philosophy of the MSU Writing Center into the specific needs of JMC to provide writing support to all students free of charge. Experienced peer consultants, themselves upper-division Madison students familiar with the college’s curriculum, are available to consult with students of any level on any assignment at any stage of composition – brainstorming, drafting, revising. In addition to one-on-one consulting, Madison hosts a variety of workshops and classroom presentations, such as “Reading a Complicated Text,” “Writing in the Major,” and “How to Peer
“Review,” to help Madisonians gain a better understanding of reading and writing in the social sciences. Finally, the Madison Consultants work closely with the MSU Writing Center to provide technology consulting to students in using email, internet research, or web page publishing.

**Career Services (328 South Case)**

James Madison College’s Career Consultant is available to all students and recent graduates interested in exploring potential career paths, preparing for life beyond college, and making connections to put their professional plans in motion. On top of offering regular career-focused programming, JMC’s Career Consultant is available year-round for one-on-one appointments to:

- Review the variety of resources available to every Spartan through the Career Services Network
- Explore career interests and options
- Help students strategize about ways to acquire career-related experience and/or pursue professional development opportunities
- Develop job search strategies and action plans
- Assist with professional document development (cover letters, resumes, LinkedIn profiles, portfolios)
- Discuss interview strategies and/or feedback
- Review job offers
- Walk through the process of applying for graduate and/or law school

Appointments can be made with JMC’s Career Consultant online or via e-mail.

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**CASE HALL SUPPORT SERVICES**

**South Neighborhood Black Caucus**

South Neighborhood Black Caucus welcomes all residents of Case Hall regardless of race, sex, religion, or ethnic background, who seek to learn and spread knowledge of African-American culture and history.

**Case Hall Government**

Case Hall Government promotes scholastic, athletic, and social interests of the residents of Case Hall. Interested students should contact their Resident Assistants or the Case Hall Complex Director.

The home of James Madison College is Case Residence Hall, the first of the coeducational living-learning centers at MSU and one of the first in the nation. Included in Case Hall are a dining hall, a convenience store, classrooms, lounges, faculty offices, College offices, and student residences. Because of this living, teaching, and administrative facility, Madison is able to offer a “small-college” environment featuring close student-faculty contact, inside and outside the classroom.
Case Hall offers a variety of living options to accommodate a range of lifestyles. These include alternate wing arrangements (i.e., a wing of women situated next to a wing of men), quiet floors, and female-male alternating suite floors. The living arrangement consists of suites of two rooms joined by a connecting bath. There are normally two people to a room.

**LIFE AFTER MADISON**

With its multi-disciplinary perspective and focus on applied social science, JMC’s curriculum prepares students to face real world challenges with maturity, creativity, and responsibility. Madison graduates pursue a wide range of interesting career opportunities. Some focus on a direct application of their degree—including earning advanced degrees through graduate study or law school—while others opt for a more indirect application of their discipline, interwoven with other skills and interests. Regardless of their final destination, Madison students develop a strong set of transferable, discipline-crossing competencies that are highly sought after by employers and advanced degree programs. These skills include the ability to lead and work as a member of a team; strong communication abilities; advanced critical thinking capacities; problem-solving skills; a global perspective, etc.

With a valuable, practical professional skillset built both in the classroom and outside of it (through JMC’s Field Experience requirement), graduates are well-equipped for opportunities in a variety of arenas. In many cases, they are able to pursue opportunities because of connections they have made through the Madison network—our well-connected, engaged alumni base.

Recent employment outcomes include:

- Analyst; **Thomas Reuters**
- Business Analyst; **Detroit Tigers**
- Business Development Manager; **Accounting Principals**
- Corporate Banking Analyst; **Portland Transportation**
- Data Collections Analyst; **Michigan Department of Technology**
- Development Associate; **Michigan State University**
- Development Events Associate; **Americans for Prosperity**
- Emergent BioSolutions; **Relationship Manager**
- Engineering, Finance, and Accounting Recruiter; **Insight Global**
- Field Director; **Michigan House of Representatives**
- Litigation Paralegal; **Oracle**
- Multimedia Sales Executive; **Monroe Evening News**
- Paperwork Auditor; **J & H Oil Company**
- Policy Analyst; **Michigan Association of School Administrators**
- Policy Analyst; **General Motors**
- Portfolio Analyst; **Fiat Chrysler**
- Private Equity Analyst; **Landmark Partners**
- Real Estate Developer; **DePaul University Kellstadt Graduate School of Business**
- Research Associate; **JMJ Phillip**
- Resource Planner; **Magna International**
- Social Media Analyst; **National Geographic Partners**
- Teacher; **Teach for America**
- Technical Project Coordinator; **Facility for Rare Isotope Beams**
Graduate Studies (Masters, Ph.D. and J.D. Opportunities)

Because Madison’s students share a common goal of addressing and examining the major political, legal, social, and economic issues affecting our world, many further their interests through graduate studies. The rigorous demands and multi-disciplinary method of instruction offered through all of Madison’s majors prepare students for success in advanced coursework in a number of areas—some that are similar to their Madison major and others that are markedly different from their undergraduate degrees.

Recent graduates have pursued advanced studies in areas including:

- African American Studies
- Business
- Communications
- Counseling
- Counter-Terrorism
- Dispute Resolution
- Economics
- Environmental Studies
- Global Markets
- Health Science
- Historic Preservation
- Human Resources and Labor Relations
- International Affairs
- Islamic and Middle Eastern Studies
- Journalism
- Law
- Linguistics
- Medicine
- Physics
- Political Theory
- Psychology
- Public Health
- Public Policy
- Rhetoric
- Security
- Social Work
- Sociology
- Sports Management
- Student Affairs
- Urban Planning

No one curriculum or degree best prepares students for further study—in fact, skill sets are generally deemed more important by graduate and law schools than a degree in any specific discipline. Knowing this, Madison’s faculty and staff are well-equipped to guide students in the development of a rigorous, thoughtfully assembled curriculum tailored to their post-graduate interests and goals. Our Career Consultant is able to help students add depth to their degree by guiding them toward relevant professional activities in their field(s) of interests and helping them clearly articulate their interests and skillsets to potential graduate and law programs.
JAMES MADISON COLLEGE CURRICULUM

OVERVIEW

Michigan State University and James Madison College are on the semester calendar. The James Madison College overall curriculum is made up of University requirements, College requirements including the major, and field experience requirements as well as electives, as described below. Most students complete about 30 credits per year. About half of these credits are taken in Madison classes taught by Madison faculty. The remainder of the course work comes from a variety of other colleges and departments on campus.

Academic Orientation

Most students entering their first year or transferring to MSU begin planning their Madison studies at the Academic Orientation Program (AOP), a two-day program that takes place in the summer or prior to the semester of matriculation. As part of AOP, students meet with members of the James Madison College staff and student body. Madison staff will talk with students about their academic interests and work closely with them to help select their classes for the coming year. When students finish AOP, they will have a complete schedule. They will know exactly what courses they will be taking and where and when those classes will meet. The personal attention that students receive is important, because first-year students at MSU have considerable choices.

First Year

In their first year, students will take two Madison courses per semester: MC 111-112, “Identity and Community: An Approach to Writing,” and MC 201-202, “Introduction to the Study of Public Affairs.” The other classes students take during the first year are drawn from outside Madison. Some possibilities students might consider include foreign languages, economics, mathematics, history, literature, philosophy, psychology, sociology, and computer science.

We recommend that students begin their foreign language during their first year. MSU has a wide array of language offerings - Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, Spanish, and Swahili, among others. It also has excellent language laboratory facilities. If students place into the third year of a foreign language, they should consider continuing with it or beginning a second foreign language.

Students may want to make additional progress towards meeting the University Integrative Studies requirements. Because the required Madison courses meet the University requirements in two of the four areas, Tier I Writing and Social Science, students may postpone completing the remaining two areas (Natural Science and Arts and Humanities) until their sophomore year. Students should remember that Madison staff and faculty will help them choose classes by explaining the various options. Students should think of their first year as an opportunity to be introduced to Madison as well as to sample courses in the wider University.

Toward the end of their first year in Madison, students are asked to indicate the major they plan to pursue. These are the four majors:
Before deciding, students will have the opportunity to attend “Meet the Majors” meetings to learn about each major, its requirements, its faculty, and possible careers. During the summer after students make their decision, they will be reassigned an academic advisor. If students request a particular advisor, the College will do its best to accommodate them. At this point, students may also want to consider a “dual major,” or studying across two majors.

**Sophomore Year**

During the sophomore year, Madison classes will build upon the analytical, writing, and verbal skills that students started to develop during their first year. These classes will also expose students to the major theoretical approaches and policy issues and concerns of their major, and teach them to think like problem-solvers and make use of ideas from a variety of social science disciplines. Most students complete the college economics requirement as well as finish their University integrative studies in this year.

**Junior and Senior Year**

During the junior and senior years, students pursue advanced course work in their James Madison College major and fulfill the related area or disciplinary course requirements of their major. Students also complete the FIELD EXPERIENCE requirement. Finally, they can also look forward to taking a SENIOR SEMINAR in their major. Our Senior Seminars are intended to be capstone experiences—opportunities for students to pull together and reflect upon what they have learned in their Madison classes and to employ the skills they have mastered. These seminars are also research seminars, in which students will participate in creating and sharing knowledge. The seminars are small (about 15-20 students) and are focused on advanced topics of interest to faculty and students in the major.
The James Madison College overall curriculum is made up of University requirements, College requirements (MC), major requirements, field experience, and electives as described below:

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>YEAR THREE</th>
<th>YEAR FOUR</th>
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</thead>
<tbody>
<tr>
<td>MC 111-112: Identity &amp; Community</td>
<td>MC Introductory courses to major</td>
<td>MC advanced courses in major</td>
<td>MC Field Experience</td>
</tr>
<tr>
<td>MC 201-202: Introduction to Public Affairs</td>
<td>University requirements: Integrative Studies in General Science</td>
<td>MC advanced courses in major</td>
<td>MC Senior Seminar in major</td>
</tr>
<tr>
<td>MC required: Economics</td>
<td>MC major methodology requirement(s)</td>
<td>University requirement: Integrative Studies in Arts and Humanities</td>
<td>MC advanced course in major</td>
</tr>
<tr>
<td>MC required: foreign language</td>
<td>MC requirement: foreign language</td>
<td>Related Area course(s)</td>
<td>Elective</td>
</tr>
<tr>
<td>University requirement: Math (if needed) or elective</td>
<td>MC requirement: Economics or elective</td>
<td>Elective</td>
<td>Elective</td>
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**Students must complete a minimum of 51 credits in Madison (MC) courses.** However, students transferring to Madison from another MSU major or from another college or university must complete a minimum of 41 MC credits. Those students enrolled in a teaching certification program and fulfilling a student teaching requirement must complete 41 MC credits, as a minimum.
Curricular Requirements

UNIVERSITY REQUIREMENTS:

1. Writing and Integrative Studies:
   Like other students at MSU, a part of the first and second year is spent fulfilling the University’s Integrative Studies requirements. These requirements represent four areas: a) Writing; b) Natural Science; c) Arts and Humanities; and d) Social Science and Tier I Writing requirements. The Integrative Studies requirements in General Science and in the Arts & Humanities are met by completing approved courses with a (D) for domestic and one denoted with an (I) for International. One of the science courses must have a concurrent lab. MSU has a wide selection of courses that will meet these requirements. In addition to these four areas, students must complete a Tier II Writing requirement. Madison students fulfill the Tier II writing requirement in the normal process of completing their majors (i.e., students will not need to take any additional classes to meet this requirement).

2. Math Requirement:
   Successful completion of this requirement can be accomplished in one of two ways:

   A. A placement examination score of 19 or higher in a proctored setting at AOP, which demonstrates competency equivalent to the following: two years of high school algebra; one year of high school geometry; and one year of probability, trigonometry, or calculus.

   B. Completion at MSU or transfer equivalent of one of the following: MTH 101 and MTH 102 or MTH 103 & 114 together, 112, 110, 116, 124, 132, 152H; STT 200, 201.

COLLEGE REQUIREMENTS:

1. The First Year Program: 16 credits
   The first year at Madison features our Identity and Community and Introduction to Public Affairs courses. These courses fulfill the University’s Tier I writing and integrative social science requirements.

   MC 111-112: Identity and Community: An Approach to Writing
   MC 111-112 is James Madison’s version of the University’s writing requirement. A two-semester sequence of writing-intensive seminars, MC 111-112 introduces students to significant questions and problems in the humanities, drawing primarily on humanities-based texts such as novels, autobiographies, histories, essays, and film. While each seminar is concerned with the overarching theme of identity and community, individual sections pursue this theme in a variety of historical, cultural, and intellectual contexts. Regardless of its specific focus, each course fosters habits of mind essential to a liberal education: (1) the ability to read complex texts insightfully and critically; (2) the ability to articulate ideas effectively in writing and in speech; (3) an appreciation for the complexity and diversity of the human experience as expressed in a variety of imaginative literatures and related texts; and (4) the capacity for deepened self-reflection.
MC 111: Identity and Community: An Approach to Writing I introduces students to issues of identity and community in American and/or international contexts. Among the questions individual sections of MC 111 might address are: What factors shape identity? How does one define community and what rights and responsibilities accompany membership in various communities? How do notions of identity and community differ across cultures? How have writers from a variety of communities articulated their identities in literature? How do imaginative literatures, histories, and other cultural texts (like film) represent individual collective, civic, and national identities?

Writing assignments in MC 111 typically include: personal essays, narratives, or analytical autobiographies; analytical or interpretive essays requiring close textual analysis; synthesis essays in which several texts are analyzed in relation to each other, and/or critiques of primary and secondary texts. The emphasis in the first semester is on (1) developing an effective writing process by drafting, revising, critiquing, and editing essays as part of a community of writers; (2) honing the reading, writing, critical thinking and discussion skills necessary to participate meaningfully in an intellectual community.

MC 112: Identity and Community: An Approach to Writing II focuses on particular periods of social change in American history (e.g., the Civil war, the 1920s, the Great Depression, or the 1960s) or on themes of transition and change in international or cross-cultural contexts. Among the questions individual sections might address are: What are the causes and impacts of social, political, economic, and cultural upheaval? How do literary and other artistic forms of expression represent cultural transitions and/or cross-cultural encounters?

Writing assignments in MC 112 may include the types of analytical and narrative writing required in MC 111, but the emphasis in the second semester is on learning the research process. In MC 112, students undertake original research incorporating primary and secondary texts. A series of shorter assignments take students through the process of formulating research questions, finding appropriate sources in (and outside of) a large, research library, preparing research proposals and annotated bibliographies, and writing an analytical essay based on extensive research. MC 112 also emphasizes public speaking skills; class assignments typically include speeches, interviews, and creative presentations.

MC 201-202: Introduction to the Study of Public Affairs

The first year of Madison also features our introductory course in the social sciences (MC 201-202: Introduction to the Study of Public Affairs), the College’s equivalent of the University’s Integrative Studies in Social Science requirement. The goals of the course are (1) to introduce students to the social sciences and to several enduring themes and issues in public affairs in the context of a broad liberal arts education, and (2) to provide a foundation for upper division study in the College. By “foundation,” we mean substantive knowledge, analytical thinking, research and writing skills, and experience with multidisciplinary study.

MC 201-202 is a two-semester sequence focusing on the social sciences. During the first semester (MC 201), students explore key features of the United States polity and society in historical and comparative perspective. The course introduces students to some of the political, economic, and social dimensions of American civilization, and how they shape our approach to public affairs. More specifically, the course considers the enduring tensions in the United States being a liberal democratic political community, a mixed capitalist economy,
and a diverse society. Readings include a range of perspectives from history, economics, political science, political theory and sociology. Written assignments may include analytical or comparative essays, short research papers, and critical reviews. Students are encouraged to link their explorations of identity and community in MC 111 with discussion of the American community and public life in MC 201.

During the second semester (MC 202), students focus on selected issues in American and international public affairs, particularly as these are reflected in contemporary public debates. For example, one major theme in MC 202 has been nationalism and identity, which can include questions such as: Why are there growing national and ethnic conflicts in a changing post-war world? What are the relationships among membership, identity, nationalism, and ethnic and national conflicts? In MC 202, students' writing assignments may include preparing analytical essays, position papers and memoranda, and sustained research papers. Oral tasks may include presentations, debates, and simulations. Students are encouraged to expand their research skills, sharpen their judgment, and speak their views publicly.

MC 201-202 is taught by a team of Madison faculty. Many Madison faculty participate as lecturers in the course, and some guest lecturers come from outside the college. MC 201-202 also includes occasional films, videos, panel discussions, special co-curricular events, and faculty or student debates. MC 201-202 meets weekly for group lectures or common experiences and then again for small discussions. The seminars provide opportunities for students to discuss the readings and lectures, ask questions, and engage in conversations. Expectations are high for broad student participation.

2. Minimum MC Credit Requirements: 51/41

Students must complete a minimum of 51 credits in Madison (MC) courses. However, students transferring to Madison from another MSU major or from another college or university must complete a minimum of 41 credits. Those students enrolled in a teaching certification program and fulfilling a student teaching requirement must also complete 41 MC credits, as a minimum.

3. The Economics Requirement: 6/7 cr.

All Madison students take microeconomics and macroeconomics (EC 201 or 251H and EC 202 or 252H) to provide background knowledge for their upper-division Madison courses. The economics requirement is an essential part of a liberal arts education that focuses on public affairs.

4. The Language Requirement: up to 20 cr.

To broaden the cultural, humanities, and analytical competencies of students and prepare them to become global citizens, James Madison College requires that all students attain second year university level competency in a foreign language. Students may do this by taking courses in a foreign language for two years at MSU or at another university. Students may be able to waive some or all of the university level foreign language course depending on their scores on the MSU placement or Advanced Placement test. Please note that first semester-level Russian, Japanese, Chinese, Arabic and African languages may be taken Credit/No Credit. Students must decide in the first week of classes whether they will take a course Credit/No Credit and must go to the Registrar's Office to request the Credit/No Credit status.
5. **The Field Experience: Variable cr.**

A Madison education focuses on the application of knowledge and analysis to public issues, concerns and events, as well as on theoretical approaches to social science. As a result, Madison students learn to think critically and analytically about public affairs, to evaluate policy options, and to understand decision-making. Madison believes that a liberal education is incomplete without a chance to test and apply these abilities in professional settings.

During either the junior or senior year, at least one semester is spent in an internship with an agency, organization, business, or legislative office, instead of in the classroom. The College believes that it is important that our students spend at least three months interning in an organization and a position that interests them and gives them a chance to apply what they have learned in the classroom to the policy world. Apparently, employers think so too (see the “Employment Paths” section of this handbook). Many of our graduates have developed excellent job contacts through the organizations in which they interned.

Field experience is a **requirement** for all Madison students. It consists of two courses taken concurrently: MC 400 (Variable credits, pass/no pass) and MC 401 (3 credits, pass/no pass). During the sophomore and junior years, students should explore the more than 600 placements on file in the Field Experience Office database. These placements include assignments with a variety of state and federal agencies, city governments, legislative offices, public interest groups, legal aid societies, courts, social service agencies, businesses, newspapers, labor unions, and voluntary organizations. We have placements throughout the U.S. and abroad. The placements we approve aim to place Madison students in a decision-making role or close enough to it so that they may comment on it intelligently. This means that the work they do must be substantial and serious. With the Field Experience Coordinator approval, students may develop their own internship. Students **must** meet with the Field Experience Coordinator prior to beginning internship applications, preferably two full semesters prior to the semester of the internship.

Students may, with advisor approval, petition to substitute one of four options for MC400 and/or MC401: a senior honors thesis; prior professional or public affairs-related work experience relevant to the Madison program; a student teaching dual major - TE 401 (5 cr.) and TE 402 (6 cr.) - or a dual major practicum; or an approved study abroad program. Journalism majors must meet with the Assistant Dean. **Students considering substitutions for the Field Experience or part-time experiences should remember that they need to complete a minimum of 51 MC credits, or 41 credits if they are transfer students (either internal or external) or if they will be doing the MSU Teacher Certification Program.**

**MAJOR REQUIREMENTS: 39-46 cr.**

Each of our four majors is built around a core of Madison classes that extend from the sophomore through senior years. This is supplemented by another group of related courses that will be mostly drawn from other majors in Madison or from other MSU departments, especially those in the College of Arts and Letters and Social Science. This mix of Madison and non-Madison classes is the centerpiece of the educational experience.

Madison’s majors are designed to accommodate dual majors. Students can graduate in the normal amount of time even if they choose to pursue two of Madison’s majors. It is best if this
decision is made early in the sophomore year, but choosing this option even later is still manageable. Students are strongly recommended to consult their advisor or the Assistant Dean as they make this decision.

It is not unusual for students to be uncertain as to the major they wish to study. Students should keep in mind that the choice is not etched in stone; it is possible to change the major declaration or to take more time to decide without “falling behind.” Choosing a major is a process. Through the first year, students will want to get to know Madison faculty and fellow students; talk with their advisor; read carefully the sections on the majors in this handbook, and, as mentioned earlier, attend the “Meet the Majors” meetings held by each major during spring semester your first year. Each of our majors offers a liberal arts education and solid preparation for a wide range of opportunities after graduation.

**ELECTIVES**

Electives are courses that are chosen by the students to satisfy additional interests that they may have. Courses may be drawn from almost anywhere in the University. Students often use some of these electives to begin a second foreign language, take additional coursework in Madison, take courses in other MSU departments, or work on one of the many minors offered at MSU, including ones on Africa, Asia, Latin America & the Caribbean, Russia, Europe, Jewish Studies, International Development, Women’s Studies, African-American History & Culture, or Health & Humanities.

**BUSINESS COGNATE**

Students may elect to complete a cognate in business. Cognates do not appear on transcripts upon graduation. The requirements for the cognate are met by completing:

MC 341 Politics and Markets

*And four of the following courses (12 credits):

ACC 230 Survey of Accounting Concepts*
FI 320 Introduction to Finance
GBL 323 Introduction to Business Law
MGT 325 Management Skills and Processes
MKT 327 Introduction to Marketing

*Students may substitute ACC 201 and ACC 202 for ACC 230
COMPARATIVE CULTURES AND POLITICS

Comparative Cultures and Politics (CCP) is a major that studies how culture and politics intersect in global public affairs. CCP’s innovative interdisciplinary approach in the humanities and social sciences gives students the skills and competencies they need to address complex and critical global issues across academic and professional fields. The CCP major provides students with tools to better understand diverse cultural perspectives around the world, explore how culture shapes power relations, and how political and economic dynamics impact culture. The comparative and transnational focus encourages students to learn about other cultures and political systems, to reflect back on their own societies, and to discover how they want to position themselves as globally engaged citizens.

CCP’s courses are anchored in contemporary issues relevant to global public affairs. Our courses examine such issues as racial and gender politics; media, power, and politics; nationalism, ethnicity, and ethnic conflict; literature, film, performance, and politics; globalization, international development, and community mobilization; human trafficking; global public health; and diaspora, migration, and displacement. The CCP major offers a sophomore sequence of courses introducing the study of culture and politics in comparative and transnational perspective, as well as electives in relevant subject areas and a capstone seminar. The major’s related area requirement gives students the opportunity to gain expertise in areas or peoples outside of the United States and allows them to develop comparative and international perspectives valued by public and private employers. Knowledge gained in CCP is critical for understanding the impact of politics and policies on people’s lives, for envisioning new possibilities for global interactions, and for developing practical responses to social injustice, inequality, and conflict.

CCP graduates go on to pursue careers in the U.S. government, the private sector, social and popular media, cultural organizations, and non-profit organizations. They also pursue a wide range of graduate and professional degrees, including law, education, non-profit administration, public policy, public health, communication, cultural studies, environmental studies, media studies, anthropology, social work, and business.

Requirements for a major in Comparative Cultures and Politics:

All of the following core courses (13 Credits):

MC 230: Cultures and Politics in Comparative Perspective
MC 231: Cultures and Politics in Transnational Perspective
MC 493: Senior Seminar in Comparative Cultures and Politics

Four (4) of the following selected in consultation with an advisor (16 credits):

-At least one (1) course must come from each category-

Comparative Studies-
MC 320: Politics, Society and Economy in the Third World
MC 325: State and Society in Comparative Perspective
MC 331: Encounters with Post-Communism
MC 332: Literature and Politics in a Comparative Perspective
MC 333: Performance, Politics, and Nation
MC 334: Rights, Advocacy, and Activism
MC 335: Israeli Politics, Cultures and Society
MC 361: Political Economy and Comparative Public Policymaking
MC 365: Islam and Political Development in Southeast Asia
MC 366: Romancing the Nation: Film, History and Nation
MC 367: Global Cities and Urbanism
MC 369: Global Issues in Citizenship
MC 372: Comparative Black Political Thought
MC 376: Modern Political Thought in the Modern World
MC 385: Comparative Race and Ethnic Relations
MC 386: Women and Power in Comparative Perspective
MC 387: Jews and Anti-Semitism
MC 390: Adv. Topics in Public Affairs*
MC 395: Cultural Dimensions of Public Affairs*
MC 441: Islam and World Politics
MC 482: Gender and Violent Conflict

Transnational Studies-
MC 319: Asian American History
MC 321: The Cold War: Culture, Politics and Foreign Policy
MC 331: Encounters with Post-Communism
MC 334: Rights, Advocacy, and Activism
MC 337: Global Public Health
MC 350: Evolution and Society
MC 366: Romancing the Nation: Film, History, and Nation
MC 376: Modern Political Thought in the Muslim World
MC 377: Culture, Politics, and Post-Colonialism
MC 387: Jews and Anti-Semitism
MC 390: Adv. Topics in Public Affairs*
MC 395: Cultural Dimensions of Public Affairs*
MC 430: Applied International Development
MC 441: Islam and World Politics
MC 482: Gender and Violent Conflict

One (1) of the Following (3-4 credits):
MC 295: Research Design and Quantitative Analysis in Public Policy
MC 364: Policy Evaluation
SOC 281: Methods of Social Research I
ANP 429: Ethnographic Field Methods
COM 300: Methods of Communication Inquiry
HST 201: Historical Methods and Skills
PLS 201: Introduction to Methods of Political Analysis
*These courses may be used as electives when their topic is relevant to the major.

Related Area Courses:

In consultation with your advisor, students may select courses in a region or country from fields such as literature, language, film studies, interdisciplinary studies, history, anthropology, political science, sociology, etc. Students may also use relevant Madison area courses such as MC 324 A,
B, C, etc. Students will take at least three courses and at least nine (9) credits to fulfill the Related Area requirement.

In addition to the above coursework, students are responsible for the following requirements: Integrative Studies, Math, Language, Economics, Field Experience and Electives.

**TOTAL CREDITS TO GRADUATE: 120**

*IF YOU WERE REQUIRED TO TAKE MTH 1825, TOTAL CREDITS TO GRADUATE INCREASES TO 123*
Examples of Comparative Cultures and Politics Senior Seminars (MC 493)

**Ethnic Conflict** - Our focus will be one of the world’s most urgent and dangerous problems — ethnic conflict. Why is it that some multiethnic and multicultural societies and states manage to be free of violent conflict, while others have fallen victim to protracted conflict or intense, violent conflict? What are the political and cultural dynamics that produce conflict? When and how does ethnicity interplay with other identities and interests to cause conflict? How might ethnic conflicts be managed or resolved? We will examine theoretical and conceptual literature on ethnic conflict, and we will ground this theoretical study with exploration of empirical case studies. Possible cases include Bosnia, Kashmir, the Kurds, Northern Ireland, Rwanda, and/or Sri Lanka. Student research is an important part of this class, as your work will be integrated into the course through readings and presentations.

**Health and Human Rights** - 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 well-being 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 detention 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.

**Television, Televisuality and Global Events** - 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 has television, televisuality and mediatization more generally impacted our ways of seeing the world, our lived experience, and our memory (both social and personal memory)?
COMPARATIVE CULTURES AND POLITICS

This is a checklist for students in the Comparative Cultures and Politics major who began in CCP Fall 2017 or after. Transfer students who are still taking courses at other institutions should choose classes that may be applied toward MSU’s Integrative Studies requirements, such as MSU’s math requirement, if necessary, of Madison’s foreign language and economics requirements.

Integrative Studies:
MC 111 _____ MC 201 _____ ISP _____ IAH (201-210) _____
MC 112 _____ MC 202 _____ ISP _____ IAH (211 or higher) _____ +MATH _____
Lab _____
Foreign Language: _______ _______ Economics: 201 _____ or 251H _____
__________  _______ _______ 202 _____ or 252H _____
Field Experience: _______________________ MC 400 _____ MC 401 _____

Comparative Cultures and Politics Core Program:
All of the following: Methods: One of the following courses:
MC 230 _____ MC 295 _____ COM 300 _____
MC 231 _____ MC 364 _____ HST 201 _____
MC 493 _____ SOC 281 _____ PLS 201 _____
ANP 429 _____
Tier II Writing Portfolio: _____

Electives: Take four courses, at least one from each category:
Comparative Studies Transnational Studies
MC 320 _____ MC 369 _____ MC 319 _____ MC 377 _____
MC 325 _____ MC 372 _____ MC 321 _____ MC 390* _____
MC 331 _____ MC 382 _____ MC 331 _____ MC 395* _____
MC 332 _____ MC 385 _____ MC 334 _____ MC 430 _____
MC 333 _____ MC 386 _____ MC 337 _____ MC 430 _____
MC 334 _____ MC 387 _____ MC 350 _____ MC 441 _____
MC 335 _____ MC 390* _____ MC 366 _____ MC 482 _____
MC 361 _____ MC 395* _____ MC 350 _____
MC 365 _____ MC 441 _____ MC 376 _____
MC 366 _____ MC 482 _____
MC 367 _____ *Must have CCP content

Related Area:
In consultation with an academic advisor, select at least three courses and at least nine credits, all focusing on a particular region or ethnic/racial group from outside the U.S. 300-level or above.
Related Area Title: _____________________________
Courses: ___________ ___________
___________ ___________

TOTAL CREDITS REQUIRED TO GRADUATE: 120

IF YOU WERE REQUIRED TO TAKE MTH 1825, TOTAL CREDITS TO GRADUATE INCREASES TO 123
Minimum number of MC credits required: 51. Transfer and teacher education students: 41.
+A minimum score of 19 on MSU Placement exam or selected MTH or STT course(s).
Teacher Education: GEO and HST requirements for all majors are listed in the MC handbook under Teacher Education.
INTERNATIONAL RELATIONS

Madison’s major in International Relations trains students to think imaginatively, and in depth, about the problems of world society and about the opportunities for solving them. By design, it is a sophisticated program: its graduates have gone on to careers in the foreign service, politics, international organizations, academics, law (including international law), public relations, lobbying, economic development work, intelligence gathering and analysis, the news media, and international business. It is also, of course, an excellent preparation for law school and for graduate study in international affairs or international business.

The outstanding features of the curriculum are its breadth and depth. It is organized around the following themes: international security and conflict resolution; international political economy; global governance; foreign policy of the United States and other countries; and comparative, regional and cultural studies.

The International Relations curriculum encourages students to think creatively about a variety of issues: What constitutes “national security”? What are the social consequences of modernization? What are the causes and likely consequences of ethno-nationalism? How does the U.S. arrive at foreign policy decisions? How is that different from how foreign policies are made in other countries and which is better? What is the impact of protectionist foreign trade policies? How do national, regional and international political, social, and economic actors interact in the transition to a post-Cold War global order? What is the impact of the U.N. and other international organizations? What effects do weapons and communications technologies have on world politics? By what means have national defense policies been implemented since the end of World War II? Some classes will use case studies in which students will be examining real or hypothetical foreign policy dilemmas and developing solutions to them. Others will evidence the importance of theories and models for comprehending and influencing world events.

Requirements for a major in International Relations:

**All of the Following Courses (13 credits):**
- MC 220: International Relations I: World Politics and International Security (4 cr.)
- MC 221: International Relations II: The Politics of International Economic Relations (4 cr.)
- MC 492: Senior Seminar in Int’l Relations (5 cr.)

**Four (4) of the Following Courses (16 credits): at least one from the first three categories - no course may be counted twice**
- Security Studies and Foreign Policy Analysis: (select one but not more than two)
  - MC 321: The Cold War
  - MC 322: International Security
  - MC 323: Japanese Foreign Policy
  - MC 326: U.S. Foreign Policy
  - MC 327: Comparative Analysis of Foreign Policy
  - MC 328: Russian Foreign Policy
  - MC 329: European Security
  - MC 441: Islam and World Politics
  - MC 482: Gender and Violent Conflict
  - MC 390/1/5: must have Major approved IR content

- International Political Economy & Global Governance: (select one but not more than two)
  - MC 320: Pol., Soc., & Economy in the 3rd
  - MC 324e: Regional Politics, Cooperation & Conflict: Europe
MC 361: Political Economy & Comp. Policymaking
MC 362: Public International Law
MC 363: Global Governance
MC 430: Applied International Development
MC 445: Socio-Economics of Conservation Ecology
MC/FW 450: International Environmental Policy
MC 390/1/5: must have major approved IR content

Comparative, Regional and Cultural Studies: (select one but not more than two)
MC 320: Pol., Society and Econ. In the Third World
MC 321: The Cold War
MC 3254a: Regional Politics, Cooperation & Conflict: The Middle East
MC 3254b: Regional Politics, Cooperation & Conflict: Sub-Saharan Africa
MC 3254c: Regional Politics, Cooperation & Conflict: Latin America & the Caribbean
MC 3254d: Regional Politics, Cooperation & Conflict: Asia
MC 325: State and Society in Comp. Perspective
MC 331: Encounters with Post-Communism
MC 332: Literature and Politics in a Comparative Perspective
MC 335: Israeli Politics, Culture and Society
MC 358: Pol. Of the USSR and its Successor States
MC 365: Islam & Development in Southeast Asia
MC 377: Culture, Politics & Post Colonialism
MC 385: Comparative Race & Ethnicity
MC 386: Women & Power in Comp. Perspective
MC 387: Jews & Anti-Semitism
MC 441: Islam and World Politics
MC 482: Gender and Violent Conflict
MC 390/1/5: must have IR approved IR content

New perspectives in IR: (may select one – not required)
MC 272*: (Only Marxist Theories of Revolution)
MC 319: Asian American History
MC 337: Global Public Health
MC 369: Global Issues in Citizenship
MC 372: Comparative Black Political Thought
MC 376: Modern Political Thought in the Muslim World
MC 390: Asian Political Thought
MC 390/1/5*: must have IR approved content
MC/FW 481: Global Issues in Fisheries and Wildlife

MC 390, MC 391 or MC 395 when the course has Major-approved IR content or additional MC 492

One (1) Course from the Department of Economics (3 credits):
EC 340: Survey of International Economics (3 cr.)
EC 440: International Trade (3 cr.)
EC 441: International Finance (3 cr.)

Two (2) Courses from A & B in sequence (6-8 credits):

Course A:
I. MC 295: Research Design and Quantitative Analysis in Public Policy (4 cr.)
II. SOC 281: Methods of Social Research I (4 cr.)
III. STT 421: Statistics I (3 cr.)
IV. STT 441: Probability and Statistics I: Probability (4 cr.)
V. PLS 201: Introduction to Methods of Political Analysis (4 cr.)
VI. STT 200 or 201: Statistical Methods (3 cr.)
VII. EC 420: Intro. To Econometric Methods (3 cr.)
VIII. STT 315: Introduction to Probability and Statistics for Business (3 cr.)
IX. MC 293: Methods of Strategic Analysis of Public Affairs (4 cr.)
Course B:

I. MC 293: Strategic Analysis (4 cr.) or MC 364: Policy Evaluation (4 cr.) or PHL 330: Formal Reasoning (4 cr.) or STT 441: Probability and Statistics I: Probability (3 cr.)

II. SOC 282: Methods of Social Research II (4 cr.) or MC 293 Strategic Analysis (4 cr.) or MC 364: Policy Evaluation (4 cr.) or PHL 330: Formal Reasoning (4 cr.) or STT 441: Probability and Statistics I: Probability (3 cr.)

III. MC 293: Strategic Analysis (4 cr.) or STT 422: Statistics II (3 cr.) or MC 364: Policy Evaluation (4 cr.) or EC 420: Intro. To Econometric Methods (3 cr.) or PHL 330: Formal Reasoning (4 cr.)

IV. MC 293: Strategic Analysis (4 cr.) or MC 364: Policy Evaluation (4 cr.) or STT 442: Probability and Statistics II: Statistics (3 cr.) or PHL 330: Formal Reasoning (4 cr.)

V. MC 293: Strategic Analysis (4 cr.) or PHL 330: Formal Reasoning (4 cr.) or MC 364: Policy Evaluation (4 cr.)

VI. MC 293: Strategic Analysis (4 cr.) or MC 364: Policy Evaluation (4 cr.) or STT 441: Probability and Statistics I: Probability (3 cr.) or PHL 330: Formal Reasoning (4 cr.)

VII. MC 293: Strategic Analysis (4 cr.) or MC 364: Policy Evaluation (4 cr.) or STT 441: Probability and Statistics I: Probability (3 cr.) or PHL 330: Formal Reasoning (4 cr.)

VIII. MC 295: Research Design (4 cr.) or PHL 330: Formal Reasoning (4 cr.) or PLS 201: Methods of Political Analysis (4 cr.) or SOC 281: Social Research (4 cr.) or STT 421: Statistics or STT 441: Probability and Statistics (3 cr.)

Related Area Requirement

Students also complete the equivalent of one year of integrated college level coursework from one of 4 groups: History, Economics, Political Theory, or other related coursework (such as advanced foreign language) selected in consultation with their academic advisors (6-8 crs.):

Group 1: History
- HST 205A: The Ancient Mediterranean from 3000 BCE to 400 CE (4 cr.)
- HST 205B: Europe in the Middle Ages from 400 to 1500 (4 cr.)
- HST 206: Europe in the Modern Age (4 cr.)
- HST 325: History of U.S. Foreign Relations to 1900 (3 cr.)
- HST 326: History of U.S. Foreign Relations since 1900 (3 cr.)
- HST 337: Intellectual History of Modern Europe (17th, 18th, and early 19th century) (3 cr.)
- HST 338: Intellectual History of Modern Europe (1830 to Present) (3 cr.)
- HST 390: History of International Relations (3 cr.)

Group 2: Economics
- EC 302: Intermediate Macroeconomics (3 cr.)
- EC 306: Comparative Economic Systems (3 cr.)
- EC 405: Development of the American Economy (3 cr.)
- EC 406: Economic Analysis of the Soviet Union (3 cr.)
- EC 410: Principles of Economic Development (3 cr.)
- EC 411: Issues in Economic Development (3 cr.)
- EC 412: Economic Analysis of Latin America (3 cr.)
- EC 413: Economic Analysis of Asia (3 cr.)
- EC 414: Economic Analysis of Sub-Saharan Africa
- MC 340: Economic Growth (4 cr.)
- MC 341: Politics and Markets (4 cr.)

Group 3: Political Theory
- MC 270: Classical Republicanism (4 cr.)
- MC 271: Liberalism and Democracy (4 cr.)
- MC 370: Radical Challenges to Liberal Democracy (4 cr.)

Group 4: Other related area coursework selected in consultation with and approved by a Madison advisor.

In addition to the above coursework, students are responsible for the following requirements: Integrative Studies, Math, Language, Economics, Field Experience and Electives.

TOTAL CREDITS TO GRADUATE: 120
IF YOU WERE REQUIRED TO TAKE MTH 1825, TOTAL CREDITS TO GRADUATE INCREASES TO 123
Examples of International Relations Senior Seminars (MC 492)

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

**U.S. National Security: Strategy, Process, and Policy** - 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.

**Global Poverty and Inequality** - 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.

**Water, Energy & Commerce: Resource Scarcity, Sustainability & Environmental Impacts** - 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.
**INTERNATIONAL RELATIONS**

This is a checklist for students in the International Relations major who began in IR Fall 2017 or after. Transfer students who are still taking courses at other institutions should choose classes that may be applied toward MSU's Integrative Studies requirements, such as MSU's math requirement, if necessary, or Madison's foreign language and economics requirements.

**Integrative Studies:**

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<td>MC 112</td>
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**Field Experience:**

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**International Relations Core Program:**

All of the following:

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<th>Course</th>
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<tbody>
<tr>
<td>MC 220</td>
<td>MC 295</td>
<td>MC 293</td>
<td>MC 364</td>
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<tr>
<td>MC 492</td>
<td>SOC 281</td>
<td>SOC 293</td>
<td>MC 364</td>
</tr>
<tr>
<td>EC 340</td>
<td>EC 441</td>
<td>STT 421</td>
<td>STT 422</td>
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<tr>
<td>Or EC 441</td>
<td>STT 441</td>
<td>MC 293</td>
<td>MC 364</td>
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**Writing Portfolio:**

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**Methods:** Two courses – one from each

- **Course A:**
  - MC 220
  - MC 295
  - SOC 281
  - STT 421
  - STT 441

- **Course B:**
  - MC 293
  - MC 364
  - STT 422
  - STT 430
  - STT 441

Four of the following: at least one from first three categories – no course may be counted twice.

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<th>Course</th>
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<tr>
<td>MC 321</td>
<td>MC 320</td>
<td>MC 320</td>
<td>MC/PBS 358</td>
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<td>MC 322</td>
<td>MC 324e</td>
<td>MC 321</td>
<td>MC 365</td>
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<td>MC 323</td>
<td>MC 361</td>
<td>MC 32a</td>
<td>MC 366</td>
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<tr>
<td>MC 326</td>
<td>MC 362</td>
<td>MC 324b</td>
<td>MC 377</td>
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<td>MC 327</td>
<td>MC 363</td>
<td>MC 324c</td>
<td>MC 385</td>
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<td>MC 328</td>
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<td>MC 324d</td>
<td>MC 386</td>
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<td>MC 329</td>
<td>MC 430</td>
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<td>MC 387</td>
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<td>MC 445</td>
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<td>MC 441</td>
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<tr>
<td>MC 482</td>
<td>MC 446</td>
<td>MC 332</td>
<td>MC 482</td>
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<tr>
<td>MC 390/1/5*</td>
<td>MC/FW 450</td>
<td>MC 335</td>
<td>MC 390/1/5*</td>
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</tbody>
</table>

*MC 390, MC 391, or MC 395 when course has field-approved IR content (or additional MC 492)
**MC 272 Only Marxist Theories of Revolution

**Related Area:**

Two related courses (6-8 credits), in sequence from one of the groups: History, Economics, Political Theory, or other related area coursework (such as third year foreign language) with the approval of the academic advisor. For example:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HST 205 (A,B)</td>
<td>EC 302</td>
<td>EC 413</td>
<td>MC 270</td>
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<tr>
<td>HST 325</td>
<td>EC 405</td>
<td>EC 414</td>
<td>MC 271</td>
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<tr>
<td>HST 326</td>
<td>EC 406</td>
<td>MC 340</td>
<td>MC 370</td>
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<tr>
<td>HST 337</td>
<td>EC 410</td>
<td>MC 341</td>
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<tr>
<td>HST 338</td>
<td>EC 411</td>
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<tr>
<td>HST 390</td>
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**Total Credits Required to Graduate:** 120

IF YOU WERE REQUIRED TO TAKE MTH 1825, TOTAL CREDITS TO GRADUATE INCREASES TO 123

Minimum number of MC credits required: 51. For transfer and teacher education students 41.

+ A minimum score of 19 on MSU Placement exam or selected MTH or STT course(s)
- Teacher Education: GEO and HST requirements for all majors are listed in the MC handbook under Teacher Education
POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY

James Madison College’s major in Political Theory and Constitutional Democracy, as its unusual name suggests, probes the major competing principles that have animated political communities and how we have attempted to translate these into practice. We raise complex fundamental questions as we try to sort out the values and principles that have been most important to us. What does it mean to flourish as a human being? What are the rights and responsibilities of good citizens? What is the best way of life for society as a whole? Political Theory does not pretend to have the definitive answers to these questions. But we believe we can teach students how to think about these concepts and how to approach these questions in a productive and intellectually exciting way.

To achieve this, the Political Theory and Constitutional Democracy curriculum is both philosophical and historical. Course readings range from Plato and the classical poets to contemporary political theory, literature, and U.S. Supreme Court decisions. The introductory course sequence (MC 270-271) is not a conventional survey of political theory. It introduces students to a theoretical way of thinking about politics and morality at different times and places (for example, the ancient Greek city-state and the Florentine republic) which they can then use as a basis of comparison in analyzing the American experience. Other required “core” courses confront students with the most systematic justifications philosophers have offered for one or another conception of justice and also the most challenging, sometimes unorthodox objections to grand theories of justice. Finally, in senior seminars, students can critically explore a focused topic in depth in such a way that many of the themes and questions that have been raised by the curriculum may be viewed in a new light. In addition, a wide range of electives, including courses on technology, religion and politics, the Supreme Court and African-American political thought allow students to pursue more specialized interest relevant to the general concerns of the major.

In short, the Political Theory curriculum is coherent yet flexible. The required courses are carefully sequenced and built on one another. The small number of required courses in the junior and senior year, combined with the flexibility of other Political Theory requirements, enables upper-class students to use the curriculum as the basis for a program that integrates their interests inside and outside the College. After graduation, Political Theory majors have gone on directly to work in a wide variety of public and private sector jobs. Many Political Theory graduates go on to graduate or professional school in law, business, philosophy, and political science. From there, their paths have taken many different turns, for example, serving in the Michigan Legislature, as Director of the Consumer Financial Protection Bureau, as Budget Director of the State of Michigan, as Executive Director of the Michigan Democratic Party, and teaching at major universities and small liberal arts colleges.

These features of the PTCD program make it easy to pursue a dual major. Many students combine a PTCD major with a major in another Madison core or a major in a disciplinary department. In recent years, PTCD students have dual majored in biochemistry, criminal justice, economics, English, history, mathematics, philosophy, political science, physics, psychology, religion, secondary education, sociology, and theater.

Requirements for a major in Political Theory and Constitutional Democracy:
All of the Following (21 credits):
MC 270: Classical Republicanism (4 cr.)
MC 271: Constitutionalism and Democracy (4 cr.)
MC 370: Radical Challenges to Liberal Democracy (4 cr.)

MC 371: Beyond Liberal Democracy? New Directions in Political Theory (4 cr.)
MC 497: Senior Seminar in Political Theory (5 cr.)

**One (1) (4 credits):**
- MC 373A: Constitutionalism: The Supreme Court (4 cr.)
- MC 373B: Constitutionalism: The Presidency (4 cr.)
- MC 373C: Constitutionalism: Congress (4 cr.)
- MC 375: Contemporary Developments in American Politics (4 cr.)
- MC 378*: Law and Social Groups (*must have PTCD content)

**One (1) (4 credits)**
- MC 272: Political Theory and Political Issues (4 cr.)
- MC 325: State and Society in Comp. Perspective
- MC 332: Literature and Politics in a Comp. Perspective
- MC 349: Economics of Legal Relationships in Econ. Perspective
- MC 350: Evolution and Society (4 cr.)
- MC 368: The Civil Rights Movement and its Legacies
- MC 372: Comparative Black Pol. Thought (4 cr.)
- MC 373A*: Constitutionalism: The Supreme Court (4 cr.)
- MC 373B*: Constitutionalism: The Presidency (4 cr.)
- MC 373C*: Constitutionalism: Congress (4 cr.)
- MC 375*: Contemp. Dev. in Am. Politics (4 cr.)
- MC 377: Culture, Politics and Post-Col’ism (4 cr)
- MC 381: American Politics and Equality (4 cr.)
- MC 386: Women and Power in Comp. Per. (4 cr.)
- MC 390: Adv. Topics (must have PTCD content) (4 cr.)
- MC 391: Sel. Top. (must have PTCD content) (4 cr.)
- MC 482: Gender and Violent Conflict (4 cr.)

*MAY NOT be double counted in major

**One (1) of the Following (3-5 credits):**
- MC 293: Strategic Analysis in Public Affairs (4 cr.)
- MC 295: Research Design and Quantitative Analysis in Public Policy (4 cr.)
- PLS 201: Introduction to Method of Political Analysis (4 cr.)
- PHL 330: Formal Reasoning I (4 cr.)
- PHL 480: Philosophy of Science (4 cr.)
- STT 421: Statistics and Probability (3 cr.)

One college-level math course (calculus or above). Example: MTH 124, MTH 126, MTH 132, MTH 133, MTH 152H, MTH 153H (3-5 cr.)

(MTH may not be counted both as fulfilling the MSU MTH requirement and Methods requirement for PTCD)

**One (1) of the Following Related Areas (12-16 credits):**

**Option 1: Humanities/Social Sciences**

Students select four courses (12-16 credits) from one of the following disciplines or fields:

Anthropology, Philosophy, Economics, Political Economy (J MC), English, Political Science, Foreign Language, Social Relations and Policy (J MC), History, Sociology, International Relations (J MC)

At least two of the four courses must be at the 300 level or above. In the case of a related area in a Foreign Language, all four courses must be at the 300 level or above.
With the approval of the student's advisor, the following substitutions are permitted:

(a) Four courses in a discipline other than one of those listed above (for example, related area in Criminal Justice or Journalism)

(b) A coherent and unified multidisciplinary package of courses (for example, a related area in comparative literature consisting of a mix of courses from French and German [in translation]; a related area in the history of ideas which includes a mix of courses from History and Philosophy). In addition, appropriate courses offered in Madison College may be substituted for courses offered in one of the above disciplinary departments (for example, a related area in Philosophy may include PTCD courses; a related area in Political Science may include IR and/or PTCD courses; a related area in Sociology may include SRP courses; a related area in Economics may include PE courses)

Option 2: Political Culture

With the approval of their advisor, students select four (preferably advance) courses that focus on an historically significant polity in another time and place. At least one of these courses must be in the history of the polity. The others may be on any aspect of life of the polity (e.g., art, music, literature, religion, philosophy, economics, family and Social Relations and Policy, politics). Two may be in the study of the language of the polity (either as advanced work in the student's second language or as beginning work in a third language).

Typical examples of historical polities: ancient Egypt, ancient Israel, classical Greece, classical Rome, medieval Christendom, the medieval Islamic world, Renaissance Italy, Reformation Germany, Tudor and Elizabethan England, eighteenth- and nineteenth-century Prussia, Victorian Britain, the British Empire, the Austro-Hungarian Empire, Czarist Russia, the Soviet Union, the Weimar Republic, Nazi Germany, South Africa, and the polities of comparable epoch in the history of the peoples of India, China, Japan, Africa, and Latin America.

In fulfilling this requirement, students may use appropriate Madison courses (including independent studies, second senior seminars, and senior honors theses) where they are relevant.

Option 3: Dual Major

Students pursuing a second major (inside or outside the college) may, with approval of their advisor, use four courses from that major to fulfill the Related Area requirement.

In addition to the coursework outlined above, students are responsible for the following requirements: Integrative Studies, Math requirement, Language requirement, Economics requirement, Field Experience and Electives.

**TOTAL CREDITS TO GRADUATE: 120**

*IF YOU WERE REQUIRED TO TAKE MTH 1825, TOTAL CREDITS TO GRADUATE INCREASES TO 123*
Examples of Political Theory & Constitutional Democracy Senior Seminars (MC 497)

Freedom, Justice & Constitutionalism - What do freedom and justice demand of a liberal democracy’s constitution? What do we mean by freedom and social justice? Are their demands compatible or do they conflict? Can they be satisfied in the context of constitutional democracy, or is more required?

The purpose of the seminar is to consider these and other questions related to freedom and justice in constitutional democracy through the lens of modern political and economic thought. The course readings provide a dialogue among political economists of the past 100 years who have informed and interacted with each other, from Frank Knight and James Buchanan to John Rawls and F.A. Hayek. We conclude with John Tomasi’s effort to reconcile Rawls with Hayek.

The American Presidency: Becoming Commander-in-Chief - By beginning first with the phenomena as we currently experience it in the presidency of Barack Obama, we will try to keep the questions presented by his presidency in view throughout the course. This course is not intended primarily as a history course. Our examination of past presidents will aim, in the first place, to illustrate and elucidate the nature of the office itself. In examining several U.S. presidents, we will try to keep the following analytical questions in mind: What role did the American founders envision for the presidency? What role has it had throughout American history? Is there a “modern” presidency distinctly different than that which preceded it? Our examination and discussion of these more general questions will give us greater analytical leverage as we turn to the rest of the presidents we will study for the remainder of this course. In each case, we will examine the content of that transformation and what it means for the office of the presidency and American government more generally.

Contemporary Liberal and Social Democracy - During the past seven years, this senior seminar has focused on a relatively straightforward topic: a comparison of American liberal democracy and European social democracy. This fall the course examines the broad problems of contemporary liberal democracy. The main theme will remain broad problems of contemporary (American and European) democracy, but with an emphasis on Tocqueville’s argument regarding the tendency in democracy to evolve towards “soft despotism.” Students will look at both historical and theoretical approaches to these problems. The class will raise critical questions and draw some tentative conclusions regarding the quality of today’s liberal and social democracy, forcing us to question whether we are headed toward a despotic state.
**POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY**

Below is a checklist for students in the Political Theory and Constitutional Democracy major who began at MSU Fall 2017 or after. It can help students visualize how the various parts of the curriculum fit together. Transfer students who are taking courses at other institutions should choose classes that may be applied toward MSU’s Integrative Studies requirements, MSU’s math requirement, or Madison’s foreign language and economics requirements.

**Integrative Studies:**

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<thead>
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<th>Course 1</th>
<th>Course 2</th>
<th>ISP</th>
<th>IAH (201-210)</th>
<th>+MATH</th>
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<tr>
<td>MC 111</td>
<td>MC 201</td>
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<td>MC 112</td>
<td>MC 202</td>
<td>ISP</td>
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<td>Lab</td>
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**Foreign Language:**

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<th>Economics</th>
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<td>201 or 251H</td>
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**Field Experience:**

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<tr>
<td>MC 400</td>
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**Political Theory and Constitutional Democracy Core Program:**

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<td>MC 270</td>
<td>MC 373A</td>
<td>MC 272</td>
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<td>MC 271</td>
<td>MC 373B</td>
<td>MC 275**</td>
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<td>MC 370</td>
<td>MC 373C</td>
<td>MC 276</td>
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<td>MC 371</td>
<td>MC 375</td>
<td>MC 377</td>
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<td>MC 497</td>
<td>MC 378</td>
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**Methods:**

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<td>MC 293</td>
<td>MC 295</td>
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<td>PLS 201</td>
<td>MTH 126</td>
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<td>PHL 330</td>
<td>MTH 132</td>
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<td>PHL 430</td>
<td>MTH 133</td>
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<td>STT 421</td>
<td>MTH 152H</td>
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<td>MTH 124</td>
<td>MTH 153H</td>
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*MUST have PTCD content

**Related Area:**

**OPTION 1:** Humanities/Social Sciences. Four courses from one discipline or JMC Major (see list in Handbook) or advisor-approved package of four courses.

- Discipline of JMC Major
- Discipline of JMC Major
- Discipline of JMC Major
- Discipline of JMC Major

**OPTION 2:** Political Culture. Four courses on a historically significant polity in another time and place. One course must be in History; others may be in any aspect of life of the polity; i.e., art, philosophy, social structure. May include advanced work in a language or beginning work in an additional language.

- Historical Polity
- Historical Polity
- Historical Polity
- Historical Polity

**OPTION 3:** Dual Major. Four courses from student’s second major:

- Discipline of JMC Major
- Discipline of JMC Major
- Discipline of JMC Major
- Discipline of JMC Major

**TOTAL CREDITS REQUIRED TO GRADUATE: 120**

If you were required to take MTH 1825, TOTAL CREDITS TO GRADUATE INCREASES TO 123

Minimum number of MC credits required: 51. For transfer and teacher education students: 41.

+A minimum score of 19 on MSU Placement exam or selected MTH or STT course(s)

Teacher Education: GEO and HST requirements for all majors are listed in the MC handbook under Teacher Education
SOCIAL RELATIONS AND POLICY

The Social Relations and Policy major explores the domain of public issues that are especially affected by relations among groups. The major is explicitly historical and comparative, looking at Social Relations and Policy in the United States and internationally, over time. Courses focus on the sociology, history, and politics of intergroup relations, paying close attention to the interplay of such factors as class, race, ethnicity, sex/gender, religious belief and national identity. The program uses the study of Social Relations and Policy as a way to cultivate reasoning, methodological and analytical skills and the capacities for empathetic observation, normative judgment and effective problem solving.

The sophomore sequence provides the conceptual, methodological and substantive bases for upper division work by introducing students to classical and contemporary social theory and comparative social history, and to quantitative and qualitative methodologies. The junior level builds on these skills to assess, in depth, a set of social problems and policy solutions. A senior seminar provides an opportunity to synthesize course work and undertake original research. Students also select from a broad range of electives to develop their expertise and understanding including opportunities for more international and comparative work, greater political analysis, and deeper understanding of particular forms of Social Relations and Policy. A related area requirement is broadly constructed to shape the major in a way that is responsive to individual interests and academic purpose.

Substantively, courses in Social Relations and Policy take up issues such as social identity, inequality and mobility, wealth and poverty, assimilation and pluralism, prejudice and discrimination, intergroup conflict and cooperation, the problem of civil rights and the politics of equality. Students develop knowledge in such areas as immigration, race and ethnic relations, civil rights, family and children, housing and residential segregation, urban and metropolitan policy, schooling and educational policy, social security and social welfare policies. The graduates go into careers such as law, non-profit leadership, labor relations, human resources administration, teaching, educational administration, public lobbying, and much more.

Requirements for a major in Social Relations and Policy

All of the following (20/21 credits):

MC 280: Social Theory & Social Relations and Policy (4 cr.)
MC 281: Immigrants, Minorities, and American Pluralism (4 cr.)
MC 380: Social Policy (4 cr.)
MC 498: Senior Seminar in Social Relations and Policy (4 cr.)
SOC 281: Methods of Social Research (4 cr.) or MC 296: Research Design and Quantitative Analysis in Public Policy (4 cr.) or ANP 429: Ethnographic Field Methods (3 cr.) or CJ 292: Methods of Criminal Justice Research (3 cr) or COM 300: Methods of Communication inquiry (4 cr.) or EC 420: Introduction to Econometric Methods or GEO 221: Introduction to Geographic Information (3 cr.) or PLS 201: Introduction to Methods of Political Analysis (4 cr.) or PSY 295: Data Analysis in Psychological Research (3 cr.) or STT 200: Statistical Methods (3 cr.) or STT 201: Statistical Methods (3 cr.) or STT 315: Introduction to Probability and Statistics (3 cr.) or STT 421: Statistics I (3 cr.)

Three (3) of the following selected in consultation with an academic advisor (12 credits)

MC 319: Asian American History (3 cr.)
MC 320: Politics, Society and Economy in the Third World (4 cr.)
MC 325: State and Society in Comparative Perspective (4 cr.)
MC 333: Performance, Politics, and Nation (4 cr.)
MC 335: Israeli Politics, Cultures and Society (4 cr.)
MC 337: Global Public Health (4 cr.)
MC 340: Economic Growth (4 cr.)
MC 342: The Social Economics of the Workplace (4 cr.)
MC 347: Urban and Regional Development (4 cr.)
MC 348: Educational Policy (4 cr.)
MC 350: Evolution and Society (4 cr.)
MC 351: Science and Science Policy (4 cr.)
MC 364: Policy Evaluation (4 cr.)
MC 367: Global Cities and Urbanism (4 cr.)
MC 368: The Civil Rights Movement and its Legacies (4 cr.)
MC 369: Global Issues in Citizenship (4 cr.)
MC 372: Comparative Black Political Thought (4 cr.)
MC 375: Contemporary Developments in American Politics (4 cr.)
MC 377: Culture, Politics, and Post-Colonialism (4 cr.)
MC 378: Law and Social Groups (4 cr.)
MC 381: American Politics and Equality (4 cr.)
MC 382: Social Movements (4 cr.)
MC 383: African American Politics (4 cr.)
MC 384: Metropolitan Society (4 cr.)
MC 385: Comparative Race and Ethnic Relations (4 cr.)
MC 386: Women & Power in Comparative Perspective (4 cr.)
MC 387: Jews and Anti-Semitism (4 cr.)
MC 388: Sexual Politics: Historical and Contemporary Perspectives (4 cr.)
MC 389: Religious Politics in U.S. Society: Left, Right and Other (4 cr.)
MC 390: Adv. Special Topics (topic must have SRP content) (4 cr.)
MC 391: Selected Topics in Public Affairs (3 or 4 cr.)
MC 395: Cultural Dimensions of Public Affairs (must have SRP content) (4 cr.)
MC 445: Socio-Economics of Conservation Ecology (4 cr.)
MC 482: Gender and Violent Conflict (4 cr.)

**Recommended Cluster:**

**Local, Regional and State Politics**
MC 347: Urban and Regional Development
MC 348: Educational Policy
MC 364: Policy Evaluation
MC 381: American Politics and Equality
MC 384: Metropolitan Society
MC 390: Adv. Topics in Public Affairs [when relevant in consultation with advisor]

**American Society and American Politics**
MC 342: The Social Economics of the Workplace
MC 368: The Civil Rights Movement and its Legacies
MC 375: Contemporary Developments in American Politics
MC 378: Educational Policy
MC 381: American Politics and Equality
MC 382: Social Movements
MC 383: African American Politics
MC 384: Metropolitan Society

35
MC 388: Sexual Politics [Prof. Burns section]
MC 390: Adv. Topics in Public Affairs [when relevant in consultation with advisor]

Public Policy and Political Economy
MC 340: Economic Growth
MC 342: The Social Economics of the Workplace
MC 347: Urban and Regional Development
MC 348: Educational Policy
MC 364: Policy Evaluation
MC 381: American Politics and Equality
MC 390: Adv. Topics in Public Affairs [when relevant in consultation with advisor]

Institutions and Public Policy
MC 348: Educational Policy
MC 375: Contemporary Developments in American Politics
MC 378: Law and Social Groups
MC 381: American Politics and Equality
MC 382: Social Movements
MC 390: Adv. Topics in Public Affairs [when relevant in consultation with advisor]

Comparative Study of Societies
MC 320: Politics, Society, and Economy in the Third World
MC 325: State and Society in Comparative Perspective
MC 377: Culture, Politics, and Postcolonialism
MC 385: Comparative Race and Ethnic Relations
MC 386: Women and Power in Comparative Perspective
MC 387: Jews and Anti-Semitism
MC 390: Adv. Topics in Public Affairs [when relevant in consultation with advisor]
MC 395: Cultural Dimensions of Public Affairs [when relevant in consultation with advisor]

Race, Ethnicity, and Nationalism
MC 368: The Civil Rights Movement and its Legacies
MC 372: Comparative Black Political Thought
MC 377: Culture, Politics, and Postcolonialism
MC 381: American Politics and Equality
MC 382: Social Movements
MC 383: African American Politics
MC 385: Comparative Race and Ethnic Relations
MC 387: Jews and Anti-Semitism
MC 390: Adv. Topics in Public Affairs [when relevant in consultation with advisor]

Sex and Gender
MC 378: Law and Social Groups [Prof. Hunt’s section]
MC 382: Social Movements
MC 386: Women and Power in Comparative Perspective
MC 388: Sexual Politics

Religion and Politics
MC 378: Law and Social Groups [Prof. Hunt’s section]
MC 382: Social Movements
MC 387: Jews and Anti-Semitism
MC 389: Religious Politics in U.S. Society: Left, Right and Other
MC 390: Adv. Topics in Public Affairs [when relevant in consultation with advisor]
MC 395: Cultural Dimensions of Public Affairs [when relevant in consultation with advisor]

**Related Discipline or Area Requirement:**

Students must complete two to three additional courses (6-9 cr.) in a related discipline (e.g. Anthropology, Economics, History, Political Science, Psychology, and Sociology) or approved related area (e.g. Ethnicity and Race, Gender and Women’s Studies, Urban/Metropolitan Studies, or U.S. Politics). These courses must be at 300-400 level. Courses may be selected in other majors in James Madison College as well.

In addition to the requirements outlined above, students are responsible for the following requirements: Integrative Studies, Math Requirement, Language Requirement, Economics Requirement, Field Experience and Electives.

**TOTAL CREDITS TO GRADUATE: 120**

**IF YOU WERE REQUIRED TO TAKE MTH 1825, TOTAL CREDITS TO GRADUATE INCREases TO 123**
Examples of Social Relations & Policy Senior Seminars (MC 498)

**Immigration Policy: Historical and Contemporary Perspectives** - Immigration policy is central to the U.S. polity. It shapes who we are and how we think of ourselves as a nation. This course links key issues in the history of U.S. immigration policy with current debates about unauthorized immigration, national security, and American identity. We will study how U.S. immigration policies have developed since 1875 through interlocking discourses and laws concerning race, gender, sexuality, class, health, and citizenship. We will also consider new developments in U.S. immigration enforcement and contemporary debates about immigration in the context of culture, economics, and the environment. Our readings will include primary materials such as laws, popular articles and photographs, as well as secondary works by historians, sociologists, political scientists, economists, anthropologists and legal scholars.

This course addresses immigration policy as a process that operates not only from the top-down but also from the bottom-up; a process that is shaped not only by politicians, but also by immigration officials, Americans, and immigrants themselves. Throughout the course we will pay attention to both contemporary and historical immigration policies, tracing changes and continuities. We will spend approximately half our time focusing on contemporary debates and half on historical issues.

**Issues in Higher Education: Access, Affordability, Quality** - Higher education is the subject of considerable debate in recent times, with issues such as access, affordability, and the mounting student load preoccupying lawmakers. In this course, we will investigate the history of undergraduate education and its current challenges now that a 4-year degree has become almost a mandate for economic success. In this course we will consider questions, such as: How should public institutions respond to challenges that they are over-priced institutions that are saddling students with high student debt and barely marketable skills? What are the components of a quality undergraduate education and how do we ensure that students from diverse race and class backgrounds have access to them? Students will have the opportunity to work on projects that directly engage these issues, giving them the opportunity to utilize the MSU environment (or other institutions) as key sites for scholarly investigation.

**Sex, Religion, and Public Policy** - 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 involved 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.

Middle Class Politics and Policy in the U.S. - This 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.
SOCIAL RELATIONS AND POLICY

Below is a checklist for students in the Social Relations and Policy major who began at MSU Fall 2017 or after. This sheet is meant to help students visualize how the various parts of the curriculum fit together. Transfer students who are still taking courses at other institutions should choose classes that may be applied toward MSU’s Integrative Studies requirements, MSU’s math requirement, if necessary, or Madison’s foreign language and economics requirements.

<table>
<thead>
<tr>
<th>Integrative Studies:</th>
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<tbody>
<tr>
<td>MC 111</td>
<td>MC 201</td>
<td>ISP</td>
<td>IAH (201-210)</td>
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<tr>
<td>MC 112</td>
<td>MC 202</td>
<td>ISP</td>
<td>IAH (211 or higher)</td>
<td>Lab</td>
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<td>MC 112</td>
<td>MC 202</td>
<td>ISP</td>
<td>IAH (211 or higher)</td>
<td>+MATH</td>
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<th>Foreign Language:</th>
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<tr>
<th>Field Experience:</th>
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<th>MC 400</th>
<th>MC 401</th>
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</table>

Social Relations and Policy Core Program:

**All of the following:**

Methods: SOC 281 | MC 295 |

Methods: ANP 429 | CJ 292 |

Methods: EC 420 | GEO 221 |

Methods: PLS 201 | PSY 295 |

Methods: STT 200/201/315/421** 
**May not double count for MSU Math requirement

<table>
<thead>
<tr>
<th>Related Area:</th>
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</table>

Two-three course (6-9 credits) in a related discipline (e.g. Anthropology, Economics, History, Political Science, Psychology, Sociology) OR approved related area (e.g. Ethnicity and Race, Gender and Women’s Studies, Urban/Metropolitan Society, or U.S. Politics) beyond the introductory level (i.e., 300-400 level).

<table>
<thead>
<tr>
<th>Related Discipline or Area:</th>
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</thead>
</table>

Minimum number of MC credits required: 51. For transfer and teacher education students: 41.

+ A minimum score of 19 on MSU Placement exam or selected MTH or STT course(s)
- Teacher Education: Geography and History requirements for all majors are listed in the MC handbook under Teacher Education

TOTAL CREDITS REQUIRED TO GRADUATE: 120

IF YOU WERE REQUIRED TO TAKE MTH 1825, TOTAL CREDITS TO GRADUATE INCREASES TO 123

If you were required to take MTH 1825, total credits to graduate increases to 123.
The minor in Muslim Studies is open to all undergraduate students at Michigan State University, and may be combined with an undergraduate major.

There are more than 1.5 billion Muslims around the world, the vast majority living outside the Middle East. The largest Muslim communities are in fact in Asia and Africa, with significant and growing diasporas in Europe and the United States. The Muslim Studies minor seeks to explore the diversity of these Muslim communities. It encourages students to acquire a solid background in the history, religion, and culture of Muslim peoples in general, while exploring in depth particular Muslim communities in Asia, Africa, Europe, and the Americas.

The minor provides students with the opportunity for sustained study of Muslim societies and Islam in a range of disciplines and topics. With the approval of the department that administer the student’s degree program, courses that are used to satisfy the requirements of the minor may also be used to satisfy the requirements for the bachelor’s degree. The student’s program of study must be approved by the Muslim Studies coordinator prior to enrollment in any course.

**Requirements for the minor in Muslim Studies**
Students must complete the requirements specified below (16-32 credits):

1. Completion of second-year college-level competency in Arabic or another language appropriate for Muslim Studies such as Persian, Turkish, Urdu, Bahasa Indonesia, Malay, or Swahili. Students may petition the Muslim Studies minor coordinator for approval of an additional foreign language when it relates to a student’s program of study. Students may also petition for a substitution for part or the entire language requirement, replacing the language credits with non-language courses from the course list below. An exception to the language requirement may be granted to students completing a relevant study abroad experience from an approved list of programs available from the Muslim Studies minor coordinator. Students with majors in the College of Social Sciences should consult with their academic adviser to discuss alternatives to fulfillment of the language requirement in the minor.

2. Five courses with Muslim studies or Islamic content selected from two different categories, with at least one from each category. Not more than one IAH or ISS course may count toward the five required courses. Students must contact the Muslim Studies minor coordinator for an updated list of approved courses prior to enrollment.

**HUMANITIES**

**Integrative Studies in Arts and Humanities**
- IAH 211B: Area Studies and Multicultural Civilizations: Asia 4 credits
- IAH 211D: Area Studies and Multicultural Civilizations: The Middle East (I) 4 credits

**History**
- HST 201: Historical Methods & Skills 3 credits
- HST 372: The Middle East from the Romans to the Mongols 3 credits
- HST 373: The Middle East: The Ottoman Empire 3 credits
- HST 450: Special Topics in African History 3 credits
- HST 451: Special Topics in Asian History 3 credits
- HST 487: Seminar in Comparative History 3 credits
Religious Studies
REL 330: Islam 4 credits
REL 430: The Qur'an and Its Interpreters 3 credits
REL 431: Muhammad and the Qur'an 3 credits
REL 432: Modern Muslim Thought 3 credits

French
FRN 415: Introduction to French Studies I: Metropolitan France 3 credits
FRN 416: Introduction to French Studies II: Francophone Cultures 3 credits
FRN 447: Genre-Based Seminar 3 credits

SOCIAL SCIENCES
James Madison College
MC 320: Politics, Society, and Economy in the Third World 4 credits
MC 324A: Regional Politics, Cooperation, and Conflict in the Middle East 4 credits
MC 324D: Regional Politics, Cooperation, and Conflict in Asia 4 credits
MC 325: State and Society in Comparative Perspective 4 credits
MC 365: Islam and Development in Southeast Asia 4 credits
MC 376: Modern Political Thought in the Muslim World 4 credits
MC 390: Advanced Topics in Public Affairs 4 credits
MC 391: Selected Topics in Public Affairs 4 credits
MC 441: Islam and World Politics 4 credits
MC 491: Senior Seminar in International Relations (W) 5 credits
MC 497: Senior Seminar in Political Theory and Constitutional Democracy 5 credits

Anthropology
ANP 413: Indonesian Culture and Politics: Islam and Beyond 3 credits
ANP 419: Anthropology of the Middle East 3 credits
ANP 422: Religion and Cultures 3 credits
ANP 429: Ethnographic Field Methods 3 credits
ANP 491: Topics in Anthropology 2 credits

Integrative Studies in Social, Behavioral, and Economic Sciences
ISS 315: Global Diversity and Interdependence (I) 4 credits
ISS 330B: Asia: Social Science Perspectives (I) 4 credits

Geography
GEO 339: Geography of the Middle East and Africa 3 credits

Political Science
PLS 344: Politics in the Third World 3 credits
PLS 351: African Politics 3 credits
PLS 354: Politics of Asia 3 credits
PLS 358: Politics of the U.S.S.R. and Its Successor States 3 credits
PLS 441: Islam and World Politics 4 credits
PLS 460: International Relations 4 credits

Sociology
SOC 449: Social Issues and Change in Contemporary Society 3 credits
The following courses do not always contain content relevant to the minor in Muslim Studies. Before enrolling in any of these, please consult the Muslim Studies minor coordinator to see if, in the semester in which a student wishes to enroll, the course counts toward the minor: Anthropology 422, 429, and 291; French 415, 416, and 447; History 201, 450 and 451; Integrative Studies in Arts and Humanities 211B; Integrative Studies in Social, Behavioral and Economic Sciences 315 and 330B; James Madison College 320, 324D, 325, 390, 391, 492, and 497; Political Science 344, 351, 354, 358 and 460; Sociology 499.
MUSLIM STUDIES MINOR

This is a checklist for students in the Muslim Studies minor who began at MSU Fall 2017 or after. It may help students visualize how the various parts of the curriculum fit together.

Muslim Studies Minor Program:

I. Foreign Language:
[Arabic, Persian, Turkish, Urdu, Bahasa Indonesia, Malay, or Swahili]
2 years or approved substitution

II. Five courses with Muslim studies or Islamic content selected from two different categories, with at least one from each category. Not more than one IAH or ISS course may count toward the five required courses. Students must contact the Muslim Studies minor coordinator for an updated list of approved courses prior to enrollment.

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Social Sciences</th>
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<tr>
<td>IAH 211B</td>
<td>ANP 413</td>
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<td>FRN 447</td>
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The following courses do not always contain content relevant to the minor in Muslim Studies. Before enrolling in any of these, please consult the Muslim Studies minor coordinator to see if, in the semester in which a student wishes to enroll, the course counts toward the minor: Anthropology 422, 429, and 291; French 415, 416, and 447; History 201, 450 and 451; Integrative Studies in Arts and Humanities 211B; Integrative Studies in Social, Behavioral and Economic Sciences 315 and 330B; James Madison College 320, 324D, 325, 390, 391, 492, and 497; Political Science 344, 351, 354, 358 and 460; Sociology 499.
POLITICAL ECONOMY MINOR

The minor in Political Economy is open to all undergraduate students at Michigan State University, and may be combined with any undergraduate major.

The minor in Political Economy offers a challenging, interdisciplinary course of study in economic theory and policy. Political Economy approaches the study of public affairs by incorporating economic, political, social, and historical considerations in the analysis. The program aims to foster a critical understanding of economic forces and their relationship to issues of prosperity and social justice. In the tradition of classical political economy, the curriculum examines the interconnections between economic organization, social forces, economic power and government policy.

The Political Economy curriculum embraces contemporary economic analysis while recognizing a broader context of politics and society. Theory is taken seriously. Students confront conflicting theoretical paradigms in political economy, including their historical foundations and their contemporary extensions. Theory is also applied to significant real world problems confronting society and government. In order to further understand these issues, courses develop quantitative skills and empirical analysis that build on theoretical foundations. Finally, the program takes politics seriously. Discussions of policy address the origin and nature of struggles among interested parties and how their actions are constrained or promoted by institutional arrangements.

Political Economy combines theory, technical expertise, and the humanistic tradition of the liberal arts. The minor is an excellent preparation for careers in business, law, and government. It also enhances the theoretical foundations and empirical experience in economics now expected of entering students in graduate programs in business, economics, public administration, and labor and industrial relations.

I. Core courses – 3 courses must be completed (10-11 credits total)

   A) Core
      a. MC 341: Politics and Markets 4 credits

   B) Intermediate Economics – Select One
      a. EC 301: Intermediate Microeconomics 3 credits
      b. EC 302: Intermediate Macroeconomics 3 credits

   C) Supplementary PE Course – Select One**
      a. MC 361: Political Economy and Comparative Public Policymaking 4 credits
      b. MC 349: Economics of Legal Relationship in Comparative Perspective 4 credits
      c. MC 380: Social Policy 4 credits
      d. MC 381: American Politics and Equality 4 credits
      e. MC 430: Applied International Development 4 credits
      f. MC 221: Politics of International Econ. Relations 4 credits
      g. EC 360: Private Enterprise in Public Policy 3 credits

   **may not be counted twice in minor
D) Economic Analysis Methodology - Select One

a. MC 293: Methods for Strategic Analysis in Public Affairs 4 credits
b. MC 295: Research Design and Quantitative Analysis 4 credits
c. EC 420: Introduction to Econometric Methods 3 credits
d. MC 364: Policy Evaluation 4 credits
e. STT 315: Introduction to Prob. and Statistics in Business 3 credits

II. Policy Areas – two courses must be completed in one area and one course in a separate area (9-12 credits total)

A) Law and Political Economy in Policy-making
EC/EP 335: Taxes, Government Spending and Public Policy
EC 360: Private Enterprise and Public Policy
EC 425: Law and Economics
EC 435: Public Expenditures
GBL 323: Introduction to Business Law
MC 348: Educational Policy
MC 349: Economics of Legal Relationships in Comparative Perspectives
EC 436: Public Revenues

B) Society and Political Economy in Policy-making
GEO 415: Location Theory and Land Use Analysis
EC 380: Labor Relations and Labor Market Policy
EC 495: Economics of Poverty and Income Distribution
EC 498: Economics of Health Care
LBS 334: Science, Technology and Public Policy
EEP 255: Ecological Economics
EEP 404: Public Sector Budgeting and Program Evaluation
SOC 331: Political Sociology
UP 353: Land Use Planning
EEP 320: Environmental Economics
EC 438: Urban Economics
EC 485: Economics of Education
MC 348: Educational Policy
MC 367: Global Cities and Urbanism
MC 380: Social Policy
MC 381: American Politics and Equality
MC 384: Metropolitan Society
MC 445: Biodiversity Conservation Policy and Practice

C) Political Economy in International Relations
ABM 400: Public Policy Issues in the Agri-Food System
MC 221: Politics of International Economic Relations
MC 320: Politics, Society and Economy in the Third World
MC 361: Political Economy and Comparative Public Policymaking
MC 430: Applied International Development
MC 450: International Environmental Law and Policy
MC 324a: Regional Politics, Cooperation and Conflict in the Middle East
MC 324b: Regional Politics, Cooperation and Conflict in Sub-Saharan Africa
MC 324c: Regional Politics, Cooperation and Conflict in Latin America & the Caribbean
MC 324d: Regional Politics, Cooperation and Conflict in Asia
MC 324e: Regional Politics, Cooperation and Conflict in Europe
EC 310: Economics of Developing Countries
EC 406: Economic Analysis of Russia and Commonwealth of Independent States
EC 410: Issues in the Economics of Developing Countries
EC 412: Economic Analysis of Latin America
EC 413: Economic Analysis of Asia
EC 414: Economic Analysis of Sub-Saharan Africa

D) Political Economy and Public Affairs in Comparative Perspective
EC 306: Comparative Economic Systems
EC 410: Issues in the Economics of Developing Countries
PLS 342: Comparative Political Economy
MC 320: Politics, Society and Economy in the Third World
MC 324a: Regional Politics, Cooperation and Conflict in the Middle East
MC 324b: Regional Politics, Cooperation and Conflict in Sub-Saharan Africa
MC 324c: Regional Politics, Cooperation and Conflict in Latin America & the Caribbean
MC 324d: Regional Politics, Cooperation and Conflict in Asia
MC 324e: Regional Politics, Cooperation and Conflict in Europe
MC 324f: Regional Politics, Cooperation and Conflict in North America
MC 430: Applied International Development
MC 361: Political Economy & Comparative Public Policymaking
SOC 362: Developing Societies
# Political Economy Minor

This is a checklist for students in the Political Economy minor who began at MSU Fall 2017 or after. It may help students visualize how the various parts of the curriculum fit together.

**Political Economy Minor Program:**

<table>
<thead>
<tr>
<th>Core Course</th>
<th>One of the following:</th>
<th>Supplemental PE Course One of the following:**</th>
<th>Economic Analysis Methodology One of the following:</th>
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<tbody>
<tr>
<td>MC 341 _____</td>
<td>EC 301 _____</td>
<td>EC 360 _____</td>
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<td>EC 302 _____</td>
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**may not be counted twice in the minor**

**Policy Area**
Three of the following with two courses from one area and one in a separate area:

<table>
<thead>
<tr>
<th>Law &amp; PE</th>
<th>Society &amp; PE</th>
<th>PE in IR</th>
<th>PR &amp; Public Affairs in Comp. Resp.</th>
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</thead>
<tbody>
<tr>
<td>EC 360</td>
<td>EC 380</td>
<td>ABM 400</td>
<td>EC 306</td>
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<td>EC 436</td>
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<td>GBL 323</td>
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<td>EC 413</td>
<td>MC 324c</td>
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<td>UP 353</td>
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The minor in Science, Technology, Environment and Public Policy is open to all undergraduate students at Michigan State University and may be combined with any undergraduate major.

The Science, Technology, Environment and Public Policy Minor (STEPP) is a cross-collegiate endeavor bridging the strengths of James Madison College, Lyman Briggs College and the Department of Fisheries and Wildlife. STEPP will train you in public policy that relates to science, technological development, and environmental science to promote change, become social, political and scientific leaders, and formulate and implement public policy. Students can use STEPP to study public policy related to topics such as health care, biomedicine, the environment, space science, national security, bioethics, communications technology, sustainability, science and religion, public health, information technology, and science education.

The increasing complexity of scientific and technological issues challenges scientists and public policy makers alike. Solutions to these problems require interdisciplinary collaboration among technological, environmental, natural and social sciences, as well as the humanities. STEPP prepares future professionals to integrate these disciplines as policy-makers, policy analysts, or resource managers. It teaches students how to communicate with multiple audiences and become leaders in developing innovative science, technology, and environmental policies.

STEPP will allow interested students to pursue work in public policy as it relates to science, technology and the environment. This program 1) exposes students to the policy-making process at the local, state, national and international levels; 2) raises normative questions about issues like the role of scientists as experts, computers and privacy concerns, federal funding of science, genetic engineering, the role of the military in technological development, and issues in natural resources management; 3) examines historical trends and analyzes social relationships; 4) builds a strong understanding of scientific principles that can be used to formulate sound policy initiatives; and 5) facilitates links between policy-making and science, technology and the environment. Graduates of STEPP understand how policies are constructed at different levels of governance, and they possess the skills necessary to evaluate the merits of public policy that relates to issues of science, technology and the environment. STEPP produces professionals who are well prepared to synthesize information from multiple disciplines and integrate social and natural sciences in policy formulation and analysis. It also prepares students for graduate work in policy sciences, public health, environmental law, science and technology studies, and natural resource management.

STEPP Minor:

1. Science, Technology, Environment and Public Policy

One of the following courses:
- LB 181: Introduction to Science, Technology, the Environment and Public Policy 3 credits
- MC 181: Introduction to Science, Technology, the Environment and Public Policy 3 credits
- FW 181: Introduction to Science, Technology, the Environment and Public Policy 3 credits

2. Science Applications

Any two natural science courses. Classes must be at the 200-level or above, consist primarily of natural science and not be integrative studies course. Students should check with STEPP coordinator to ensure that the particular course they chose will adequately fill the category.
3. Public Policy. Any two of the following courses:
   - ABM 400: Public Policy Issues in the Agri-Food System
   - ABM 427: Global Agri-Food Industries and Markets
   - ANR 250: Global Issues in Agriculture and Natural Resources
   - BE 460: Natural Resource Economics
   - EC 310: Economics of Developing Countries
   - EEP 320: Environmental Economics
   - EEP 433: Law and Social Change
   - EEP 440: Environmental and Natural Resource Policy in Michigan
   - EEP 460: Natural Resource Economics
   - CSUS 464: Environmental and Natural Resource Policy in Michigan
   - CSUS 465: Environmental and Natural Resource Law
   - ESA 460: Natural Resource Economics
   - FIM 400: Public Policy Agri-Food System
   - FIM 427: Global Agri-Food Industries and Markets
   - FOR 466: Natural Resource Policy
   - FSC 421: Food Laws and Regulations
   - FW 439: Conservation and Ethics
   - FW 445: Socio-Economics of Conservation Ecology
   - FW 450: International Environmental Policy
   - FW 481: Global Issues in FW
   - FW 491: Special Topics in Fisheries and Wildlife
   - LB 321a: Science and the Public – Arts and Humanities
   - LB 321b: Science and the Public – Social Sciences
   - LB 322a: Advances in Science and Technology – Arts and Humanities
   - LB 322b: Advances in Science and Technology – Social Sciences
   - LB 326a: Medicine and Health – Arts and Humanities
   - LB 326b: Medicine and Health – Social Sciences
   - LB 355: Philosophy of Technology
   - MC 348: Educational Policy
   - MC 361: Political Economy and Comparative Public Policy
   - MC 363: Global Governance
   - MC 364: Policy Evaluation
   - MC 380: Social Policy
   - MC 445: Socio-Economics of Conservation Ecology
   - MC 450: International Environmental Policy
   - MC 469: Applied Public Policy Research
   - MC 481: Global Issues in Fisheries and Wildlife
   - PHL 355: Philosophy of Technology
   - PRR 466: Natural Resource Policy
   - RD 466: Natural Resource Policy
   - SOC 433: Law and Social Change

4. History, Philosophy, and Sociology of Science. Any two of the following courses:
   - AMS 332: Technology and Culture
   - EEP 211: Introduction Gender and Environmental Issues
   - EPI 390: Disease in Society
   - ESA 211: Introduction to Gender and Environmental Issues
   - FOR 211: Introduction to Gender and Environmental Issues
   - FW 211: Introduction to Gender and Environmental Issues
   - HST 425: American and European Health Care since 1800
   - HST 483: Seminar in Modern European History
   - LB 323a: Science in a Global Context – Arts and Humanities
   - LB 323b: Science in a Global Context – Social Sciences
   - LB 324a: Science and Sex, Gender, Sexuality – Arts and Humanities
   - LB 324b: Science and Sex, Gender, Sexuality – Social Sciences
   - LB 325a: Science and the Environment – Arts and Humanities
   - LB 325b: Science and the Environment – Social Sciences
   - LB 327a: Scientific Practice – Arts and Humanities
   - LB 327b: Scientific Practice – Social Sciences
   - LB 368: Science, Technology, Society
LB 425: American and European Health Care Since 1800 4 credits
LB 483: Literature and Medicine 3 credits
MC 350: Evolution and Society 4 credits
MC 351: Science and Social Policy 4 credits
PHL 344: Ethical Issues in Health Care 4 credits
PHL 380: Nature of Science 3 credits
CSUS 310: History of Environmental Thought and Sustainability 3 credits
SOC 368: Science, Technology, and Society 3 credits
SOC 452: Environment and Society 3 credits
SSC 390: Disease in Society 4 credits
WS 211: Introduction Gender and Environmental Issues 3 credits

5. One of the following capstone courses:
   MC 459: STEPP Capstone 3 credits
   LB 459: STEPP Capstone 3 credits

Students interested in pursuing the Science, Technology, Environment and Public Policy Minor should contact the minor’s coordinator and have the STEPP minor added to their record.
### SCIENCE, TECHNOLOGY, ENVIRONMENT AND PUBLIC POLICY MINOR

This is a checklist for students in the Science, Technology, Environment and Public Policy minor who began at MSU Fall of 2017 or later. Students should fulfill each of the following five requirements:

1. **Gateway Course.** Any one of the following courses:
   - FW 181
   - LB 181
   - MC 181

2. **Science Applications.** Two courses:
   - Classes must be at the 200-level or above, consist primarily of natural science, and not be integrative studies courses. Students should check with the STEPP minor coordinator to ensure that the particular course they choose adequately fulfills this course.
   - AMS 332
   - LB 323a
   - MC 351
   - EEP 211
   - LB 323b
   - PHL 344
   - EPI 390
   - LB 324a
   - PHL 380
   - ESA 211
   - LB 324b
   - CSUS 310
   - FOR 211
   - LB 325a
   - SOC 452
   - SOC 368
   - LB 325b
   - SSC 390
   - FW 211
   - LB 327a
   - WS 211
   - HST 425
   - LB 327b
   - HST 483
   - LB 368
   - LB 425
   - LB 483
   - MC 350

3. **Public Policy.** Any two of the following courses:
   - ABM 400
   - FW 439
   - MC 363
   - ABM 427
   - FW 445
   - MC 364
   - ANR 250
   - FW 450
   - MC 380
   - BE 460
   - FW 481
   - MC 445
   - EC 310
   - FW 491
   - MC 450
   - EEP 320
   - LB 321a
   - MC 469
   - EEP 433
   - LB 321b
   - MC 481
   - EEP 440
   - LB 322a
   - PHL 355
   - EEP 460
   - LB 322b
   - PRR 466
   - CSUS 464
   - LB 326a
   - RD 466
   - CSUS 465
   - LB 326b
   - SOC 433
   - ESA 460
   - LB 355
   - FIM 400
   - MC 348
   - FIM 427
   - MC 361
   - FOR 466
   - FSC 421

4. **History, Philosophy, & Sociology of Science.** Any two of the following courses:
   - AMS 332
   - LB 323a
   - MC 351
   - EEP 211
   - LB 323b
   - PHL 344
   - EPI 390
   - LB 324a
   - PHL 380
   - ESA 211
   - LB 324b
   - CSUS 310
   - FOR 211
   - LB 325a
   - SOC 452
   - SOC 368
   - LB 325b
   - SSC 390
   - FW 211
   - LB 327a
   - WS 211
   - HST 425
   - LB 327b
   - HST 483
   - LB 368
   - LB 425
   - LB 483
   - MC 350

5. **Capstone Course.** Any one of the following courses:
   - LB 459
   - MC 459

---

1 A student may petition the Coordinator of STEPP to allow for any class not on this list to be accepted in fulfillment of any of the five required categories. In these cases, the final decision is left to the Coordinator, and students should always seek approval before enrolling in the class.

2 At least two of the six courses in the Public Policy, the Science Applications, or the History, Philosophy and Sociology of Science requirements must be taken outside for the student’s major department.
# European Studies Minor

The minor in European Studies, which is administered by James Madison College, is available as an elective to students who are enrolled in bachelor's degree programs at Michigan State University. With the approval of the department and college that administer the student's degree program, the courses that are used to satisfy the requirements for the minor may also be used to satisfy the requirements for the bachelor's degree.

The minor in European Studies provides an opportunity for students to pursue a significant and coherent body of course work in the culture, history, politics, economics, and geography of Europe. Some of the courses in the minor focus on individual countries, while other courses are comparative and cross-national.

Students who elect the minor in European Studies are encouraged to complete courses that are related to Europe in partial fulfillment of the University Integrative Studies requirement.

## Requirements for the Minor in European Studies

The student must meet the requirements specified below:

1. **Foreign Language Proficiency:** The student must demonstrate proficiency in a European language at a level equivalent to the completion of four semesters of study at the university level. The results of the MSU foreign language placement test will be considered in determining whether or not the student has fulfilled this requirement.

2. **European Studies Courses:** The student must complete a minimum of three courses totaling at least 12 credits selected from at least three of the following groups of courses:

### Classical Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLA 360</td>
<td>Ancient Novel in English Translation (W)</td>
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<tr>
<td>CLA 412</td>
<td>Senior Seminar: Greek and Roman Religion (W)</td>
<td>3</td>
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</table>

### Economics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EC 306</td>
<td>Comparative Economic Systems</td>
<td>3</td>
</tr>
<tr>
<td>EC 340</td>
<td>Survey of International Economics</td>
<td>3</td>
</tr>
<tr>
<td>EC 440</td>
<td>International Trade</td>
<td>3</td>
</tr>
<tr>
<td>EC 441</td>
<td>International Finance</td>
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### Geography

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<tbody>
<tr>
<td>GEO 336</td>
<td>Geography of Europe</td>
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### English

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 205</td>
<td>Topics in British Literatures</td>
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<tr>
<td>ENG 318</td>
<td>Readings in Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 426</td>
<td>Seminar in Drama or Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 457</td>
<td>Seminar in 18th Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 458</td>
<td>Seminar in 19th Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 460</td>
<td>Seminar in Global and Postcolonial Literature</td>
<td>3</td>
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</tbody>
</table>

### French

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>FRN 340</td>
<td>Introduction to Reading French Literature (W)</td>
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</tbody>
</table>
FRN 415 Introduction to French Studies I: Metropolitan France 3
FRN 416 Introduction to French Studies II: Francophone Cultures 3
FRN 425 Advanced Studies in French Language 3
FRN 445 Theme-Based Seminar 3
FRN 447 Genre-Based Seminar 3

German
GRM 341 German Literature and Culture before 1918 3
GRM 342 German Literature and Culture since 1918 3
GRM 435 18th and 19th Century German Literary Studies 3
GRM 445 20th Century and Contemporary German Literary Studies (W) 3
GRM 455 Major Themes in German Cultural History (W) 3
GRM 491 Special Topics in German Studies 1-4
GRM 492 Capstone Project 1

History of Art
HA 101 Western Art from Paleolithic to Medieval Era 3
HA 102 Western Art from the Renaissance to Contemporary 3
HA 209 Ancient Art 3
HA 210 Medieval Art 3
HA 230 Renaissance and Baroque Art 3
HA 240 Modern Art 3
HA 401 Greek Art and Archaeology 3
HA 402 Roman Art and Archaeology 3
HA 410 Selected Topics in Medieval Art 4
HA 420 Selected Topics in Renaissance Art 4
HA 430 Selected Topics in Baroque Art 3
HA 446 Impressionism 4
HA 450 Selected Topics in Modern Art 4

History
HST 332B Europe in the Middle Ages 1000-1300 3
HST 333 Europe in Crisis 1300-1450 3
HST 334 Europe 1500-1700 3
HST 335 Europe in the Age of Revolution 1700-1870 3
HST 336 Contemporary Europe 1870 to present 3
HST 337 European Power, Culture and Thought: Renaissance to the Enlightenment 4
HST 338 European Power, Culture and Thought: The Modern Era 4
HST 340 England and Its Culture to 1688 3
HST 341 Modern Britain since 1688 3
HST 347 Modern France 3
HST 348 Modern Germany 3
HST 390 History of International Relations 3
HST 392 History of the Holocaust 3
HST 412 Women in Modern European History 3
HST 414 World War II: Causes, Conduct and Consequences 3
HST 452 Special Topics in European History 3
HST 482 Seminar in Medieval History (W) 3
HST 483 Seminar in Modern European History (W) 3
### Italian

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>ITL 330</td>
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### James Madison College

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<th>Course Title</th>
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<tbody>
<tr>
<td>MC 230</td>
<td>Cultures and Politics in Comparative Perspective</td>
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<tr>
<td>MC 270</td>
<td>Classical Republicanism</td>
<td>4</td>
</tr>
<tr>
<td>MC 271</td>
<td>Constitutionalism and Democracy</td>
<td>4</td>
</tr>
<tr>
<td>MC 280</td>
<td>Social Theory and Social Relations and Policy</td>
<td>4</td>
</tr>
<tr>
<td>MC 321</td>
<td>The Cold War: Culture, Politics and Foreign Policy</td>
<td>4</td>
</tr>
<tr>
<td>MC 324E</td>
<td>Regional Politics, Cooperation, and Conflict in Europe</td>
<td>4</td>
</tr>
<tr>
<td>MC 325</td>
<td>State and Society in Comparative Perspective</td>
<td>4</td>
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<tr>
<td>MC 327</td>
<td>The Comparative Analysis of Foreign Policy</td>
<td>4</td>
</tr>
<tr>
<td>MC 329</td>
<td>European Security: Challenges and Strategies</td>
<td>4</td>
</tr>
<tr>
<td>MC 331</td>
<td>Encounters with Post-Communism</td>
<td>4</td>
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<tr>
<td>MC 370</td>
<td>Radical Challenges to Liberal Democracy</td>
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<tr>
<td>MC 371</td>
<td>Beyond Liberal Democracy? New Directions in Political Theory</td>
<td>4</td>
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<tr>
<td>MC 386</td>
<td>Women and Power in Comparative Perspective</td>
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<td>MC 387</td>
<td>Jews and Anti-Semitism</td>
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<tr>
<td>MC 388</td>
<td>Sexual Politics: Historical and Contemporary Perspectives*</td>
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<tr>
<td>MC 390</td>
<td>Advanced Topics in Public Affairs*</td>
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<tr>
<td>MC 492</td>
<td>Senior Seminar in International Relations (W)*</td>
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<tr>
<td>MC 493</td>
<td>Senior Seminar in Comparative Cultures and Politics (W)*</td>
<td>5</td>
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<tr>
<td>MC 497</td>
<td>Senior Seminar in Political Theory &amp; Constitutional Democracy (W)*</td>
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<tr>
<td>MC 498</td>
<td>Senior Seminar in Social Relations and Policy (W)*</td>
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### Music

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>MUS 211</td>
<td>History of Western Music to 1750</td>
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<td>MUS 212</td>
<td>History of Western Music since 1750</td>
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<td>MUS 420</td>
<td>Music of the 18th Century</td>
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<tr>
<td>MUS 421</td>
<td>19th Century European-American Music Literature</td>
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<tr>
<td>MUS 422</td>
<td>20th Century European and American Music Literature</td>
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<tr>
<td>MUS 423</td>
<td>History of Opera</td>
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### Philosophy

<table>
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<tbody>
<tr>
<td>PHL 210</td>
<td>Ancient Greek Philosophy</td>
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<tr>
<td>PHL 211</td>
<td>Modern Philosophy</td>
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<tr>
<td>PHL 220</td>
<td>Existentialism</td>
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<tr>
<td>PHL 357</td>
<td>Philosophy of Karl Marx</td>
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<tr>
<td>PHL 411</td>
<td>Aristotle Seminar</td>
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</tr>
<tr>
<td>PHL 413</td>
<td>Seminar in Early Modern Philosophy</td>
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<tr>
<td>PHL 416</td>
<td>Hegel Seminar</td>
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</tr>
<tr>
<td>PHL 417</td>
<td>Seminar in 19th Century Philosophy</td>
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<tr>
<td>PHL 421</td>
<td>Topics in European and Continental Philosophy</td>
<td>3</td>
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### Political Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>PLS 342</td>
<td>Comparative Political Economy</td>
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<td>PLS 356</td>
<td>West European Politics</td>
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<tr>
<td>PLS 372</td>
<td>Modern Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PLS 422</td>
<td>Seminar in Political Science*</td>
<td>3</td>
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</tbody>
</table>
**Portuguese**
PRT 350 Introduction to Literary Analysis (W) 3

**Religious Studies**
REL 275 Magic and Mysticism: Western Esoteric Traditions and Practices 3

**Spanish**
SPN 320 Cultural Readings and Composition (W) 3
SPN 412 Topics in Hispanic Culture 3
SPN 462 Topics in Spanish Literature 3
SPN 491 Special Topics in Spanish 3

3. **Supervised Research Paper:** The student must complete one of the following four options:

   a. Independent Study. A research paper on a topic related to Europe completed while enrolled in an independent study course of at least 3 credits.
   b. Overseas Study. A research paper completed while enrolled in a MSU overseas study program in Europe totaling at least 3 credits.
   c. Internship. A research paper on a topic related to Europe completed while enrolled in a field experience or internship course of at least 3 credits.
   d. Capstone Course. A research paper on a topic related to Europe that is completed while enrolled in a capstone course of at least 3 credits.

*If the course has a European Studies theme or focus.*
EUROPEAN STUDIES MINOR

This is a checklist for students in the European Studies minor who began at MSU Fall 2017 or after. It may help students visualize how the various parts of the curriculum fit together.

I. Foreign Language Proficiency: Must demonstrate proficiency in a European language at a level equivalent to the completion of four semesters of study at the university level. Results of the MSU foreign language placement test may determine if a student has fulfilled this requirement. A fourth semester course in a European foreign language will also complete this requirement.

II. European Studies Courses: Must complete a minimum of three courses totaling at least 12 credits selected from at least three of the following groups of courses:

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>James Madison</th>
<th>History of Art</th>
<th>History</th>
<th>English</th>
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</thead>
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<tr>
<td>PHL 210</td>
<td>MC 230</td>
<td>HA 101</td>
<td>HST 332B</td>
<td>ENG 205</td>
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<td>PHL 211</td>
<td>MC 270</td>
<td>HA 102</td>
<td>HST 333</td>
<td>ENG 318</td>
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<td>PHL 220</td>
<td>MC 271</td>
<td>HA 209</td>
<td>HST 344a</td>
<td>ENG 426</td>
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<td>PHL 357</td>
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<td>HA 210</td>
<td>HST 344b</td>
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<td>HA 230</td>
<td>HST 335</td>
<td>ENG 458</td>
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<td>MC 324E</td>
<td>HA 240</td>
<td>HST 336</td>
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<td>MC 325</td>
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<td>MC 327</td>
<td>HA 402</td>
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<table>
<thead>
<tr>
<th>French</th>
<th>German</th>
<th>Italian</th>
<th>Music</th>
<th>Political Science</th>
<th>Religious Studies</th>
<th>Spanish</th>
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<td>GRM 341</td>
<td>ITL 330</td>
<td>MUS 211</td>
<td>PLS 342</td>
<td>REL 275</td>
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<td>GRM 342</td>
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<td>MUS 212</td>
<td>PLS 356</td>
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<td>SPN 412</td>
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<td>FRN 416</td>
<td>GRM 345</td>
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<td>MUS 235</td>
<td>PLS 372</td>
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<td>SPN 462</td>
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<td>FRN 425</td>
<td>GRM 445</td>
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<td>MUS 421</td>
<td>PLS 422</td>
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<td>SPN 491</td>
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<td>FRN 445</td>
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<td>MUS 422</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GEO 336</td>
<td>PRT 350</td>
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</tbody>
</table>

III. Supervised Research Paper: One of the following four options for at least 3 credits

Independent Study          Overseas Study          Internship          Capstone Course

*Must have a European Focus
MC 100...FRESHMAN SUCCESS SEMINAR
Fall of every year. 1 credit. A student may earn a maximum of 1 credit in all enrollments for this course. R: Open to freshmen in the James Madison College or in the James Madison-No Major. Exploration of academic, social, personal and career decisions that students face in college, with a primary focus on the first year and the James Madison College experience.

MC 111...IDENTITY AND COMMUNITY: AN APPROACH TO WRITING I
Fall of every year. 4 credits. R: Open only to students in James Madison College. Identity and community in American and cross-cultural contexts. Influences of family, education, religion, gender, race, class and/or sexuality on identity and community. Critical reading and analytical writing and public speaking.

MC 112...IDENTITY AND COMMUNITY: AN APPROACH TO WRITING II
Spring of every year. 4 credits. P: MC 111 R: Open only to students in James Madison College. Identity and community in American and cross-cultural context in selected historical eras. Reconstructing images of self and society in times of stress or transition. History, narrative, literature, film, art, politics. Principles of research, documentation, persuasive writing, and public speaking.

MC/FW 181...INTRODUCTION TO SCIENCE, TECHNOLOGY, THE ENVIRONMENT AND PUBLIC POLICY
Fall of every year. 3 credits. Relation of science and technology to ethics and public policy. Environmental law and public policy. Managing fish, water and wildlife resources at state, national, and international levels. Science and technology in developing countries. Impacts of military technology on environmental policy.

MC 201(D)...INTRODUCTION TO THE STUDY OF PUBLIC AFFAIRS I
Fall of every year. 4 credits. R: Open only to students in James Madison College or approval of college. Interdisciplinary exploration of enduring issues and conflicts in American and international public affairs. Historical, social science, and comparative approaches.

MC 202(D)...INTRODUCTION TO THE STUDY OF PUBLIC AFFAIRS II
Spring of every year. 4 credits. P: MC 201. Continued interdisciplinary exploration of enduring issues and conflicts in American and international public affairs. Historical, social science, and comparative approaches.

MC 220...INTERNATIONAL RELATIONS I: WORLD POLITICS AND INTERNATIONAL SECURITY
Fall of every year. 4 credits. R: Open only to sophomores or juniors or seniors in James Madison College. Evolution of the contemporary international system. Theories, explanations, and comparisons of actions and interactions of state and non-state actors. Causes of war and peace.

MC 221...INTERNATIONAL RELATIONS II: THE POLITICS OF INTERNATIONAL ECONOMIC RELATIONS
Spring of every year. 4 credits. P: MC 220. 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.

MC 230...CULTURES AND POLITICS IN COMPARATIVE PERSPECTIVE
Fall of every year. 4 credits. Interdisciplinary and comparative approaches to analysis of culture and politics. Whole culture, structuralist, post structuralist, and interpretive theories of culture.
Analysis of the relationship of political regimes, cultural diversity, identity and representation, and case studies.

**MC 231...CULTURES AND POLITICS IN TRANSNATIONAL PERSPECTIVE**

**MC 270...CLASSICAL REPUBLICANISM**
Fall of every year. 4 credits. R: Open to sophomores or juniors or seniors in the James Madison College. Theory and practice of popular government in classical Greece and Rome. Rebirth of such forms in the cities and monarchies of Medieval and Renaissance Europe.

**MC 271...CONSTITUTIONALISM AND DEMOCRACY**

**MC 272...POLITICAL THEORY AND POLITICAL ISSUES**
Spring of every year, Summer of every year. 4 credits. R: Not open to freshmen. Selected issues in political theory or specific political problems. Topics vary. Students may earn a maximum of eight credits from this course.

**MC 280...SOCIAL THEORY AND SOCIAL RELATIONS AND POLICY**
Fall of every year. 4 credits. R: Open to sophomores or juniors or seniors in James Madison College or approval of college. Classical and contemporary theories of social structure, intergroup process, inequality, and social change. Class, ethnicity, race, gender, social stratification, social mobility and conflict.

**MC 281...IMMIGRANTS, MINORITIES, AND AMERICAN PLURALISM**
Spring of every year. 4 credits. R: Open to sophomores or juniors or seniors in James Madison College or approval of college. Comparative social history of American peoples, focused on immigrants and ethnic and racial minorities. Comparisons of patterns of adjustment, intergroup relations, and politics.

**MC 290...SPECIAL TOPICS**
Fall of every year, Spring of every year, Summer of every year. 4 credits. R: Open to sophomores or juniors or seniors in James Madison College or approval of college. Selected topics in public affairs including issues in international relations, political theory and constitutional democracy, social relations and policy, and comparative cultures and politics. A student may earn a maximum of 8 credits in all enrollments for this course.

**MC 293...METHODS FOR STRATEGIC ANALYSIS IN PUBLIC AFFAIRS**
Fall of even years. 4 credits. P: MTH 110 or MTH 116 or MTH 112 or MTH 114 or MTH 124 or MTH 132 or STAT 200 or designated score on Mathematics Placement test. Basic methods of strategic analysis and game theory. Applications and case studies in international relations, politics, political economy, and social relations.
MC 295...RESEARCH DESIGN AND QUANTITATIVE ANALYSIS IN PUBLIC POLICY
Fall of every year, Spring of every year. 4 Credits. R: Completion of University Mathematics requirement. Not open to students with credit in PLS 201 or SOC 281. 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.

MC 299...INDEPENDENT STUDY
Fall of every year, Spring of every year, Summer of every year. 1-4 Credits. R: Open to all undergraduates. Individual reading and research under faculty direction. Students may earn a maximum of 8 credits in all enrollments for this course.

MC 300...COLLABORATIVE STUDY
Fall of every year, Spring of every year, Summer of every year. 1-2 Credits. R: Approval of college. Group reading, research or simulations under faculty direction. Students may earn a maximum of 4 credits from enrollments for this course.

MC 319...ASIAN AMERICAN HISTORY
Spring of every year. 4 Credits. R: Not open to freshmen or sophomores. Survey of Asian American history from mid-nineteenth century to present. Analysis of shared and different experiences of the Chinese, Japanese, Korean, Filipino, Vietnamese, Hmong, and East Indian peoples who have come to the United States.

MC 320...POLITICS, SOCIETY AND ECONOMY IN THE THIRD WORLD
Fall of every year. 4 Credits. P: MC 221 or MC 231 or MC 281 and completion of Tier I writing requirement. Politics of social and economic change. Policies and strategies of development and of state and nation building and in Third World countries. Impact of international political, security, and economic structures on the process of state and nation building in the Third World.

MC 321...THE COLD WAR: CULTURE, POLITICS AND FOREIGN POLICY
Spring of odd years. 4 Credits. P: MC 220 or MC 231 and completion of Tier I writing requirement. Cultural representations to explore the Cold War’s balance of power politics and domestic consequences.

MC 322...INTERNATIONAL SECURITY
Spring of odd years. 4 Credits. P: MC 220. 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 changing ways of warfare.

MC 323...JAPANESE FOREIGN POLICY
Spring of even years. 4 Credits. P: MC 221 and completion of Tier I writing requirement. Evolution of Japanese foreign policy. Foreign policy decision-making structures and processes and domestic and international determinants of foreign policy.

MC 324a...REGIONAL POLITICS, COOPERATION, AND CONFLICT IN THE MIDDLE EAST
Spring of every year, Summer of every year. 4 Credits. P: MC 220 or PLS 160 or completion of Tier I writing requirement. MC 221 recommended. Sources of conflict and cooperation in the Middle East through case studies such as the Arab-Israeli conflict. Intrastate, regional and global factors.
MC 324b...REGIONAL POLITICS, COOPERATION, AND CONFLICT IN SUB-SAHARAN AFRICA
Fall of even years. 4 Credits. P: MC 220 or PLS 160 or completion of Tier I writing requirement. MC 221 recommended. Domestic and international politics of sub-Saharan African countries. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

MC 324c...REGIONAL POLITICS, COOPERATION, AND CONFLICT IN LATIN AMERICA AND THE CARIBBEAN
Fall of even years. 4 Credits. P: MC 220 or PLS 160 or completion of Tier I writing requirement. MC 221 recommended. Domestic and international politics of Latin American or Caribbean countries. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

MC 324d...REGIONAL POLITICS, COOPERATION AND CONFLICT IN ASIA
Fall of odd years. 4 Credits. P: MC 220 or PLS 160 or completion of Tier I writing requirement. MC 221 recommended. Sources and consequences of conflict and cooperation in Asia. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth.

MC 324e...REGIONAL POLITICS, COOPERATION, AND CONFLICT IN EUROPE
Summer of every year - Brussels, Belgium. 4 Credits. P: MC 220 or PLS 160 or completion of Tier I writing requirement. MC 221 recommended. Sources and consequences of conflict and cooperation in Europe. Government policies to promote security, democracy, and growth.

MC 325...STATE AND SOCIETY IN COMPARATIVE PERSPECTIVE
Spring of every year. 4 Credits. P: MC 221 or MC 341 or MC 271 or MC 230 or MC 281 and completion of Tier I writing requirement. Comparison of political systems and social-economic structures in capitalist and state-socialist societies. Political history, institutions, culture, and current policy issues.

MC 326...U.S. FOREIGN POLICY
Fall of every year. Spring of every year. 4 Credits. P: MC 221 and completion of Tier I writing requirement. U.S. foreign policy decision-making and processes. Domestic and international determinants of foreign policy. Evolution of U.S. foreign policy.

MC 327...THE COMPARATIVE ANALYSIS OF FOREIGN POLICY
Spring of every year. 4 Credits. P: Completion of Tier I writing requirement. Not open to students with credit in PLS 362. 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.

MC 328...RUSSIAN FOREIGN POLICY
Spring of even years. 4 Credits. P: Completion of Tier I writing requirement. MC 220 or PLS 160 or PLS 358 recommended. Evolution of Russian and Soviet foreign policy. Foreign policy decision-making structures and processes and domestic and international determinants of foreign policy.

MC 329...EUROPEAN SECURITY: CHALLENGES AND STRATEGIES
Summer of every year - Brussels, Belgium. 4 Credits. P: MC 221 and completion of Tier I writing requirement. Evolution of challenges facing Europe in post-cold war period. Critical examination of alternative policies and structures proposed in response to these challenges.
MC 331...ENCOUNTERS WITH POST-COMMUNISM
Spring of odd years. 4 Credits. P: MC 230 or MC 231 or MC 220 or approval of college and completion of Tier I writing requirement. R: Open to undergraduate students in the James Madison College. Interdisciplinary approach to the study of the cultural politics of post-communism and of international relations with countries of Eastern Europe and the former Soviet Union.

MC 332...LITERATURE AND POLITICS IN A COMPARATIVE PERSPECTIVE
Fall of every year, Spring of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Open to undergraduate students in James Madison College. Comparative examination of literary representations of politics and political themes involving different national literatures, literary genres and/or other narrative forms.

MC 333...PERFORMANCE, POLITICS, AND NATION
Spring of every year. 4 credits. P: MC 230 or MC 231 or MC 280 or MC 281 or approval of college and completion of Tier I writing requirement. R: Open to undergraduate students in James Madison College or approval of college. Analysis of theories of and approaches to political performances and constructions of cultural nationalism, which includes social construction theory, the sociology of performance, ethnography, ethnomusicology and folklore, and critical approaches to nationalism, from classic studies to issues in gender, race, and post-colonialism.

MC 334...RIGHTS, ADVOCACY, AND ACTIVISM
Fall of odd years. 4 credits. P: MC 230 or MC 231 or approval of college and completion of Tier I writing requirement. R: Open to undergraduate students in James Madison College. Global perspectives on human rights, non-governmental organization (NGO) advocacy, and grassroots activism as mechanisms of change. Case studies on racial and cultural discrimination, gender-based violence, sexuality and rights, environmental and climate justice, refugees and immigration, and other topics.

MC 335...ISRAELI POLITICS, CULTURES AND SOCIETY
Spring of even years. 4 Credits. P: Completion of Tier I writing requirement. R: Not open to freshmen. Analysis of Israeli politics and society. Relationship between society and social and ethnic cleavages, culture and politics, political institutions and parties, and democracy and the Jewish nature of the state. Israel's foreign policy and its influence of foreign policy on shifting nationalism and political contestations.

MC 337...GLOBAL PUBLIC HEALTH
Fall of every year. 4 Credits. P: Completion of Tier I writing requirement. Comprehensive, interdisciplinary and policy-oriented approach to global public health. Examination of infectious disease, as well as case studies.

MC 340...ECONOMIC GROWTH
Fall of every year, Spring of every year. 4 Credits. P: EC 202 or EC 252H and completion of Tier I writing requirement. R: Open only to students in James Madison College or approval of college. Theory and history of capitalist development. Alternative models of economic growth, addressing sectoral change, technology, income distribution, international trade, and competitiveness. Social and political determinants of economic growth.
MC 341...POLITICS AND MARKETS
Spring of every year. 4 credits. P: EC 201 or EC251H. Comparative study of firm, market, and
government relations. Variations in the institutions of the mixed economy across countries.
Normative principles for evaluating state and market relations. Positive political economic theories
of government behavior in market economics.

MC 342...SOCIAL ECONOMICS OF THE WORKPLACE: CLASS, RACE, AND GENDER
Spring of every year. 4 Credits. P: EC 201 or concurrently or EC 251H or concurrently or completion
of Tier I writing requirement. R: Open to students in James Madison College or approval of college.
Labor market analysis of wages and employment. Class, gender, and race in the workplace.
Productivity, income distribution, and living standards. Systems of work organization. Impact of
globalization and new technology. The changing role of unions.

MC 347...URBAN AND REGIONAL DEVELOPMENT
Spring of odd years. 4 Credits. P: EC 201 or EC 251H or completion of Tier I writing requirement.
Spatial dimensions of economic growth and development. Socioeconomic structure of urban and metropolitan areas. Business location and economic development. Design and impact of public policies.

MC 348...EDUCATIONAL POLICY
Spring of every year. 4 Credits. P: EC 201 or EC 251H or completion of Tier I writing requirement.
Examination of alternative policies to improve K-12 educational outcomes, including school finance, education standards, teacher professional development, and school choice.

MC 349...ECONOMICS OF LEGAL RELATIONSHIPS IN COMPARATIVE PERSPECTIVE
Fall of every year. 4 Credits. P: EC 201 or EC 251H or completion of Tier I writing requirement. Survey and comparison of major schools of legal-economic thought, and their implications for policy. Economic impacts of law and legal institutions.

MC 350...EVOLUTION AND SOCIETY
Spring of even years. 4 Credits. P: Completion of Tier I writing requirement. Basic knowledge of biology and U.S. history recommended. The reciprocal relationship between evolutionary science and American culture. Social, political, and economic influences that shape biological scientists' descriptions of evolutionary change and their claims about evolutionary influence on cultures.

MC 351...SCIENCE AND SOCIAL POLICY
Fall of even years. 4 Credits. P: Completion of Tier I writing requirement. Role that scientific research on group difference plays in creating and maintaining social stereotypes and policy. Practical implications of scientific research, sources of bias among scientific investigators, and the role of scientists in creating and changing stereotypes and in attacking social prejudice.

MC 358...POLITICS OF THE U.S.S.R. AND ITS SUCCESSOR STATES
Spring of every year. 3 Credits. Political history, communist ideology, state institutions, and political processes in the Soviet Union and its successor states.

MC 361...POLITICAL ECONOMY AND COMPARATIVE PUBLIC POLICYMAKING
Spring of odd years. 4 Credits. P: MC 221 or MC 341 or MC 231 and completion of Tier I writing requirement. Use of political economy approaches to explain public policies and policymaking processes in comparative perspective.
MC 362...PUBLIC INTERNATIONAL LAW
Spring of even years. 4 Credits. P: MC 221 and completion of Tier I writing requirement. Impact of international law on social, political and economic change in the international system. Military conflict and conflict resolution, economic prosperity and redistribution, human rights and ecology. Origin and operation of international laws.

MC 363...GLOBAL GOVERNANCE
Spring of odd years. 4 Credits. P: MC 221 and completion of Tier I writing requirement. Not open to students with credit in PLS 364. Impact of international institutions on social, political, and economic change in the international system. Evolution and devolution of global governance in international trade and finance, the environment, and military security.

MC 364...POLICY EVALUATION
Spring of every year. 4 Credits. P: EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently and SOC 281 or concurrently or PLS 201 or concurrently and completion of Tier I writing requirement. Not open to students with credit in PLS 313. 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.

MC 366...FILM, HISTORY AND THE NATION
Spring of every year. 4 Credits. P: MC 221 or MC 230 or MC 231 or approval of college and completion of Tier I writing requirement. R: Open to juniors or seniors. Relation of film and cinema to nationalism, nation building, and national identity construction. Relation of film to history and historical representation. Role of domestic and international feature films in the formation of local, national, and global identities.

MC 367...GLOBAL CITIES AND URBANISM
Spring of even years. 4 Credits. P: MC 280 and MC 281 or MC 230 and MC 231. R: Not open to freshmen. An interdisciplinary approach to the dynamic global system of cities and the local ways of urban life embedded in global structures. Cities as crucibles of power, production, and development at the neighborhood, city and regional levels.

MC 368...THE CIVIL RIGHTS MOVEMENT AND ITS LEGACIES
Fall of even years. 4 credits. P: Completion of Tier I writing requirement. R: Open to undergraduate students in the James Madison College. History of the U.S. civil rights movement: race, class and gender dimensions; national and local perspectives; aims, strategies, and achievements; relevance to contemporary social movements.

MC 369...GLOBAL ISSUES IN CITIZENSHIP
Fall of odd years. 4 Credits. P: Completion of Tier I writing requirement. R: Open to undergraduate students in James Madison College or approval of college. History and political theory of citizenship, including citizenship laws and policies; classical liberal and republic perspectives; gender and race; national, postnational, and transnational citizenship.

MC 370...RADICAL CHALLENGES TO LIBERAL DEMOCRACY
Fall of every year. 4 Credits. P: MC 271 or completion of Tier I writing requirement. Criticism of constitutionalism and liberal democracy. Theory and practice of 19th and early 20th century attempts to perfect or transcend bourgeois life through radical reform or revolution.
MC 371...BEYOND LIBERAL DEMOCRACY? NEW DIRECTIONS IN POLITICAL THEORY  
Spring of every year. 4 Credits. P: MC 370 and completion of Tier I writing requirement. The contemporary status of liberal democracy. Theory and practice of late 20th century attempts to perfect, transcend, or undermine liberal democracy in light of the crisis of rationalism.

MC 372...COMPARATIVE BLACK POLITICAL THOUGHT  
Spring of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Not open to freshmen. Comparative examination of the political thought of blacks in the United States, Africa, and elsewhere in the African Diaspora.

MC 373A...CONSTITUTIONALISM: THE SUPREME COURT  
Fall of every year. 4 Credits. P: Completion of Tier I writing requirement. MC 271 recommended. R: Open to juniors or seniors in James Madison College or approval of college. Theory of constitutional democracy through examination of selected Supreme Court cases. History of the Supreme Court and principles of constitutionalism.

MC 373B...CONSTITUTIONALISM: THE PRESIDENCY  
Spring of odd years. 4 Credits. P: Completion of Tier I writing requirement. MC 271 recommended. R: Open to juniors or seniors in James Madison College or approval of college. The Presidency in American constitutional democracy. Origins and development of the executive, constitutional issues, presidential practice.

MC 373C...CONSTITUTIONALISM: CONGRESS  
Spring of odd years. 4 Credits. P: Completion of Tier I writing requirement. MC 271 recommended. R: Open to juniors or seniors in James Madison College or approval of college. Congress in American constitutional democracy. Origins and development of the legislative branch, constitutional issues, and legislative practice in Congress.

MC 375...CONTEMPORARY DEVELOPMENTS IN AMERICAN POLITICS  
Spring of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Open to juniors or seniors in James Madison College or approval of college. Contemporary developments related to persistent issues of American governance. Normative, empirical, and historical inquiry into topics such as the role of popular opinion, policy capacities and democratic and deliberative practice. Examination of case studies. Selected policy problems.

MC 376...MODERN POLITICAL THOUGHT IN THE MUSLIM WORLD  
Fall of every year. 4 Credits. Completion of Tier I writing requirement recommended. R: Open to undergraduate students in James Madison College or approval of college. Major intellectual transformations in the Muslim world from the 19th century to the present. Important internal and external influences.

MC 377...CULTURE, POLITICS AND POST-COLONIALISM  
Spring of every year. 4 Credits. P: MC 221 or MC 271 or MC 231 or MC 281 and completion of Tier I writing requirement. International politics and power. Relations of colonialism and post-colonialism. Contemporary repercussions. History, literature, culture, and political theory.

MC 378...LAW AND SOCIAL GROUPS  
Spring of odd years. 4 Credits. P: Completion of Tier I writing requirement. R: Open to juniors and seniors in James Madison College or approval of college. Relationship between fundamental law and the activity of social groups in the American context. Selected Supreme Court, Appellate
and State Supreme Court cases examined for their impact on the free exercise and equal protection of social groups.

**MC 380...SOCIAL POLICY**
Fall of every year. 4 Credits. P: MC 280 or MC 281 or completion of Tier I Writing Requirement and EC 201 or concurrently or EC 251H or concurrently and EC 202 or concurrently or EC 252H or concurrently. Completion of one semester methodology course recommended. Application of social theory and methods to analysis of contemporary U.S. social policy. Competing explanations, current debates. Civil rights, education, employment, family, immigration, poverty, social welfare.

**MC 381...AMERICAN POLITICS AND EQUALITY**
Spring of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Open to juniors or seniors in James Madison College or approval of college. Controversies over equality in American thought, politics, constitutional practice, and public policy. Case studies.

**MC 382...SOCIAL MOVEMENTS**
Fall of even years. 4 Credits. P: Completion of Tier I writing requirement. R: Open to juniors or seniors in James Madison College or approval of college. Theories and case studies of social movements in comparative perspective. Origins, development, membership, organizational dynamics, social control, political efforts.

**MC 383...AFRICAN AMERICAN POLITICS**
Fall of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Not open to freshmen. Contemporary African American politics. National and local politics, alternative political strategies and public policies. Advancement of African-American community.

**MC 384...METROPOLITAN SOCIETY**
Fall of every year. 4 Credits. P: 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 requirement. Restructuring of urban and metropolitan society and social relations in 20th century America. Contemporary patterns of social life, relations, and politics in post-industrial metropolis.

**MC 385...COMPARATIVE RACE AND ETHNIC RELATIONS**
Spring of even years. 4 Credits. P: MC 220 or MC 281 or MC 230 and Completion of Tier I writing requirement. R: Approval of college. Advanced theories, cross national comparisons, and case studies of race and ethnic relations. Intergroup competition, conflict, dominance, accommodation, assimilation, and creolization. Prejudice, stereotypes, racism, ideologies, and political and economic processes.

**MC 386...WOMEN AND POWER IN COMPARATIVE PERSPECTIVE**
Fall of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Open to juniors or seniors in James Madison College. Application of feminist theory to questions of gender and power in different economic and political systems and geographic areas.

**MC 387...JEWS AND ANTI-SEMITISM**
Spring of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Open only to juniors or seniors in James Madison College. Comparative history and sociology of modern Jewish experiences. Anti-Semitism and intergroup relations; the Holocaust and responses to the Holocaust; assimilation and pluralism in the U.S.
MC 388...SEXUAL POLITICS: HISTORICAL AND CONTEMPORARY PERSPECTIVES
Fall of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Open to students in James Madison College or approval of college. Sexuality and gender in nineteenth and twentieth century history and politics. Social change, social movements, and sex roles.

MC 389...RELIGIOUS POLITICS IN U.S. SOCIETY: LEFT, RIGHT AND OTHER
Spring of odd years. 4 Credits. P: MC 280 or SOC 100 or SOC 488 or approval of college and completion of Tier I writing requirement. Role of religion in politics and society, especially the role religion plays in political mobilization, and the nature of political diversity within U.S. religious traditions.

MC 390...ADVANCED TOPICS IN PUBLIC AFFAIRS
Fall of every year, Spring of every year, Summer of every year. 4 Credits. P: Completion of Tier I writing requirement. R: Open to juniors or seniors in James Madison College or approval of college. Issues in international relations, political theory and constitutional democracy, social relations and policy, and comparative cultures and politics. Students may earn a maximum of 8 credits in all enrollments for this course.

MC 391...SELECTED TOPICS IN PUBLIC AFFAIRS
Spring of even years. 3-4 Credits. P: Completion of Tier I writing requirement. Contemporary issues in public affairs. Students may earn a maximum of 4 credits in all enrollments for this course.

MC 395...CULTURAL DIMENSIONS OF PUBLIC AFFAIRS
Fall of every year, Spring of every year. 4 Credits. P: MC 112 and MC 202 and completion of Tier I Writing Requirement. Multiple interrelations between culture and public affairs in American and/or cross-cultural contexts. Uses literature, film, criticism, and history to illuminate issues of conflict, power, and social structure in a variety of historical and geographical contexts.

MC 399...ADVANCED INDEPENDENT STUDY
Fall of every year, Spring of every year, Summer of every year. 1-4 Credits. P: Completion of Tier I writing requirement. R: Open to juniors or seniors. Approval of college. Advanced individual reading and research under faculty direction. Students may earn a maximum of 8 credits in all enrollments for this course.

MC 400...FIELD EXPERIENCE
Fall of every year, Spring of every year, Summer of every year. Variable Credits. R: Open to juniors or seniors in James Madison College. Practical internship experience with a public, private, or non-profit organization engaged in making, influencing, implementing, or analyzing policy relevant to college program.

MC 401...FIELD EXPERIENCE: ANALYSIS AND INTERPRETATION
Fall of every year, Spring of every year, Summer of every year. 3 Credits. P: Completion of Tier I writing requirement. R: Open to juniors or seniors in James Madison College. Analysis and interpretation of field experience, sponsoring organization, or related policy issues under faculty direction.
MC 430...APPLIED INTERNATIONAL DEVELOPMENT
Fall of odd years. 4 Credits. P: Completion of Tier I writing requirement. R: Not open to freshmen. Comprehensive, interdisciplinary and applied approach to international development policy and practice. Examination of key thematic areas as well as case studies.

MC 441...ISLAM AND WORLD POLITICS
Spring of even years. 4 Credits. P: Completion of Tier I writing requirement. Manifestations of political Islam within key Muslim countries such as Turkey, Egypt, Saudi Arabia, Iran, and Pakistan. Use of political Islam by states and groups as an instrument to advance their international goals.

MC 445...SOCIO-ECONOMICS AND POLICY OF CONSERVATION BIOLOGY
Spring of even years. 3 Credits. P: Completion of Tier I writing requirement. R: EC 201 or concurrently or EC 202 or concurrently or EC 251H or concurrently or EC 252H or concurrently and an interest in Conservation Biology. Social, economic, and policy considerations. Approaches to conserve biodiversity.

MC 446...INTERNATIONAL ENERGY POLICY
Spring of every year. 3 Credits. Analysis of theories and dilemmas within international energy policy which could include energy security and geopolitics, energy governance institutions, energy poverty, sustainable energy and battery storage, global oil markets, ‘fracking’, and international dam building.

MC 450...INTERNATIONAL ENVIRONMENTAL LAW AND POLICY
Spring of every year. 3 Credits. R: FW 181. Overview of concepts, actors, norms, laws, and institutions related to international environmental policy. Case studies on current global environmental issues.

MC 459...STEPP CAPSTONE COURSE
Fall of every year, Spring of every year. 3 Credits. P: FW 181 or approval of college) and completion of Tier I writing requirement. Analysis of key issues and problems. Case studies.

MC 469...APPLIED PUBLIC POLICY RESEARCH SEMINAR
Spring of every year. 3 Credits. P: MC 295. R: Open to juniors or seniors in James Madison College. MC 364 recommended. Research on a public policy issue organized to develop a policy proposal collectively designed by all students in the class. Students may earn a maximum of 6 credits in all enrollments for this course.

MC/FW 481...GLOBAL ISSUES IN FISHERIES AND WILDLIFE
Spring of even years. 3 Credits. P: Completion of Tier I writing requirement. R: EC 201 or EC 202 or EC 251H or EC 252H. R: Open to juniors or seniors or graduate students. Global issues and their impacts on implications for the management of fisheries and wildlife resources.

MC 482...GENDER AND VIOLENT CONFLICT
Spring of every year. 4 Credits. P: MC 220 or MC 270 or MC 280 or ANP 220 or WS 201 or SOC 216 or MC 231 or approval of college and completion of Tier I writing requirement. R: Open to juniors or seniors. Gender consequences of a range of violent conflicts and their resolution. Theoretical contours and policy implications of gendered conflict within and between states. Contemporary case studies.
MC 490H... HONORS INDEPENDENT STUDY
Fall of every year, Spring of every year. 4 Credits. R: Open to juniors or seniors. Approval of college. Topic related to student’s field. Students may earn a maximum of 8 credits in all enrollments for this course.

MC 492...SENIOR SEMINAR: INTERNATIONAL RELATIONS (W)
Fall of every year, Spring of every year. 5 Credits. P: Completion of Tier I writing requirement. R: Open to seniors in the International Relations major. Approval of college. Major issues and theories of international relations. Students may earn a maximum of 10 credits in all enrollments for this course.

MC 493...SENIOR SEMINAR: COMPARATIVE CULTURES AND POLITICS
Fall of every year, Spring of every year. 5 Credits. P: Completion of Tier I writing requirement. R: Open to seniors or approval of college. Advanced study of selected issues in the study of comparative cultures and politics. Students may earn a maximum of 10 credits in all enrollments for this course.

MC 495H...SENIOR HONORS THESIS
Fall of every year, Spring of every year. 4 Credits. R: Open to seniors in James Madison College. Approval of college. Academic year-long thesis; topic related to student’s field. Students will earn a maximum of 8 credits in all enrollments for this course.

MC 497...SENIOR SEMINAR: POLITICAL THEORY AND CONSTITUTIONAL DEMOCRACY (W)
Fall of every year, Spring of every year. 5 Credits. P: MC 371 and completion of Tier I writing requirement. R: Open to seniors in James Madison College or approval of college. Selected problems in political theory and constitutional democracy. Relationship between theory and politics. Analysis of key thinkers. Case studies. Students may earn a maximum of 10 credits in all enrollments for this course.

MC 498...SENIOR SEMINAR: SOCIAL RELATIONS AND POLICY (W)
Fall of every year, Spring of every year. 5 Credits. P: MC 380 and completion of Tier I writing requirement. R: Open to seniors in James Madison College or approval of college. American social relations and policy. Theoretical issues. Analysis of key thinkers. Case studies. Students may earn a maximum of 10 credits in all enrollments for this course.
**ADDITIONAL OPPORTUNITIES**

**MADISON HONORS PROGRAM**

Any Madison student may elect to enter the College Honors Program after selecting his/her major. In order to be designated as having successfully completed the Honors Program, a student must meet the following requirements:

- **Successful completion of three Honors Options in courses required in the “core” of the student's major (i.e., in courses in the major with the designation MC, either required or electives). Successful completion = meeting all the specified requirements for the awarding of the honors option designation, including receipt of a 3.5 or better in each of the courses.**

- **Successful completion of one independent study (3-4 credits) in the student's major during the junior year. Successful completion = 3.5 or better in the course.**

- **Successful completion of a senior honors thesis (two semesters) and a successful public defense of that thesis. Successful completion = a 3.5 or better in each senior thesis course, or overall when the grade given in the first semester is deferred.**

A student whose work is deemed extraordinary by the faculty members of the student's major will be designated as having completed the Honors Program in James Madison with Highest Distinction.

**HONORS OPTIONS**

For many courses not offered with “Honors” sections, students may earn Honors credit by completing Honors-caliber study with special guidance from the professor. This is common in Madison, with many students working closely with faculty, and meeting in small, regular sessions for their Honors option Madison courses.

**MSU HONORS COLLEGE**

The MSU Honors College provides special programs of study for unusually talented undergraduates in all majors at MSU. The Honors College admits first-year students by invitation on the basis of nationally standardized test scores and outstanding high school achievement. Members of the Honors College are expected from the outset to pursue broader and more rigorous programs of study than other first-year students. Students not admitted into the Honors College for their first year may be invited to apply if they meet certain criteria including a specific grade point average after their first semester. Students with questions should see their advisor or an Honors College advisor. For a detailed account of Honors College benefits and requirements, students can consult MSU's Academic Programs Catalog.
NATIONAL AND INTERNATIONAL SCHOLARSHIPS AND AWARDS

Each year a number of James Madison College students apply for prestigious national and international awards, scholarships and fellowships. Over the past forty years, Madison students have won numerous Rhodes, Marshall, Fulbright, Truman, National Science Foundation and Mitchell awards. Madison students have also served as Carnegie Junior Fellows and received Fulbright awards. Many of these major national and international scholarships and fellowships are sponsored by international organizations and government agencies. These prestigious award competitions are rigorous and require that students think critically about important public policy issues, but also their short-term and long-term career goals and life plans. Madison students are encouraged to ask their academic adviser or the Assistant Dean about the awards and scholarships. It is never too early to begin thinking about these scholarships. First-year students should discuss these with their advisers and professors. Madison College faculty members are a great resource for learning more about these scholarships and fellowships. More information about national and international scholarships and awards can be found at http://nifs.msu.edu/.

UNDERGRADUATE RESEARCH

At James Madison College, students are challenged to be critical thinkers, problem solvers, and change agents, both in the classroom and throughout their lives during and after college. Madison students engage in a rigorous academic curriculum and majors that broaden their perspectives on an array of issues critical to the world today. And for many, the Madison experience sparks intellectual curiosity, the desire to dig deeper by conducting undergraduate research. Students pursue their interests in a variety of ways. Students may engage in undergraduate research for academic credit as part of a senior honors thesis or by preparing to present their original research at an academic conference. The most common forms of UR at Madison are: Senior Research Conference, Research as part of a faculty-led project, Independent Study, and Professorial Assistantships. Please speak with your academic adviser to learn more about these opportunities. Another popular way for students to showcase their research is through participation in the University Undergraduate Research and Arts Forum. Every spring MSU brings together students, faculty and staff for this exciting event. Please visit their website at http://urca.msu.edu/uuraf.html. The McNair/SROP Program provides another way for students to gain valuable research skills and practical preparation for graduate study. Please visit the McNair/SROP website at: https://www.msu.edu/~oss/mcnair/. Another way to learn about undergraduate research opportunities is to visit the Venture website at http://ventuer.msu.edu/. Venture is a database of undergraduate research, scholarship and creative opportunities available at MSU.

STUDY ABROAD

James Madison College offers several summer and semester-long study abroad programs which allows students to fulfill degree requirements (including the Field Experience requirement) while gaining valuable experiences abroad. The following is a description of the Madison-sponsored and co-sponsored programs. Many more MSU-sponsored programs are offered throughout the world during the summer and the academic year. Information on these programs is available from the Office of Study Abroad at MSU: www.studyabroad.msu.edu.
SUMMER PROGRAMS:

- **International Relations in Brussels** is designed for undergraduate students with an interest in political sciences, international studies and international relations. The program consists of four weeks of lectures, discussions and field trips to important European institutions located in and around Brussels: The Commission of the European Communities, the NATO Secretariat, the North Atlantic Assembly, and the Supreme Headquarters Allied Powers, Europe (SHAPE). Three IR courses are offered (students choose two), each with a European focus. They are taught by Madison faculty and NATO staff. Students may live with a Brussels family or in an apartment.

- **United Kingdom: Environmental Science, Policy and Criminology in Scotland and England**, (every other year) This co-sponsored program will provide a multi-disciplinary approach to enhancing student understanding of the complexity of governing and managing sustainable coupled-human and natural resource systems. The course will expose students to impacts of globalization and the challenges of conserving biodiversity, fisheries, and wildlife resources in developed nations at multiple scales. Students will compare the U.S., the United Kingdom, and other nations with a particular emphasis on the need for enforceable conservation regulations/laws and sustainable behaviors. The program will also introduce students to applicable scientific collection methods and how that information is used in creation of policy and management of fisheries, wildlife, and related resources.

- **International Development in South Asia: Practice and Policy** is designed to build students' understanding of critical issues faced by agriculture-oriented developing societies. During their time in Sri Lanka, students will be introduced to real-world development problems and to potential solutions to long-standing and emerging challenges. A combination of classroom lectures and field visits figures prominently in the program, contributing to a rich, interactive learning experience. Students will have the opportunity to hear from specialists from MSU and institutions in Sri Lanka. Field visits and multi-stakeholder interactions will give students an opportunity to live, experience, and interact with local communities. Knowledge gained on this study abroad program will help students interested in pursuing a career in international development to cultivate skills in cross-cultural interaction, critical analysis, and creative problem-solving.

- **Comparative Republicanism in Rome and Florence, Italy**. This program is about the comparative study of the three most important Western experiences with republicanism - ancient, renaissance and modern. Students will have the opportunity to compare these three pivotal republican experiences as comprehensive ways of life. To facilitate such an exploration, the program will examine the relationship between politics and culture, and especially the arts in each republican experience. In the classical period, the focus will be on Rome - the greatest, most powerful, and influential of the ancient republics. Rome was also the predatory republic that transformed itself into an empire and thereby ended republican life in the West for almost 1500 years. The Renaissance included the
first rebirth of republicanism, especially in Florence, which, with Venice, was one of the
two greatest, most powerful, and influential Renaissance republics. Florence was also the
birthplace of modern political theory, which in Machiavelli’s works, took the form of a
critique of the defects of both ancient and Renaissance republics and initiated a project
designed to remedy those defects. That project came to fruition with the second rebirth
of republicanism in the West, marked by the American Revolution and Founding and the
establishment of the American republic. Multiple excursions will introduce students to the
treasures of Rome and Florence and be integral parts of the required courses.

- **Public Affairs at Cambridge University** offers students the chance to study at St.
  Catharine’s College of Cambridge University. One of the two oldest English Universities,
  Cambridge was established in the early 12th century. The individual colleges, including St.
  Catharine’s, were originally societies of teachers, later transformed into societies of
  students and teachers. The area is rich in history and tradition, and the colleges reflect
  the patronage of a long line of royal benefactors. Three 4-credit courses are offered
  (usually cross-listed in IR, PTCD, CCP and SRP), from which students may choose two. The
courses, usually taught by Cambridge University tutors, are often designed in conformity
with the descriptions and requirements for regular Madison College courses.

- **MSU Jewish Studies Summer Program at Hebrew University/Rothberg School** is designed
  for undergraduate students with an interest in international relations, social relations and
  policy, Jewish studies, and Middle Eastern studies. Two Madison courses are offered (one
  in IR and one in SRP), one IAH course, as well as independent study options. It offers a
  program of formal coursework and lectures at Hebrew University/Rothberg School.
  Courses are taught by Madison professors and Hebrew University professors.

- **Dubai, Detroit and Dearborn: The Globalization of Consumerism and Community**.
  This program explores the cultural, social, and political effects of capitalism - and
  especially contemporary late capitalism - on two cities that seem to represent the
divergent outcomes of globalization today. Dubai has rapidly modernized in recent
decades. At the same time, Detroit, and its suburb Dearborn have struggled to recover
from the transformations of the American economy. These divergent socioeconomic
conditions also offer the opportunity to discuss the importance of context to specific
cultural communities. We will focus on how Arabic speaking communities in both Dubai
and Detroit/Dearborn have had to adapt to patterns of migration, modernization, and
globalization. We will also focus on how these two cities, and the communities that live in
them, remember their pasts and imagine their futures in the context of the dramatic
changes brought about by globalization.

- **Sexual Orientation, Gender Identity & Sexual Politics in Amsterdam**. In this program,
  students will learn about sex and gender politics and policy in the Netherlands, one of
  the most sexually liberal countries. This nation was the first to legalize same sex marriages,
grants sex workers legitimate status, and covers sex reassignment surgeries through its
government health plan. Yet tolerance for sexual and gender diversity is counter-
balanced by a pervasive social intolerance of Muslim immigrants. Students will study sexual and gender politics with Dutch scholars and speakers working in organizations relating to sex workers, sex education, transgender advocacy, and LGBTQ rights in order to advance their knowledge of these topics in a comparative context. Students will reside in the vibrant city of Amsterdam, where world-famous museums and cafes abound alongside beautiful canals and historic architecture. Students will be housed in dormitories at the University of Amsterdam. Excursions may include a visit to a sex-reassignment clinic, a guided tour of the Red Light District, and a trip to the World Population Fund Center for Sexual Education in Utrecht. Students will also have the opportunity to visit Brussels, where they may meet with LGBTQ refugees and representatives from the International Organization for Lesbian and Gay Rights.

SEMESTER PROGRAMS:

- **ADA University (Baku, Azerbaijan).** As a participant with ADA University, you will have the unique opportunity to study at a world-class institution dedicated to preparing innovative global leaders in diplomacy, public and international affairs, business, humanities and much more. Located in Baku, at the center of an increasingly significant part of the world, ADA University has gone through an exciting and remarkable growth since its inception. In 2012, ADA University opened its new “green” and “smart” campus. Azerbaijan, located on the shores of the Caspian Sea, is an oil-rich strategically important nation that is the key geopolitical power in the Caucasus. Azerbaijan’s location has made it a gateway between east and west, and it was an important stop on the Silk Road. It has been an independent republic since the breakup of the Soviet Union.

- **University of Aarhus (Denmark) offers students the opportunity to participate in Danish culture, as well as study at one of the most prestigious institutions in Denmark. They will experience first-hand a modern Danish city and gain a unique perspective of Europe. The University of Aarhus, founded in 1928, is the second largest university in Denmark. It is a comprehensive university. It has strong interest in transatlantic and cross-cultural approaches.**

- **Lund University (Sweden) is one of Sweden’s largest and most prestigious universities, and consistently ranks among the top 100 universities worldwide. Beyond the academic component of the program, students will also have the opportunity to deeply immerse themselves in the Swedish customs and culture, enhancing their overall study abroad experience. Located in southwest Sweden, the city of Lund is just 45 minutes by train from Copenhagen, Denmark. Lund has a population of roughly 80,000 and is largely centered around Lund University. The city consists of beautiful medieval architecture and various historical landmarks.**

- **Corvinus University (Budapest, Hungary).** Budapest is an exciting city, rich in history and cultural achievement, but also undergoing massive change as Hungary adapts to the challenges of transition to a market economy and democratic political system. This setting provides a historic opportunity for students to observe social and economic
change as it unfolds. Managers, policy-makers, economists, and others with an understanding of the Hungarian and Central European economic, social, cultural, and political situation will be in a unique position to help U.S. firms and institutions operate in this environment. Corvinus University offers students the chance to study business, economics, political economy, Hungarian language and literature, international relations, political theory, public affairs, history and social relations all in English.

- **Ben-Gurion University of the Negev (Israel).** As an international student at BGU, you will study Hebrew language, in addition to choosing from a variety of courses taught in English that are designed to enhance and connect with your experience in Israel. To complement your academic studies, you will be encouraged to participate in volunteer service, which will deepen your knowledge and exposure to Israel and its people. In the past, students have interned in government and service institutions such as Beer Sheva's district court, the Israeli Ministry of Housing, and Soroka Hospital, as well as a local art institute, newspapers and media organizations, and engineering and architecture firms. Students may also serve as research assistants at one of BGU's Research Centers. You will also explore Israel on organized trips, including trekking through the Negev, hiking in the Galilee region, exploring in Jerusalem, visiting museums in Tel Aviv, rafting down the Jordan River in the North, and a cruise on the Red Sea in the South.

- **University of Innsbruck, Austria.** Study abroad at one of Europe's oldest universities. Founded in 1669 by Leopold I, Emperor of the Holy Roman Empire, and located in the Austrian Alps, the University of Innsbruck is a major European institution of higher learning and research. Semester and academic year options allow participants full integration into University of Innsbruck collegiate life.

- **Public and International Affairs at the Institut d'Etudes Politiques in Lille, France.** This program offers MSU students the opportunity to study international relations, comparative state and society relationships and political economy at L'Institut d'Politiques (Sciences Po) in Lille, France. Learn about European politics, society and political economy, European affairs and developments, and international relations with a U.S.-European relations focus. Each Wednesday evening offers a guest lecture delivered by a visiting politician, journalist or scholar. The Institute also organizes a program of co-curricular visits to noteworthy political and economic institutions of France and the European Union (especially in nearby Brussels), as well as historical sites in the surrounding region. International students are invited to take part in a two-week introductory session before the academic year commences. This session provides students with assistance in academic orientation (e.g. French as a foreign language) and administrative matters (registration, opening a bank account, finding accommodations, etc.). International students may also register for a one-year course leading to the Certificate of Political Studies (CEP), which involves courses dealing with French civilization and politics, and international relations.

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• **Bogazici University in Istanbul (Turkey).** As a participant in this program, you will have the opportunity to study alongside Turkish students at an English-speaking university in a unique country. Turkey is a country of diverse cultures, beliefs, ideas, nature and history and is often considered a nation at the crossroads, not only in a geographic sense but also politically and economically. This eighty-year-old democratic republic has a vibrant business sector and is an active participant in international trade and investment. The Turkish culture represents an interesting mix of the east and west with a strong heritage of modernization over the past several decades. Students will be exposed to a highly rigorous and competitive higher education system that has risen to meet the challenges of this modern democracy.

• **Koç University (Turkey)** parallels the Liberal Arts approach found in US programs, providing a comprehensive, well-rounded education in tandem with specialization. There is a low student-to-faculty ratio (10 to 1). Koç University’s centralized campus creates a retreat type setting for students, where a plethora of extra-curricular opportunities are available for growth and discovery beyond the classroom. Koç hosts about 300 exchange students per year. Incoming exchange students are guided through the semester, not only by Koç’s office, but also by Koç’s supplementary Mentorship Program, which gives each student a key contact point to secure their successful adjustment to life in Istanbul. Koç has designed Turkish language/culture classes specifically with exchange students in mind, even allowing prospective students to test into "Intermediate Turkish." Koç’s incoming exchange students can maximize their stay on Koç’s campus with participation in Koç’s active student clubs and international environment. Professors are always available for consultation, and all the offices within the Dean of Students have an open-door policy. Classrooms and housing arrangements will consist of both local Turkish students as well as international students from various countries, including Americans. There are several student groups and organizations in which they can participate as well. Students will have no shortage of opportunities to interact with locals.

• **City University of Hong Kong** offers the opportunity to study in a dynamic modern metropolis steeped in unique blends of Eastern and Western traditions – Hong Kong. Consistently ranked as one of the top universities in China, City University offers coursework in a wide range of disciplines where you will study alongside a diverse student body represented by over 25 nations. All courses are conducted in English, and Hong Kong provides an excellent hub for exploring mainland China and the entire Asian continent. City University is located in the region of Kowloon, Hong Kong. It is a densely populated campus with high rise dorms, tech savvy classrooms, escalators, and the highest ratio of computers per student out of any Hong Kong university. It has a student population of more than 26,000 enrolled in over 145 programs in a wide range of disciplines. Some 1,000 full-time academic staff and 600 full-time research staff are devoted to teaching, basic and applied research, consultancy and other scholarly activities. It has a diverse campus with over 300 exchange students from 40+ countries.
Students who plan to waive the JMC Field Experience requirement based on the completion of a classroom-based study abroad program, are still required to complete the minimum number of MC credits for graduation (51 for those who entered as freshmen, 41 for those who transferred to the College). To be waived, students must complete a Petition for Substitution of Field Experience and have it approved by the Field Experience Office, prior to undertaking the study abroad program.

**MADISON-SPONSORED STUDY ABROAD PROGRAMS OFFERING INTERNSHIPS**

The following study abroad programs offer Madison Field Experience credit, and involve extended internships with local organizations and offices. On-site staff will secure internships, arrange housing, and provide orientation and emergency support. As with all Madison Field Experience internships, students must have junior standing at the time of the program to be eligible to participate. Full details can be obtained from the Field Experience Office.

- **Internships in Thailand** - 10-week summer program in Chiang Mai offering introductory coursework on development issues in Southeast Asia and Thai language. Eight week, full-time internships are with Thai government agencies and non-governmental organizations working on aspects of development (poverty alleviation, environmental remediation and conservation, public health, primary education, economic development, etc.). MC 400 and MC 401 credit.

- **Internships in Australia** - 10-week program in Australia, involving full-time internships, in Spring, Summer, Fall semesters. MC 400 and MC 401 credit.

- **Internships in Cape Town** - 10-week program in South Africa, involving full-time internships in Summer, Fall and Spring semesters. MC 400 and MC 401 credit.

- **Internships in Berlin** - 10-week Summer semester program. Depending on level of German fluency, it would either involve 10 week internships, or 4 weeks of full-time language coursework followed by 8 week internships in German-language offices. MC 400 and MC 401 credit, and 3 credits of GRM where applicable. Completion of GRM 102 is a prerequisite.

- **Internships in Paris** - 10-week program in France, involving 2 weeks of FRN coursework and 8 weeks of full-time internships in French-language offices, in Summer semester. MC 400 and MC 401 credit, and 3 credits of FRN. A minimum of the equivalent of 6 semesters of FRN are a prerequisite.

- **Internships in China** - 10-week program in Shanghai, involving 2 weeks of Mandarin Chinese language instruction followed by 8 weeks of full-time internships, in Summer Semester. MC 400 and MC 401 credit, and 3 credits of CHS. No foreign language proficiency is required to participate.
• **Internships in Barcelona** - 10-week program in Spain, involving 2 weeks of SPN coursework and 8 weeks of full-time internships in Spanish-language offices, in Summer semester. MC 400 and MC 401 credit, and 3-6 credits of SPN. Completion of SPN 310 is a pre-requisite.

• **Internships in Dublin** - 10-week program in Ireland, involving full-time internships, in Summer semester. MC 400 and MC 401 credit.

• **City University of Hong Kong** - full-semester internships in Hong Kong available to those who have already completed a semester of coursework at City University. MC 400 and MC 401 credit.

• **Internships in London** - 10-week program in the UK involving full-time internships, in Summer semester. MC 400 and MC 401 credit.

• **Internships in Japan** - 10-week program, involving 3 weeks of JPN coursework, followed by 7 weeks of full-time internships in a Japanese-language office in the Kansai region of Japan, in Summer semester. MC 400 and MC 401 credit, and 3 credits of JPN. A minimum of the equivalent of 6 semesters of JPN is a pre-requisite.

• **Internships in Argentina** - 10-week program in Buenos Aires, involving 2 weeks of SPN coursework and 8 weeks of full-time internships in Spanish-language placements, in Summer semester. MC 400 and MC 401 credit, and 3-6 credits of SPN. Completion of SPN 310 is a pre-requisite.

• **Internships in Toronto** - 10-week program in Canada, involving full-time internships, in Summer semester. MC 400 and MC 401 credit.

• **Internships in Singapore** - 10-week program in Singapore, involving full-time internships, in Summer semester. MC 400 and MC 401 credit.

Field Experience Office: During the sophomore and junior years, students should consult with the Field Experience Coordinator, and explore the more than 400 placements on file in the Field Experience Office. For more information or to make an appointment see the Field Experience website at [www.jmc.msu.edu/fieldexperience](http://www.jmc.msu.edu/fieldexperience)
**TEACHER CERTIFICATION**

Students may apply to the College of Education for admission into the Teacher Education Program during their sophomore year for admission in their junior year. This is a limited enrollment major and is designed to be a “five-year program”, i.e. students complete a teaching major and minor simultaneously as they complete their Bachelor of Arts major in James Madison College. They then return, after their BA has been granted, for a year’s certification work including student teaching and graduate work in the College of Education courses. The resulting certification will be as a social studies teacher at the secondary level. In some instances, however, students may be certified at the elementary level. Students enrolled in a teaching certification program and fulfilling a student teaching requirement are only held to a minimum of 41 MC credits (rather than 51). They may also enroll for TE 150, TE 250, or CEP 240 to test their interests. Interested students should contact the J MC Assistant Dean.

All four Madison majors are available for teacher certification. Students who complete the requirements for their disciplinary major and the requirements for teacher certification are recommended for a teaching certificate in social studies. Persons with teacher certification in social studies are qualified to teach history, political science, geography, and economics.

Teacher Education Requirements for Madison majors:

- Field Experience (MC 400/MC 401) is replaced by student teaching
- Related area is replaced by TE, HST, and GEO courses
- All MC Majors are comprehensive majors. Teaching minors are not required.
- Students must also take: TE 150, TE 250, TE 302, TE 407 AND TE 408

**Comparative Cultures and Politics: courses in addition to regular requirements**

**Geography**
- GEO 204 (3) World Regional Geography
- GEO 221 (3) Introduction to Geographic Information - Secondary
- GEO 330 (3) Geography of the United States and Canada

**History**
- HST 140 (4) World History to 1500
- HST 150 (4) World History since 1500
- HST 201 (3) Historical Methods
- HST 202 (4) U.S. History to 1876
- HST 203 (4) U.S. History since 1876
- HST 320 (3) History of Michigan

**International Relations: courses in addition to regular requirements**

**Geography**
- GEO 204 (3) World Regional Geography
- GEO 221 (3) Introduction to Geographic Information - Secondary
- GEO 330 (3) Geography of the United States and Canada
History
HST 140 (4)  World History to 1500
HST 150 (4)  World History since 1500
HST 201 (3)  Historical Methods
HST 202 (4)  U.S. History to 1876
HST 203 (4)  U.S. History since 1876
HST 320 (3)  History of Michigan

Political Theory and Constitutional Democracy: courses in addition to regular requirements

Geography
GEO 204 (3)  World Regional Geography
GEO 221 (3)  Introduction to Geographic Information - Secondary
GEO 330 (3)  Geography of the United States and Canada

History
HST 140 (4)  World History to 1500
HST 150 (4)  World History since 1500
HST 201 (3)  Historical Methods
HST 202 (4)  U.S. History to 1876
HST 203 (4)  U.S. History since 1876
HST 320 (3)  History of Michigan

Social Relations and Policy: courses in addition to regular requirements

Geography
GEO 204 (3)  World Regional Geography
GEO 221 (3)  Introduction to Geographic Information - Secondary
GEO 330 (3)  Geography of the United States and Canada

History
HST 140 (4)  World History to 1500
HST 150 (4)  World History since 1500
HST 202 (4)  U.S. History to 1876
HST 203 (4)  U.S. History since 1876
HST 320 (3)  History of Michigan

Students who elect one of the disciplinary majors referenced above must contact the James Madison College Assistant Dean.
**MINORS**

MSU offers several minors. Minors typically focus on one academic discipline. Examples of minors include: Anthropology, Computer Science, Dance, Economics, Philosophy, and a number of foreign languages. For information about a minor, students must contact an academic advisor in the department that administers the minor.

James Madison College is currently the sponsoring college for four minors:
- Muslim Studies
- Political Economy
- Science Technology, Environment and Public Policy
- European Studies

Information about these minors is available in the office of Academic Affairs, 369 S. Case Hall.

**3+3 LEGAL EDUCATION ADMISSION PROGRAM (LEAP)**

The Legal Education Admission Program allows select James Madison College students to complete their Bachelor of Arts degree and Law Degree in six years. This program requires careful planning in conjunction with the Assistant Dean in James Madison College. To be considered for admission, students must meet with the Assistant Dean at the end of their first year, complete a minimum of 91 MSU credits, take the LSAT at the end of the second year, and apply for admission to the MSU College of Law by February 15th of their third year.

**PHI BETA KAPPA**

(criteria for election to the Epsilon of the Michigan Chapter of Phi Beta Kappa is subject to change based on grade distribution)

To be eligible for consideration for election to Phi Beta Kappa, the country’s oldest and most prestigious honorary society that acknowledges excellence in liberal arts, Madison students must meet all of the following requirements:

1. **STANDING AND GPA**: Attain at least junior standing with a minimum of 75 percent of earned credits in liberal arts and sciences (i.e., not in technical or professional courses).

   A cumulative GPA of at least 3.71 at the time of graduation.

   - **JUNIORS** must have a GPA of at least 3.90 for election.
   - **SENIORS** must have a GPA of 3.75 to ensure that they will have a 3.71 GPA at the time of graduation.

   **TRANSFER STUDENTS** must earn an MSU GPA with a slightly different scale.

2. **MATHEMATICS**: Requirement may be satisfied in any one of the following ways:
A) Completion of MTH 112 or any higher MTH course

B) Completion of STT 200 or any higher STT course

C) Placement into MTH 132, based on a score of 19 on the MSU Math Placement Test, or an ACT Math score of 29, or an SAT Math score of 680

3. FOREIGN LANGUAGE: Requirement may be satisfied in any one of the following ways:

A) Completion of a second year college language course (202). [Placement at the 202-level will not satisfy this requirement. Students must complete a college level 202 course or higher.]

B) Completion of a 300/400 level language/literature course in a foreign language (excluding literature in translation courses and reading proficiency courses for graduate students).

C) Native speakers of a language other than English may present documentation on their college-level proficiency in that language - usually with a high school or college transcript showing they have completed academic work in the native language.

4) INTEGRATIVE STUDIES/GENERAL EDUCATION: completion of 30 semester credits:

   A) MC 201 and MC 202 (or two ISS courses at the 200 and 300 level)

   B) MC 111 or MC 112 (or one WRA course, from 110 through 150)

   C) One ISB course and one ISP course, with a lab in one of the two

   D) One course from IAH 201-210 and a second IAH course 211 or higher

NOTE: Honors College students and transfer students are allowed to substitute alternative coursework to satisfy all Integrative Studies/General Education requirements. Information on all honorees is included in MSU’s Academic Programs Catalog. We list Phi Beta Kappa requirements here because they may affect students’ decisions about their curriculum early on in their career at MSU.

ADVICE ABOUT LAW SCHOOL

Many Madison graduates pursue law degrees but no one curriculum best prepares an undergraduate for the study of law. Admissions information from various law schools reveal that law schools neither require nor recommend that pre-law students major in any specific discipline. What they urge, however, is that students learn to write the English language with clarity and precision, that they acquire a broad background in an academically rigorous program of study and have a carefully sequenced and coherent undergraduate program of study.

Students enrolled in any of James Madison College’s majors will have ample opportunity to develop the skills that should be a part of any pre-law program.
In addition to the excellent grounding students receive from the Madison courses in their majors, they may consider taking courses in some of these areas:

- **Accounting and Economics.** The minimum courses needed for a solid grounding in economics are MSU’s EC 201-202, Introduction to Economics (or their Honors equivalents). Students may also consider EC 330, Money, Banking and Financial Markets; or EC 380, Labor Relations and Labor Market Policy. A background in principles of accounting (ACC 230, Survey of Accounting Concepts) is helpful.

- **British and American Constitutional and Legal History.** Madison’s MC 373A, Constitutionalism: The Supreme Court, and MC 378: Law and Social Groups are devoted to American Constitutional issues examined through case law. Students may also consider taking some of the following: History (HST) 350-351, Constitutional and Legal History of England; HST 318, United States Constitutional History; Political Science (PLS) 320, The American Judicial Process; or PLS 321, American Constitutional Law.

- **Reasoning.** Some students who want to improve their reasoning skills in preparation for the LSAT have found that Philosophy 330, Formal Reasoning, has been helpful.

Many of these courses will work to fulfill related area requirements for most Madison majors.

Along with coursework, there are other ways for students to decide whether law school is the right choice for them. One way to gather more information is a College-sponsored Law School information night, another is MSU’s Pre-Law association. The Pre-Law Association is comprised of all majors in the University and sponsors activities and guest speakers designed to expose students to various areas of law and to current legal issues.

Most law schools are impressed by students who can do very different things well. Students should remember this general point: since many qualified students apply to top law schools, it is important to plan a curriculum that will stand out because of its excellence and academic rigor.

Madison graduates have been successful at many law schools across the country, including: University of Chicago; University of Michigan; Northwestern University; Chicago-Kent School of Law; Wayne State University; University of Detroit; American University; Emory; Harvard University; University of Texas; University of Virginia; Yale; Stanford; Georgetown; George Washington; Vanderbilt; and Tulane.
James Madison College Policy on Academic Dishonesty

The James Madison College Faculty Policy on Academic Dishonesty reads as follows:

The faculty recognizes that it is the responsibility of the instructor to take appropriate action if an act of academic dishonesty is discovered. It is further understood that a student may appeal a judgment of academic dishonesty to the University Academic Integrity Hearing Board. The Faculty Assembled recommend that in cases involving proven academic dishonesty, the student should receive as a minimum, a 0.0 in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student's confidential file. The individual faculty member or the Dean may recommend further action, including dismissal from the University, to the College Hearing Board. If a second case of academic dishonesty should occur, the recommendation is that the faculty, through the Office of Academic Affairs, should seek the student's dismissal from the College and the University.

The Faculty Assembled declare it a violation of College standards to submit the same written work for more than one course without prior express consent of the instructor(s) involved. It should be understood that violation of this standard may result in sanctions being applied, and at the discretion of the instructor these sanctions may include those that are applied in cases of academic dishonesty.

Any student assigned a penalty grade based on academic dishonesty is entitled to challenge the charge. Challenges may be referred to the University Academic Integrity Hearing Board. Students should consult the Academic Freedom Report.

Code of Teaching Responsibility

The University's Code of Teaching Responsibility is available on the MSU Office of the Registrar's website, under Academic Programs heading, or it can be found at the following URL: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514. It outlines the expectations of instructors and procedures by which students may handle complaints. We do not reprint the Code here, but affirm that the Madison faculty abides by it as all University faculty members are expected to.

Madison Policy on Credit/No-Credit Grading

The Credit/No-Credit system is intended to allow MSU students to study in areas outside their major field of study without jeopardizing their grade-point average. Students may opt to enroll for a class "CR/NC," but for credit to be granted in that course the student must perform at or above the 2.0 level. Students must contact the Registrar in the first week of classes to be eligible for Credit/No Credit. Grades on the "CR/NC" system are not included in computing the semester or cumulative grade-point average.
Integrative Studies requirements in the University are excluded from the Credit/No Credit system (they must be taken on the numerical grade scale). Each college is empowered to select the particular courses from the Credit/No Credit system. For Madison students, all College and major required courses are excluded from the Credit/No Credit system. This includes micro and macroeconomics, MC 111-112, 201-202 and all major requirements. It also includes the courses used to fulfill the foreign language requirement, but first year-level Russian, Japanese, Chinese, Arabic and African languages may be taken Credit/No Credit. For a detailed explanation of Credit/No Credit grading, see MSU's Academic Programs Catalog.
Management Organizations address climate change. Second, other research assesses how local governance rules affect environmental agreements to avoid conflicts with trade law and the conditions under which Regional Fisheries international relations, including statistical tests of institutional change, the “chilling effect” hypothesis (states limit studies identify conditions for effective legal implementation by comparing successful and failed interventions across

AHLQUIST, DANIEL (Ph.D., Cornell University, Development Sociology), Assistant Professor. Professor Ahlquist’s teaching and research explore the ways in which political and economic inequalities between social actors (individuals and groups) play out through uneven relationships to the environment, technology, and capital. In his teaching, Professor Ahlquist is particularly interested in examining the socio-material dimensions of agriculture and food systems, conservation, development, and environmental justice. In his current research, he draws on the lenses of environmental sociology and political ecology, as well as ethnographic and comparative historical methods, to explore the cross-cutting themes of state conservation and development policies, agrarian change, displacement, and changing forms of inequality and risk in upland northern Thailand. Here at MSU, Professor Ahlquist is also affiliated faculty with Peace & Justice Studies, Asian Studies, and the Center for the Advanced Study of International Development (CASID). Prior to his arrival at MSU, he consulted for a United Nations University-Institute for Sustainability & Peace (UNU-ISP) project on e-waste, after which he spent two years as a post-doctoral fellow in the Thompson Writing Program at Duke University. He holds a Ph.D. in Development Sociology from Cornell University.

ARONOFF, YAEL S. (Ph.D., Columbia University; Political Science), Yael S. Aronoff has been the Michael and Elaine Serling and Friends Chair of Israel Studies at Michigan State University for the past 11 years. An associate professor of international relations at MSU’s James Madison College, she is also Director of Jewish Studies. She received her Ph.D. in political science from Columbia University in 2001. She also holds an M.I.A. in international affairs from Columbia University’s School of International and Public Affairs (1992), and a B.A. in international relations from Princeton University’s Woodrow Wilson School of International Affairs and Public Policy (1990). She has served as Assistant for Regional Humanitarian Programs in the Pentagon’s Office of Humanitarian and Refugee Affairs and in the Senate Foreign Relations Committee as a Jacob K. Javits Fellow. She was Senior Associate at Columbia University’s Institute of War and Peace Studies. She is on the Board of Directors of the Association for Israel Studies. Dr. Aronoff is a 2011 recipient of the MSU Teacher-Scholar Award, is a 2015 recipient of the Michigan State University John K. Hudzik Emerging Leader in Advancing International Studies and Programs Award, and has given over 80 public lectures. Dr. Aronoff’s book, The Political Psychology of Israeli Prime Ministers: When Hard-Liners Opt for Peace (Cambridge University Press, 2014) has received positive reviews. In the book Dr. Aronoff argues that the differences in ideology and personality among the six Israeli prime ministers analyzed had a significant impact on their image of the enemy, their perception of regional events, and ultimately on their ability to reach an agreement with the Palestinian Authority. Dr. Aronoff was awarded a Michigan State University Humanities and Arts Research Program grant for $25,000 to work on her new book project, The Dilemmas of Asymmetric Conflicts: Navigating Deterrence and Democratic Constraints. This book, focusing on the experiences of Israel and the United States, will explore the tensions faced by democracies fighting long-standing asymmetric wars, as they juggle traditional military doctrines with the restraint needed to maintain domestic and international legitimacy. Dr. Aronoff has published in Foreign Policy, Political Science Quarterly, Israel Studies, and Israel Studies Review. Recent book chapters include “Predicting Peace: The Contingent Nature of Leadership and Domestic Politics in Israel,” in Democracy and Conflict Resolution: The Dilemmas of Israel’s Peacemaking by Spruyt, Elman, and Haklai (2014) and “Bordering on Peace: Spatial Narratives of Israel Border Crossings with Jordan and Egypt.” Co-author: Eric Aronoff in The Design of Frontier Spaces: Control and Ambiguity. Eds. Carolyn Loeb and Andreas Luescher. New York: Ashgate, (2015). Dr. Aronoff teaches MC220, “International Relations I: World Politics and International Security,” MC335 “Israeli Politics, Cultures, and Society,” MC324a, “Regional Politics, Cooperation, and Conflict in the Middle East,” MC326 “U.S. Foreign Policy,” and MC492 senior seminars on “The Dilemmas of Asymmetric Wars,” “Leadership, Political Psychology, and Foreign Policy,” and on “Israeli Foreign Policy.” Yael Aronoff has led the MSU Jewish Studies Study Abroad program to the Hebrew University in Jerusalem during the summers of 2007, 2010, and 2013, co-lead the JMC study abroad program to Brussels in 2014, and will lead the study abroad program to Jerusalem once again in the summer of 2017.

AXELROD, MARK (Ph.D., Duke University; J.D., Stanford University), Associate Professor. Professor Axelrod holds a joint appointment with the Department of Fisheries and Wildlife and works with the STEPP minor. Beyond MSU, Prof. Axelrod is active with the International Studies Association Environmental Studies Section, the UN Convention on Biological Diversity and International Development Law Organization program on “Legal Preparedness for Achieving the Aichi Biodiversity Targets”, and the United Planet Faith & Science Initiative. His teaching and research interests center around the negotiation and implementation of international law, with a particular focus on environmental agreements. Prof. Axelrod teaches International Environmental Law and Policy (MC/FW 450), Democracy and the Environment (MC 390/FW 813), Public International Law (MC 362), and Politics of International Economic Relations (MC 221). He also co-facilitated a 2011 workshop on conservation options for Malawian educators, government officials, industry, and NGO participants. His current research centers around two dynamics. First, one area of research addresses relationships across issue areas in international relations, including statistical tests of institutional change, the “chilling effect” hypothesis (states limit environmental agreements to avoid conflicts with trade law) and the conditions under which Regional Fisheries Management Organizations address climate change. Second, other research assesses how local governance rules affect transboundary ecological outcomes such as poaching, fishing, groundwater use, and electronic waste movements. These studies identify conditions for effective legal implementation by comparing successful and failed interventions across
different locations, particularly in India. His most recent work is published or forthcoming in the European Journal of International Relations, the Journal of Environment and Development, and Environmental Policy and Governance. New research projects focus on measuring scientific uncertainty and managing Great Lakes water quality risks.

**Benitez, Gala** (Ph.D., Indiana University; Public Policy and Political Science), Assistant Professor. Professor Benitez’s academic interests focus on public policy, public management, international relations and political economy. Based on these interests, she is able to offer a range of courses in IR, Political Economy, and Latin American topics. One of her published works is entitled *A South American Perspective: Regional versus Global Trade Patterns*.

**Benton, Amber** (M.Ed., University of Nevada, Las Vegas, Educational Leadership), Director of Diversity Programs and Student Engagement. Amber previously worked for the College of Engineering at Michigan State University as an academic advisor for computer science and engineering students. Prior to Michigan State University, she worked in the areas of new student orientation, financial aid and academic advising at the University of Nevada, Las Vegas and DeVry University. Amber has an open door policy and is happy to meet with students as needed.

**Berg, Alison** (Ph.D., Indiana University–Bloomington; English) Professor Berg’s research focuses on the history and literature of social movements, with an emphasis on race, class, gender, and sexuality. Her publications include a book, *Mothering the Race: Women’s Narratives of Reproduction, 1890-1930*, which examines African American and white women’s writing about feminism, birth control, eugenics, and racial uplift in the early twentieth century. She has also published many articles on topics including the Harlem Renaissance, the civil rights movement, and pedagogy. Recent articles include “Trauma and Testimony in Black Women’s Memoirs of the Civil Rights Movement,” published in the *Journal of Women’s History*. She regularly teaches MC 281, “Immigrants, Minorities, and American Pluralism,” the second course in the sophomore sequence for Social Relations and Policy majors. She also teaches MC 386, “Women and Power in Comparative Perspective”; and MC 368, “The Civil Rights Movement and Its Legacies.” She was awarded a Lilly Teaching Fellowship in 1999 and serves as the faculty director of the James Madison Writing Consultancy.

**Bergan, Daniel** (Ph.D., Northwestern University; Political Science), Associate Professor. Dr. Bergan joined the faculty of James Madison with a joint appointment with the Department of Communication in the fall of 2007. His research interests include a variety of political communication topics, including grassroots lobbying, issue ads, and media and politics. He has received grants from the Robert Wood Johnson Foundation to study the effects of issue advertisements in the health care debate, and was National Science Foundation-funded team conducting research on local public affairs coverage. He has published articles in a variety of scholarly journals, including *Public Opinion Quarterly*, the *Journal of Communication*, *American Politics Research*, and *Presidential Studies Quarterly*.

**Borcila, Andaluna** (Ph.D., Purdue University; American Studies), Associate Professor. Professor Borcila’s research and teaching center on the politics of representation, cross-cultural encounters, media’s role in a global world, race and gender, marginalization and privilege, and the articulation of national and transnational identities. She has published work on American representations of post-communism and on post-cold war “Eastern Europe” as well as on the television gendering of American identity. She is currently working on a project on remembering “communism” and the events of 1989.

**Brathwaite, Kirstin** (Ph.D. Political Science; University of Notre Dame). Assistant Professor. Professor Brathwaite specializes in International Relations and is interested in questions of nationalism, identity and military conflict. Her current research focuses on the role of national identity in military combat effectiveness and the ways that ethnic demographics influence combat effectiveness in urban warfare. She teaches a broad range of courses, including Introduction to World Politics, Foreign Policy, and International Security.

**Brathwaite, Robert** (Ph.D., University of Notre Dame; Political Science), Assistant Professor. Robert Brathwaite is an Assistant Professor at James Madison College with a specialization in international relations. He has a Ph.D. and MA in Political Science from the University of Notre Dame. His teaching and research interests include international security, terrorism, religion and democracy, religious violence, and the conduct of civil wars. Before receiving his Ph.D. from Notre Dame, he also spent time in Washington, D.C. researching issues impacting contemporary security dynamics. He has taught courses that cover the following topics: international relations, international security, US Foreign Policy, intra-state violence, and research methods.

**Burns, Gene** (Ph.D., University of Pennsylvania; Sociology), Professor. Professor Burns’ research interests include the politics of religion and of secularism, reproductive politics, and social movements. He also teaches social policy and social theory. His book, *The Moral Veto: Framing Contraception, Abortion, and Cultural Pluralism* in the United States won the 2006 Distinguished Book Award from the American Sociological Association’s Section on Collective Behavior and Social Movements. He is also the author of *The Frontiers of Catholicism: The Politics of Ideology in a Liberal World*, a New York Times Notable Book of the Year in 1993. His scholarship has also looked at questions such as why American Catholic nuns became very feminist in the late 20th century, why sexuality so often becomes the focus of religious politics, and why social
movements take the paths they do. He was a recipient of the Mid-Michigan Alumni Association Award for Excellence in Undergraduate Teaching and was also awarded a fellowship to the Annenberg Scholars Program at the University of Pennsylvania.

**Cook, Lisa D.** (Ph.D., University of California, Berkeley; Economics), Associate Professor. Professor Cook’s research interests include economic growth and development, economic history, innovation, and financial institutions and markets. Her current research uses new data on women, African American, Soviet, and Russian inventors to understand national and international differences in patenting and commercialization behavior. Dr. Cook is the author of a number of published articles, book chapters, and working papers, and her research has been funded by NSF, the National Bureau of Economic Research, the Economic History Association, and Harvard Business School, among others. Dr. Cook has held positions or conducted postdoctoral research at the National Bureau of Economic Research, the Federal Reserve Banks of New York and Philadelphia, the World Bank, the Treasury Department, the Brookings Institution, the Hoover Institution (Stanford University), Salomon Brothers (now Citigroup), and C&SBank (now Bank of America). During the 2011-2012 academic year, she was on leave at the President’s Council of Economic Advisers and worked on the euro zone, financial instruments, entrepreneurship, and innovation. Professor Cook has a joint appointment with the Economics Department.

**Craig, Tobin L.** (Ph.D., Boston College; Political Science), Associate Professor. Professor Craig teaches both in the PTC core curriculum and is the director of the STEPP minor. His teaching and scholarship focus on the philosophic origins of modern science and technology, and the practical and theoretical challenges posed by the advance of modern science and technology.

**Dorr, Ronald F.** (Ph.D., University of Minnesota; American Studies), Professor Emeritus. Professor Dorr has taught English, American literature, and U.S. history at three universities in Bogota, Colombia, American studies at the University of Minnesota, and freshman writing in the Department of Rhetoric at Minnesota. In 1974, Richard Evans and he created the first-year writing sequence, MC 111-112. Prof. Dorr continues to teach part-time. His intellectual interests include Abraham Lincoln, autobiographical and biographical writing, literature, religion, and death, grief, and renewal. His essay on Lincoln’s letters of condolence won the Midwest Heritage Prize in 1994. His other published works include a bilingual book on teaching English in Colombia, three chapbooks of poetry, an anthology of 151 reviews of books, plays, and public speeches, and a collection of speeches called SERMONS AND KIN. He has kept a journal for over 50 years. In 2012, he published DEAR ALL, a collection of 68 letters written from Colombia to his family during his first year of teaching in 1962-1963. As a “working retiree,” he writes monthly book reviews, leads a group that discusses books, and guides a another group of elders writing life stories. A Woodrow Wilson Fellow in 1963-1964, he is the recipient of an MSU Teacher-Scholar Award in 1977, an Outstanding Faculty Award from the Senior Class Council in 1988, a State of Michigan Excellence in Teaching Award in 1990, and an MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award in 1993.

**Edozie, Rita K.** (Ph.D., the New School for Social Research, New York City; Political Science), Associate Professor. Dr. Rita Kiki Edozie is Professor of International Relations and African Affairs at James Madison College of Public Affairs and a former Director of African American and African Studies (AAAS) in the College of Arts and Letters. She was Lilly Teaching Fellow 2007-8 and CIC Academic Leadership Fellow, 2011-12. She earned a PhD in Politics from the New School for Social Research, New York City (1999). She has authored several books, including The African Union’s Africa and Malcolm X’s Michigan Worldview; and several journal articles/book chapters in comparative politics of Africa, global development, democratization, and African Diaspora & Pan African Studies. Professor Edozie is currently working on a book entitled, “Pan Africa Rising: The Cultural Political Economy of Afri-capitalism and Ubuntu Business” and an edited volume entitled, New Frontiers in the Study of the Global African Diaspora: Between Uncharted Themes and Alternative Representations”

**Elemo, Olufunmilbi** (Ph.D.; Michigan State University; Political Science), Assistant Professor. Professor Elemo’s research interests include comparative and cultural political economy, federalism, democratic consolidation, political representation, and tax cultures in sub-Saharan Africa. She has held research fellowships with the International Foundation for Electoral Systems, Graduate Institute of International Studies (Geneva, Switzerland), Ronald E. McNair Post-baccalaureate Achievement Program, and Ralph Bunche Summer Institute. Professor Elemo’s recent paper, “Taxation and Determinants of Subnational Legislative Representation in Africa” has been published as a book chapter in African State Governance: Subnational Politics and National Power. (Palgrave Macmillan, 2015).

**El-Rayes, Waseem** (Ph.D., University of Maryland; Government and Politics), Assistant Professor. Waseem El-Rayes is Associate Professor of Political Theory and Constitutional Democracy at James Madison College, Michigan State University. He specializes in political philosophy with a focus on ancient Greek and medieval Islamic political thought, including the work of Plato, Aristotle, al-Farabi, Ibn Sina (Avicenna), al-Ghazali, Ibn Baja (Avempace), Ibn Tufayl, Ibn Rushd (Averroes), and Ibn Khaldun. His research examines the contrast between ancient-medieval and modern thought with respect to the problem of political legitimacy as well as the relationship between piety and politics. His articles have appeared in Arabic Sciences and Philosophy, Mélanges de l’Université Saint-Joseph, Interpretation: A Journal of Political Philosophy, Religious Studies and Theology, and The Encyclopedia of Islam and the Muslim World. He is now completing a book entitled Against
the Politics of Forever: Ibn Khaldun and the Science of Culture. The work is an interpretive analysis of Ibn Khaldun’s science of culture as it is articulated in his Kitab al-`Ibar in general and its Muqaddima in particular.

EMMOTT, ROSS B. (Ph.D., University of Manitoba; Economics), Professor. Professor Emmott’s research and teaching deal with the central question of comparative economic governance: what is the relationship between basic economic and political institutions and their legal, cultural and social contexts?

FLAIM, AMANDA (Ph.D., Cornell University, Development Sociology) Professor Flaim studies problems and paradoxes in human rights policy, including statelessness and citizenship, human trafficking, and the global expansion of rights to education and birth registration. Her current research projects explore the risk of trafficking among Cambodian and Burmese men and boys into the Thai fishing industry, and the causes and consequences of statelessness in Thailand and Nepal. Professor Flaim has consulted for several NGOs and United Nations agencies on a number of projects, including designing and leading two of the largest country-level surveys of stateless populations conducted to date. Prior to arriving at James Madison College, she was a postdoctoral associate and Human Rights Fellow at Duke University, where she taught courses on human rights, citizenship, migration, and qualitative and mixed methods research for public policy students. She holds a Master’s degree in Comparative and International Education from Stanford University, and a Ph.D. in Development Sociology from Cornell University.

FORE, MEISSA (Ph.D., English, Michigan State University) Professor Fore’s research engages African American literature, critical race theory, and cultural studies to query the ways in which laws and social prohibitions against interracial intimacy create moments of erotic spectacle. Her work explores how the concept of race is both legally and culturally constructed, the contexts within which it operates, and the ways cultural and artistic texts influence, echo, and ratify these prohibitions. Professor Fore teaches in the first year writing program and is a core faculty member of Michigan State University’s Center for Gender in a Global Context.

GARNETT, SHERMAN W. (Ph.D., University of Michigan; Slavic Languages and Literature), Professor. Dean. Sherman W. Garnett is the Dean of James Madison College, arriving in 1999. Under Dr. Garnett’s leadership, Madison College has expanded its development and alumni activities, expanded career, advising, diversity, and events programming, and expanded the College by 15 faculty members and more than 200 students. The College has added programs in science policy, Muslim Studies, and Comparative Cultures and Politics and new faculty in environmental, energy, and health policy. Dr. Garnett directed MSU’s special self-study on internationalization for the 2005 North Central Association re-accreditation of the university, a process MSU passed with flying colors and much praise for its vision of internationalization past, present, and future. Dr. Garnett continues to consult on national security issues, especially those relating to former USSR, weapons of mass destruction, and defense strategy and arms control. Since coming to MSU, he has been sought out by the National Security Council, the National Intelligence Council, the Foreign Service Institute, the State Department, and the National Defense University. He was one of the project directors of the East-West Institute’s 2001 Bipartisan Task Force on US-Russian Relations. He has published widely on arms control, Russian national security, Ukraine and other states of the former USSR. He has lectured at leading universities and institutes in the United States and throughout the world. Dr. Garnett has published widely in such national and international publications as Foreign Affairs, Foreign Policy, The Washington Quarterly, The Christian Science Monitor, The Washington Post, The Washington Times, The Detroit News, Nezavisimaya gazeta, Rzeczpospolita and IISS Strategic Survey. He is the author or co-author of Keystone in the Arch: Ukraine in the New Political Geography of Central and Eastern Europe (1997); Limited Partnership: Russia-China Relations in a Changing Asia (1998); Getting It Wrong: Regional Cooperation and the Commonwealth of Independent States (2000); and a Tillateral Commission study, The New Central Asia: In Search of Stability (2001). He is the editor of co-editor of Belarus at the Crossroads (2000) and Rapprochement or Rivalry: Russia-China Relations in a Changing Asia (2000). From 1994 to 1999, Dr. Garnett was a Senior Associate at the Carnegie Endowment for International Peace. At the Endowment, he specialized in the foreign and security policies of Russia, Ukraine and other states of the former USSR. From 1998 to 1999, he served as an adjunct faculty member at Georgetown University, teaching on security issues in the former USSR. He has taught regularly at Madison College, including courses on contemporary security issues, nuclear and other weapons of mass destruction, and issues in political theory and literature. From 1983 to 1994, Dr. Garnett worked in a variety of positions in the US Government, ending his service as the Deputy Assistant Secretary of Defense for Russia, Ukraine and Eurasia. During his nearly ten years in the Office of the Secretary of Defense, Dr. Garnett worked on a wide variety of security and arms control issues. He served as Director for the Offices of Russia, Ukraine and Eurasia (1992-1993) and European Security Negotiations (1989-1992). He was the Secretary of Defense’s Personal Representative to Conference on Security and Cooperation in Europe Review Conference in Vienna and Negotiations on Conventional Armed Forces in Europe (1988-1989). He also worked on issues of chemical and biological weapons arms control as a staff member of the Directorate for Multilateral Negotiations (1984-1988). He was the Senior Representative of the Secretary of Defense to the 1986 Review Conference on the Biological and Toxin Weapons Convention, as well as a member of the US delegation to the Negotiations on a Comprehensive Chemical Weapons Ban in Geneva, US-Soviet Talks on Chemical Weapons Non-Proliferation, and special talks on Chemical Weapons Non-Proliferation among leading chemical producing states. Dr. Garnett entered government service in 1983. Upon leaving government service, he received the Defense Department medal for Distinguished Civilian Service. Dr. Garnett received his Ph.D. in Russian Literature from the University of Michigan.
in 1982. He has an MA in Russian and East European Studies from Yale University and a BA in Political Philosophy from James Madison College at Michigan State University. He is a member of the Council on Foreign Relations.

GOETT, JENNIFER A. (Ph.D., University of Texas at Austin; Social Anthropology), Associate Professor. Professor Goett is a cultural anthropologist, specializing in political and feminist anthropology. Her research interests include race, gender and feminist theory, social movements, human rights, violence and the state, and critical security studies in Latin America. She has published work on indigenous and Afrodescendant social movements for multicultural rights in Central America, particularly Nicaragua. Dr. Goett is the author of Black Autonomy: Race, Gender, and Afro-Nicaraguan Activism (Stanford University Press 2016). The book examines the gendered strategies that Afrodescendant Creole women and men use to assert autonomy over their bodies, labor, and spaces in the context of drug war militarization and state violence in postwar Nicaragua. Her articles have appeared in American Ethnologist, Journal of Latin American and Caribbean Anthropology, and The North American Congress on Latin America (NACLA) news blog. For the last two decades, she has engaged in activist work with indigenous and Afrodescendant communities in Nicaragua and Honduras, focusing on collaborative research to secure collective rights to land and natural resources.

GRAHAM, NORMAN A. (Ph.D., Columbia University; Political Science), Professor. Acting Dean 1998-99, 2006. Professor Graham’s interests include international security and economic relations, international organization, Western and Southeastern Europe, and Central and South Asia. He has taught at Columbia University and led the Yale University Summer Seminar on International Business. He has also served as a Research Associate with the United Nations, the World Health Organization, and the Futures Group. His publications include nine books. His recent research has focused on technology transfer and security in Europe, the external relations of the European Union and economic and political transition in Eastern Europe and Central Asia. At present, he is engaged in research on the Persistence of Authoritarianism in Russia and on environmental sustainability in Central Eurasia. He was the recipient of an MSU Teacher-Scholar award in 1993 and also serves as the Director of the Center for European, Russian, and Eurasian studies at MSU. He has served as a visiting Professor at the Institute for Political Studies at the University of Lille, France; the Azerbaijan Diplomatic Academy in Baku, and the Kazakh National Agrarian University in Almaty.

GRANT, JULIA (Ph.D., Boston University; American Studies), Professor, Associate Dean. Professor Grant’s research interests include gender studies, education history and politics, sexual politics, and child and family policy. She was awarded a University Lilly Teaching Fellowship, a Spencer Postdoctoral Fellowship, the MSU Teacher-Scholar Award, and was a fellow of the CIC Academic Leadership Program. Professor Grant is the author of Raising Baby by the Book: The Education of American Mothers and When Science Encounters the Child: Education, Child Welfare, and Parenting in Twentieth Century America. She has recently published "The Boy Problem: Educating Boys in Urban America" with Johns Hopkins Press (2014) and several editorials on the current "boy problem" in public education.

HUNT, CONSTANCE C.T. (Ph.D., Boston College; Political Science), Associate Professor. Dr. Hunt has special interests in constitutionalism and law, literature and politics, and the history of political theory, including women and political philosophy. Her dissertation is entitled, The Orbit of Politics: A Study of Aristotle, Machiavelli and The Federalist on the One Figure of the Political Community. She served as Assistant Dean from 2003-2006, Director of Academic Affairs from 1998-2003, Director of Institutional Planning from 1996-1998 and Bradley Postdoctoral Teaching Fellow for 1995-1997. She published The Origins of National Identity in Shakespeare's Henry V in Perspectives on Political Science, Summer 2007, and The Persistence of Theocracy: Hawthorne's The Scarlet Letter in Winter 2009, and republished in Children's Literature Review in 2011. She is currently developing research on Kazuo Ishiguro's work. From 2010-2015, Professor Hunt co-directed with Professor Colleen Tremonte the Interdisciplinary and Teaching Fellows Program (ITF), a joint initiative between James Madison College and the MSU Graduate School. She received the 2012 MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Awards in recognition of outstanding undergraduate teaching, a Michigan State University all-university award. In 2013 she was named among the Top 15 Distinguished Professors of the Year by the President's Council of Michigan. In Spring 2016, she was awarded the ASMSU Senior Class Council Outstanding Faculty Award and in Fall 2016 she was awarded the MSU Honors College Sustained Commitment to Honors Students Award.

KRAMER, DANIEL (Ph.D., University of Minnesota; Conservation Biology), Associate Professor. Professor Kramer’s research includes revitalization of declining cities, especially the cities of Pittsburgh, Cleveland, and Detroit, local and regional economic and community development, race relations and social inequality. Some recent projects include “Race/Socioeconomic Area Characteristics & Cancer - Detroit” funded by the National Cancer Institute, The Effect of State Legislation on Sub-Prime Lending, Michigan’s Latino Communities, and funding from the US Department of Housing and Urban Development and the National Hispanic Council for a study on Hispanic housing access in El Paso, Texas. She was a postdoctoral fellow at UCLA’s Institute of American Cultures in 1992 at the Chicano Studies Research Center. She teaches Social Theory, Metropolitan Societies, Global Cities and Urbanism, Social Policy, Social Movements, and American Middle Class Politics and Policy. She was an MSU Lilly Teaching Fellow in 2000-2001. She received the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award in recognition of outstanding undergraduate teaching, Michigan State all-university award (2010). She also received an MSU Curricular Service-Learning and Civic Engagement Award (2010) with Professors Ritchie and Emmett for teaching the Michigan Futures Seminar. Prof. Jezierski is a Board member of MSU’s Center for Economic Development and the Managing Editor of the Journal of Urban Affairs. She received her BA at Boston University in Sociology and Geography and her MA and Ph.D. in Sociology at the University of California, Berkeley.

JUDGE, JEFFREY (ABD, University of Denver; Josef Korbel School of International Studies; International Studies), Assistant Dean.

KLEINERMAN, BENJAMIN A. (Ph.D., Michigan State University; Political Science), Associate Professor. Professor Kleinerman received his BA in Political Science from Kenyon College and his Ph.D. in Political Science from Michigan State University. A former Visiting Scholar in the Program on Constitutionalism Government at Harvard University, Professor Kleinerman has also taught at Oberlin College and the Virginia Military Institute. His first book, The Discretionary President: The Promise and Peril of Executive Power, was published by the University Press of Kansas. He has also published articles on a range of subjects including John Locke’s Second Treatise, Abraham Lincoln’s exercise of “prerogative” power during the Civil War, Mark Twain’s Connecticut Yankee in King Arthur’s Court, William Riker’s federalism, and the relations between Congress and the Supreme Court in matters of national security. These articles have appeared in Perspectives on Politics, American Political Science Review, The Review of Politics, and other edited volumes. Professor Kleinerman’s teaching interests include courses on American institutions, issues in American politics, modern (liberal) political thought, and politics and literature.

KOMORI, YASUMASA (Ph.D., University of Pittsburgh), Associate Professor. Professor Komori’s teaching and research interests include international political economy, global governance, international relations of the Asia-Pacific, Japanese foreign policy, and global poverty and inequality. He has published articles on various Asia-Pacific and East Asian regional institutions and organizations. His current research examines the historical evolution of the Asian Development Bank.

KRAMER, DANIEL (Ph.D., University of Minnesota; Conservation Biology), Associate Professor. Professor Kramer has a joint appointment between James Madison College and the Department of Fisheries and Wildlife. He received his Ph.D. from the University of Minnesota where he studied conservation biology, ecology, and resource economics. Prof. Kramer’s research interests center around three broad themes: 1) the conservation of biodiversity, 2) land and water interactions, and 3) global change science, particularly the effects of globalization on remote communities in ecologically rich regions of the world. Professor Kramer’s teaching interests include domestic and international environmental policy, resilience theory, sustainable development, globalization and the environment, social science aspects of conservation biology, game theory, and quantitative methods.

JUDGE, JEFFREY (ABD, University of Denver; Josef Korbel School of International Studies; International Studies), Assistant Dean.

LARGENT, MARK (Ph.D., University of Minnesota; History of Science and Technology), Professor in James Madison College, Associate Dean of Lyman Briggs College, and Associate Dean of Undergraduate Studies and Director of Learning Analytics in the Office of the Provost for Undergraduate Studies. Professor Largent studies the history of American science, particularly the history of biology and medicine. His courses on science policy in the United States examine public health, evolutionary theory, eugenics, the nature/nurture controversy, scientific racism, science funding, bioethics, and the IQ debates. He has published on the evolution-creation controversy, the professionalization of American biology, Darwinism, the history of American eugenics movement, and the history of coerced sterilization in the United States. Most recently, he has become increasingly involved in institutional analytics at MSU, leading efforts to use Big Data as well as quantitative and qualitative assessment methods to improve student success outcomes. He is the author of Breeding Contempt: The History of Coerced Sterilization in the United States (Rutgers 2008), Vaccine: The Debate in Modern America (Johns Hopkins 2012) and Keep Out of Reach of Children: Reye’s Syndrome, Aspirin, and the Politics of American Public Health (Bellevue Literary Press 2015).

LINDAHL, FOLKE (Ph.D., University of Hawaii; Political Science), Professor. Professor Lindahl has taught at Oklahoma State University, the University of Hawaii, and York University in Toronto. He has published a monograph on Tocqueville’s political theory, articles on political theory in journals in this country and in Sweden, and has received several grants and awards.
Professor Lindahl’s research and teaching interests include 19th and 20th century political theory, the philosophy of social science, American political thought, Caribbean politics and culture and Scandinavian social democracy.

MERCURIO, NICHOLAS (Ph.D., Michigan State University; Resource Development), University-wide Professor. Adjunct Professor – JMC. Professor Mercuro was on the faculty of the Department of Economics and Finance at the University of New Orleans; he was a member of the adjunct faculty of Tulane Law School where he taught a their Law and Economics course; he then accepted a university-wide professorship at MSU. He was named Professor of Law in Residence at the MSU College of Law and later became a faculty member at James Madison College.


Professor Mercuro was a visiting professor at the Institute of Economic Theory at the University of Vienna where he was named to the Kreisky Commission on Employment Issues in Europe. He served as the Associate Dean of the Division of International Education for the University of New Orleans. He was appointed a member of the adjunct faculty of Tulane Law School where he taught a course titled The Economics of Legal Relationships. He founded and served as the series editor of an interdisciplinary annual journal – The International Review of Comparative Public Policy [14 volumes in print]. As a Fulbright Scholar, Professor Mercuro taught and engaged in research at the Free University of Berlin. He founded, and now serves as the series editor of the MSU College of Law book series, The Economics of Legal Relationships, published by Routledge Press [24 volumes in print]. He was a Visiting Professor at the Institute of Economic Theory at the University of Vienna where he delivered lectures for a course titled Ecology, Law and Economics. He was a Research Associate at the Erasmus Program in Law and Economics, University of Hamburg. Professor Mercuro was awarded the John A. Hannah Visiting Endowed Chair for Integrative Studies at MSU and was also named the Jeffrey N. and Kathryn C. Cole Professor – Honors College, MSU. He designed and coordinated the MSU Law & Economics Program – Hamburg, Germany - an international summer program held at the University of Hamburg in conjunction with that university’s Erasmus Programme in Law & Economics; that MSU Law & Economics Program was again offered at the University of London. He also initiated and has organized the MSU Music, Art, and Language summer program in Bregenz, Austria. On a grant from the French government, Professor Mercuro served as Guest Professor at Institutions et Dynamiques Historiques de l’Economie, Ecole Normale Superieure de Cachan, France where he presented lectures on Law and Economics. He was on sabbatical at the Universite de Droit, d’Economie et des Sciences d’Aix-Marseille, Faculte d’Economie Appliquee, Aix en Provence, France. While on sabbatical he presented lectures at i) the Faculty of Applied Economics, Universite de Droit, d’Economie et des Sciences d’Aix-Marseille, Aix en Provence; ii) the Institute of Economic Theory, University of Vienna; iii) the Department of Economics, School of Agronomy, Paris; and iv) the John F. Kennedy Institute, Free University of Berlin. Professor Mercuro brought together James Madison College, College of Arts & Letters, and the College of Business to become cosponsor’s of MSU’s new program – Academic Year Abroad-University of Innsbruck, Innsbruck, Austria. He and an MSU colleague engaged MSU administration to move forward with their idea – MSU’s Project 60-50 ... an initiative coordinated through the MSU Office for Inclusion and Intercultural Initiatives. They created a year-long initiative to link academic exploration and study, public commemoration and remembrance on the occasion of the 50th anniversary of the US Supreme Court decision in Brown vs. Topeka Board of Education and the 50th anniversary of the passage and signing into law of the Civil Rights Act.

MITRA, RITUPARNA (Ph.D., Michigan State University; English) Professor Mitra is a Visiting Assistant Professor at JMC. Her writing and research center on global literatures and audio-visual cultures, with a focus on developing a South Asian framework for studies of trauma, memory, responsibility and justice. Her scholarship is invested in mapping the affective and phantasmatic terrains of democracy, statehood and political subjectivity, particularly in India and Bangladesh. Her article “Affective Histories and Partition Narratives in South Asia” has been published in The Postcolonial World (2016). Her article “Returns to Partition: Memory as Justice in Pratim’s Ajj Aakhan Waris Shah Nu” is scheduled to be published in Beyond Partition: Mediascapes and Literature in Post-colonial India, Pakistan and Bangladesh. She is revising a monograph based on her dissertation, “States of Affect: Trauma and Memory in Partition/Post-Partition South Asia.” Rituparna teaches courses
Professor Moore holds a joint appointment with the College of Engineering. Her overall research and teaching interests relate to international energy and technology policy, interdisciplinary collaboration between social and natural scientists, and the social studies of science and technology. More specifically, she studies the social, political, and environmental dynamics of changes in international energy systems. She is writing a book that explores how stakeholders in the Mediterranean region are envisioning the massive scale-up of renewable energy within a single electricity system and market across Europe, North Africa, and the Middle East. Professor Moore links research to application through her engagement in the professional science and technology policy domain. In Washington, DC, she has worked for nonprofits and government organizations, including the Science and Technology Policy Institute and the White House Office of Science and Technology Policy.

Professor Olcott retired from the government in January 2013, where he was a Senior Associate in the Emerging Trends Program of the Center for the Study of Intelligence. Before that he had been Officer in Residence at Georgetown University’s Institute for the Study of Diplomacy for two years, and spent the decade before that in the Open Source Center (which prior to 2006 was the Foreign Broadcast Information Service—FBIS). While at FBIS/OSC he served in a number of capacities, including Director of Analytic Assessment and Academic Outreach, Senior Analyst for New Media, and Expert Analyst. From 1984 until 2000, when he joined the government, Professor Olcott taught at Colgate University, where he was an Associate Professor in the Russian Department. An author, editor, and translator, he has published on a wide array of subjects. Two of his novels were nominated for prizes, and his study of Russian crime fiction, Russian Pulp, received a professional prize as Best Book of Literary or Cultural Studies in 2003. His most recent book is Open Source Intelligence in a Networked World (2011).

Professor Olcott specializes in the problems of development in Central Asia and the Caucasus, which her research has convinced her is the “edge of the heart of Islam, and not its periphery,” as well as its geopolitical context, including Russia, the Middle East, South Asia and China. She is a visiting professor at James Madison College and a professor emeritus in the Department of Political Science at Colgate University. Appointed to Colgate’s faculty in 1975, she served as chairman of the department of political science from July 1984 through June 1990. Professor Olcott was named by President Clinton to be a Director of the Central Asian American Enterprise Fund and was named Vice Chairman. Earlier she held a formal appointment as Consultant on Central Asian Affairs for former Acting Secretary of State Lawrence Eagleburger. She served as a consultant for a large number of business and law firms with interests in Russia, Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan, and has consulted with a number of governments, and international financial institutions. Olcott from 1995-2014 was a senior associate with the Russia Eurasia Program at the Carnegie Endowment for International Peace in Washington, D.C., and the co-director of the al-Farabi Carnegie Program on Central Asia in Almaty, Kazakhstan. She is also a prolific author, and has published numerous articles in academic journals and books, and her books include: Tajikistan’s Difficult Development Path, In the Whirlwind of Jihad, Central Asia’s Second Chance; Kazakhstan: Unfulfilled Promise, The New States of Central Asia.

Professor Pegler-Gordon teaches ethnic and immigration history, with a particular interest in Asian American studies and visual culture. Prior to coming to MSU, she worked for various museums, including the National Museum of American History. At JMC, she has taught courses in Asian American history, immigration policy, comparative race and ethnic relations, comparative and global citizenship, and U.S. racial and immigration history. Professor Pegler-Gordon has received fellowships for her teaching and research, including national awards from the Organization of American Historians, the Japanese Association for American Studies, and the Immigration and Ethnic History Society. At MSU, she has received a Teacher-Scholar award and a Lilly Teaching Fellowship, as well as grants from the Humanities and Arts Research Program (HARP). During her 2008-2009 sabbatical, Professor Pegler-Gordon was a visiting research fellow at the University of London School of Advanced Study and was one of two scholars selected nationally for a teaching residency in Japan. She served as Michigan’s State Scholar for a Smithsonian Institution traveling exhibition and is part of a working group to strengthen teaching about Asian Americans in Michigan’s K-12 schools. Professor Pegler-Gordon’s American Quarterly article, “Chinese Exclusion, Photography and the Development of U.S. Immigration Policy” was selected for inclusion as the lead essay for Best American History Essays. Her first book, In Sight of America: Photography and the Development of U.S. Immigration Policy won the Immigration and Ethnic History Society’s 2009 Theodore Saloutos prize “for the book judged best on any aspect of the immigration history of the United States.” Professor Pegler-Gordon is currently finishing work on her second book, “From East to East: The Hidden Histories of Asians at Ellis Island.”

Professor Peters has a joint appointment with the Department of Philosophy. His teaching and research are focused on the history of political thought and contemporary political philosophy as it relates to chattel slavery, European empire, and decolonization.
PETRE, ERIC S. (Ph.D., Harvard University; Political Science), Associate Professor. Professor Petre was an instructor and teaching fellow at Harvard University for several years while completing coursework for his doctorate. His dissertation was entitled “Aristotle’s Liberalism: Political Virtue and Its Restraints” and won the Toppan prize at Harvard. Professor Petre has taught courses in the Theory and Practice of American Liberal Democracy and Classical Political Philosophy. He received a 1994 Olin Research Fellowship in Political Theory and an MSU Teacher-Scholar Award in 1997.

PHILLIPS, RODNEY (Ph.D., Michigan State University; American Studies), Associate Professor. Dr. Phillips' interests include the teaching of writing, American literature, the Beat Movement, the 1960s, and environmental history. He is the author of "Forest Beatniks" and "Urban Thoreaus": Jack Kerouac, Gary Snyder, Lew Welch, and Michael McClure (Peter Lang, 2000) as well as Western Writers Series monographs on Lew Welch and Michael McClure. He has published articles on Heman Melville, Tennessee Williams, Jack Kerouac, Kathy Acker, Aldo Leopold, Lew Welch, and Theodore Roethke. The winner of the 1997 Midwest Poetry Prize, his poems have been published in more than a dozen journals and in two chapbooks, Bullheading on the Looking Glass (2001) and The Ledge (2009). He was a 2003 recipient of the MSU Teacher-Scholar Award.

QING, SIMI (Ph.D., Michigan State University; History), Associate Professor. Professor Qings research and teaching interests include U.S.-China diplomacy, Chinese and U.S. foreign policy, and international relations theory. She was the recipient of the Peace Scholar Award from the U.S. Institute of Peace, a research institute created by the U.S. Congress. She has been a Social Science Research Council/MacArthur Pre-Doctoral Fellow at the Sociology Department of Princeton University and a Research Fellow at the Center for International Security and Cooperation at Stanford University. Her publications include: book entitled From Allies to Enemies: Visions of Modernity, Identity, and U.S.-China Diplomacy, 1945-1960 (Harvard University Press, 2006), and many articles on the history of U.S.-China relations published both in China and the United States.

RACIOPI, LINDA (Ph.D., University of Maryland; Government and Politics), Associate Professor. Professor Racioppis expertise is in comparative politics and international relations. She was awarded a Lilly Teaching Fellowship; was named MSU Teacher-Scholar; received the MSU Alumni Club of Mid-Michigan Quality in Undergraduate Teaching Award; and won the Ralph H. Smucker Award for Advancing International Studies and Programs at MSU. Professor Racioppi is the author of Soviet Policy Towards South Asia Since 1970, co-author with Katherine O'Sullivan See of Women's Activism in Contemporary Russia, and co-editor of Gender Politics in Post-Communist Eurasia and of Women and Disasters in South Asia: Survival, Security and Development. She has also published articles and book chapters on Soviet arms transfers, women and Russian nationalism, women's organizing in Russia, gender and ethnic conflict in Northern Ireland, and interdisciplinarity; and she has edited an occasional paper series on civil-military relations. She has served as a gender specialist on several agricultural development projects in Central and South Asia, resulting in studies on home gardens as a component of post-conflict development in Sri Lanka and on gender and post-conflict agricultural development in Tajikistan. Her current research focuses on the tea sector in Sri Lanka. One project examines comparative strategies of tea companies responding to global tea market volatility; another compares the productivity and wellbeing of contract and non-contract workers on a major tea estate.

RANKIN, JOY (Ph.D., Yale University; History) Associate Professor. Professor Rankin studies people who historically have not been considered scientists or technologists but who have, nonetheless, produced and applied knowledge about the natural world. She is especially interested in histories of gender, computation, mathematics, and community. She is an Assistant Professor holding appointments at Lyman Briggs College in the History, Philosophy, and Sociology of Science group and at James Madison College in the Social Relations and Policy group. Her current book A People's History of Computing is under contract with Harvard University Press. Her next book will likely be a history of the (ridiculous) idea that girls can't do math. Professor Rankin currently and enthusiastically serves as a Contributing Editor for the magazine Lady Science, focused on women in science, technology, and medicine. Her research has received recognition and support from, among others, the American Academy of Arts and Sciences, the Charles Babbage Institute for the History of Information Technology, and the IEEE.

ROHS, STEPHEN (Ph.D., Michigan State University; American Studies), Associate Professor. Professor Rohs research includes nineteenth century American culture, especially immigrant performance culture. A second major area of interest is ethnomusicology and the cultivation of musical communities in contemporary society. In 2009, he published Eccentric Nation: Irish Performance in Nineteenth-Century New York City with Fairleigh Dickinson University Press. He is currently working on a book about musical jam culture and the politics of DIY practices in Michigan.

SIMON, AMY (Ph.D., Indiana University; History and Jewish Studies), Assistant Professor. Dr. Simon is the William and Audrey Farber Family Chair in Holocaust Studies and European Jewish History. She holds a joint appointment with James Madison College and the Department of History. Dr. Simon is a former fellow and researcher at the United States Holocaust Memorial Museum in Washington, DC. Her research focuses on questions of victim/perpetrator relationships during the Holocaust, the so-called "grey zones" of behavior that characterized that time, the world of Holocaust victim perceptions and emotions, and issues of representation and language within Holocaust studies. She participates in international workshops and conferences hosted by the United States Holocaust Memorial Museum, Yad Vashem, the Association for
Associate Dean of the Honors College. Baku, Azerbaijan; he also regularly leads the International Relations in Brussels study abroad program. He is currently the Memorandum published by the Academic Council on the United Nations System (ACUNS). He also has co-authored an Policy Journal. With Michael Schechter, he has published "Multilateralism: Does it Still Matter?" in the Information Organizations." He spent the spring 2014 semester and March 2015 and 2016 as a visiting professor at ADA University in numerous cases throughout U.S. history when the United States has signed a treaty only to never ratify it. With Professor international cooperation. His dissertation, "Failing to Commit: The Politics of Treaty Nonratification," examined the politics in the United States, as well as Marxist and radical political thought. He was Assistant Director of African American Studies at Columbia University [1995-1997] and Founding Director of the doctoral program of African American and African Studies at MSU [2002-2005]. His publications include articles, review essays, and six books, including The Evolution of Trotsky's Theory of Revolution [1982], (with Joe T. Darden and Richard W. Thomas) The State of Black Michigan, 1967-2007 [2007], Race and Human Rights [2009] and most recently (with Professor Rita Kiki Edozie) Malcolm X’s Michigan Worldview: An Exemplar for Contemporary Black Studies [MSU Press, 2015]. His current research project (with Professor Lynn Scott) is on 'Race and the Criminal Justice System.' Professor Stokes has been the recipient of numerous awards, including Co-Director of a Ford Foundation Grant [2000-01], two MSU All-University Excellence in Diversity Awards [1992/2001], and a State of Michigan Teaching Excellence Award [1991].

SYKES, JENNIFER (Ph.D., Harvard University; Sociology & Social Policy), Assistant Professor. Professor Sykes's research focuses on poverty and inequality. Her work examines vulnerable families and their relations with the state. Her recent projects and publications involve tax policy, namely the Earning Income Tax Credit, and child protection, with an emphasis on child neglect. She has won several awards, including the Truman and Marshall fellowships while an undergraduate at James Madison College and the Jacob K. Javits and NSF awards while at Harvard. She received her BA in Social Relations and Psychology at Michigan State University and her MA in Social Policy from the University of York in the United Kingdom.

TREMONT, COLEEN (Ph.D., Texas Christian University; English), Professor. Dr. Tremonte's areas of interest include interdisciplinary theory and pedagogy; film, gender, and genre; and the scholarship of teaching and learning. Tremonte is a past recipient of an MSU Lilly Teaching Fellowship (1997-1998); the MSU Teacher-Scholar Award (1999); and the Mid-Michigan Alumni Club Quality in Undergraduate Teaching Award (2001). Additionally, she is a Fellow in the Carnegie Academy for the Scholarship of Teaching and Learning (elected in 2000). She is the founding director of the MSU Interdisciplinary Inquiry and Teaching Fellows Program (IIT), a joint initiative between the James Madison College and the MSU Graduate School, and a member of the MSU team on the Preparing Future Faculty for Assessment of Student Learning grant, funded by the Teagle Foundation and awarded for 2012-2014. Professor Tremonte has published in the areas of interdisciplinary teaching and learning, on film and visual rhetoric, and on mentoring doctoral students in teaching development. Her most recent publications are “Cartographies: Graduate Education, SOTL, and the Third Space” (2012) and “Window Shopping: Fashioning a Scholarship of Interdisciplinary Teaching and Learning” (2011). In fall 2013, she was a Visiting Scholar position at the Institute for Research of Women and Gender at the University of Michigan to pursue a book-length study on the book/s of cinematic madness. In 2016, she was awarded the inaugural President’s Distinguished Teaching Award.

ZIERER, MATTHEW (Ph.D., University of Wisconsin-Madison; Political Science), Associate Professor. Professor Zierer's research and teaching interests are in foreign policy, international security, international relations theory, international law, and international cooperation. His dissertation, “Failing to Commit: The Politics of Treaty Nonratification,” examined the numerous cases throughout U.S. history when the United States has signed a treaty only to never ratify it. With Professor Mohamed Ayoob, he published “The Unipolar Concert: North-South Divide Trumps Transatlantic Differences” in the World Policy Journal. With Michael Schechter, he has published “Multilateralism: Does it Still Matter?” in the Information Memorandum published by the Academic Council on the United Nations System (ACUNS). He also has co-authored an article in the Journal of European Integration titled “Barriers to Socialization: Turkey and Regional International Organizations.” He spent the spring 2014 semester and March 2015 and 2016 as a visiting professor at ADA University in Baku, Azerbaijan; he also regularly leads the International Relations in Brussels study abroad program. He is currently the Associate Dean of the Honors College.
James Madison College Resources:

Advisors: Madison faculty and academic staff are your FIRST STOP for all questions related to the academic program, course selection and scheduling, choice of major, internship and career opportunities, difficulties in your life that may pose obstacles to academic success, and College and University Resources. You will receive an email from the College informing you of your academic advisor. If you lose this information, please use the online academic advising tool on the JMC website (www.jmc.msu.edu). This can be found under the Advising section of the Current Students page.

Field Experience Office: During the sophomore and junior years, students should consult with the Director of Field Experience, and explore the more than 500 placements on file in the Field Experience Office. For more information or to make an appointment see the website at www.jmc.msu.edu/cs/fe.asp

Career Services: James Madison has our own field consultant to assist students in the following areas: how to gain work experience, researching careers, finding jobs, career advising, and resume help. See the JMC Career Services website at www.jmc.msu.edu/career for more information or to schedule an appointment.

JMC Writing Consultancy: Peer consultants to help with academic paper critique, resume writing, and general writing skills. The Writing Consultancy is located in room 230 S. Case and their hours are posted on their website: www.jmc.msu.edu/wc.

Public Affairs Aides: Upper-level James Madison students who serve as peer resources to students in MC 201 and MC 202. Office hours will be announced in lectures and section meetings.

James Madison College Statement on Non-James Madison College Mutual Roommate Requests

1. James Madison College’s first priority is to assign all first-year JMC students to Case Hall.
2. Housing Assignments Office and James Madison College will honor mutual non-Madison roommate requests if space is available in Case Hall.
3. If space for the non-James Madison College roommate is not available in Case Hall then the non-James Madison College student will be assigned to another residence hall, and the roommate requests will not be honored.
4. For more information, please visit www.LiveOn.msu.edu
5. Room and roommate assignment notifications will be sent in early August by the Housing Assignments Office.
6. James Madison College staff does not have access to housing assignment information.
Campus Resources:

Campus Safety - DPPS
517-355-2221
www.dpps.msu.edu

Counseling Center
207 Student Services Building
517-355-8270
www.couns.msu.edu

Financial Aid Office
252 Student Services (9am-5pm)
www.finaid.msu.edu

LBGT Resource Center
302 Student Services Building
517-353-9520
www.lbgtrc.msu.edu

Resources Center for Persons with Disabilities
120 Bessey Hall
517-884-RCPD (4-7273)
www.rcpd.msu.edu

MSU Academic Resources:

Computing Center
www.help.msu.edu

Libraries
www.lib.msu.edu
During the academic year, the Main Library building is open 24 hours a day beginning Sunday at 10 a.m. thru Friday at 10 p.m. Saturdays they are open from 10 a.m. to 6 p.m. During the week of final exams, the library is open 24 hours per day every day.

Learning Resource Center
www.lrc.msu.edu
The Center provides individual tutoring, study groups, and workshops. It is open during the regular school year from 8 a.m. to 5 p.m. Monday through Friday, with the lab open from 9 a.m. to 9 p.m.
Math Learning Center
www.mth.msu.edu/mlc
Tutoring and exam review for all University math requirement courses. The main location is in room C126A Wells Hall. There is also a branch of the Math Learning Center in every engagement center. Check the website for hours.

The Writing Center
www.writing.msu.edu
One hour individual appointments with consultants scheduled online. The main Writing Center is located in 300 Bessey Hall, with satellite locations at engagement centers, the main library, and the student athlete support center.

Technology
www.tech.msu.edu.
Libraries, Computing and Technology update technology resource information for students, faculty, and staff and technology support for current students, new students, new faculty, and current faculty.

Locations of interest:
MSU Computer Store
110 Computer Center
517-432-0700
cstore@msu.edu
Open: Monday through Friday, 7:30 a.m. – 5:30 p.m.

MSU ID Office
170 International Center
www.idoffice.msu.edu
517-355-4500
Open: Monday through Friday, 8:00 a.m. – 5:00 p.m.

MSU Scoring Office
114 Computer Center
www.scoring.msu.edu
Open: Monday through Friday, 8:00 a.m. – 10:00 p.m., Saturday 9:00 a.m. – 2:00 p.m.
*Longer fall and spring semester exam week hours available online.

South Neighborhood Engagement Center

You may explore what South Neighborhood has to offer at www.neighborhoods.msu.edu/south.

MSU Neighborhoods are designed to foster academic success, civic and social engagement, health and wellness, and intercultural development. The Engagement Center in each neighborhood is where students go to find assistance, inspiration, and opportunities. From everyday questions about college life and course assignments to more complex questions about
international engagement and career planning, there’s someone in the neighborhood who can help you find answers.

For more information or to address any questions or concerns, please email the engagement center at ecsouth@msu.edu

South Neighborhood Resources include:
- Daily health & wellness services provided by the Olin Health Clinic
- Nightly Writing Center services
- Nightly Math support tutoring and problem sessions
- Nightly Learning Resource Center (LRC) tutoring for subject-area specific tutoring, as well as time-management, test taking, note taking, and study skills development
- Weekly computer help for any of your PC or Mac concerns
- Weekly career advising sessions
- A variety of exercise classes ranging from ballet to cardio kickboxing

*** The exact days, times, and locations for these services change from year to year. Please continue to check the website for specific updates.
### Michigan State University Undergraduate Institutional Learning Goals

#### Analytical Thinking — The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Example</th>
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<tr>
<td>Analyzes, analyses, and evaluates information from multiple sources.</td>
<td>Seeks information from basic types of sources with minimal regard for relevance or quality.</td>
<td>Retrieves information from a limited range of sources and identifies biases, strengths, and weaknesses in those sources.</td>
<td>Designs and implements effective strategies to find relevant sources based on purpose. Critiques biases, strengths, and weaknesses of the sources.</td>
<td>Uses analysis to defend information choices and reach original conclusions.</td>
</tr>
<tr>
<td>Synthesizes and applies information within and across disciplines.</td>
<td>Recognizes multiple perspectives among sources of information.</td>
<td>Identifies how information can be conceptualized differently within various disciplines.</td>
<td>Examines and integrates relevant information from multiple disciplinary perspectives.</td>
<td>Creates a defensible, compelling work using multiple disciplinary perspectives.</td>
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<tr>
<td>Identifies and applies, as appropriate, quantitative methods for defining and responding to problems.</td>
<td>Identifies the need for and performs basic quantitative methods.</td>
<td>Identifies a range of quantitative methods and employs them to make judgments.</td>
<td>Selects quantitative methods for making sound judgments and drawing plausible conclusions based on the situation.</td>
<td>Critiques biases, strengths, and weaknesses of quantitative approaches to reflect on conclusions and propose responses to situations.</td>
</tr>
<tr>
<td>Identifies the credibility and misuse of scientific, humanistic, and artistic methods.</td>
<td>Recognizes a range of inquiry methods and acknowledges that they can be missed.</td>
<td>Describes the effective use of methods and identifies their misuse in given contexts.</td>
<td>Assesses if methods are credible and ethical in given contexts.</td>
<td>Seeks inquiry methods critically and with an understanding of the consequences of their misuse.</td>
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#### Cultural Understanding — the MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.

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<tr>
<td>Reflects on experiences with diversity to demonstrate knowledge and sensitivity.</td>
<td>Shows openness to different experiences and recognition of one's cultural background.</td>
<td>Demonstrates respect for different experiences, attitudes, and values and exhibits an awareness of one's cultural norms and assumptions.</td>
<td>Engages in purposeful interactions with others, understands commonalities and differences, and evaluates how both aspects contribute to a deeper understanding of self and others.</td>
<td>Creates environments that facilitate productive and respectful relationships in intercultural contexts with the knowledge and ability to transcend boundaries.</td>
</tr>
<tr>
<td>Demonstrates awareness of how diversity emerges within and across cultures.</td>
<td>Recognizes multiple definitions and expressions of culture and diversity.</td>
<td>Understands culture and diversity as dynamic and contextual.</td>
<td>Investigates and analyzes how culture and diversity evolve and are expressed in multiple contexts.</td>
<td>Effectively navigates intercultural contexts by applying knowledge of diversity as an evolving, nuanced, and complex concept.</td>
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#### Effective Citizenship — The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.

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<th>Proficient</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways.</td>
<td>Demonstrates an awareness of institutional structures and the need for individual and collaborative approaches to address societal issues.</td>
<td>Identifies strengths and challenges within institutional structures to address societal issues in individual and collaborative ways.</td>
<td>Engages in and reflects on individual and collaborative participation within institutional structures to address societal issues.</td>
<td>Exercises leadership within institutional structures to address societal issues.</td>
</tr>
<tr>
<td>Applies knowledge and abilities to solve societal problems in ethical ways.</td>
<td>Demonstrates awareness of societal issues and their ethical dimensions.</td>
<td>Identifies knowledge and ethical reasoning to address societal issues.</td>
<td>Evaluates and synthesizes knowledge and applies ethical reasoning to address societal issues.</td>
<td>Exercises leadership and ethical reasoning to address societal issues.</td>
</tr>
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#### Effective Communication — The MSU graduate uses a variety of media to communicate effectively with diverse audiences.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies how contexts affect communication strategies and practices.</td>
<td>Recognizes that communication depends on context and understands relationships between communication and contexts.</td>
<td>Describes key components of communication contexts.</td>
<td>Analyzes communication context, purpose, and motivation to select effective strategies and media.</td>
<td>Assesses how communication emerges in diverse contexts and can anticipate alternative scenarios or outcomes.</td>
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<tr>
<td>Engages in effective communication practices in a variety of situations and with a variety of media.</td>
<td>Demonstrates awareness of effective communication practices and media related to context.</td>
<td>Connects strategies and media to engage in purposeful interaction with some consideration of role and context.</td>
<td>Employs effective communication strategies and media in various roles and contexts.</td>
<td>Designs and implements strategies and media that adapt to dynamic contexts; resonates strategies and outcomes in relation to emerging ethical dimensions.</td>
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#### Integrated Reasoning — The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane, social, ethical, and aesthetic values.

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<td>Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts.</td>
<td>Recognizes that there are disciplines that vary in their goals, methods, standards, and practices, and that breadth and depth of study is essential to a university education.</td>
<td>Identifies and connects relevant knowledge that spans the boundaries between and within disciplines.</td>
<td>Effectively selects, interprets, and applies knowledge that spans the boundaries between and within disciplines and considers relationships among multiple ways of knowing.</td>
<td>Integrates knowledge from across the university experience to formulate innovative strategies for identifying, reframing, or solving problems.</td>
</tr>
<tr>
<td>Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understanding.</td>
<td>Recognizes that there are diverse ways of knowing and acquiring new knowledge.</td>
<td>Identifies distinct and valid inquiry strategies associated with specific fields of study.</td>
<td>Applies multiple inquiry strategies to make judgments, solve problems, and answer questions, understanding that these strategies and their application are inherently value laden.</td>
<td>Generates new understanding and evaluates outcomes using inquiry strategies that reflect an integrated perspective.</td>
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</tbody>
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ACADEMIC ADVISING SYLLABUS

James Madison College Mission
James Madison College provides a liberal education in public affairs for undergraduates. Our primary activity as faculty and staff is undergraduate teaching. We are dedicated to the highest standards of excellence, both for our students and for ourselves. Our curriculum and individual courses are multi-disciplinary, cultivating student skills of rigorous thought, lucid prose writing, and articulate speech. We learn in a residential setting that nurtures a collegium of scholars among students, faculty and staff and draw on the resources of the wider University to enrich our lives.

James Madison College Academic Advising Mission
To assist JMC students attain their personal, educational and career goals through a collaborative and interactive relationship among faculty, advisors and students that fosters student growth and development. We are committed to providing accurate and timely information regarding MSU policies and resources that assist students in achieving their goals. Students are required to understand JMC and MSU policies, procedures and requirements. This collaborative process necessitates shared responsibility and helps foster student success and development.

Purpose of Academic Advising
At James Madison College, academic advising allows students to form relationships with advisors that facilitates academic, personal and professional development. Advisors facilitate students’ understanding of MSU and JMC requirements, regulations and policies. This collaborative process helps students to understand the academic and non-academic resources offered through MSU and JMC. Both students and advisors have clear and distinct responsibilities in this process.

Advisor Role
- Help students understand university integrative studies and math requirements.
- Work with students to understand JMC requirements in the area of foreign language, economics and field experience.
- Work with students to understand the four James Madison majors and their unique requirements. This includes selectives and related areas.
- Inform students about other options such as additional majors and minors.
- Work with students to understand MSU and JMC policies, regulations and procedures.
- Assist students in understanding the connection between integrative studies requirements and major requirements.
- Work with students to refine personal, educational and career goals, to include discussions of graduate and law school planning.
- Work with students to understand campus resources
- Work with students to monitor degree progress.
- Be available to answer questions, discuss concerns and further explore academic and non-academic opportunities (major scholarships).
- Help students in making decisions about their future development

Student Role
- Clearly understand your role in the student-advisor collaborative process.
- Make your own decisions based on information gathered from various resources.
- Schedule appointments and foster a solid working relationship with advisors.
- Actively seek guidance beyond simply scheduling classes.
- Set realistic goals and review them with advisors.
- Take responsibility for your education.
**Engaged Learners**
MSU strives for its students to be engaged both in and outside of the classroom. A strong undergraduate education provides breadth and depth. Breadth comes from required courses in natural science, social science, writing, arts & humanities and mathematics. Depth comes with a students’ selected major. Learning is a life-long endeavor and students must develop a broad set of competencies that allow them to excel in all aspects of life while contributing to the advancement of society. As part of this process, MSU has created a set of Liberal Learning Goals that all graduates should develop proficiency in order to be engaged contributors to the advancement of society.

**MSU Liberal Learning Goals**
A liberal arts foundation enhances the potential that MSU graduates will be outstanding leaders and life-long learners. These liberal learning goals provide a framework for students’ active engagement in learning both in and out of the classroom. Students who complete an undergraduate degree program at MSU will demonstrate the knowledge, attitudes and skills associated with the following interconnected goals and outcomes:

**Analytical Thinking**
The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyze complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.
- Acquires, analyzes, and evaluates information from multiple sources.
- Synthesizes and applies the information within and across disciplines.
- Identifies and applies quantitative methods for defining and responding to problems.
- Identifies the credibility of scientific, humanistic and artistic methods.

**Cultural Understanding**
The MSU graduate comprehends global and cultural diversity within historical, artistic, and societal contexts.
- Reflects on experiences with diversity to demonstrate knowledge and sensitivity.
- Demonstrates awareness of how diversity emerges within and across cultures.

**Effective Citizenship**
The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.
- Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways.
- Applies knowledge and abilities to solve societal problems in ethical ways.

**Effective Communication**
The MSU graduate uses a variety of media to communicate effectively with diverse audiences.
- Identifies how contexts affect communication strategies and practices.
- Engages in effective communication in a variety of situations with a variety of media.

**Integrated Reasoning**
The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values.
- Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts.
• Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings.

**Academic Advising by year:**

**First Year**
- Mandatory meeting with academic advisor during fall semester.
- Complete advising worksheet and bring to meeting with advisor.
- Review academic goals with advisor.
- Know your professors’ contact information including office hours and email.
- Know resources available for extra assistance outside of class time for each of your fall semester courses. Ask professors.
- Understand the transition from high school to college is an on-going process that requires active engagement and support. Know where to find support.
- Get to know the Resident Assistant on your floor.
- Begin to understand your unique learning style and time management. Develop a personalized organization plan.
- Learn personal responsibility. You are responsible for your academic success!
- Always attend class – if you miss a class, contact your professor to discuss ways to make up work.
- Become an active learner inside and outside of the classroom (use campus and college resources for academic assistance).
- Begin to think about other academic interests you may want to explore.
- Attend Career Services programs - develop resume with help from the Career Services consultant. Network, Network, Network!
- Attend Study Abroad Fairs.
- Attend all Meet the Majors (and Minors) meetings in February.
- Understand your personal goals and track your progress toward completing these goals. Discuss these with your advisor.
- Explore co-curricular and extra-curricular activities.
- Enrollment for your second year is in April. Meet with your advisor in mid-March or early April to plan your courses for next year.
- High-achieving and interested students should explore major scholarships (Truman, Rhodes, Marshall, etc.). Information can be found at: nifs.msu.edu
- If you plan to pursue an additional major or minor outside of JMC, contact that department to have it added to your record.

**Second Year**
- Review the goals you set in your first year and reevaluate your four-year academic plan.
- Meet with your new advisor. You will be reassigned to an advisor in your primary major. Discuss your goals and degree-planning with your advisor and determine what methods course(s) you should take to achieve your goals.
- Review Related Area requirements with your advisor.
- High-achieving and interested students should explore major scholarships (Truman, Rhodes, Marshall, etc.). Information can be found at: nifs.msu.edu.
- Begin Truman application. Usually due in late spring.
- Meet with Field Experience Coordinator to discuss internship requirements or substitutions such as Senior Honors Thesis or study abroad.
- Attend Field Experience Orientation meeting.
Continue to work with Career Services consultant and attend programs.
Begin to assume leadership positions in student organizations.
Attend the University Undergraduate Research and Arts Forum (UURAF) in the spring.

Third Year
Meet with the Field Experience Coordinator to identify interests. Begin the application process and clarify the requirements for your internship. If you are studying abroad as a substitution for your field experience, contact the Field Experience Coordinator.
If you plan to complete a senior honors thesis, discuss plans with your professor and enroll for the independent study.
Continue to attend Career Services events.
Stay involved in extracurricular or civic engagement activities.
Consider an academic research project for presentation at UURAF or another conference.
High-achieving and interested students should begin applications for Rhodes, Marshall, Mitchell and other major scholarships/awards.
If you are planning to attend law school or graduate school, meet with professors to request letters of recommendation. Prepare for LSAT or GRE.
Meet with your advisor to be sure you are progressing toward degree completion.

Fourth Year
Meet with advisor to review degree progress.
Meet with Director of Academic Affairs to check degree requirements.
Complete graduation application (reg.msu.edu).
Finish any outstanding assignments for MC 400 and MC 401 (Field Experience).
Review Degree Navigator for any discrepancies. Contact the Director of Academic Affairs to have your Related Area added to Degree Navigator.

Know how to use:
- Degree Navigator (degnav.msu.edu)
- STUINFO
- D2L
- Student Dashboard (msu.campus.eab.com)
- The transfer course site (transfer.msu.edu)
- The JMC course waiting list (Madison classes only). Go to JMC home page, click on Current Students and then Class Waitlist. Include all required information.
- Schedule of Courses
- Schedule Builder

Changing your primary major out of JMC requires a visit to the Office of Academic Affairs in Room 369 South Case Hall.