

SIS 501
Comparative International Studies

WINTER 2009
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Office Hours: Mondays 3:00-4:30 p.m.
Class Schedule: Wednesdays 3:30-5:20 p.m.

Classroom Denny 312

Website

Readings not in the books can be accessed through the website:
http://faculty.washington.edu/migdal/SIS501_09/SIS501.html

The Course's Theme

This course explores a variety of different kinds of analytical approaches to international studies, including works by economists, political scientists, geographers, and sociologists, as well as by a popular culture expert, a specialist in religion, and a literary critic. Despite the diversity of approaches and specific topics, practically all of the readings grapple with an issue of overriding importance in international studies—an issue that constitutes the core of the discipline. That issue involves people's sense of belonging and self-worth in a world where huge economic and political institutions, such as multinational corporations and modern states, which act to channel and control people's behavior, seem to diminish the importance of ordinary people. In efforts to transcend their sense of individual impotence, people create extended social ties, communities, societies, nations, and common ways of behaving, all of which are infused with deep personal meaning and, at the same time, have huge significance in terms of the world's security, culture, politics, and economics. Scholars in international studies tend to begin their inquiries either from the bottom-up—with the people whose lives have been affected and their responses, ranging from migration to formation of community—or from the top-down, examining those structures, from states to multinational corporations, that have so deeply affected peoples' lives.

The first three weeks of reading deal mostly with contained nations and states. Most of the remainder of the readings also delve into global and transnational phenomena. In all cases, we will examine the readings for how they explore the mindset and reactions of everyday people and the large-scale forces that serve them and weigh upon them. Some of the readings have become foundational works in social science (Anderson, Putnam,

Said); others are good illustrations of contemporary scholars' striving to unravel the issue of belonging and its relation to states and transnational structures.

The last week's readings, which we will divide up, are all by professors associated with the Jackson School. The readings reflect some of most the innovative thinking being done anywhere on the course's theme. They will also help you identify for your future course work the professors doing research in the dimensions of international studies in which you are most interested.

Reading Assignments

Students are expected to have read the assignments and be ready to discuss them when they come to class. All the works listed should be read in their entirety unless otherwise noted. The last week's readings will be divided among the students later in the quarter. Books are available in the University Bookstore and other readings can be accessed through the links in the syllabus on the course website.

Schedule of Readings:

<i>Date</i>	<i>Required Readings:</i>
January 7: Introduction	None
January 14:	Benedict Anderson, <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> . New York: Verso, 1991 [1983].
January 21:	Lisa Wedeen, <i>Ambiguities of Domination: Politics, Rhetoric and Symbols in Contemporary Syria</i> . Chicago: The University of Chicago Press, 1999.
January 28:	1) Robert Putnam, <i>Making Democracy Work: Civic Traditions in Modern Italy</i> . Princeton: Princeton University Press, 1993, pp. 3-16, 83-185. 2) Robert Putnam, "Bowling Alone: America's Declining Social Capital." <i>Current</i> , 373 (June 1995): 3-10 (on E-reserve).
February 4:	Riva Kastoryano, <i>Negotiating Identities: States and Immigrants in France and Germany</i> . Princeton: Princeton University Press, 2002.
February 11:	Joseph E. Stiglitz, <i>Making Globalization Work</i> . New York: Norton, 2006.
February 18:	Jagdish Bhagwati, <i>In Defense of Globalization</i> . New York: Oxford University Press, 2004, Part II, "Globalization's Human Face: Trade and Corporations."
February 25	Narciso Serra, ed., <i>The Washington Consensus Reconsidered</i> . New York: Oxford University Press, 2008.
March 4:	1) Edward Said, <i>Orientalism</i> . New York: Vintage, 2003/25 th edn), pp. 1-110 and 166-197.

March 11:	All of the following are available through the course website:
	<ol style="list-style-type: none"> 1. Daniel Chirot, "The Retribalization of the Modern World: How the Revival of Ancient Sentiments Leads to Persisting Nationalist and Ethnic Conflicts" 2. Donald C. Hellman, "A Decade after the Asian Financial Crisis: Regionalism and International Architecture in a Globalized World" 3. , "Possible Future Architectures of Global Governance: A Transnational Perspective/Prospective" 4. , "The Laine Controversy and the Study of Hinduism" 5. , "Political Authority in Burma's Ethnic Minority States: Devolution, Occupation, and Coexistence" 6. James K. Wellman, Jr. and Matthew Keyes, "Portable Politics and Durable Religion: The Moral Worldviews of American Evangelical Missionaries" 7. James K. Wellman, Jr. and Kyoko Tokuno, "Is Religious Violence Inevitable?" 8. Matthew Sparke, "Geopolitical Fears, Geoeconomic Hopes, and the Responsibilities of Geography" 9. Matthew Sparke, "Triangulating Globalization" 10. Re_at Kasaba, "Middle East in Sociology, Sociology in the Middle East" 11. , "Gendering European Publics?: Transnational Women's Advocacy Networks in the European Union" 12. Christopher Jones, "The Axis of Non-Proliferation" 13. Yong Chool Ha, "Late Industrialization, the State, and Social Changes: The Emergence of Neofamilism in South Korea"

Written Assignments

During five of the nine weeks in which there are reading assignments, students will write a 5-page double-spaced (12-point font), analysis of the assignment that week. Students should not just summarize the readings but instead should provide a critical evaluation of them, preferably structuring the paper around the student's own argument about the authors' ideas, evidence, methods, organization, tone, or other aspect of the assigned readings. The papers are **NOT** meant to be structured around the student's own arguments concerning globalization, identity, nationalism, or any of the other central topics of the readings. Again, **YOUR ARGUMENT FRAMING THE PAPER SHOULD BE ON SOME ELEMENT OF THE READING, NOT ON THE TOPIC THE READING IS DISCUSSING.**

Style matters, and papers must be conceptually focused, well-organized, and well written (AND CAREFULLY PROOFREAD). Students are encouraged to compare assigned readings for the given week (or between readings of the given week and those in previous weeks) in the papers and to consult published reviews, review essays, and other discussions of the assigned reading in their writing of the papers (those, of course, should be properly cited). Hard copies of these papers should be handed in personally in class on the day for which the reading is assigned. **No late papers will be accepted, and no papers will be accepted outside class.**

Grading

Each paper will count for 18% of the grade; participation will count for the remaining 10% of the grade.

JACKSON SCHOOL OF INTERNATIONAL STUDIES
INFORMATION FOR STUDENTS*
COURSES, GRADING, ACADEMIC CONDUCT

Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved.

(Sources: *UW Graduate School Style Manual*; *UW Bothell Catalog*; *UW Student Conduct Code*)

Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. (Source: *UW General Catalog 2002-2004*, p. 26.)

Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the Jackson School with a copy of the appeal also sent to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action. Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (Source: *UW General Catalog 2002-2004*, p. 27.)

Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a Jackson School course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111), or the Graduate School at G-1 Communications Building (543-5900).

For your reference, these procedures are posted on a Jackson School bulletin board in the Student Services Office, Room 111 Thomson Hall.

* Adapted from material prepared by the UW Department of History and used with permission.

POLICIES, RULES, RESOURCES

Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at uwds@u.washington.edu; Bothell Student Affairs at (425) 352-5000/V; (425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at uwbothel@u.washington.edu; Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help—the earlier the better. You may speak with your instructor, your teaching assistant, the director of student services (111 Thomson), or the director of the Jackson School (406 Thomson). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Lois Price Spratlen, 301 Student Union, 543-6028; and the University Complaint Investigation and Resolution Office, 616-2028. (*Sources: UW Graduate School, CIDR, Office of the President*)

Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Graduate School under the Vice-Provost and Dean of the Graduate School. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department chair. The student should report such problems to whomever he or she feels most comfortable. (*Sources: UW web page (<http://www.grad.washington.edu/OSI/osi.htm>); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98*)

