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SIS/HIST 467 NATIONS AND STATES IN THE MODERN WORLD

Autumn 2008
Professor: Joel Migdal
Office: 329 Thomson
Office Phone: 206-543-6406
Fax: 206-685-0668
Email: migdal@u.washington.edu
Office Hours: Wednesdays 2:00-3:00 p.m.
Class Schedule: Mon., Wed., 3:30-5:20 p.m., MGH 271

Website: http://faculty.washington.edu/migdal/SIS_HIST467/SIS_HIST467.html

This class will explore the concepts of state and nation historically and in the contemporary era. In particular, it will analyze the myth of the nation-state and how state formation and nation formation have been linked conceptually and historically. Nations and nationalism will be explored in the European context, where the first modern states and the concept of the nation developed. The course will then look at the spread of these concepts eastward in Europe and to other continents. In particular, there will be an emphasis on the different forms these concepts took as they emerged institutionally in new places. New states have faced very different environments, including the legacy of colonialism in many areas. States and societies in Asia, Latin America, and Africa have faced monumental challenges in the twentieth- and twenty-first centuries. State leaders in these regions have had to operate in a world dominated by European and North American states. Like it or not, states and societies in these regions have been drawn into a complex web of relations with older, richer states and societies, with mixed results. The ability of these state leaders to mold their own societies into nations—often their stated goals—in such an environment, to use public policy to shape their societies, has been limited, at best. The state organizations they lead have often been rent by conflict and powerless to address society's most pressing problems; their ability to forge unified nations has been limited, at best. This class will explore how states have related to their societies, how the concept of the nation has taken hold, and how political elites have stumbled in gaining national unity.

COURSE REQUIREMENTS

1. **Reading, discussion, and unannounced tests:** Class sessions will include some lecture, with, I hope, frequent interruptions for questions, clarifications, and objections; directed class discussion; and study of texts. All reading for the week must be completed before Monday's session. **Come prepared to talk about the question motivating the author, the central argument, the type of evidence used, and how the piece fits into the array of other readings (with whom is the author allying and with whom is the author arguing?).** There will be **three pop quizzes** during the course of the quarter **on the weekly readings**. In total, they will account for 30 percent of the grade, and class participation (attendance and discussion of readings and lecture materials) will account for another 10 percent of the final grade. The following books are available for purchase at the University Bookstore:
 - Yael Navaro-Yashin, *Faces of the State*
 - James C. Scott, *Seeing Like a State*
 - Francis Fukuyama, *State-building*
 - Francis Fukuyama, *Nation-building*
 - Lauren Basson, *White Enough To Be American?*

2. **Response papers:** Students will write **three response papers**. Two of these will each be on the assigned reading for a particular week (the students can choose which weeks' readings on which to write). The third response paper should be on the works in the students self-generated bibliography (see number 3, below). These papers—about 4-5 pages each—should **not be summaries** or simple critiques. Rather, each should be an **exegesis**, having its own argument based on a close reading (and citing of passages) of the texts. These papers will, in total, account for 30 percent of the final grade. The two papers on assigned readings must be handed in at the beginning of class on the Monday that the reading is due, and the paper writer must attend class that day. **No late papers will be accepted.**

3. **Following one country:** Students will **select a country** to study in-depth. On **October 6**, students will hand in a bibliography of scholarly articles and/or books that they intend to read on their countries. Students must also follow their countries in the *New York Times* daily and in other publications. The students will serve as the resources in class on their countries and must keep up on **current events** relating to their selected. The response paper on the bibliography can be handed in any time through **November 12**.
4. **Research paper OR final exam:** Students will have a choice of writing a research paper or taking a final exam. Each will count for 30 percent of the final grade.
 - **Research paper:** The paper must be organized around a puzzle (“why question”) and an argument that solves the puzzle in relation to the student’s selected country. Thus, you must first work on identifying your puzzle about, or an anomaly in, the relations between nation and state that you wish to research and then develop a solution to the puzzle (or an answer to your research question). Topics must be approved by Joel Migdal. (For IS students doing Qualifying Papers, the research paper will serve as the first draft of the QP.) It is due Wednesday, **November 26**.
 - **Final exam:** The final exam is on Thursday, **December 11**, 2:30-4:20 pm, in MGH 271. It will include essay questions and short answer questions. At least one essay question will relate to the specific country that you have chosen to follow during the course of the quarter and the readings from your bibliography.

COURSE TOPICS AND READING ASSIGNMENTS

1. Nations and States: The Organizing Principles of the Modern World

September 24

2. The Concepts of Nation and State/The European Origins

September 29

- Ernest Renan, “What is a Nation?”
http://www.cooper.edu/humanities/core/hss3/e_renan.html
- Joel S. Migdal, *State in Society*, pp. 3-36
- J. P. Nettl, “The State as a Conceptual Variable,” *World Politics*, 20 (Jul., 1968), pp. 559-592, available through JSTOR

3. The Power of the State/New Nations and States after World War I

October 6

- James C. Scott, *Seeing Like a State*, pp. 1-83
- Francis Fukuyama, *State-building*, pp. ix-42

4. The Weakness of the State/New Nations and States after World War II

October 13

- Francis Fukuyama, *State-building*, pp. 43-91
- James C. Scott, *Seeing Like a State*, pp. 87-146
- Joel S. Migdal, *State in Society*, pp. 41-57

5. New Nations and States after World War II (cont.)

October 20

- Francis Fukuyama, ed., *Nation-building*, pp. 1-63 & 86-104
- James C. Scott, *Seeing Like a State*, pp. 223-306

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6. The American State/The American Nation

October 27

- Desmond King and Robert C. Lieberman, “Ironies of State Building: A Comparative Perspective on the American State,” pp.1-39
http://www.allacademic.com//meta/p_mla_apa_research_citation/2/1/1/0/8/pages211086/p211086-1.php
- , *White Enough to be American?*, pp. 1-95

7. America and the World

November 3

- , *White Enough to be American?*, pp. 95-140
- Francis Fukuyama, ed., *Nation-building*, pp. 64-85
- Francis Fukuyama, *State-building*, pp. 93-121

8. Nation and State: Afghanistan

November 10

- Francis Fukuyama, ed., *Nation-building*, pp. 107-169
- , *White Enough to be American?*, pp. 141-193

9. Nation and State: Iraq

November 17

- Francis Fukuyama, ed., *Nation-building*, pp. 173-244

10. Nation and State: Turkey

November 24

- Yael Navaro-Yashin, *Faces of the State*, all

11. Globalization and the Future of Nations, States, and Nation-States

December 1

- James C. Scott, *Seeing Like a State*, pp. 223-306
- Anthony W. Marx, *Faith in Nation*, pp. 3-32

**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 uwdss@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*)