

POL S\SIS 542 - Seminar: State and Society

Spring Quarter 2008

Webpage: <http://faculty.washington.edu/migdal/SIS542>

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Office hours:
Wednesday,
2:00-3:00pm

In recent years, a number of different sub-fields of international studies and political science have paid increasing attention to state-society relations. International political economy, comparative development, comparative political economy, comparative revolutions, ethnicity, nationalism, and other sub-fields have turned increasingly towards state-society approaches in order to explore change and lack of change in politics and social institutions. These approaches reject perspectives that understand patterns of domination and change as fueled preeminently by **state** policies and structure and, conversely, those that see such patterns as dictated by certain **social formations** (such as class or plural social groups) without much regard for the independent effect of the state. State-society approaches all understand patterns of domination and social change as deriving from the interactive effects of state and social structures.

This seminar centers around Migdal's state-in-society approach, while introducing a variety of 20th and 21st century writers on state-society relations. It starts with some of the classic theories of social and political change in the works of Max Weber, Emile Durkheim, and Norbert Elias. Then the course turns to important figures, including Barrington Moore, Jr., Samuel P. Huntington, S.N. Eisenstadt, Edward Shils, and Timothy Mitchell. Following that, some 21st century writings using state-society approaches will be examined—including works by Catherine Boone, Evan Lieberman, Mary Alice Haddad, Tamir Moustafa, Lauren Basson, and Benjamin Smith. Some of this scholarship comes from writers who took earlier versions of this seminar. The class will also discuss critically the instructor's state-in-society paradigm and how it has evolved, with special attention to it in week eight in a discussion to be led by Professor Mary Callahan.

The seminar is built around reading and writing. Most weeks, a single major book will be the center of class discussion. **Some students will be asked to make class presentations.** In terms of writing, students will be able to choose among four options (in all cases except Option B below, students are required to have topics for the longer papers approved by the instructor):

- Option A: Students will write a 25-page seminar paper on state-society relations in a particular country (or countries). This paper may be the basis for a future published article and should be written with that goal in mind. In addition, three times over the course of the quarter, students will submit a two-page essay on the book being discussed that week (students can choose which weeks).
- Option B: Students will write seven review essays on the readings. These will be due during any seven of the weeks in the quarter, as with the four two-page essays of Option A. Students choosing this option are encouraged to look at the review literature on the books and to incorporate that literature into their own critiques. These papers will be approximately five pages in length.
- Option C: Students will write five two-page essays on the reading, as described in Option A. In addition, they will write a 15-page bibliographic essay on an aspect of the field of state-society relations.
- Option D: Students will write a 25-page research design for the dissertation. In addition, they will write three two-page essays on the readings.

Due Dates

The large papers are due the last day of class, **June 5** (students, with the instructor's prior permission, may take a grade of INC, but, **in no cases**, will papers be accepted after **September 2, 2008**). The shorter essays are due **in class and in person** on the day the readings being written about are discussed. No late short essays will be accepted, and only papers of those attending the entire class that day will be accepted.

Readings

Most books are available at the University Book Store. The other readings are available on electronic reserve, which can be accessed through the course website.

Link to readings on e-reserve

<https://eres.lib.washington.edu/eres/coursepage.aspx?cid=6206&page=docs>

SCHEDULE

Week One – April 3

Introduction to the Course.

Thinking about state-society relations. The creation of new states. The battle for authority. Divided authority. States and their limits.

Week Two – April 10

Early 20th-Century Thinking on State and Society: Founders

- Reading:** 1. Max Rheinstein, ed., *Max Weber on Law in Economy and Society*, chapter XII, "Domination," pp. 322-337.
2. H.H. Gerth and C. Wright Mills, *From Max Weber: Essays in Sociology*, chap. XI, "The Social Psychology of the World Religions," pp. 267-301.
3. Max Weber, *The Theory of Social and Economic Organization*, Talcott Parsons, ed. Part 3: "Types of Authority and Imperative Coordination:" chap. 1, "Basis of Legitimacy;" chap. 2, "Legal Authority with a Bureaucratic Administrative Staff;" chap. 3, "Traditional Authority;" chap. 4, "Charismatic Authority," pp. 324-363.
4. Anthony Giddens, ed., *Durkheim on Politics and the State*, ch. 1, pp. 32-72.
5. Norbert Elias, *The Civilizing Process*, ix-xv, 5-43, 109-135, 257-362.
6. Stephen Mennell, *Norbert Elias*, ch. 11, pp. 251-270.

Week Three – April 17

Post-War Writing on State and Society: The Political Sociologists

- Reading:** 1. Barrington Moore, *The Social Origins of Dictatorship and Democracy*, one case chapter and ch. 7-9
2. Edward Shils, *Center and Periphery: Essays in Macrosociology*, ch. 1-4, 6, 15.
3. S.N. Eisenstadt, *The Political Systems of Empires: The Rise and Fall of the Historical Bureaucratic Societies*, pp. 3-32, 94-112.

Week Four – April 24

Post-War Writing on State and Society: Featuring the State

Reading: 1. Samuel Huntington, *Political Order in Changing Societies*.

2. Timothy Mitchell, "The Limits of the State: Beyond Statist Approaches and Their Critics," *American Political Science Review* 85 (March 1991): 77-96.

21st-Century Thinking on State and Society

Week Five – May 1

Reading: Catherine Boone, *Political Topographies of the African State: Territorial Authority and Institutional Choice*

Week Six – May 8

Reading: Evan Lieberman, *Race and Regionalism in the Politics of Taxation in Brazil and South Africa*

Week Seven – May 15

Reading: Benjamin Smith, *Hard Times in the Lands of Plenty: Oil Politics in Iran and Indonesia*

Week Eight – May 22

State-in-Society

Reading: Joel S. Migdal, *Strong Societies and Weak States*

Joel S. Migdal, "The State in Society: An Approach to Struggles for Domination," in Migdal, Atul Kohli, Vivienne Shue, eds., *State Power and Social Forces: Domination and Transformation in the Third World*

Joel S. Migdal, *State-in-Society: Studying How States and Societies Transform and Constitute One Another*, ch. 1.

Week Nine – May 29

Reading: 1. Mary Alice Haddad, *Politics and Volunteering in Japan: A Global Perspective* (New York: Cambridge University Press, 2007), ch. 1 and 5 (on e-reserve).

2. Mary Alice Haddad, “Transformation of Japan’s Civil Society Landscape,” *Journal of East Asian Studies* 7 (2007): 413-437, available on the course website

3. Tamir Moustafa, *The Struggle for Constitutional Power: Law, Politics, and Economic Development in Egypt* (New York: Cambridge University Press, 2007), ch. 1 and 2 (on e-reserve).

Week Ten – June 5

Reading: 1. Lauren L. Basson, *White Enough to Be American?: Race Mixing, Indigenous People, and the Boundaries of the State and Nation* (Chapel Hill: University of North Carolina Press, 2008).

2. Desmond McNeill, “Social Capital or Sociality: Methodological Contrasts between Economics and Other Social Sciences,” forthcoming in S. Ioannides and K. Nielsen, *Economics and Social Sciences: Complements, Competitors, Accomplices* (Edgar Elgar Press).

If you have any concerns about the course or about your TA, please see the TA as soon as possible. If you are not comfortable talking with your TA or are not satisfied with the response you receive, you may contact Professor Migdal. His office location and e-mail are at the head of this syllabus.

If you continue to be dissatisfied with the response you receive, you may contact Anand Yang, director of the Jackson School, at 406 Thomson Hall (ph: 685-3877; email: aay@u.washington.edu), or the Graduate School (200 Gerberding Hall, phone: 543-5900).

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, (206) 543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to Professor Migdal so the accommodations you might need for this class can be discussed.

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.*)

* *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*)