

POL S 450/SIS 456– State-Society Relations in Third World Countries

Spring Quarter 2006

Course Web Page: <http://faculty.washington.edu/migdal/SIS456/index.shtml>

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Office hours:
Wed., 2:00-3:00

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 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. This class will explore how states have come to establish dominant political authority in some cases and, in others, have barely functioned as anything more than a theatrical stage on which national elites *portray* (rather than *project* or *deploy*) power. The course will argue that states are as much shaped by their societies as societies are shaped by their states and that both are deeply affected by the larger global environment. The results for state-society relations are often unexpected outcomes in terms of the distribution of power, the effects of public policies, and the structuring of state and society.

COURSE REQUIREMENTS

1. Class sessions will include some lecture, with, I hope, frequent interruptions for questions, clarifications, and objections; directed class discussion; and study of some original documents. All reading for the week must be completed before Monday's class (except for the first week, when it must be completed before Wednesday'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 20 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. Four books are available for purchase at the University Bookstore. They are:
 - Yael Navaro-Yashin, *Faces of the State : Secularism and Public Life in Turkey*
 - Paul Brass, *Theft of an Idol: Text and Context in the Representation of Political Violence*
 - Yasemin Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe*
 - Ashutosh Varshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*

Other readings will be available on electronic reserve. You can easily access them through the course website or the Libraries Gateway.

2. Students will write **three response papers**, each on the reading for a particular week. If there is more than one reading assigned, the papers should concentrate on one of the readings that week but should also bring in the others in order to develop the argument of the paper on the main reading. These papers—about three 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 text. The small papers will, in total, account for about 20 percent of the final grade. The papers 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. Students will **select a country** and write a **research paper** of 10-12 pages on it. Students also need to 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. Like the shorter papers, this paper will be organized around your own argument. The paper must be organized around a puzzle (“why question”) and an argument that solves the puzzle. Thus, you must first work on identifying your puzzle about, or an anomaly in, state-society relations that you wish to research and then develop a solution to the puzzle (or an answer to your research question). The paper should explain how state-society relations have caused some conflict, problem, or policy success in a developing country or how state-society relations have impeded or facilitated the resolution of the conflict or problem. Alternatively, you may attempt to explain why a particular country currently has (or historically has had) a particular configuration of state-society relations. This paper will count for 30% of the grade. It is due Monday, MAY 15. The final exam is Thursday, JUNE 8, 2006, 2:30-4:20 pm (20%).
4. Students must keep up on **current events** relating to their selected countries and events in Latin America, Africa, and Asia, more generally, including daily perusing articles in the *New York Times* and other publications or on-line sites:

COURSE TOPICS AND READING ASSIGNMENTS

1. A Framework for Studying State-Society Relations

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

2. Creating the Nation/Creating the State

Yael Navaro-Yashin, *Faces of the State*, pp. 1-77, 115-203

3. Creating Citizens

Yasemin Soysal, *Limits of Citizenship*, first half

4. People and States in a Globalizing World

Soysal, *Limits of Citizenship*, second half

Bosniak, Linda. “Citizenship Denationalized.” *Indiana Journal of Global Legal Studies* (Spring 2000), pp. 447-508

5. Ethnicity and the State

Ashutosh Varshney, *Ethnic Conflict and Civic Conflict*, pp. ix-xv, 3-148

6. Public Space and the State

Varshney, *Ethnic Conflict and Civic Conflict*, pp. 149-300

Migdal, "Constructing the Public Sphere: Integration and Disintegration," (unpublished)

7. Religion and the State

John R. Bowen, *Islam, Law, and Equality in Indonesia*, pp., 3-122

8. Development and the State

Bowen, *Islam, Law, and Equality in Indonesia*, pp., 123-199, 229-268

Arturo Escobar, "The Invention of Development," *Current History* (1999), pp. 382-386

9. Violence and the State

Angelina Snodgrass Godoy, "Lynchings and the Democratization of Terror in Postwar Guatemala: Implications for Human Rights," *Human Rights Quarterly* 24.3, August 2002, 640-661.

Paul R. Brass, *Theft of an Idol*, pp. xi-xii, 1-128

10. Gender and the State

Navaro-Yashin, *Faces of the State*, pp. 78-113

Bowen, *Islam, Law, and Equality in Indonesia*, pp., 200-228

Brass, *Theft of an Idol*, pp. 129-203, 260-288

**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*)