

International Studies 365

State - Society Relations in Comparative Context

Dr. Shane Joshua Barter

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Fall Term: September-December 2015

Monday & Wednesday: 0830-1000

Class: Maathai 304

Office: Maathai 310

Office Hours: After class / by appointment



THE COURSE

The image above is a representation of Hobbes' Leviathan, an all-powerful state derived from social need and tasked with delivering order. Of course, your view of an all-powerful sovereign depends on who you are. The state may represent a threat, a nuisance, an opportunity, or a saviour, depending on time, person, and place.

What is the state? How is it organized? How do different countries select leaders, where is power located, who rules, and who is excluded? Under what conditions do people obey the state, resist it, or transform it? Which societal configurations challenge state control? How do states gain the legitimacy to rule?

INTS 365, State - Society Relations in Comparative Context, provides students with a conceptual understanding of the composition of states in diverse societal contexts. The course begins with a discussion of regimes, leading to the first assignment, in which students assess the regime of a country of their choice. The second part of the course is concerned with defining the state and understanding its institutions. This will motivate the second assignment, in which students will design what they feel to be an ideal institutional configuration for their country. The third part of the course pushes back, looking at societies, and how they undermine your designs. Reflecting this, your third paper will consider resistance from various societal forces. You will then assemble and revise your three papers to form a white paper on state / society relations.

Students will develop a heightened understanding of democratic and non-democratic regimes, how electoral systems turn votes into seats, the tradeoffs in different systems, and how these systems interact with a myriad of societal forces that may resist the state (sometimes for good reason).

POLICIES

First: I place great emphasis on constructive participation. The classroom is a place to share ideas / opinions and to challenge each other, but always respectfully: listen to fellow students; communicate effectively regarding assignments; arrive on time; avoid gender, racial, or religious insensitivities; and complete the required readings. The best participation tends to come in the form of insightful questions posed to the class. Quantity is not always the same thing as quality.

Second: Teacher-student communication. I am always available via email, but if you have a question, other students may want to hear the answer, so ask it in class to gain the participation mark that you deserve. For assignments, email is no substitute for face to face chats. So come and talk to me.

Third: The course has a considerable online presence via Angel. Here, you will find syllabus (which may be updated), a course calendar, RSS feeds, and links to useful pages. Under the 'Material' tab, you will find links to all readings as well as overviews of previous days' lectures.

Fourth: I expect professionalism in all assignments. Avoid casual internet sources (i.e. wiki), avoid contractions, and present a clear argument. Students should consult with the instructor regarding the research question and organization of major written assignments.

Fifth: All written assignments must be submitted to the instructor in hard and electronic copies, as well as submitted to Turnitin via Angel. I actually do not like turnitin, but also see plagiarism as a serious academic offense. I hope turnitin can be seen as an educational tool, helping students understand the different between citation, paraphrasing, and plagiarism. In the event of an illness or personal emergency, you must contact me before a given deadline. Late assignments will be deducted 5% per day, including weekends, beginning at the end of class.

GRADING

Soka grading is organized in terms of letter grades: A, B+, C-, etc, as well as a 0-4 grade point average. This is how the percentage points in this course will translate into these scales:

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|--------|----|-----|-------|----|-----|
| 90-100 | A+ | 4.0 | 65-69 | B- | 2.7 |
| 85-89 | A | 4.0 | 60-64 | C+ | 2.3 |
| 80-84 | A- | 3.7 | 55-59 | C | 2.0 |
| 75-79 | B+ | 3.3 | 50-55 | C- | 1.7 |
| 70-74 | B | 3.0 | >50 | F | 1.0 |

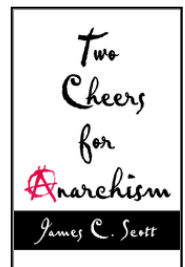
READINGS

James C. Scott, *Two Cheers for Anarchism*

This brief book provides colourful illustrations of why society pushes back against the state. Students must purchase a copy before the final part of the course. You can find it on www.abebooks.com and the instructor has purchased extra copies (\$12 first come, first serve). It is easy to read and awesome.

Academic Journal Articles

Most readings are academic journal articles or chapters from core texts. I have provided hyperlinks to assigned articles and chapters through the Angel site (look at the 'Lessons' tab). Please let me know if a link does not work. And why not go ahead and download all the articles now, to avoid hiccups later. Foresight rocks.



EVALUATION

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| 20% | Participation | Ongoing |
| 10% | Short Paper: Regimes | 05 October (Monday) |
| 10% | Short Paper: Institutions | 02 November (Monday) |
| 10% | Short Paper: State and Society | 30 November (Monday) |
| 10% | Presentations | 02 & 07 December |
| 20% | Final Paper | 11 December (Friday) |
| 20% | Final Exam | TBA (15-21 December) |

Participation: 20% of your grade will be based on respectful participation: asking insightful questions, engaging with colleagues, punctuality, attending classes, not playing on the internet, and communicating with me regarding assignments. **Evaluation ongoing**

Short Papers: 30% (3 x 10%) of your grade will be earned through three short (5-6 pages each) papers. Students will select a country at the beginning of the course (by 23 September) and write the three papers on different elements of the country's political and social systems as the course progresses. At each stage, students will gain a deeper understanding into the complex issues involved in political reform and development.

-**Regimes:** Students will provide some background on their country's current political system, classify their country's current political regime, and make a case for its ideal regime-type. **Due in class 05 October**

-**Institutions:** Students will design what they feel is the ideal political system for their country, given their chosen regime-type, using the institutions discussed in class. Students will be expected to explain their choices in light of other options. **Due in class 02 November**

-**The State in Society:** While you were a political engineer in the first two assignments, now society strikes back. This paper will discuss social forces in their country, emphasizing how the state manages / should manage particular societal forces and how policies play out in practise, leading to an understanding of state capacity. **Due in class 30 November**

Presentations: 10% of your grade will come from group presentations (graded individually). Students will be organized by region, depending on which countries students choose to study and the size of the class. While focusing on their particular country, students are also expected to work as a team to integrate and compare their cases, lead class discussions, and show some creative flair in teaching the class about your country and political reforms. **02 & 07 December**

Final Paper: 20% of your grade will be earned in terms of a White Paper on Political Change in your chosen country. Pretend that you have been contacted by the current government and asked to design a new political system given your country's particular historical, ethnic, and social milieu. This paper will integrate your three short papers, respond to the instructor's comments, and add some additional comparative insights. The final paper should be about twenty pages. **Due 11 December, 4pm (hard copy in my office, emailed, and turnitin).**

Final Exam: 20% of your grade will be assessed through a final exam which will test student's understanding of course material through one essay-style question which will ask you to design a political system for a particular country context. **To be announced (15-21 December)**

INTRODUCTION

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| 14 September Monday Session 01 | Introduction Why do we study the state, society, and their interactions? <i>Overview, about the course, the Leviathan</i> |
| Readings | <i>The Economist</i> , " The Power of Xi Jinping " (20 September 2014). AND <i>Al Jazeera</i> , " Rouhani Wins Iran's Presidential Election " (15 June 2013). |
| 16 September Wednesday Session 02 | Understanding The State Is the state an arena or an actor? <i>The state, regimes, nations</i> |
| Readings | Stephen D. Krasner, " Review: Approaches to the State: Alternative Conceptions & Historical Dynamics ," <i>Comparative Politics</i> 16:2 (1984); pp. 223-246. |

What are the major forms of political organization?
What is democracy and what are its alternatives?
How do regimes affect people's lives?

REGIMES

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| 21 September Monday Session 03 | Classifying Regimes How do we define and classify political systems / regimes? <i>Democracy, authoritarianism, all points in between and beyond</i> |
| Readings | Robert Orr, " Reflections on Totalitarianism, Leading to Reflections on Two Ways of Theorizing ," <i>Political Studies</i> 21:4 (1973); pp. 481-489. AND Fred Miller, " Aristotle's Political Theory ," <i>The Stanford Encyclopaedia of Philosophy</i> (2012). |
| 23 September Wednesday Session 04 | Measuring Regimes How do we distinguish between democracy and authoritarianism? <i>Dichotomous classifications, diminished sub-types</i> |
| Readings | Mike Alvarez et al, " Classifying Political Regimes ," <i>Studies in Comparative International Development</i> 31:2 (1996); pp. 3-22. AND David Collier & Steven Levitsky, " Democracy with Adjectives: Conceptual Innovation in Comparative Research ," <i>World Politics</i> 49:4 (1997); pp. 430-451 (skim—just get the basics). |

*****25-27 September: International Studies Association West Conference, Pasadena*****
(Students have an opportunity attend a political science conference)

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| 28 September Monday Session 05 | Hybrid Regimes How do we understand grey areas between democracy and authoritarianism? <i>Competitive Authoritarianism, Quasi-Democracy</i> |
| Readings | Matthijs Bogaards, " How To Classify Hybrid Regimes? Defective Democracy & Electoral Authoritarianism ," <i>Democratization</i> 16:2 (2009); pp. 399-423. |
| 30 September Wednesday Session 06 | Regimes Matter How does regime-type affect people's lives? <i>Roving vs Stationary bandits, development</i> |
| Readings | Mancur Olson, " Dictatorship, Democracy, & Development ," <i>American Political Science Review</i> 87:3 (1993); pp. 567-576. AND Adam Przeworski & Fernando Limongi, " Political Regimes & Economic Growth ," <i>The Journal of Economic Perspectives</i> 7:3 (1993); pp. 51-69. |

How are states organized?
 Is there an ideal institutional configuration?
 Where is power located, how is it granted, how is it regulated?

THE STATE

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| 05 October Monday Session 07 | Centre-Periphery Relations Should power be devolved to sub-national units? <i>Federalism, asymmetrical federalism, confederations, decentralization, sub-national governments, enclaves</i> |
| Readings | Ronald L. Watts, " Federalism, Federal Political Systems, & Federations ," <i>Annual Review of Political Science</i> 1 (1998); pp. 117-137. |
| ***05 October: First Short Paper Due*** | |

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| 07 October Wednesday Session 08 | Executive / Legislative Relations Should power be divided or fused? What are the effects of a direct mandate? <i>Presidentialism vs Parliamentarism</i> |
| Readings | Juan Linz, " The Perils of Presidentialism ," <i>Journal of Democracy</i> 1 (1990); pp. 51-69 (skim). AND Scott Mainwaring & Matthew S. Shugart, " Juan Linz, Presidentialism, & Democracy: A Critical Appraisal ," <i>Comparative Politics</i> 29:4 (1997); pp. 449-471. |

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| 12 October Monday Session 09 | Electoral Systems Should we strive for efficiency or fairness? <i>Plurality vs Proportionality, ballot design, district magnitude, electoral formula</i> |
| Readings | André Blais & Louis Massicotte, " Electoral Systems ," in <i>Comparing Democracies 2: New Challenges in the Study of Elections & Voting</i> , edited by Lawrence LeDuc, Richard Niemi, & Pippa Norris (London: Sage, 1996); pp. 40-69. |

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| 14 October Wednesday Session 10 | Party Systems What are the causes and effects of different party configurations? <i>Effective Number of Parties, Duverger's Law, cadre vs mass parties, party caucus, party institutionalization</i> |
| Readings | Douglas W. Rae, " Using District Magnitude to Regulate Political Party Competition ," <i>The Journal of Economic Perspectives</i> 9:1 (1995); pp. 65-75. |

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| 19 October Monday Session 11 | Rule of Law What is the rule of law, and is it above popular opinion? <i>Civil & Common law, judicial independence, judicial supremacy</i> |
| Readings | Christopher Larkins, " Judicial Independence & Democratization: A Theoretical & Conceptual Analysis ," <i>The American Journal of Comparative Law</i> 44:4 (1996); pp. 605-626. |

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| 21 October Wednesday Session 12 | Constitutions How much power should elected officials possess vis-à-vis the judiciary? <i>Separation of powers, judicial review, constitutionalism</i> |
| Readings | Maxwell Cameron, " Strengthening Checks & Balances: Democracy Defence Promotion in the Americas ," <i>Canadian Foreign Policy Journal</i> 10:3 (2003); pp. 101-116. |

*****23-25 October: Society for the Scientific Study of Religion, Newport Beach*****
 (Students have an opportunity attend a religious studies conference)

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| 26 October Monday Session 13 | Armed Forces How can leaders keep the armed forces out of politics? <i>Professionalism, Civilian Supremacy, Policing (Command and Control)</i> |
| Readings | Samuel Huntington, " Reforming Civil-Military Relations ," <i>Journal of Democracy</i> 6:4 (1995); 9-17. AND Douglas L. Bland, " A Unified Theory of Civil-Military Relations ," <i>Armed Forces & Society</i> 26: 1 (1999); pp. 7-25. |

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| 28 October Wednesday Session 14 | The Bureaucracy Should all forms of political power be elected? <i>Bureaucracies, Interior Ministries, Upper Houses</i> |
| <i>Readings</i> | James Rauch & Peter Evans, " Bureaucratic Structure & Bureaucratic Performance in Less Developed Countries ," <i>Journal of Public Economics</i> 75 (2000); pp. 49-71. |

STATE IN SOCIETY

What stops states from achieving their goals?
How and why do states shape ethnic cleavages?
Should the state be able to shape society?

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| 02 November Monday Session 15 | State Capacity Can the state achieve its goals? <i>Political development, state power</i> |
| <i>Readings</i> | Samuel Huntington, " Political Development & Political Decay ," <i>World Politics</i> 17:3 (1965); pp. 383-430. |
| ***02 November: Second Short Paper Due*** | |

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| 04 November Wednesday Session 16 | State – Society Relations How is political development shaped by societal forces? <i>Strong states, failed states, state capture, corporatism</i> |
| <i>Readings</i> | Joel Migdal, <i>Strong Societies & Weak States: State-Society Relations & State Capabilities in the Third World</i> (Princeton University Press, 1988); Chapter One, pp. 10-41. |

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| 09 November Monday Session 17 | Strong Society, Weak State How and why do societal forces resist state domination? <i>State-detering cultures, autonomy, corruption, patrimonialism</i> |
| <i>Readings</i> | Kathleen Collins, " The Logic of Clan Politics: Evidence From Central Asian Trajectories ," <i>World Politics</i> 56 (2004); pp. 224-261. |

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| 11 November Wednesday Session 18 | State Economic Intervention How do states manage the economy? <i>The Developmental State, Neoliberalism</i> |
| <i>Readings</i> | Ziya Onis, " Review: The Logic of the Developmental State ," <i>Comparative Politics</i> 24:1 (1991); pp. 109-126. |

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| 16 November Monday Session 19 | Civil Society & The State How do states manage direct action and special interests? <i>Protest, co-operation, & co-optation, media</i> |
| <i>Readings</i> | Ken Foster, " Associations in the Embrace of an Authoritarian State: State Domination of Society? " <i>Studies in Comparative International Development</i> 35:4 (2001); pp. 84-109. |

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| 18 November Wednesday Session 20 | Resisting the State How does resistance take place under authoritarian regimes? <i>Rightful resistance, hybrid resistance</i> |
| <i>Readings</i> | Kevin O'Brien, " Rightful Resistance ," <i>World Politics</i> 49:1 (1996); pp. 31-55. |

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| 23 November Monday Session 21 | Managing Diversity 01 How do states manage difference? <i>Consociationalism, exclusion, melting pot vs mosaic</i> |
| <i>Readings</i> | Arend Lijphart, " Consociational Democracy ," <i>World Politics</i> 21:2 (1969); pp. 207-255. |

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| 25 November Wednesday Session 22 | Managing Diversity 02 How do political cleavages shape political competition? <i>Rethinking the Effective Number of Parties</i> |
| <i>Readings</i> | Benjamin Reilly, " Political Engineering in Conflict-Prone Societies ," <i>Democratization</i> 13:5 (2006); pp. 811-827. |

DISCUSSION: Cases & Concepts

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| 30 November Monday Session 23 | Societal Resistance 01 |
| <i>Readings</i> | James C. Scott, <i>Two Cheers for Anarchism</i> ; Chapters 1-3 (pp. 1-83) |
| ***30 November: Third Short Paper Due*** | |

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| 02 December Wednesday Session 24 | Societal Resistance 02 |
| <i>Readings</i> | James C. Scott, <i>Two Cheers for Anarchism</i> ; Chapter 4 (pp. 84-100). |
| ***Country Presentations*** | |

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| 07 December Monday Session 25 | Societal Resistance 03 |
| <i>Readings</i> | James C. Scott, <i>Two Cheers for Anarchism</i> ; Chapters 5-6 (pp. 101-142). |
| ***Country Presentations*** | |

CONCLUSIONS

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| 09 December Wednesday Session 26 | Intervention & State-Building (How) Should We Promote Political Reforms in Other Countries? <i>Foreign aid, election observation, conditionality, intervention</i> |
| <i>Readings</i> | Mark Peceny, " Forcing Them to be Free ," <i>Political Research Quarterly</i> 52:3 (1999); pp. 549-582. |
| ***11 December: Final Paper Due*** | |
| ***Final Exam (Date & Time TBD, likely 16 December)*** | |