

**SCHAR SCHOOL OF POLICY AND GOVERNMENT
GEORGE MASON UNIVERSITY
STATES: A COMPARATIVE PERSPECTIVE
GOVT 490 (003)
SUMMER 2020**

Professor: Dr. Mariely López-Santana (mlopezs1@gmu.edu)

Office Hours: By Appointment

COURSE DESCRIPTION AND OBJECTIVES

After a long period of marginalization, in the 1970s and 1980s social scientists turned their attention to “the State.” To explore and understand different dimensions and functions of the State, this course is organized around four topics: (1) What is a State? What are its functions? (2) origins, expansion, and consolidation of the nation-State around the world; (3) State-society relations; and (4) State-market relations. By exploring these axes, we will also study key subjects for the field of comparative politics, such as development and democratization.

By the close of this course, students should:

- grasp key theories on the emergence, expansion, and consolidation of nation-States;
- grasp and identify the similarities and differences among different types of States;
- identify and communicate effectively key concepts, debates, and theories on the comparative study of States; and
- develop reading, analytical, and writing skills.

TECHNOLOGY AND COURSE WEBSITE

Access to MyMason, Blackboard, and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Become familiar with the attributes of Blackboard and online learning. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class.

BASIC RULES AND EXPECTATIONS:

In correspondence/communication students will be expected to be professional and respectful in correspondence (for guidance, refer to footnote 1).¹ If you have substantive questions, do not hesitate to contact me; however, if you have practical questions, please first refer to the syllabus and our Blackboard page.

Given the online and asynchronous nature of this course, it is important that you plan ahead and you remain active online. Please refer to the last section of the syllabus for additional university-wide policies, including the university integrity and honesty policies regarding plagiarism and cheating.

WEEKLY LESSONS

Weekly lessons will be posted on Fridays. For each module there is a set of narrated PowerPoint slides and that explain course concepts and provide additional supplemental materials. It is important that you listen to the online lectures prior to completing the virtual writing assignment. Supporting resources (e.g., videos, articles) will be also posted.

¹ The Core Rules of Netiquette: <http://www.albion.com/netiquette/corerules.html>

“Re: Your Recent Email to Your Professor”: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

Detailed explanation: http://www.colorado.edu/amath/sites/default/files/attached-files/email_etiquette_1.pdf

Humorous: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.rdaz86fdm>

COURSE REQUIREMENTS

Students are expected to complete all course requirements and submit all their work by the specified deadlines. The instructor will deduct 10% for every day that the assignment is late.

REQUIREMENTS: OVERVIEW (see details below)
(1) Participation
Weekly Assignments (2) Discussion Board (3) Virtual Writing
Special Assignments (4) Week 2 (Philosophers) (5) Case Study (Week 5-7, select one week)
(6) Final Exam

- (1) **Participation (30 points):** Students enrolled in this course must respond to their peers' posts on the discussion board at least once per week. In addition, students should contribute to our blog by: 1) responding to the instructor's entries, 2) responding to your peer's entries, and/or 3) posting relevant articles, news, videos, and other type of relevant content.

WEEKLY ASSIGNMENTS:

The typical week looks like this (with the exception of week 2, see below).

FRIDAY	SAT	SUN	MON	TUESDAY	WEDNESDAY	THURSDAY
Every week, check the "Announcements" and "Learn Here: Weekly Lessons" links. Here you will find the instructions and content to complete your work.				Due at 4 pm: Discussion Board entry	12 pm: Students can start working on the Virtual Writing assignment	Due by 11.59 pm: Virtual Writing Assignment

(2) Discussion Board Assignments (points vary):

- **FRIDAY: Discussion Board Assignment becomes available**
 - **TUESDAY: posts are due at 4 pm (Discussion Board link)**
- A) Every Friday, the professor will post a few questions that will help students complete, analyze, and digest the assigned readings for the following week. Students must post their answers on the discussion board by **Tuesdays at 4 pm**. Students must respond to all parts of the discussion prompt. Your contributions should be clear and well-written. For this assignment, students are not required to have completed the assigned readings, as these questions will help students organize their thoughts and existing knowledge on a given topic. The instructor will read and respond to your posts.
- B) Finally, students enrolled in this course must respond to their peers' posts on the discussion board by the end of the week.

Netiquette: Our discussion should be collaborative, not combative; you are creating a learning environment, sharing information and learning from one another. Respectful communication is important to your success in this course and as a professional. Please re-read your responses carefully before you post them so others will not take them out of context or as personal attacks. Be positive to others and diplomatic with your words. Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism. Experience shows that even an innocent remark in the online environment can be easily misconstrued. (adapted from “Netiquette” by Charlene Douglas, Associate Professor, College of Health & Human Services, GMU).

(3) Virtual Writing: (25 points each)

➤ **WEDNESDAY at 12 pm-THURSDAYS at 11.59 pm (Assignment link)**

Students are expected to write a response to a provided prompt. The prompt will be posted on Wednesdays at 12 pm and are due on Thursdays at 11.59 pm. Compared to the discussion board posts (see above), your answers must be grounded in the assigned reading, the power points, and the videos (if available). Thus, the objective of this task is to assess: 1) reading comprehension, 2) analytical skills, and 3) written skills. Length: 1-3 pages; Times New Roman; single-spaced; 12 font.

SPECIAL ASSIGNMENTS:

(4) Week two: philosophers (40 points).

- For detailed instructions, please refer to week 2. Also, watch video on BB (Learn Here: Weekly Lessons → Week 1 → Preparing for Next Week)
- When it comes to week 2, students won't have to complete the virtual writing assignment. Instead, students will submit this assignment.
- Note that the professor will share your presentations with your peers.

(5) Case Study (40 points)

- Refer to weeks 5 through 7.
- Select one of those weeks.
- Focus on one case/country and conduct research on that case.
- Select a medium to present your findings (e.g., podcast, narrated power point, video). In addition, write a blog entry.
- For topic suggestions: refer to the schedule.

(6) Take Home Exam (100 points): The exam will include three questions and you select two of the questions. The take home exam will test: 1) reading comprehension, 2) ability to integrate the material, 3) analytical skills, and 4) writing skills.

READINGS

(1) Most readings are available electronically through the GMU library. Yet, I encourage you to buy Herbst's book, and Ross' book.

(2) Additional (required) readings will be posted on Blackboard.

(3) The reading may prove overwhelming at times. Remember-- *skimming* is an important professional skill. If you are writing on the topic in question, you are well advised to read all of the required readings. If you are unable to keep up, be sure to (at least) identify for each reading: A) the main question(s) the authors seek to answer, B) key concepts, C) the DV, the IVs, and the causal argument, D) how the authors go about answering the question (methodology, data, etc.), and E) conclusion. Useful resources to expand your knowledge are book reviews (published by most academic journals; search JSTOR).

SCHEDULE (subject to change)
Complete the reading in the specified order

	READINGS
<p>Week 1 (June 2 & 4) Introduction What is a state? What are the functions of a state? This session will also introduce the pillars of the “statist” perspective, as well as competing theories.</p>	<p>(4) Select one: Evans, Peter B., Dietrich Rueschmeyer & Theda Skocpol. <i>Bringing the State. Back In.</i> 1985. (Cambridge UP). Read preface and Ch. 1 (http://www.rochelleterman.com/ComparativeExam/sites/default/files/Bibliography%20and%20Summaries/Skopcol.pdf) OR Gill, Graeme. 2016 (note that this is the 2nd edition). <i>The Nature and Development of the Modern State.</i> Palgrave: Ch. 1 (library).</p> <p>Mann, Michael. 1984. “The autonomous power of the state: its origins, mechanisms and results.” <i>European Journal of Sociology</i> 25 (2): p. 185-194.</p> <p>In addition, research these cases: Palestine, Taiwan, Belgium, and Kurdistan. For guidance, refer to the narrated PP (week 1).</p>
<p>Week 2 (June 9 & 11) The “Classics” and Contemporary Accounts How did theorists and/or philosophers conceptualized the nature and functions of the State? Assignment 1 due on July 11th at 11.59 pm.</p>	<p>Mann, Michael. 1984. “The autonomous power of the state: its origins, mechanisms and results.” <i>European Journal of Sociology</i> 25 (2): p. 196-201.</p> <p>Select one of the following options: Socrates, Plato, and Aristoteles; Thomas Hobbes; John Locke; Jean-Jacques Rosseau; Karl Marx; Karl Polanyi; Michel Foucault.</p> <p>See Instructions below.</p> <p>Instructions: -- Research the writings of your chosen philosophers. The following questions should structure your research and presentation. 1)What is the state? Or, how do they understand the State?; 2)What are the functions of the State?; 3) What is their conception of human beings and/or society? What is the nature of its relationship to the State?; 4) What is the problem this philosopher is concerned with? Can the State solve this issue? (e.g., weak provision of public goods, anarchy, power dynamics). How?</p>
<p>Week 3 (June 16 & 18) The Emergence of the Westphalian System in Europe: This week explores the creation, expansion, and consolidation of the State in Europe</p>	<p>Dincecco, Mark. 2019. “State Capacity, Economic Development, and the Rolf of History.” https://www.comparativepoliticsnewsletter.org/wp-content/uploads/2019/12/CP-Newsletter-Fall-19-CP-and-History.pdf</p>

	<p>Tilly, Charles. 1985. "War Making and State Making as Organized Crime." https://img.4plebs.org/boards/tg/image/1418/56/1418569513183.pdf</p> <p>Spruyt, H. 2017. "War and State Formation." In L. Kaspersen & J. Strandsbjerg (Eds.), <i>Does War Make States?: Investigations of Charles Tilly's Historical Sociology</i>. Cambridge: Cambridge University Press (library).</p>
<p>Week 4 (June 23 & 25) Spreading the Westphalian System, Nation-State, and Nation Building. This session goes beyond the European context by covering state building in Africa and Latin America.</p>	<p>Herbst, Jeffrey. 2014 (2nd edition). <i>States and Power in Africa Comparative Lessons in Authority and Control</i>. Princeton University Press (library, and bookstore).</p>
<p>Week 5 (June 30 & July 2) State, Society & Markets: Advanced Industrial States This week we will discuss different models of government planning in advanced industrial societies. Moreover, we will learn about typologies to classify different types of welfare states in advanced industrial states. Suggestions: European examples of welfare state and neo-corporatism (good examples: Sweden, Germany, the Netherlands, Denmark).</p>	<p>Lindert, Peter H. <i>Growing Public. Social Spending and Economic Growth since the Eighteenth Century</i>. Chs. 1 and 2 (library)</p> <p>Arts, Wil & John Gelissen. 2002. "Three worlds of welfare capitalism or more? A state-of-the-art report," <i>Journal of European Social Policy</i> 12 (2): 137-58.</p>
<p>Week 6 (July 7 & July 9) State, Society, & Markets: Predatory vs. Developmental States Why do some type of states hinder the developmental task? This week we will concentrate on predatory vs. developmental states. In addition, we will cover Import Substitution Industrialization (ISI) as an industrialization strategy. Suggestions for the case study: South Korea as a developmental state; an African country as a predatory state.</p>	<p>Kohli, Atul. 2004. <i>State-Directed Development: Political Power and Industrialization in the Global Periphery</i>. Conclusion (library).</p> <p>Evans, Peter B. 1989. "Predatory, Developmental and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State." <i>Sociological Forum</i> 4 (4): 561-84.</p> <p>Oxford Handbook on the Transformation of the State (available online via GMU library): Ch. 23.</p>
<p>Week 7 (July 14th and 16th) Oil and the State Many scholars have pointed at the emergence and consolidation of rentier states in countries with natural resources. To understand a specific type of authoritarian state, this session explores the oil curse. Suggestions for the case study: Select a Middle Eastern oil-producing state as an example of a rentier state.</p>	<p>Ross, Michael L. <i>The Oil Curse. How Petroleum Wealth Shapes the Development of Nations</i> (library, and bookstore).</p>
July 21	Take home exam
July 23	Submit Take home exam

CLASSROOM POLICIES:²

(1) **Academic Integrity:** This course will be conducted in accordance with the GMU Honor Code, and all students are expected to abide by it. Refrain from dishonest work, including but not limited to cheating and plagiarism, as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code states: “Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty members must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code.” Students are encouraged to read the full Honor Code (<http://catalog.gmu.edu/content.php?catoid=15&navoid=1039&returnto=search#Honor>) and to remain vigilant against any violation of the Code in their own work. Please contact me if you have any questions regarding the Honor Code.

(2) **Enrollment:** Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. After the last day to drop, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

(3) **GMU Email Account:** Students must activate their GMU email accounts to receive important University information, including messages related to this class. In addition, students should keep track of their e-mail quota.

(4) **Religious Holidays:** If you anticipate you will have a conflict due to religious holidays, it is the student’s responsibility to inform the instructor within the first week of class.³ Please refer to George Mason University’s calendar of religious holidays and observations (<https://ulife.gmu.edu/religious-holiday-calendar/>).

(5) **Special Needs:** If you are a student with special needs and you need academic accommodations please contact me and contact the Office of Disability Services. Any student with documented learning disabilities or other conditions that may affect academic performance should: (a) make sure this documentation is on file with the Office of Disability Services (SUB I, Rm. 222; 993-2474; <http://ods.gmu.edu/>) to determine the accommodations you might need; and (b) talk with me to discuss reasonable accommodations.

(6)

² UNIVERSITY POLICIES: The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. All members of the university community are responsible for knowing and following established policies.

³ The official policy: “It is Mason’s policy to encourage its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) without academic penalty. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. *It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise.* Students requesting an excused absence for participation in a university-sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class.” For more information about university policies, see: <http://universitypolicy.gmu.edu/>.

(7) **Disruptive Behavior:** The professor reserves the right to take appropriate action to cease disruptive behavior in order to maintain an environment that is conducive to learning for the rest of the class.

Additional Resources:

Writing Center: <http://writingcenter.gmu.edu>

University Libraries: “Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services: <http://caps.gmu.edu>