

INTS 265  
*Comparative Social and Political Systems*  
Spring 2006  
**Last Update 01/12/2006**

**Instructor:** Miguel Llorca, MA

**Course Description:** This course provides an introduction to the varying ways in which societies around the world organize and govern themselves. Students will examine different political, social, and economic systems, including democracy, authoritarianism and “developing” regimes. They also explore how and why political systems change, paying particular attention to globalization, the emergence of democratic countries, and the development of market societies around the world. To understand global societies and political systems in more detail, students consider the history, society, and contemporary political systems in a local and global space.

**Readings:** Students are not required to purchase a text or text for this course. All readings will be available on ANGEL.

**Films:** During the course of the semester we will view all or part of a number of films related to particular issues.

**Evaluations:**

Three Papers*	25% each	75%
One Presentation**	25% each	<u>25%</u>
Total		100%

\* Feel free to submit an outline a week and a half prior to the deadline and BEFORE proceeding to write the papers. Moreover, feel free to submit a draft one week prior to the deadline. Submitting an outline or draft does not guarantee an A, but it should make writing easier. All papers should be submitted in MLA format and you will need to use at least 3 academic sources. Each paper should be 5 pages in length EXCLUDING cover sheet and list of references/bibliography.

\*\* Details provided separately.

**Please note:**

- (1) Attendance is mandatory.
- (3) The videos shown in class should be watched carefully as they should be incorporated into the papers. Same goes for speakers/invited guests.
- (4) There will be no midterm or final exam so each paper and the presentation is of equal importance.
- (5) All assignments should be handed to me personally and on time. Please do not leave assignments in my (or the department's) mail box.

**Schedule:**

**January 10 - 12: Introduction: Seeing the World as a Social and Political Space**

Giddens, Anthony. “Fundamental Concepts of Sociology.” in Capitalism and Modern Social Theory. 145-168. Cambridge: Cambridge University Press, 1971.

Grigsby, Ellen. “Political Theory: Examining the Ethical Foundations of Politics.” in Analyzing Politics. 68-90. Belmont: Wadsworth Publishing, 2005.

**January 17 - 19: Nationalism**

17 - Imagined Communities: Nations, Nationalism, and the Nation State

Anderson, Benedict. “Introduction.” in Imagined Communities. 1-7. London: Verso, 1991.

Hobsbawm, E.J. “Introduction.” in Nations and Nationalism since 1780: Programme, Myth, Reality. 1-13. Cambridge: Cambridge University Press, 1992.

- 19 - The Western Model: Whose Imagined Community?  
Chatterjee, Partha. "Whose Imagined Community?" in The Nation and its Fragments. 3-13. Princeton: Princeton University Press, 1993.
- Greenfeld, Leah. "Introduction." in Nationalism: Five Roads to Modernity. 4-26. Boston: Harvard University Press, 2003.
- Extra: Breuilly, John. "Introduction" in Nationalism and the State. 1-41. Chicago: University Of Chicago Press, 1994.

**January 24 - 26: Liberalism and Conservatism: Less is ore, or is more is less?**

- 24 - Grigsby, Ellen. "Political Ideologies I – Liberalism, Conservatism, and Socialism." in Analyzing Politics. 91-119. Belmont: Wadsworth Publishing, 2005.
- 26 - Heilbroner, Robert L. "The Economic Revolution." in The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers. 16-39. New York: Touchstone, 1972.

*Paper 1 (due date: February 2): Taking into account the foundational issues covered in the first week (the various competing issues surrounding the construction, function, and role of the State), the phenomenon of Nationalism, and the contrasting theoretical constructs of Liberalism and Conservatism... identify one or more model(s) which you feel/think is the most beneficial and explain why you feel/think that way. After having done so identify one or more contrasting models that runs counter to your choice and explain why.*

**January 31 - February 2: Organizing Societies within the Imagined Communities I: Marx contra Smith**

- 31 - Heilbroner, Robert L. "The Wonderful World of Adam Smith." in The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers. 40-72. New York: Touchstone, 1972.
- 2 - Heilbroner, Robert L. "The Inexorable System of Karl Marx." in The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers. 131-163. New York: Touchstone, 1972.
- Extra:  
Campbell, R.H. and Skinner, A.S. "The Wealth of Nations." in Adam Smith. 168-185. New York: St. Martin Press, 1982.
- Reisman, D.A. "Introduction." in Adam Smith's Sociological Economics. 9-19. New York: Barnes and Barnes Books, 1976.

**February 7 - 9: Socialism and Communism: How Much Government Control?**

- 7 - Giddens, Anthony. "Marx's influence." in Capitalism and Modern Social Theory. 185-204. Cambridge: Cambridge University Press, 1971.
- 9 - Grigsby, Ellen. "Political Ideologies I – Liberalism, Conservatism, and Socialism." in Analyzing Politics. 91-119. Belmont: Wadsworth Publishing, 2005.

**February 14 - 16: Organizing Societies within the Imagined Communities II: Durkheim and Weber**

- 14 - Zeitlin, Irving. "Emile Durkheim (1858-1917)." in Ideology and the development of sociological theory. 256-291. New Jersey: Prentice Hall, 1990.
- Giddens, Anthony. "Durkheim's conception of sociological method." in Capitalism and Modern Social Theory. 82-94. Cambridge: Cambridge University Press, 1971.
- 16 - Zeitlin, Irving. "Max Weber (1864-1920) The Debate with Marx's Ghost." in Ideology and the development of sociological theory. 256-291. New Jersey: Prentice Hall, 1990.
- Giddens, Anthony. "Max Weber: Protestantism and capitalism." in Capitalism and Modern Social Theory. 119-132. Cambridge: Cambridge University Press, 1971.

*Paper 2(due date: February 23): Compare and contrast Smith and Marx or Durkheim and Weber. How do you think their ideas still influence us today?*

**February 21 - 23: Exporting and Importing Worldviews: Imperialism and Colonialism**

- 21 - Said, Edward. "Introduction." in Culture and Imperialism. xi-xxviii. New York: Vintage Books, 1994.
- 23 - Arendt, Hannah. "Expansion and the Nation State." in Chapter 5 – "The Political Emancipation of the Bourgeoisie." in The Origins of Totalitarianism. 124-134. Cleveland: Meridian Books, 1969.

**February 28 - March 2: The Race Problematic**

Fanon, Franz. "The Voice of the Damned." in Robin W. Winks, ed. The Age of Imperialism. 154-167. Englewood Cliffs: Prentice-Hall, 1969.

**March 7 - 9: Class and Ethnicity: The Deadly Combination**

Chua, Amy. "Rubies and Rice Paddies – Chinese Minority Dominance in Southeast Asia." in World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability. 23-48. New York: Doubleday, 2003.

*March 13 – 17: Spring Break*

**March 21 - 23: Gender: Exploiting the Most Vulnerable.**

21 - Mill, John Stuart. "The Subjection of Women 1869 – Chapter 1." in On Liberty with The Subjection of Women and Chapters on Socialism. 119-145. Cambridge: Cambridge University Press, 1989.

23 - Weitz, Rose. "A History of Women's Bodies." in The Politics of Women's Bodies – Sexuality, Appearance, and Behavior. 3-11. New York: Oxford University Press, 2003.

Moghadam, Valentine. "Revolution, Islam and Women: Sexual Politics in Iran and Afghanistan." in Mary Russo Parker, Doris Sommer, and Patricia Yaeger, eds. Nationalisms and Sexualities. 424-446. New York: Routledge, 1992.

Extra:

Holland, Norman S. "Fashioning Cuba." in Mary Russo Parker, Doris Sommer, and Patricia Yaeger, eds. Nationalisms and Sexualities. 147-156. New York: Routledge, 1992.

**March 28 - 30: Fascism: Absolute Power Corrupts Absolutely.**

Grigsby, Ellen. "Political Ideologies II – Fascism." in Analyzing Politics. 120-134. Belmont: Wadsworth Publishing, 2005.

*Paper 3 (due date: April 6): How do imperialism, colonialism, class and ethnicity, gender, and racism feed into fascism?*

**April 4 – 6: Feminism, Environmentalism, and Postmodernism: Modes of Resistance.**

4 - Grigsby, Ellen. "Political Ideologies III – Feminism, **Environmentalism**, and Postmodernism." in Analyzing Politics. 135-153. Belmont: Wadsworth Publishing, 2005.

6 - Grigsby, Ellen. "Political Ideologies III – Feminism, Environmentalism, and **Postmodernism**." in Analyzing Politics. 135-153. Belmont: Wadsworth Publishing, 2005.

**April 11 - 13: Globalization: The Walls Come Crumbling Down.**

11 - Huntington, Samuel. "The Clash of Civilizations?" Foreign Affairs 72.3 (1993): 22-49.

Barber, Benjamin. "Introduction." in Jihad vs. McWorld – Terrorism's Challenge to Democracy. 2-20. New York: Ballantine Books, 1995.

13 - Sassen, Saskia. "Introduction." in Globalization and its Discontents: Essays on the New Mobility of People and Money. ix-xxxvi. New York: New York Press, 1998.

Extra:

Grigsby, Ellen. "International Relations I - Introduction." in Analyzing Politics. 240-260. Belmont: Wadsworth Publishing, 2005.

Grigsby, Ellen. "International Relations II – Contemporary Issues." in Analyzing Politics. 135-153. Belmont: Wadsworth Publishing, 2005.

**April 18 - 20: Presentations**

*Paper 4: Replaced by Presentation (see details)*

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**Presentation**

Since this a “comparative political and social systems” class, the presentation will have to be based on comparing one thing vis-à-vis another. Paired up or alone, one will present (using PowerPoint) on a topic mutually agreed upon with the professor.

Possible topics include (but are not limited to) comparing two countries using the same political or social system. Another possible topic could be theme based – taking into account such things as (but not limited to) imperialism, colonialism, race, class, ethnicity, gender, or even the advent of globalization. An example of a country by country presentation (using the same system) could be comparing and contrasting the People’s Republic of China against Democratic Peoples Republic of Korea (or Cuba).

A group could also do a presentation along a “themed” line. Using some of the topics outlined directly above (imperialism, colonialism, race, class, ethnicity, gender, or even the advent of globalization) one could compare and contrast how globalization has impacted Japan vis-à-vis the United States (or Korea). An interesting topic to consider would be comparing and contrasting feminist resistance to the patriarchy in Taiwan against Middle Eastern countries such as Turkey or Afghanistan.

Nationalist narratives (stories) are perpetuated through the educational system – one could compare and contrast how war is remembered in Germany as opposed to Japan. In Latin America – one could possibly consider comparing oil based countries such as Mexico as opposed to Venezuela. In Africa, one could well compare a “post-colonial” or “de-colonization” strategy in South Africa as opposed to neighboring Rhodesia or even Kenya. One could compare the Czech Republic and the perhaps the Slovak Republic or Romania in terms of its reaction to the demise of the Soviet Union, the dropping of the “Iron Curtain,” and the impact of the re-introduction of full on Capitalism as well as Globalization. There is a lot to select from.

Grounded on the readings and lectures provided, one could very well expand on a country profile taking into account the issues taken up (and papers written about) in class and apply them to the presentation. How are these countries serving the needs (political and social) of its citizens – is that even the question? The possibilities are endless. To stay within the framework – it needs to be a comparison – and within the same matrix to be relevant.

**Evaluation:**

Grade will be based on the quality of research done. Taken into account will be such things as sources, theme, and formulation. In other words, how you put it all together.

**Action:**

1. You will need to pair up as soon as possible.
2. I will need a topic from the pair or student as soon as possible.
3. Based on the topic, it might be wise to consider at least 2 outside sources (no internet, please).

**Time and other issues:**

I have allotted 3 hours for what I estimate will be 5 (four pairs and a single) presentations. It averages out to around 30 minutes for each presentation and “give or take” 5 to 10 minutes of a break in between. Plan for around between 15 to 20 minutes of presentation and the remainder for Question and Answer (Q & A). Kindly provide everyone in the class with all your sources BEFORE the presentation so as to ensure that we have read the material. Please feel free to consult with me about the topic prior to your final decision. Moreover, after deciding on a topic, know that you can come to me for suggestions regarding your sources as well as presentation.

Thank you.