

INTRODUCTION TO COMPARATIVE POLITICS POL 210

Fall, 2017

Course Website: <https://moodle.cc.sophia.ac.jp/course/view.php?id=9907>

Instructor: Takeshi Ito
Phone: (03) 3238-4028
Office: 10-530

Class: Tue&Fri 1:30-3:00@6-409&11-704
E-mail: takeshi.ito@sophia.ac.jp
Office hours: Tue 3-4 or by appointment

Important Dates

Tuesday, November 21	Midterm Exam
Tue or Fri, January 23 or 26	Final Exam

GENERAL GUIDELINE

Course Description

This course introduces students to important concepts, themes, and approaches in the comparative study of politics. The course is organized around empirical questions that reflect both interesting phenomena and puzzles that call for explanation. Throughout the course, we explore the key analytical frameworks in comparative politics which constitute political systems and shape outcomes in our everyday lives—the state, social structure, interests, identities, and institutions. Topics include modern states, political regimes, origins of democracy and dictatorship, political parties, interest groups, representation, participation, resistance, revolutions, nationalism, ethnic/religious conflicts as well as the issues of institutional designs (parliamentarism vs. presidentialism, consensual vs. majoritarian democracy, federalism and decentralization). By the end of the course, the student will have acquired a broad perspective of the field of comparative politics and some basic analytical frameworks to examine a wide range of political and social phenomena.

Requirements and Grading

1. Participation counted in quizzes

A main goal of this class is to spark a sense of intellectual curiosity and nurture critical thinking. Although the class will be structured around lectures, I try to create as many opportunities as possible for students to actively participate in discussions. *Please print out the readings and come to class prepared*, having completed the readings and reading to discuss them. Ask each other hard questions, listen to your peers' responses and respect the opinions of instructors and classmates. My hope is that the course will stimulate your intellectual curiosity and help you find your academic interests that you'd like to pursue in depth. Remember, there are no wrong answers; but you must be able to support your argument with sound reasoning!

Attendance is very important. I expect you to attend every class. Missing class will hurt you in two ways. First, you will miss the thesis of the readings that we will take up in class. This will have significant impact on what you get out of this course. Second, you will not be able to answer questions on pop quizzes, the midterm, and final exams. Should you be forced to miss a class because of sickness or family emergency, you must present a letter from a doctor or the Chair of FLA. Should you be forced to miss class because of athletic and other activities, you must inform the instructor ahead of time and present a letter from your supervisor.

2. Quizzes: 40%

The purpose of quizzes is to make sure students' comprehension of key concepts that have been already discussed in the class, and help students stay on track. Pop quizzes also prepare you for the midterm and final exams. It is important to do well on the quizzes. The other purpose of the pop quizzes is attendance. There will be six pop quizzes. During the semester, emergency situations and unexpected events might happen to you. Or simply you might not be well prepared. Considering these circumstances, your top four quizzes will be considered and graded. ***If you miss more than three pop quizzes, you will get automatically no credit for the course.***

3. Midterm exam: 30%

The midterm exam is meant to assess the progress of student's learning after the first half of the course. It is divided into two parts. First, ID questions ask you to define key terms and concepts that we have discussed so far. Second, essay questions ask you to briefly explain the contexts, causes, and consequences of politically salient phenomena that we have discussed so far. The exam will be closed-book and closed-note.

4. Final exam: 30%

The final exam is meant to test your knowledge on the basis of what we have learned in the course. In other words, if you have completed all the readings, come to the lectures, and proactively participated in discussions, you will find that the final is to reconfirm what we have learned in the class. The final is composed of two sections: ID questions and essay questions. You will be asked to identify a set of terms and phrases from the lectures and readings and to answer short essay questions. The exam will be closed-book and closed-note.

Grade Distributions

Participation and quizzes:	40%
Midterm exam:	30%
Final exam:	30%

Grade cutoff points are as follows: A = 91-100%; B = 81-90%; C = 71-80%; D = 61-70%; NC = < 62%.

Expectations and Responsibilities

I am excited about this course! I expect you to be excited about the course, too. This excitement carries us through the entire semester. However, sustaining the excitement is not easy. There are times when you are distracted by what surrounds you in everyday lives. But I want you to keep focused on what you are doing throughout the semester. I want you to engage with the readings which may seem sometimes abstract and challenging to you at this early stage in your college education. **Never give up on the readings!** If you cannot comprehend at all, try to pick up some key points, and try to capture a big picture that the author is trying to put together. In other words, you should not be bogged down by every detail, and come to class with your thoughts and questions. It is my hope and responsibility that some disconnected ideas make a sense by the end of the semester. Therefore, I encourage you to keep up with your good work because only such a work habit can bear fruit in the long run.

I expect you to come to class prepared to engage. I believe that active and intelligent class participation is essential part of effective learning. Being able to address your thoughts in class is an important skill that you will need to develop in/beyond this semester. Getting the readings done does not mean that you have something to say about them. **This class requires at least five-six hours of preparation each week**, depending on your familiarity with key concepts in political science. I strongly suggest that after finishing the reading assignment for each class session, you spend 15-30 minutes writing a summary (around 250 words) of the reading. This short exercise helps organize your thoughts that you might want to address in class. In addition, it is important to know that what I expect from you is not accuracy but your effort to engage in the readings.

You can expect me to work very hard to create a valuable learning environment for you. **I am always open to suggestions as to how we can make our class a better environment for you to learn.** I will give you my feedback on your paper promptly, meet with you for advising, and write you reference letters (e.g., internships, scholarships, and graduate schools) in/beyond this semester. In other words, I will make time for you.

Academic Conduct

Plagiarism and cheating of any kind are strictly forbidden. Plagiarism entails borrowing ideas from others without attributing sources. I have zero tolerance for plagiarism and cheating. Any misconduct will automatically result in no credit.

Accommodations for Students with Disabilities

If you have a disability and require accommodations for this course, please speak with me as soon as possible so that your needs may be appropriately met.

Late Policy

Late works will not be accepted under any circumstances. I will dock your paper grade third a letter grade (e.g., an B- to a C or from a C to a C-) for each day. Special Arrangements will only be made in the case of sickness (requiring a doctor's note) or family emergency (requiring a Chair's note).

Important Etiquettes

In order to create a pleasant study environment for everyone, please follow these etiquettes. *Please turn off your cell phones when you enter the classroom. **Cell phones must be put away at any time during the class. When found using a phone, I will ask you to leave the class.** Please come to the class on time.* Please note that *voluntary late arrivals and early departures do not count as one class attendance.* These are just a few things that distract our attention. For other issues, please use your common sense, and treat one another with respect and courtesy. If problems continue to disturb the proper procedures of class, I will ask disruptive students to leave the class.

Appointments with the Instructor

Meeting with professors could be challenging for students. Although I know exactly how you feel, I encourage you to TALK to me in person on any subjects related to class. My office is located at 10-530. If you cannot make it during my office hours, please email me for an appointment. In principle, I use my email to make appointments rather than consultations. I am also available for coffee/tea.

Textbooks

The following two books are required textbooks. You can order your copy of the textbooks through any online bookstores. Or Sophia Express can help you connect with students who want to sell their secondhand textbooks. In addition to these, the reading materials are available on the course website. Please make sure to sign up for the course to download them.

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press.

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso.

COURSE OUTLINE

I. To Rule

1. Friday, September 29

Introduction to the course: what is comparative politics?

No reading!

The first debate in the 2016 presidential elections

Summary: <http://nyti.ms/2d5iT10>

Trade issues: <http://nyti.ms/2d7dImG>

Fact-Checking: <http://nyti.ms/2d5WyjM>

II. Political Regime

2. Tuesday, October 3

What is the state?

How and why do the scholars approach the concept of the state differently? Consider assumptions, ends of rule, means of rule, and conditions of rule.

Hobbes, Thomas. *Leviathan*. Cambridge: Cambridge University Press: 68-73, 93-95.

Marx, Karl and Frederick Engels. 1978. "Manifesto of the Communist Party: Part I." in Terrell Carver ed. *Marx Later Political Writings*. Cambridge: Cambridge University Press: 473-483.

Suggested

Harvey, David. 2001. "The Marxian Theory of the State." In D. Harvey. *Spaces of Capital: Towards a Critical Geography*. New York: Routledge: 267-283.

Mann, Michael. 1988. *States, War and Capitalism: Studies in Political Sociology*. Cambridge, MA: Basil Blackwell: Ch. 1 (1-32).

Stepan, Alfred. 1978. *The State and Society: Peru in Comparative Perspective*. Princeton: Princeton University Press: 3-41.

3. Friday, October 6

What is the state?

How and why do the scholars approach the concept of the state differently? Consider assumptions, ends of rule, means of rule, and conditions of rule. You may notice the stark difference between Hobbes and Scott.

Weber, Max. 1946. "Politics as a Vocation." in H.H. Gerth and C. Wright Mills eds. *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press: 77-80 and 120-128.

Scott, James. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press: 183-191.

Suggested

Migdal, Joel. 2001. *State in Society: Studying How States and Societies Transform and Constitute One Another*. New York: Cambridge University Press.

Foucault, Michel. 2000. "Governmentality." In *Power (The Essential Works of Foucault, 1954-1984, Vol. 3)* James Faubion ed. New York: the New Press: 201-222.

Mitchell, Timothy. 1999. "Society, Economy, and the State Effect." in G. Steinmetz ed. *State/Culture: State-Formation after the Cultural Turn*. Ithaca: Cornell University Press: 76-97.

Trouillot, Michel-Rolph. 2001. "The Anthropology of the State in the Age of Globalization." *Current Anthropology* 42(1): 125-133.

4. Tuesday, October 10

What is democracy?

How is democracy defined? Can democracy agree on what is best for a nation?

Minimalist/Procedural:

Schumpeter, Joseph. 1942. *Capitalism, Socialism, and Democracy*. New York: Allen and Unwin. (Excerpted from Dahl et al. 2003. *The Democracy Sourcebook*." MIT Press: 5-11.)

Przeworski, Adam. "Minimalist Conception of Democracy: A Defense." In Ian Shapiro and Casiano Hacker-Cordon eds. *Democracy's Value*. New York: Cambridge University Press. (Excerpted from Dahl et al. 2003. *The Democracy Sourcebook*." MIT Press: 12-17.)

Suggested

Huntington, Samuel. 1968. *Political Order in Changing Societies*. Yale.

Bermeo, Nancy. 2009. "Does Electoral Democracy Boost Economic Equality?" *Journal of Democracy* 20(4): 21-35.

5. Friday, October 13

What is democracy?

Besides the institutional requirements, what are the essential characteristics of democracy?

Substantial/Participatory:

Dahl, Robert. 1972. *Polyarchy: Participation and Opposition*. Yale: 1-16.

Video

Gabe Johnson and Adam B. Ellick. 2013. "The Making of Malala." *New York Times*. 7 October. Available from: <http://nyti.ms/ZjJSxl>

Ellick, Adam B. and Irfan Ashraf. 2012. "Class Dismissed: Malala's Story." *NYT* October 10, 2012. <http://nyti.ms/1C0XTfp>

Suggested

Tilly, Charles. 2007. *Democracy*. Cambridge: 1-24.

Dahl, Robert. 1998. *On Democracy*. Yale.

Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What Democracy is ... and Is Not." *Journal of Democracy* 2(3), 75-86.

6. Tuesday, October 17

The economic origins of democracy

Most democracies are highly developed economies. Does economic growth cause democracy?

Przeworski, Adam and Fernando Limongi. 1997. "Modernization: Theories and Facts." *World Politics* 49(2), pp. 155-183.

Suggested

- Lipset, Seymour Martin. 1959. *Political Man: The Social Bases of Politics*. Johns Hopkins University Press: 33-53 (Excerpt from Dahl et al. 2003. *The Democracy Sourcebook*." MIT Press: 56-64.)
- Lipset, Seymour Martin. 1959. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review* Vol. 53, No. 1, 75-85, 100-105.
- Cheibub, J. A. and J. R. Vreeland. 2011. "Economic Development and Democratization." In N. Brown ed. *The Dynamics of Democratization: Dictatorship, Development, and Diffusion*. Baltimore: Johns Hopkins University Press: 145-182.
- Boix, Charles. 2006. "The Roots of Democracy." *Policy Review* No. 135. <http://www.hoover.org/publications/policy-review/article/6588>
- Acemoglu, Daron and James A. Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press.

7. Friday, October 20

The cultural origins of democracy

Are there cultural prerequisites to democracy? What culture is important for democracy?

- Almond, Gabriel and Sidney Verba. 1963. *The Civic Culture*. Princeton: Princeton University Press: 3-12, 31-42.
- Putnam, Robert. 2000. *Bowling Alone: The Collapse and Revival of American Community*. in *The Democracy Sourcebook* edited by R. Dahl, I. Shapiro, and J.A. Cheibub: 157-67.

Suggested

- Gill, Graeme. 2000. "Democratization: Economic Prerequisites?" In G. Gill. *The Dynamics of Democratization: Elites, Civil Society and the Transition Process*. London: Palgrave: 1-7.
- Inglehart, Ronald. 2000. "Culture and Democracy." in L. Harrison and S. Huntington eds. *Culture Matters*. New York: Basic Books: 80-97.
- Inglehart, Ronald and Wayne E. Baker. 2000. "Modernization, Cultural Change, and the Persistence of Traditional Values." *American Sociological Review* 65(1), pp. 19-51.
- Przeworski, Adam. 1998. "Culture and Democracy." *World Culture Report: culture, creativity and markets*. Paris: Unesco Publishing, pp. 125-131, 134-146.

8. Tuesday, October 24

The social origins of democracy

Are changes in social classes and relations related to democracy? How do class alliances influence the process and results of modernization?

Updated on September 29, 2017

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Ch. 1 ENGLAND (3-39)

Background reading:

Tilly, Charles. 2006. "In Memoriam: Barrington Moore Jr." *Canadian Journal of Sociology* Online January-February.
<http://www.cjsonline.ca/soceye/moore.html>

9. Friday, October 27

In-Class Reading

10. Tuesday, October 31

The social origins of democracy

What are important factors that facilitated the process of democratization in England?

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Ch. 7 (413-432).

Suggested

Mazucca, Sebastian. 2010. "Macrofoundations of Regime Change: Democracy, State Formation, and Capitalist Development." *Comparative Politics* 43(1): 1-19.

Rodan, Garry and Kanishka Jayasuriya. 2009. "Capitalist Development, Regime Transitions and New Forms of Authoritarianism in Asia." *The Pacific Review* 22(1): 23-47.

Sidel, John. 2008. "Social Origins of Dictatorship and Democracy Revisited: Colonial State and Chinese Immigrant in the Making of Modern Southeast Asia." *Comparative Politics* 40(2), 127-47.

Mahoney, James. 2003. "Knowledge Accumulation in Comparative Historical Research" The Case of Democracy and Authoritarianism." In J. Mahoney and D. Rueschemeyer eds. *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University Press: 131-174.

Huber, Evelyne and Frank Safford eds. 1995. *Agrarian Structure and Political Power: Landlord and Peasant in the Making of Latin America*. Pittsburg: University of Pittsburg Press.

Huber, Evelyne, Dietrich Rueschemeyer, and John Stephens. 1993. "The Impact of Economic Development on Democracy." *Journal of Economic Perspectives* 7(3): 71-85.

King, Victor. 2008. "The Middle Class in Southeast Asia: Diversities, Identities, Comparison and the Vietnamese Case." *International Journal of Asia-Pacific Studies* 4(2): 73-109.

11. Tuesday, November 7

The social origins of fascism (History)

Updated on September 29, 2017

What were the main characteristics of Japanese society under the Tokugwa shogunate? How did these characteristics shape political development in Meiji Japan?

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Ch. 5 JAPAN (228-313).

12. Friday, November 10

The social origins of fascism (Theory)

Why did Japan's modernization not lead to democracy—a class alliance between the monarch and the bourgeoisie as in England? How and why do labor-repressive agrarian systems provide an unfavorable soil for the growth of democracy?

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Ch. 8 (433-452).

13. Tuesday, November 14

The social origins of communism (History)

What is the key difference between Chinese society and those of England and Japan? How did the difference impact on the development of class relationships in China?

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Ch. 4 CHINA (162-227).

14. Friday, November 17

*****Review Session*****

15. Tuesday, November 21

*****Midterm Exam*****

16. Friday, November 24

The social origins of communism (Theory)

Why was Chinese society vulnerable to peasant uprisings? Why did landed upper class in China fail to adopt commercial agriculture?

Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press: Ch. 9 (453-483).

III. Political Process—Domination, Power, and Resistance

17. Tuesday, November 28

There are many institutional variations in democracy. We study a variety of democratic institutions and weigh their advantages and disadvantages.

Presidentialism vs. parliamentarism

Verney, Douglas. 1992. "Parliamentary Government and Presidential Government." in Lijphart, Arend ed. *Parliamentary versus Presidential Government*. New York: Oxford University Press: Ch. 1 (31-47).

Consensual vs. majoritarian democracy

Lijphart, Arend. 1991. "Majority Rule in Theory and Practice." *International Social Science Journal* No. 129, 483-493.

Suggested

Linz, Juan. 1990. "The Perils of Presidentialism." *Journal of Democracy* 1(1), 51-69.

Mainwaring, Scott and Matthew S. Shugart. 1997. "Juan Linz, Presidentialism, and Democracy: A Critical Appraisal." *Comparative Politics* 29(4). 449-471

Lijphart, Arend. 1999. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven: Yale University Press: Ch. 10 (185-199)

18. Friday, December 1

Representation outside formal institutions

Beyond democratic institutions, the quality of democracy must be ensured for people from all walks of life. Can democracy be inclusive?

Gaventa, John. 2002. "Exploring Citizenship, Participation and Accountability." *IDS Bulletin*, 33(2), 1-11.

Silver, Hilary. 1997. "Poverty, Exclusion and Citizenship Rights" In C. Gore and JH.B. Figueiredo eds. *Social Exclusion and the Anti-Poverty Policy: A Debate*. Geneva: International institute of Labour Studies, 78-82.

Suggested

Helmke, G. and S. Levitsky. 2004. "Informal Institutions and Comparative Politics: A Research Agenda." *Perspectives on Politics*, 2(4), pp. 725-740.

Mehta P.B. 2001. "Is electoral and institutional reform the answer?" Seminar, Issue 506, October, New Delhi.

Pateman, Carol. Participation and Democratic Theory. New York: Cambridge University Press in The Democracy Sourcebook edited by R. Dahl, I. Shapiro, and J.A. Cheibub: 40-46.

Hobsbawm, Eric. 1959. *Primitive Rebels: Studies in Archaic Forms of Social Movement in the 19th and 20th Centuries*. New York: Norton: Ch. 1-4: 1-73.

Tilly, Charles. 1990. "States and their Citizens." In *Coercion, Capital, and European States, AD 990-1990*. Oxford: Basil Blackwell, pp. 96-126.

Scott, James. 1969. "Corruption, Machine Politics, and Political Change." *American Political Science Review* 63(4): 1142-1158.

19. Tuesday, December 5

Economic inequality and political influence

Can people exercise the same level of influence over the government? How does economic inequality translate into democratic politics?

American Political Science Association (APSA). 2004. "American Democracy in an Age of Rising Inequality." Washington, D.C.: APSA, 1-24.

Desmond, Matthew. 2016. "The Eviction Economy." *New York Times* March 5.
<http://nyti.ms/1QVsXnJ>

Video

NYT. 2014. "The Rise of Anonymous Political Giving." October 12, 2014
<http://nyti.ms/1sn8qBS>

20. Friday, December 8

Politics and Poverty

Poverty is often understood as an economic problem. Can politics play a role in poverty reduction? If so how?

Tilly, Charles. 2007. "Poverty and the Politics of Exclusion." In D. Narayan and P. Petesch eds. *Moving Out of Poverty (Vol 1): Cross-Disciplinary Perspectives on Mobility*. Basingstoke, UK and New York: Palgrave Macmillan; Washington, D.C.: The World Bank, pp. 45-76.

Suggested

Mosse, D. 2010. "A Relational Approach to Durable Poverty, Inequality and Power." *Journal of Development Studies*, 46(7), pp. 1156-1178.

Hickey, S. and du Toit, D. 2007. "Adverse-incorporation, social exclusion and chronic poverty." CPRC Theme Paper 81, IDPM, Manchester. Accessed at: <http://www.chronicpoverty.org>

Mosse, D. 2007. "Power and the durability of poverty: a critical exploration of the links between culture, marginality and chronic poverty." CPRC Working Paper 107, pp. 1-57.

Green, Maia and David Hulme. 2005. "From Correlates and Characteristics to Causes: Thinking About Poverty from a Chronic Poverty Perspective." *World Development* 33(6): 867-879.

21. Tuesday, December 12

How do the marginalized participate?

The poor and powerless are often marginalized in the political arena. Can they become an important political actor? How do they make their voices heard?

Scott, James. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, 28-47.

Suggested

- Nuitjen, Monique. 2013. "The Perversity of the 'Citizenship Game': Slum-upgrading in the Urban Periphery of Recife, Brazil." *Critique of Anthropology*, 33(1), pp. 8-25.
- Kirkvliet, Benedict. 2009. "Everyday Politics in Peasant Societies." *Journal of Peasant Studies* 36(1), pp. 227-243.
- Chatterjee, Partha. 2005. *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. New York: Columbia University Press.
- Silver, Hilary. 1994. "Social Exclusion and Social Solidarity: Three Paradigms." *International Labour Review*, 133(5-6), pp. 531-578.

22. Friday, December 15

In-Class Reading

IV. Politics of Identity–Nation, Ethnicity, and Globalization

23. Tuesday, December 19

Nationalism

Can you answer this question in one sentence: who are you? Where do our identities come from?

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso: Ch. 1-2 (1-36).

Suggested

- Hobsbawm, Eric. 1983. "Introduction: Inventing Traditions." in Eric Hobsbawm and Terence Ranger eds. *The Invention of Tradition*. New York: Cambridge University Press: 1-14.
- Calhoun, Craig. 1994. "Social Theory and the Politics of Identity." in Craig Calhoun ed. *Social Theory and the Politics of Identity*. Cambridge, MA: Blackwell: 9-36.
- Crossette, Barbara. "Citizenship Is a Malleable Concept." *The New York Times*, August 18, 1996.

24. Friday, January 5

Nationalism 2

What was the innovation that created a new form of imagined communities. How did nationalism emerge in Latin America?

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso: Ch. 3-4 (37-65).

Suggested

- Chatterjee, Partha. 1999. "Anderson's Utopia." *Diacritics* 29(4): 128-134.

Updated on September 29, 2017

Varshney, Ashutosh. 2003. "Nationalism, Ethnic Conflict, and Rationality." *Perspectives on Politics* 1(1): 85-99.

Daley, Suzanne. "Africa's 'White Tribe' Fears Dark Past Is Prologue" *The New York Times*, February 22, 1998.

25. Tuesday, January 9

Nationalism 3

Can nationalism be invented from top-down by the state? Why did states create official nationalism?

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso: Ch. 5-6 (67-111).

Obituaries

Colleague: James T Siegel. 2015. "A necrology of Ben Anderson." *Jakarta Post* <http://www.thejakartapost.com/news/2015/12/19/a-necrology-ben-anderson.html>

26. Friday, January 12

Nationalism 4

Are there any similarities between nationalisms that emerged after World War II? Comparing nationalism in Indonesia, Vietnam, Cambodia, and Laos

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso: Ch. 7 (113-140).

27. Tuesday, January 16

Back-up session

28. Friday, January 19

*****Review Session*****

29. Tuesday or Friday, January 23 or 26

*****Final Exam*****