

Monarchies & Mini-States



GOV355M – Unique #38135 – Mezes Hall 1.216 – T/Th 3:30-4:45
Spring 2023 – Instructor: Z D Barany – Office hrs: T/Th 1:30-3 – Batts Hall 3.156
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Independent Inquiry Flag: 6-8-minute video project or 12-15-page paper

This course focuses on the historical evolution, political power, socio-economic development, and extraordinary diversity of the monarchy as a form of government in the modern age. There are twenty-eight sovereign monarchies in the world today and about 550 million people are ruled – in various ways and to different extents – by a monarch. (King Charles VI remains the head of state of an additional 15 countries besides the United Kingdom, ranging from Australia to Tuvalu.) The course will also deal with mini states – some are also monarchies – around the world. We define mini states as countries whose territory is less than 1,000 square miles. What impact does size have on these countries? What advantages and disadvantages do they have owing to their modest territory?

For those of us living in republics it might appear odd that, in this day and age, there are still kings and emirs and sultans. Moreover, we might well find it extraordinary that many of these kings essentially hold the fate of their subjects in their hands. Yes, there are still numerous absolute monarchs around, not all that different in terms of their power from, say Louis XIV of France. How is it possible for any one person to have such authority in the modern age? In a different vein, there are numerous West European liberal democracies – those we associate with the most progressive political traditions: Denmark, the Netherlands, Norway, and Sweden – whose head of state remains a monarch. Why do Belgians, Brits, and Spaniards preserve their monarchies? Can we expect them to continue to do so?

The monarchy as a form of government is also sufficiently flexible to include a number of rather unusual institutional arrangements, such as the “electoral” monarchy of Malaysia and an absolute monarchy based on religion: the Vatican (yes, Pope Francis is the “king” of not only all Catholics but, less broadly, of all Vaticanians!). In this class we will analyze all these questions as well as issues such as the role of pomp and pageantry, what sort of behavior by “celebrity princes” might undermine popular support for the monarchy, and why some seemingly well-

entrenched kingdoms were abolished relatively recently (such as Iran in 1979 and Nepal in 2008).

Independent Inquiry

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

The most important assignment for this class is an independent project the student defines, designs, executes, and presents on her/his own. You have two enticing options:

Option A: A video project which will result in an 6-8-minute film. You could select a specific kingdom (i.e., Sweden or Saudi Arabia) or mini state (i.e., Andorra or Singapore) and create a video essay focusing on that state. You may concentrate on specific aspect(s) of the monarchy or mini state – say the position of women in Saudi society, the role of the monarch in the evolution of Swedish social democracy, or the banking sector in Luxembourg – or you may create a film that introduces the kingdom more generally to an audience.

Option B: A research project which will result in a 12-15-page research paper. Much like Option A, you will select a topic and then design the paper and present it in front of the class at the end of the semester. I want you to consult a minimum of fifteen different sources, including some books. (I urge you to spend some time at the Perry-Castañeda Library, one of the best university libraries in the world, staffed with librarians whose job is to help you!)

Because this project is the main requirement for the class, I will provide continuous guidance throughout the course of the semester, both in-class and during office hours. As the class progresses, I intend to set aside a few minutes of every meeting discussing how your projects are taking shape. There will be specific hurdles you will have to clear as the course progresses. You will have to pick a monarchy/ministate to focus on by the end of the fourth week, you will need to give me an outline of how you intend to proceed by the sixth week, etc.

The plan is to view and discuss together the presentations (based on the research papers) and videos in the last few class meetings and we will all vote for different categories, etc., to make the project even more (!) fun. My hope is that approaching this class in this way will not only allow you to learn deeply about one of the

monarchies but, just as importantly, to be creative, independent, and leave the class with a sense of accomplishment and a “tangible” result of your efforts.

Class Meetings Routine and Participation

Aside from the video project, I will expect your active class participation and close engagement with the assigned readings. Ordinarily, there will be two **students of the day** who will start the proceedings with a 10-12-minute presentation on the reading (so you will have to work together on this) and then answer students' questions regarding the readings. The rest of the class will be taken up by lecture and discussion regarding a different topic to monarchies and/or mini-states. We will talk about your projects and other sundry items in the last few minutes. I will put on canvas the power-point presentations.

Grading

Participation

Contributions to class discussion	15%
Student-of-the-Day leading class discussion	5%
Pop-quizzes on readings	10%
Two Midterms (1 st 15%, 2 nd 20%)	35%
Film project/research paper and its presentation	35%

Required Readings

Conradi, Peter. *The Great Survivors: How Monarchy Made It Into the Twenty-First Century* (Alma Books, 2013) ISBN: 978-1846882340

Eccardt, Thomas. *Secrets of the Seven Smallest States of Europe* (Hippocrene Books, 2005) ISBN: 0-7818-1032-9

and articles to be posted on Canvas (see below, under the individual class meetings)
– not to exceed 50 pages per class (that is 100/week)

Class Schedule

1. January 10, Tuesday Introduction to the course
2. January 12, Thursday Explaining Monarchy: The Ancient World & Links to

Religion (PPP#1)

Read: a) S. P. Huntington, "The Political Modernization of Traditional Monarchies," *Daedalus*, 95:3 (Summer 1966): 763-788.
 b) Alfred Stepan, Juan J. Linz, and Juli F. Minoves. "Democratic Parliamentary Monarchies," *Journal of Democracy*, 25:2 (April 2014): 35-51.

3. January 17, Tuesday Monarchy as Regime Type
 Read: Gerring, J., Wig, T., Veenendaal, W., Weitzel, D., Teorell, J., & Kikuta, K. (2021). "Why Monarchy? The Rise and Demise of a Regime Type." *Comparative Political Studies*, 54(3-4), 585-622.
 Guest lecturer: Professor John Gerring
4. January 19, Thursday Watch an hour-long documentary, think about your project (a specific monarchy, mini-state, or issue to focus on)
5. January 24, Tuesday Reformation and Absolute Monarchy (PPP#2)
 Read: Conradi, 7-67 – Who's Who; Coming and Going; Pageantry
6. January 26, Thursday Pre-20th Century European Monarchies and the 1848 Revolutions (PPP#3)
 Read: Conradi, 68-139 – Day at Work; Pomp; Behaving Badly;
7. January 31, Tuesday Why the Britain Is Different, Evolution of Constitutional Monarchy (PPP#4)
 Read: Conradi, 140-199 – Behaving Badly; Mistresses; Searching for Replacements, Marrying into the Family
8. February 2, Thursday WWI & WW II and Their Effects on the Monarchy (PPP#5)
 Read: Conradi, 200-254 – the Learning Curve; from Frog to Prince

PROJECT TOPIC IS DUE IN CLASS

9. February 7, Tuesday Maintenance, Consumption Succession (PPP#6)
 Read: Conradi, 255-313 – The Waiting Game, Spares & Spouses, Letting in the Light
10. February 9, Thursday Contemporary and Recent Monarchical Developments (PPP#7)
 Read: Conradi, 313-342 – *Vive la République!* and Reign without End
11. February 14, Tuesday **First Midterm Exam**
12. February 16, Thursday Kingdoms of Africa: Morocco, Eswatini (Swaziland), Lesotho PPP#8:

Read: TBA

PROJECT OUTLINE IS DUE IN CLASS

13. February 21, Tuesday Arab Monarchies (PPP#9)

Read: TBA

14. February 23, Thursday Arab Monarchies (PPP#10)

Read: TBA

15. February 28, Tuesday Arab Monarchies (PPP#11)

Read:

16. March 2, Thursday Arab Monarchies (PPP#12)

Read: TBA

17. March 7, Tuesday Thailand, Malaysia, and Japan (PPP#13)

Read: TBA

18. March 9, Thursday European Mini-States 1 (PPP#14)

Read: Eccardt, 1-106

March 13-19 *Spring Break: Enjoy Responsibly!*

19. March 21, Tuesday European Mini-States 2 (PPP#15)

Read: Eccardt, 107-222

20. March 23, Thursday European Mini-States 3 (PPP#16)

Read: Eccardt, 223-331

21. March 28, Tuesday Non-European Mini-States: Mauritius, Singapore, Tonga (PPP#17)

Read: TBA

22. March 30, Thursday **Second Midterm**

23. April 4, Tuesday Student presentations #1

24. April 6, Thursday Student presentations #2

25. April 11, Tuesday Student presentations #3

26. April 13, Thursday Student presentations #4

27. April 18, Tuesday Student presentations #5

28. April 20, Thursday

Student presentations #6

House rules

1. Be on time and don't leave early. Don't distract your fellow students and me, *please!*
2. You may *not* use a laptop or other electronic device during the class. (I want to see your face and not the back of your computer.) All power-point presentations will be posted on Canvas so there is no need for obsessive note-taking! If you are interested in why you are actually going to learn more and have a better time doing it this way, read this brief article:

<https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>

Honor code and academic integrity

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Should you have any questions regarding University policies concerning academic integrity, please visit the website of the Office of the Dean of Students: <http://deanofstudents.utexas.edu>

Accommodations

The University provides, on request, appropriate academic accommodations for qualified students with disabilities. Students for whom such services are needed should contact -- at the beginning of the semester -- the Division of Diversity and Community Engagement, Services for Students with Disabilities. (512-471-6259: <http://www.utexas.edu/diversity/ddce/ssd/>)

Religious holidays

The University requires students to notify instructors at least fourteen days prior to a pending absence due to religious observance. If you must miss a class, an assignment or a project in order to observe a religious holiday, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency evacuation policy

The Office of Campus Safety (512-471-5767; www.utexas.edu/safety) recommends the following safety practices: When a fire alarm is activated, please evacuate the building, assemble outside and follow instructions from the faculty; do not re-enter the building until instructed by the Austin Fire Department, the UT /Austin Police

Department or the Fire Prevention Services office. Please familiarize yourself with the closest exit doors in the building. Should you need assistance for possible evacuation, please inform me during the first week of class.