

**Department of Sociology**  
**University of Toronto**  
**SOC260H1S: Fundamentals of Political Sociology**  
**Winter 2016**  
**Class Hours: Mondays 10-12 am**  
**Location: MS 2172**

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**Instructor**

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Office Hour: Mondays 1-2 pm, Room#397 (Dept. of Sociology, 725 Spadina Avenue)

**Teaching Assistant**

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Office Hour: TBA (Follow Announcements/course website)

**Course Website**

This course will be available via University of Toronto Portal. All course materials, instructions, announcements etc. will be available on this site. Please check it regularly to get any course-related information.

**Prerequisites**

The prerequisites for this course are SOC101Y1 or SOC102H1 or SOC103H1. Students who fail to meet these requirements will be removed at any time discovered and without notice.

**Scope and Aims**

This course will introduce you to key topics of political sociology. Political sociology is concerned with the relationship between states and societies and it includes both macro and micro components. The central concept of political sociology is power and political sociologists examine various aspects of power to understand political phenomena such as state formation, revolutions, nations and nationalism, party politics, voting and political choice, social movements, the welfare state, citizenship, and civil society etc. Many of these topics will be examined throughout the course. There are multiple sociological perspectives of power and politics, which offer sociologists conceptual lens to examine these phenomena. We will learn those perspectives in the beginning of the course and this will guide many topics in subsequent weeks.

By the end of the course, it is expected that students will be able to develop a wider perspective on questions such as: how states and nations are formed and what factors shape state-society relations in advanced industrial societies? How political parties function in modern democracy? How social/cultural factors contribute to individual's political choices? What motivates people to join social movements? What factors shape the changes in welfare state system in advanced industrial societies? How citizenship rights evolved in modern society and what is its current state in an era of mass migration? How civil society transforms political participation?

The overall goal of the course is to equip students with a solid knowledge of power and politics that affect our everyday lives. In an era of decaying democratic political engagement, a better understanding of these key topics is urgent to make a better and intelligent sense of politics that shapes everything around us. It is expected that a better sociological grasp of these political phenomena, which this course aims to deliver, will push students to extend the horizon of their thinking of power and politics.

### **Evaluation Format**

<b>Type*</b>	<b>Due Date</b>	<b>Weight</b>
Proposal/Outline** (2 pages, excluding reference)	1 February	15%
Mid-term Test (essays and short notes)	22 February	35%
Research Paper** (7 pages, excluding reference)	21 March	25%
In-Class Test (essay and short notes)	4 April	25%

*\*See below for more information on assignment submission method.*

*\*\*each student will form a group of two for these two assignments; detailed instructions for proposal, research paper, and tests will be discussed in class.*

**Test and assignment grades will be posted on Blackboard within two weeks after the test date.**

### **Required Readings**

Relevant book chapters and/or journal articles will be used in each class. I will send some questions via course portal every week before class to help students study the required readings.

### **Reference Books**

These books are useful resources for further research on course topics and relevant issues for research paper.

1. *The Handbook of Political Sociology: States, Civil Societies and Globalization*, edited by Thomas Janoski, Roberts Alford, Alexander Hicks, and Mildred A. Schwartz. Cambridge University Press, 2005.
2. *Cotemporary Political Sociology: Globalization, Politics, and Power* (Second edition), Kate Nash. Blackwell, 2010.
3. *Political Sociology for a Globalizing World*, Michael S. Drake. Polity Press, 2010.
4. *Political Sociology in a Global Era: An Introduction to the State and Society*, Berch Berberoglu. Paradigm Publishers, 2013.
5. *The Democratic Imagination: Envisioning Popular Power in the Twenty-First Century*, James Cairns and Alan Sears. University of Toronto Press, 2012.
6. *Seeing Politics Differently: A Brief Introduction to Political Sociology*, Karen Stanbridge and Howard Ramos. Oxford University Press, 2012.
7. *The New Political Sociology: Power, Ideology and Identity in an Age of Complexity*. Graham Taylor. New York: Palgrave Macmillan, 2010.

## Class Schedule: Date, Topic, and Readings

**Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.**

### **Week: 1— January 11**

Introduction: Political Sociology and its key concepts, approaches, and empirical focus

#### Required Readings:

- Thomas Janoski et al. (ed.). 2005. *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: Cambridge University Press. Pp.1-18 (Political Sociology in the New Millennium).
- Michael S. Drake. 2010. *Political Sociology for a Globalizing World*. Cambridge: Polity. Pp. 3-24 (Political Sociology and Social Transformation).

### **Week: 2— January 18**

Conceptualizing Power and Politics

#### Required Readings:

- Kate Nash. 2010. *Contemporary Political Sociology: Globalization, Politics and Power*. Malden, MA: Blackwell. Pp. 1-41 (Changing Definitions of Politics and Power)
- David Swartz. 1997. *Culture and Power: The Sociology of Pierre Bourdieu*. Chicago: University of Chicago Press. Pp. Selected pages (Chapter 6 and 7).

### **Week: 3— January 25**

State Formation and State-Society Relations

#### Required Readings:

- Gianfranco Poggi. 1990. *The State: Its Nature, Development and Prospects*. Stanford: Stanford University Press. Pp. 19-68 (Chapter 2, 3, 4).
- Andreas Wimmer and Yuval Feinstein. 2010. "The Rise of the Nation-State across the World, 1816 to 2001." *American Sociological Review* 75(5):764-790.
- Robert R. Alford. 1975. "Paradigms of Relations Between State and Society." Pp. 145-159 in *Stress and Contradiction in Modern Capitalism*, edited by Leon N. Lindberg et al. Lexington: Lexington Books.

## Week: 4— February 1

### Making Sense of Revolutions

#### Required Readings:

- Theda Skocpol. 1979. *States and Social Revolutions*. Cambridge: Cambridge University Press. Pp. 3-43 (Explaining Social Revolutions); 284-293 (Conclusion)
- Theda Skocpol. 1994. *Social Revolutions in the Modern World*. Cambridge: Cambridge University Press. Pp. Selected pages (TBA).

### Proposal/Outline Due

## Week: 5— February 8

### Nation and Nationalism

#### Required Readings:

- Craig Calhoun. 1997. *Nationalism*. Minneapolis: University of Minnesota Press. Pp. 1-7 (Introduction).
- Ernest Gellner. 1983. *Nations and Nationalism*. Ithaca, NY: Cornell University Press. Pp. Selected pages (TBA)
- Benedict Anderson. 1983. *Imagined Communities*. London: Verso. Pp.1-46.

### February 15/ Family Day—University Closed

## Week: 6— February 22

### Mid-term Test

## Week: 7— February 29

### Political Party, Party Politics, and Policy-making

#### Required Readings:

- Robin T. Pettitt. 2014. *Contemporary Party Politics*. New York: Palgrave Macmillan. Pp. 1-19 (Introduction).
- Russell J. Dalton, David M. Farrell, and Ian McAllister. 2011. *Political Parties and Democratic Linkages*. New York: Oxford University Press. Pp. Selected pages (TBA)
- Anika Gauja. 2014. *The Politics of Party Policy*. New York: Palgrave Macmillan. Pp. Selected pages (TBA)

## Week: 8— March 7

### Electoral Alignments and Political Choice

#### Required Readings:

- Geoffrey Evans and Nan Dirk Graaf (ed.). 2013. *Political Choice Matters: Explaining the Strength of Class and Religious Cleavages in Cross-National Perspective*. Oxford: Oxford University Press. Pp. 3-26 (Explaining cleavage strength: the Role of Party Positions).
- Terry Nicholas Clark and Seymour Martin Lipset (ed.). 2001. *The Breakdown of class Politics: A Debate on Post-Industrial Stratification*. Washington, D.C.: Woodrow Wilson Center Press. Pp. 55-75 (Chapter 3); 77-104 (Chapter 4); 105-120 (Chapter 5)

## Week: 9— March 14

### Social Movements

#### Required Readings:

- David A. Snow and Sarah A. Soule. 2010. *A Primer on Social Movements*. New York: WW Norton & Company. Pp. 1-22 (Conceptualizing Social Movements).
- Staggenborg, Suzanne. 2008. *Social Movements*. Toronto: Oxford University Press. Pp. 11-25 (Theories of Social Movements and Collective Action)
- Greag Martin. 2015. *Understanding Social Movements*. London: Routledge. Pp.61-97 (Social Movements, old and new).

## Week: 10— March 21

### The Politics of the Welfare State

#### Required Readings:

- Gosta Esping-Andersen. 1990. *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press. Pp. 9-34; 221-229 (The Three Political Economies of the Welfare State; Welfare State Regimes in the Post-Industrial Structure)
- Paul Pierson. 2001. *The New Politics of the Welfare State*. New York: Oxford University Press. Pp.410-456 (Coping with Permanent Austerity: Welfare State Restructuring in Affluent Democracies)

### Research Paper Due

## Week: 11— March 28

### Citizenship and Civil Society

#### Required Readings:

- Gershon Shafir. 1998. "Introduction: The Evolving Tradition of Citizenship." Pp. 1-27 in *The Citizenship Debates*, edited by Gershon Shafir. Minneapolis: University of Minnesota Press.
- Irene Bloemraad, Anna Korteweg, and Gokce Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology* 34:153-179.
- Michael S. Drake. 2010. *Political Sociology for a Globalizing World*. Cambridge: Polity. Pp. 116-133 (Civil Society and the Public Sphere).

## Week: 12— April 4

### In-Class Test

### Class Format

This is a lecture based course. However, class discussions are strongly encouraged, so please feel free to ask questions and participate in discussions during the lectures.

### Attendance

Attendance is required and students are responsible for ALL material presented in class. Students who are unable to attend class on a given day are responsible for obtaining from their classmates notes on all material covered, as well as information regarding any announcements made in class.

### Grading Criteria

The overall grading criteria as per the university policy are:

**A) Excellent:** Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

**B) Good:** Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.

**C) Adequate:** Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.

*D) Marginal:* Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.

*F) Inadequate:* Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

## **Procedures and Rules**

### *Important date(s)*

Course drop date: March 13, 2016. Students will receive at least 10 percent of their total grade before this date.

### *Missed Tests and Assignments*

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:

Students who miss a term test for reasons beyond their control may, no later than one week after the missed test, submit to the instructor, a request for special consideration explaining the reason for missing the test, and attaching appropriate documentation, such as the Verification of Illness or Injury form ([www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)).

### *Requests for Re-Marking of Term Work*

A student who believes an individual item of work has been incorrectly or unfairly marked may request that it be remarked. Such requests should be made initially to the instructor in the course as soon as possible after the work was returned, and **no later than two weeks after it was returned.**

**Students making a request for a remarking must accept that the resulting mark will become the new mark, whether it goes up or down or remains the same.**

## **Electronic communication and electronic learning technology**

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow few rules:

- Send email to TA and/or course instructor using your utoronto address.
- Assignments will not be accepted via email. See below for how to submit them.
- All course communication will be conducted through course website/Blackboard.
- All emails must include the course code (e.g., SOC260) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt, excluding weekends and holidays.

- Treat emails as like any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.

**Emails that do not follow these guidelines will not receive a response.**

### **Classroom etiquette**

- Students are expected to arrive at class on time. Laptop usage is allowed in class but they should be used for notes only.
- Using laptops for other purposes will be treated as a breach of courtesy toward others. Emailing, web surfing, texting, photography, cell phone use are also forbidden. This will result in the student’s being required to turn off the laptop.
- Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

### **Assignment Submission Method**

Both assignments must be submitted via turnitin.com. I will provide required information on the submission process before the due dates. Please read the following statement on the use of turnitin.com.

“Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.

### **Late assignments**

- You are expected to complete assignments on time. Students submitting assignments late will lose 10% for the first day and 5% for subsequent days (weekends and holidays included). No assignment will be accepted after 7 days.
- In order not to be considered late, assignments must be submitted by the due date on the syllabus. A soft copy is to be submitted through turnitin.com.
- You are expected to keep a back-up, hard copy of your assignment in case it is lost.
- Students who cannot turn in the assignment on time, due to a reason *beyond their control* (e.g. illness, death, accident) may request special consideration by presenting the documentation to the INSTRUCTOR (see above section on missed tests and assignments).
- Late assignments should be submitted to the instructor through turnitin.com and not to the department office staff or other instructors and NOT by email.

## Academic Integrity

Academic integrity (AI) is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Students are expected to know what constitutes AI: Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>)

It is the rule book for academic behaviour at the U of T. Potential offences include, but are not limited to:

### *In papers and assignments:*

- Using someone else's ideas or words without appropriate acknowledgement;
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Including references to sources that you did not use;
- Obtaining or providing unauthorized assistance on any assignment including a) working in groups on assignments that are supposed to be individual work; b) having someone rewrite or add material to your work while "editing";
- Lending your work to a classmate who submits it as his/her own without your permission.

### *On tests and exams:*

- Using or possessing any unauthorized aid, including a cell phone;
- Looking at someone else's answers;
- Letting someone else look at your answers;
- Misrepresenting your identity;
- Submitting an altered test for re-grading;
- Misrepresentation;
- Falsifying or altering any documentation required by the University, including doctor's notes;
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed **Academic Integrity Checklist** with every assignment. If you do not include the statement, your work will not be graded. The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any

questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the University Writing Website (<http://www.writing.utoronto.ca/>). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar. You may find other useful resources at <http://www.artsci.utoronto.ca/osai/resources>

**[Please see course website for a copy of this checklist]**

### **Accessibility Services**

We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students with diverse learning styles and needs are welcome in this course. **Please feel free to approach me or Accessibility Services so we can assist you in achieving academic success in this course.** Students are encouraged to registrar with the Accessibility Services (<http://www.studentlife.utoronto.ca/as>) as early in the term as possible.

### **Writing Support: Available University Resources**

Please take advantage of the wide range of writing-related resources available in Arts and Science.

1. Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. The teaching approach of the college writing centres is described at <http://www.writing.utoronto.ca/writing-centres/learning>.
2. The home page for the website "Writing at the University of Toronto" is [www.writing.utoronto.ca](http://www.writing.utoronto.ca). You can use the navigation bar or the search function to find pages relevant to your course. Students will benefit from your recommendations.
  - More than 60 Advice files on all aspects of academic writing are available at [www.writing.utoronto.ca/advice](http://www.writing.utoronto.ca/advice). A complete list of printable PDF versions is listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
  - I request you to use "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources; these are listed in the section at [www.writing.utoronto.ca/advice/using-sources](http://www.writing.utoronto.ca/advice/using-sources).
3. You will find more resources in Writing Plus workshop series, described at <http://www.writing.utoronto.ca/writing-plus>. **Please see the flyer on course website.**
4. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. You might be interested in the following activities:

- the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term for practice with oral skills like class discussion and presentations
- Reading eWriting, an online program that helps students engage course readings more effectively.