

**COMPARATIVE POLITICAL SOCIOLOGY**  
**SOC371H1S**  
**Winter 2015**  
**University of Toronto, St. George Campus**

**Course Director:** Jasmin Hristov

**Class Time and Location:** Tue 11-1pm, RS 211

**Contact Information:** [jasmin.hristov@utoronto.ca](mailto:jasmin.hristov@utoronto.ca); 416 978-6579

**Office Hours:** Tue 9-10:30am and Thu 3-3:45; Room389, Department of Sociology, 725 Spadina Avenue.

**TA:** Emily Laxer; [emily.laxer@utoronto.ca](mailto:emily.laxer@utoronto.ca)

### **Course Description**

This course offers students the opportunity to develop a systematic understanding of the macro-social dynamics between political institutions, capital, and civil society through a comparative examination of different state structures that have existed over the last 30 years. The discussion on each type of state incorporates empirical examples from different parts of the world.

### **Learning Objectives**

- 1) Demonstrate an understanding of the forces that generate, sustain, aggravate, challenge and /or restore social inequalities.
- 2) Identify and describe types of actors that challenge states' monopoly over the means of violence.
- 3) Explain the novelties in the ways that coercion and violence are organized and performed by state apparatuses as well as politically motivated non-state actors. Analyze the implications of these with regards to civil rights, democracy and ultimately, human rights.
- 4) Identify ways in which processes of transnationalization are transforming state structures and state-society relations.
- 5) Demonstrate an understanding of notions such as failed/weak states, crisis of hegemony, privatization of violence, low-intensity democracy and others, in relation to various configurations of state capacity and class structure.

### **Prerequisites**

The prerequisite to take SOC371H1S is a 200 or higher level SOC course. Students without this prerequisite will be removed at any time discovered and without notice.

### **Course Format**

#### Lecture

The lecture will consist of an interactive presentation by the instructor, at times accompanied by a video documentary. Students are expected to engage seriously with the assigned readings before attending lecture.

#### Tutorials

The pedagogical approach of this course rests on the idea that learning is a collective process and thus, the classroom should be a community of learners. Tutorials are offered with the purpose of enriching your learning experience by facilitating the understanding of readings and lecture content as well as by offering a space for questions and discussion. During each tutorial students will be presented with two or more discussion questions by fellow class members and will answer those in small groups, followed by a class discussion. The tutorial

leader and the presenter(s) will moderate the discussion. Tutorial time may also be used for answering any other questions students might have (whether clarification or discussion-oriented). Tutorial attendance is mandatory and part of your grade.

Tutorials are scheduled as follows:

Tutorial 0101 Tuesday 1-2pm, SS2120

Tutorial 0102 Tuesday 1-2pm, SS2129

Tutorial 0201 Tuesday 2-3pm, AB114

Tutorial 0202 Tuesday 2-3pm, BA3116

### **Required Texts**

- Course-pack of selected readings available online on Blackboard at NO COST for students enrolled in the course.
- Hristov, J. (2014). *Paramilitarism and Neoliberalism: Violent Systems of Capital Accumulation in Colombia and Beyond*. London: Pluto Press.

### **Video Documentaries**

Documentaries shown in class form an integral part of the course material and will be covered by the final exam.

### **E-mail /Online Communication**

E-mail communication is for providing short answers to any clarification questions regarding the course content and/or organization and should be directed to your TA. Your emails will be responded within 2 days. If you require help with course material, please use tutorial time to bring up these questions or arrange to see me or your TA during office hours. Please check Blackboard regularly for course announcements.

### **Attendance**

Regular attendance at lectures is required in order for you to do well in the course. Lectures explain *as well as supplement* the readings. One does not substitute for the other. If you need to miss lecture, you will not be penalized, however you should ensure that you know someone in the class from whom you can borrow lecture notes. Lecture *power-points* will be posted on Learning System/Blackboard. Keep in mind that these *do not contain all lecture content or explanations* but rather constitute an outline/point-form organization of the content, including some key definitions.

### **Use of Electronic Devices in Class**

The use of electronic devices for purposes other than note-taking / course-related work is not allowed. It inhibits learning and is also disruptive and disrespectful.

### **Taping / Recording / Photographing Lectures**

Lectures and course materials prepared by the instructor are the instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Once obtained, such permission is only for that individual student's own study purposes and does not include permission to

“publish” them in any way. It is absolutely forbidden for a student to publish an instructor’s notes to a website or sell them in other form without formal permission.

### Talking during Lecture

Talking to your classmates during lecture (even if you are whispering) is disturbing. Please refrain from talking unless you have been invited to do so by the instructor. If you are unclear about something that was said by the instructor, please put up your hand instead of asking your classmates. This will ensure that you or your classmates do not miss anything important and fall behind during lecture.

### Blackboard

Announcements, handouts, lecture power-points, and any additional learning aids will be posted here, so please check the website twice a week.

### Evaluation

Type of Assessment	Weighting	Due Date
Critical Commentaries	25%	Every tutorial
Discussion Questions Presentation (in tutorial)	10%	Randomly assigned a date
Tutorial Participation	5%	ongoing
Written Assignment	25%	February 3, 2015
Final Exam	35%	Held during official examination period

*\*The final date to drop the course without receiving a grade is March 8, 2015.*

### Weekly Critical Commentaries

Each week students are required to submit at the beginning of tutorial a critical commentary (around 1p single-space) on the assigned readings for that day and be prepared to share their commentary with their classmates. The commentary should provide: i) an overview of the key issues raised in the readings; ii) a personal argument about / opinion of those. The latter part of the commentary may focus on a single issue or reading.

Each commentary will serve as a record of the student’s attendance and preparedness to participate in tutorial and will receive 2%. You will be submitting 9 commentaries for the entire semester. The weekly submission of commentaries is worth a total of 18%. The content quality (originality, clarity, coverage) of commentaries will be evaluated cumulatively at the end of the course and is worth an additional 7% (for a total of 25% of the final grade).

### Missed Commentaries

Not attending tutorial on which a commentary is due, will lead to losing 2%. *However*, students have the right to miss up to two tutorials (sick days) for the entire course without a medical note and not lose marks, provided that they email their TA the commentary on or before the day it is due.

### Presentation of Discussion Questions (DOs)

Each student will be randomly assigned a tutorial date on which she/he will be responsible for presenting a discussion question(s) based on the readings assigned for that day. A hard copy of the questions should be

distributed to each class member and the TA at the beginning of tutorial. Each question should be preceded by a brief (one-two sentences) background (preamble) that situates us in terms of the topic on which it is based. ***It should not have a right or wrong answer, not ask for clarification or factual information, but instead should invite us to think critically and creatively.*** The presenters will pick randomly students from the audience to share the group's answer with the class and should be prepared to respond to / comment on the groups' answers. ***The DQs will be evaluated in terms of their clarity, creativity, the amount of interest/discussion they generate, and the presenter's responses to classmates' answers and comments.***

### Written Assignment

Students will be assigned a question on which they will write a paper (8-10 pages) consisting of analysis of the material presented in the course as well as some external sources. Detailed instructions will be provided well in advance of the due date.

### **Policy on Late Assignment Submission**

Late papers will receive a penalty of 5% per day and work over 10 days late will not be accepted. In case of illness, you must supply a duly completed *Verification of Student Illness or Injury Form* (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted to her or your TA. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted to her or your TA.

### **Policy on Disputing Assignment Grades**

If you disagree with the grade you were given on your assignment, you must present your argument in writing and schedule a meeting with your TA **within one month** after the test was returned. Your letter must take into consideration the feedback that was given in class as well as the specific comments you received on the assignment and explain why despite of these, you are still convinced that your grade should have been higher.

### **Accessibility Needs**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978-8060 or visit: <http://studentlife.utoronto.ca/accessibility>

### **ACADEMIC INTEGRITY**

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the U of T. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your U of T degree is valued and respected as a true signifier of your individual academic achievement.

**The University of Toronto's Code of Behaviour on Academic Matters** outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. ***You are expected to be familiar with the contents of this document.*** 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:
  - working in groups on assignments that are supposed to be individual work;
  - 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.

\*\*Students who commit an academic offence face serious penalties. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#).

**To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with your written assignment. If you do not include the statement, your work will not be graded.**

## Academic Integrity Checklist

**Course: Comparative Political Sociology SOC371H1S**

**Instructor: Jasmin Hristov**

I, \_\_\_\_\_, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: \_\_\_\_\_ Student #: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SCHEDULE OF READINGS AND COURSE WORK

### **JAN 6**

- Introduction to course objectives, expectations, organization and analytical framework.

### **JAN 13 The Birth of the Capitalist State**

- Weber, M. (1919). Politics as a Vocation, pp. 1-5, available at: <http://www.sscnet.ucla.edu/polisci/ethos/Weber-vocation.pdf>
- Tilly, C. (1990). Cities and States in World History (pp. 1-3; 16-23; 29-30); European Cities and States (p.14); How War Made States and Vice Versa (pp. 68-76; 91-95); States and their Citizens (pp. 96-99). In *Coercion, Capital and European States*. Cambridge: Basil Blackwell, Inc.
- Cox, L. and Gunvald Nilsen, A. (2014). 'The Bourgeoisie, Historically, Has Played a Most Revolutionary Part': Social Movements from Above and Below in Historical Capitalism. In *We Make Our Own History: Marxism and Social Movements in the Twilight of Neoliberalism*. London: Pluto Press, pp. 99-125.
- Hristov, J. (2014). *Paramilitarism and Neoliberalism*, pp. 20-23 and 25-30.
  - Discussion Question presentation dates assigned in tutorials
  - Critical Commentaries begin

### **JAN 20 The Neoliberal State**

- Harvey, D. (2005). The Neoliberal State. In *A Brief History of Neoliberalism*. New York: Oxford University Press, pp. 64-86.
- McNally, D. (2011). Debt, Discipline and Dispossession: Race, Class and the Global Slump. In *Global Slump: The Economics and Politics of Crisis and Resistance*. Oakland, CA: PM Press, pp. 113-145.
- Hristov, J. (2014). *Paramilitarism and Neoliberalism*, pp. 82-85.
  - Discussion Question presentations begin

### **JAN 27 The Imperialist State and the Transnational State**

- Kirk, G., & Okazawa-Rey, M. (2000). Neoliberalism, militarism, and armed conflict. *Social Justice* 27(4), 1–17.
- Mooers, C. (2014). Securitizing Empire: Small Wars and Humanitarian Fantasies. In *Imperial Subjects: Citizenship in an Age of Crisis and Empire*. New York: Bloomsbury Publishing, pp. 71-99.
- Robinson, W. (2004). The Transnational State. In *A theory of global capitalism: Transnational production, transnational capitalists, and the transnational state*. Baltimore: Johns Hopkins University Press, pp. 85-105 and 129-144.

### **FEB 3 The Welfare State: Origins and Models**

- Fox Piven, F. and Cloward, R.A. (1993). Relief, Labour, and Civil Disorder: An Overview. In *Regulating the Poor: the Functions of Public Welfare*. New York: Random House, Inc., pp. 4-37.
- Arts, Wil A. and Gelissen, J. (2010). Models of the Welfare State. In Castels, F.G., S. Leibfred, J. Lewis, H. Obinger and C. Pierson (Eds.). *The Oxford Handbook of the Welfare State*. Oxford: Oxford University Press, pp. 569-583.
- Aspalter, Christian (2006). The East Asian welfare model. *International Journal of Social Welfare* 15: 290–301.
  - **WRITTEN ASSIGNMENT DUE IN LECTURE**

- No Critical Commentary Due, No Tutorials Held

### **FEB 10 Challenges to the Welfare State**

- Peng, Ito (2002) "Social care in crisis: Gender, Demography, and welfare state restructuring in Japan," *Social Politics* 9 (3): 411-443.
- Reese, E. (2007). Politicians, Think Tanks, and the Global Promotion of the "Wisconsin Model" of Welfare Reform. In Cabezas, A.L., Reese, E., and Waller, M. (Eds.). *The Wages of Empire: Neoliberal Policies, Repression, and Women's Poverty*. Boulder, CO: Paradigm Publishers, pp. 86-97.
- Harder, L. (2012). Is Social Welfare Viable? In Hird, M.J. and Pavlich, G. (Eds.). *Questioning Sociology: Canadian Perspectives*. Don Mills: Oxford University Press, pp. 169-178.

### **FEB 17 READING WEEK**

### **FEB 24 Social Movements, Citizenship, and Globalization**

- Lahusen, C. (2013). The Protests of the Unemployed in France, Germany, and Sweden (1994-2004): Protest Dynamics and Political Contexts. *Social Movement Studies: Journal of Social, Cultural, and Political Protest* 12(1): 1-22.
- Pautz, H. and Kominou, M. (2013). Reacting to Austerity Politics: The Tactic of Collective Expropriation in Greece. *Social Movement Studies: Journal of Social, Cultural, and Political Protest* 12(1): 103-110.
- Rossi, F.M. (2014). Building Factories without Bosses: The Movement of Worker-Managed Factories in Argentina. *Social Movement Studies: Journal of Social, Cultural, and Political Protest*: 1-10.

### **MARCH 3 The Security State, the 'Internal Enemy', and Civil Liberties**

- Hristov, J. (2014). *Paramilitarism and Neoliberalism*, pp. 85-93.
- Wood, L. (2014). Policing Waves of Protest, 1995-2013. In *Crisis and Control: the Militarization of Protest Policing*. London: Pluto Press, pp. 25-53.
- Kitchen, V. and Rygiel, K. (2014). Privatizing Security, Securitizing Policing: The Case of the G-20 in Toronto, Canada. *International Political Sociology* 8: 201-217.
- Smeltzer, S. and Hearn, A. (2014). Student Rights in an Age of Austerity? 'Security', Freedom of Expression and the Neoliberal University. *Social Movements Studies: Journal of Social, Cultural, and Political Process*: 1-7.

### **MARCH 10 The 'Failed State' and Parainstitutional Actors**

- Tilly, C. (2003). Violence as Politics. In *The Politics of Collective Violence*. Cambridge: Cambridge University Press, pp. 41-53.
- Dalakoglou, D. (2013). Neo-Nazism and Neoliberalism: A Few Comments on Violence in Athens in the Time of Crisis. *Working USA: The Journal of Labour and Society* 16 (June): 283-291.
- Hristov, J. (2014). *Paramilitarism and Neoliberalism*, pp. 33-60.

### **MARCH 17 The Para-State: Low-intensity Democracy and the Decentralization of Violence**

- Hristov, J. (2014). *Paramilitarism and Neoliberalism*, pp. 61-82 and 93-165.

### **MARCH 24 The Socialist State in the 21<sup>st</sup> Century: Can there be Capitalists without Capitalism?**

- Raby, D. (2006). Originality and Relevance of the Cuban Revolution. In *Democracy and Revolution: Latin America and Socialism Today*. London: Pluto Press, pp. 77-131.
- McKelvey, C. (2012). The Cuban revolutionary project and its development in historical and global context. Global Learning. Available at: <http://www.globallearning-cuba.com/reading-cuba-in-global-context.html>

- Campbell, A. (2010). Cuba: A Project to Build Socialism in a Neoliberal World. In Westra, R. (Ed.). *Confronting Global Neoliberalism: Third World Resistance and Development Strategies*. Atlanta: Clarity Press, pp. 101-116.

## **MARCH 31 Exam Review**