

# **SOC 371H1S COMPARATIVE POLITICAL SOCIOLOGY**

## **WINTER 2014 Syllabus**

**Instructor:** Dr. Mai B. Phan

**Office:** Room 225C (725 Spadina Ave.)

**Hours:** Tuesdays, 2:00-3:30pm

**Email:** mai.phan@utoronto.ca

**Time & Location:** Tuesdays, 4-6pm, WI 1017

**Teaching Assistant:** Melissa Godbout

**Hours:** By appointment

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**Hours:** By appointment

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**Prerequisite:** A 200+ level SOC course – students **WITHOUT** the prerequisite will be removed at any time they are discovered.

**Exclusion:** SOC270H1

**Recommended Preparation:** SOC260H1

**Distribution Requirement Status:** This is a Social Science course Breadth Requirement: Society and its Institutions (3)

### **Course Description**

This course will introduce students to the major theoretical traditions of political sociology, with a focus on social inequalities and public policy from a comparative perspective. We will examine state/society relations, comparative welfare systems, and social inequalities that are reflected in policy processes. This course will give you a better appreciation of how government policies are involved in shaping social structures and group relations (and vice versa).

First, we will discuss the major theoretical perspectives in political sociology, in particular theories of inequality and the welfare state. We will examine the ways that material and non-material inequality are conceptualized, defined and measured. How do measurement choices reflect entrenched interests, and how do these shape policy choices? Secondly, we will investigate the ways that changing social structures affect policy preferences, choices, and reforms, and vice versa, from a comparative perspective. Thirdly, we will examine how the policymaking process itself can open opportunities and pose challenges for addressing inequities. How do existing inequalities and policies structure the capacities of different groups to influence public policy?

## **Intended Learning Outcomes**

After successfully completing the course, you will be able to:

1. Explain the implications of different ways of defining and measuring concepts on how we understand and respond to problems of inequality.
2. Critically assess the impact of policy design on social inequality in different contexts.
3. Conduct a comparative case study to identify plausible explanations behind differences in policy approaches to social problems.
4. Demonstrate the ability to appropriately apply theories and concepts, assess their strengths and shortcomings, and practise new skills in organizing and writing a comparative analysis.

## **Course Assessments**

In addition to completing assignments, your active participation in this course is central to your success and to the quality of your experience in this course. Therefore, you are expected to regularly attend class, participate in discussions and class activities, and complete assigned readings before class. If you experience difficulties or must miss any classes, please don't hesitate to get in touch with me.

There are a number of ways for you to demonstrate your command of the materials and concepts covered in class, as well as assess your progress in achieving the learning outcomes stated above.

### *Assignments and Grading Scheme:*

Participation	15%
Reading Journal (5)	15%
Essay	20%
Paper Proposal	10%
Final Comparative paper	40%

**Participation:** Attendance is a necessary but not sufficient measure of the quality of your participation in class. Therefore, your active involvement in class discussions and activities are required. Each week, you must submit 2 or 3 questions for critical discussion based on the assigned readings on the course Blackboard by Tuesday at midnight. This will contribute to and reinforce your learning, as well as demonstrate your understanding of the assigned readings. You are required to read the assigned readings prior to class. Pop quizzes and short reflections may be given during class that will be part of your participation mark. Regular attendance and participation will be worth 15% of your overall mark.

Reading Journal (5 reading reflection papers): Your reading journal consists of 5 reading reflection papers on the topics covered in the first 6 weeks of the term. Each paper should be 2-3 pages (double-spaced) in length and should *not* simply summarize the readings. Rather, I would like you to compare/contrast, critique ideas or analyse the readings. In your reflection, you may also draw on current events, alternative perspectives or readings from other courses that you think are relevant to the topic discussion.

By February 16, each student will have submitted 5 reading reflections. Reading reflections are due on Monday night. All reflection papers will be submitted and posted on Blackboard's Journals section. Each reflection paper is worth 3 percentage points of your total mark (for a total of 15), and each day late will accrue 10 % penalty off that week's mark.

Essay\*: For this assignment, you will choose a specific social problem of your own interest that is addressed by social policy in Canada. For example, this can be poverty experienced by single parenthood, urban youth crime, childhood obesity, increasing income inequality, etc. You will describe and analyse the ways that social problems are defined as a private and/or public issue and how this relates to the policies and programs adopted. You will draw on your understanding of state-society relations and inequality based on the readings in the first 6 weeks of the course. The paper will be 8-10 pages long (double-spaced) and is worth 20% of your final mark.

Research proposal: This comparative analysis will build on your case study by adding another contextual case. You will hand in a 2-3 page proposal for your final paper (described below) that will consist of a brief justification of your chosen cases (Canada and one other country, or two provinces/cities in Canada), a thesis statement, and outline of your main argument as well as five sources you intend to use. Your proposal should identify the theoretical problem of interest as well as briefly describe the analytical framework used.

Final paper\*: You will compare and contrast policy approaches to specific social problems (such child poverty, poor nutrition, homelessness/inadequate housing, etc.) in two different contexts. In 12-15 pages, explain the reasons for the differences or similarities observed by drawing on theoretical ideas discussed in class and in the readings. You should compare how social problems are defined; the features of programs/policies in each case; what are the target populations (is it targeted or universal); how costs are distributed (who pays); the contextual and historical factors that explain policy differences between cases. Through the final paper, you will demonstrate your ability to appropriately draw on theories and concepts, assess their strengths and shortcomings, and practise new skills in organizing and writing a comparative analysis.

\* Further detailed instructions for the essay and comparative final paper will follow. You will also be required to sign and submit the Academic Integrity Checklist (please see end of syllabus) when handing in these assignments.

## Readings

Required Textbooks:

- ❖ Olsen, Gregg M. (2011) *Power and Inequality: A Comparative Introduction*, Oxford University Press.
- ❖ Stanbridge, Karen and Howard Ramos (2012) *Seeing Politics Differently: A Brief Introduction to Political Sociology*, Oxford University Press.
- ❖ SOC371H1S Coursepack, Canadian Scholars' Press Inc.; available from the University of Toronto Bookstore

Other required readings will be linked on Blackboard, and are also available through the university's online library holdings.

## Course Schedule and Topics (Assigned readings found in the coursepack are denoted by +)

### Part 1: Foundations of political sociology, its theories and methods

- Week 1: Jan 7            What is comparative political sociology?
- Stanbridge and Ramos, Chapter 1
  - Olsen, Chapter 1
  - + Piven, Frances F. and Richard A. Cloward (2005) "Rulemaking, Rule-breaking, and Power," in T. Janoski, R.R. Alford, A.M. Hicks, and M.A. Schwartz (eds.), *Handbook of Political Sociology: States, Civil Societies and Globalization*, Cambridge University Press, pp. 33-53.
- Week 2: Jan 14            Conceptualizing and explaining inequality
- Olsen, Chapters 2, 5
  - + Tilly, Charles (1995) "Durable Inequality," Irene Flecknoe Ross Lecture Series, Center for Studies of Social Change, University of California, November 1995.
- Week 3: Jan 21            Theories of power: materialism, social status and culture
- Stanbridge and Ramos, Chapters 2 & 3
  - Olsen, Chapter 6
- Week 4: Jan 28            Institutions, the state and state-society relations
- Stanbridge and Ramos, Chapter 4
  - Barkey, Karen and Sunita Parikh (1991) "Comparative Perspectives on the State," *Annual Review of Sociology*, 17: pp. 523-549.
  - Rothstein, Bo (2001) "The Universal Welfare State as a Social Dilemma," *Rationality and Society*, 13 (2): pp. 213-233.

## Part 2: Material and symbolic bases of welfare states

- Week 5: Feb 4      Measuring material inequality and progress
- Olsen, Chapter 3
  - Brady, David (2003) “Rethinking the Sociological Measurement of Poverty,” *Social Forces*, 81 (3): pp. 715-752.
  - + Waring, Marilyn (1988) *If Women Counted: A New Feminist Economics*, Harper San Francisco, pp. 46-91.
- Week 6: Feb 11      Non-material inequality: Rights, entitlements and citizenships
- Olsen, Chapter 4
  - + Rees, Anthony M. (1996) “T.H. Marshall and the Progress of Citizenship,” in M. Bulmer and A.M. Rees (eds.) *Citizenship Today: The Contemporary Relevance of T.H. Marshall*, Routledge, pp. 1-23.
  - + Shachar, Ayelet (2009) “Re-conceptualizing Membership: Citizenship as Inherited Property,” in *The Birthright Lottery: Citizenship and Global Inequality*, Harvard University Press, pp. 21-43.

**DUE:** February 16      Reading Journal (15%)

**READING WEEK:** February 18-21, 2014

## Part 3: Understanding Welfare States

- Week 7: Feb 25      Welfare states of different stripes
- + Arts, Wil A. and John Gelissen (2010) “Models of the Welfare State,” in Castels, F.G., S. Leibfried, J. Lewis, H. Obinger and C. Pierson (eds.) *The Oxford Handbook of the Welfare State*, Oxford University Press, pp. 569-586.
  - Bamba, Clare (2004) “The worlds of welfare: illusory and gender blind?” *Social Policy and Society*, 3 (3): pp. 201–12.
  - Aspalter, Christian (2006) “The East Asian welfare model,” *International Journal of Social Welfare*, 15: pp. 290–301.
- Week 8: Mar 4      New challenges to the welfare state
- DUE:** Essay Assignment (20%)
- Rothstein, Bo; Marcus Samanni and Jan Teorell (2012) “Explaining the welfare state: Power resources vs. the Quality of Government,” *European Political Science Review*, 4: pp. 1-28.
  - Bonoli, Giuliano (2005) “The politics of the new social policies: Providing coverage against new social risks in mature welfare states,” *Policy & Politics*, 33 (3): pp. 431-449.
  - Hacker, Jacob S. (2004) “Privatizing risk without privatizing the welfare state: The hidden politics of welfare state retrenchment in the United States,” *American Political Science Review*, 98 (2): pp. 243-260.

## Part 4: Structures of Inequality and Social Policies

Week 9: Mar 11      Gender, families and welfare regimes

**DUE:** Paper proposal

- Orloff, Ann S. (1993) "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States," *American Sociological Review*, 87 (4): pp.1873-1912.
- Peng, Ito (2002) "Social care in crisis: Gender, Demography, and welfare state restructuring in Japan," *Social Politics*, 9 (3): pp. 411-443.
- Mandel, Hadas and Michael Shalev (2009) "How Welfare States Shape the Gender Pay Gap: A Theoretical and Comparative Analysis," *Social Forces*, 16 (1): pp. 40-81.

Week 10: Mar 18      Immigration, diversity and welfare

- Freeman, Gary (1995) "Modes of Immigration Politics in Liberal Democratic States," *International Migration Review*, 29 (4): pp. 881-902.
- Koopmans, Ruud (2010) "Trade-offs between equality and difference: Immigrant integration, multiculturalism and the welfare state in cross-national perspective," *Journal of Ethnic and Migration Studies*, 36: pp. 1-26.
- Crepaz, Markus and Damron, Regan (2009) "Constructing Tolerance: How the welfare state shapes attitudes about immigrants," *Comparative Political Studies*, 42 (3): pp. 437-463.

Supplementary: Quadagno, Jill (1996) "Universal principles in Social Security," in *The Color of Welfare: How Racism Undermined the War on Poverty*, Oxford University Press, Chapter 7, pp. 155-173.

Week 11: Mar 25      Corporate power and state-society relations

- Daguere, Anne (2013) "New Corporate Elites and the Erosion of the Keynesian Social Compact," *Work, Employment & Society*, published online before print, September 26, 2013, doi:10.1177/0950017013496303.
- + Carroll, William (2010) "Corporate Organization and Disorganized Capitalism," and "Consolidating a Neoliberal Policy Bloc" in *Corporate Power in a Globalizing World*, Oxford University Press, pp. #.

Week 12: Apr 1      New social movements, revolution and social change

**DUE:** Final paper

- Carroll, William K. and R.S. Ratner (1995) "Old Unions and New Social Movements," *Labour*, 35: pp. 195-221.
- + Lee-Boggs, Grace (2012) "Revolution as a New Beginning," and "Afterword: In conversation with Immanuel Wallerstein," in *The Next American Revolution: Sustainable Activism for the 21<sup>st</sup> Century*, University of California Press, pp.

## **Getting Help**

Do not hesitate to contact me if you need any assistance or want to discuss your progress in class. If you cannot meet me during regularly scheduled office hours, we can make an appointment to meet at another time that is mutually convenient. Alternatively, I am always able to converse with you by email (mai.phan@utoronto.ca).

If you need special accommodations to succeed in this course, let me know at the beginning of the semester, so we can do what we can to get everything arranged as soon as possible. I want you to succeed to the best of your abilities and will be happy to work with you towards that goal.

## **Laptop Use**

Students take notes with laptops. They also do email, Twitter, Facebook, and watch YouTube during class. The impact of doing these last four practices during a university lecture undermines education. It is not only distracting you, but it is also distracting the other students and the instructor. It also implies that university learning is boring and that you would rather be somewhere else. We have two penalties for entertainment laptop use in class: 1<sup>st</sup> time offence: no laptop use in that class and the following one. 2<sup>nd</sup> laptop offence: no more laptop use in the class/tutorial again.

## **Note on In-Class Interactions**

A successful university course rests on an implicit contract between the instructors and the students on the one hand and between the students and themselves on the other. This contract commits all parties to certain ground rules for the course:

- Students are expected to come to the lectures prepared. This implies that the readings are complete (with appropriate notes).
- The instructor should make every attempt to answer questions from students and to present course material clearly and effectively.
- Students should come to class on time. Walking into the classroom late is distracting to everyone else.
- All cell phones must be turned off before entering the classroom. Phone calls and/or text messaging are not permitted in the classroom.
- All discussion in the class should relate to the course.
- Unless given permission by the instructor under special circumstances, students are not permitted to surf the Internet, use email, or any other Internet services during lectures.
- Students and instructors should maintain standards of courtesy and respect for others at all times.

## DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- 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 with your work** at class or to your TA during their office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.

### Important Dates to Remember: Winter Session 2014

<b>January 2014</b>	
6	Classes in S section code courses begin and resume in Y section code courses
12	Waiting lists for S section code courses close at end of day
19	Last day to add courses with S section codes
<b>February 2014</b>	
14	Final Examination timetable for S and Y courses posted
17	Family Day; University closed
18-21	Reading Week; deferred examinations from December 2013
28	Deadline to request corrections to 2013 Summer academic record
<b>March 2014</b>	
9	Last day to drop courses with S section codes from academic record and GPA. After this deadline a mark is recorded for each course, whether course work is completed or not (a 0/zero is assigned for incomplete work), and calculated into the GPA. Last day to add or remove a CR/NCR option for S section code courses.
<b>April 2014</b>	
4	Classes end in S and Y section code courses; deadline to request Late Withdrawal (LWD) from S and Y section code courses at College Registrar's Office
7-8	Study period
18	Good Friday; University closed
9-30	Final examinations in S and Y section code courses and deferred examinations from

	December 2013
30	Last day to file a petition regarding term work for 2013-2014 fall-winter session S and Y section code courses

## **Writing and Language Support**

There are a wide range of resources for writing support made available in Arts and Science to help all students become better writers and communicators. You can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.  
<http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students> .

### ***Writing Plus Workshops:***

The St. George Campus College Writing Centres, with the participation of the Arts and Science Students' Union (ASSU), the Academic Success Centre, University of Toronto Libraries, and the Career Centre, are offering this campus-wide series of academic skills workshops to the University's entire student body. All workshops are free and there is no need to pre-register. Come for one, or come for all! The Writing Plus workshop series is described at <http://www.writing.utoronto.ca/writing-plus>.

### ***English Language Learning program (ELL)***

Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/undergraduate/ell>. Please note especially the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term. For more information, please contact the ELL Coordinator Leora Freedman at [leora.freedman@utoronto.ca](mailto:leora.freedman@utoronto.ca)

## **AccessAbility**

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, **Accessibility Services** is your home base for support. It is important to contact the office as soon as you are accepted to U of T so that accommodations for your needs are in place before classes start. All information about your disability is confidential and won't be shared with units outside of Accessibility Services without your consent. [www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca). 416-978-8060.

The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.

The role of Accessibility Services is to facilitate the inclusion of students with disabilities into all aspects of university life. Our focus is on skills development, especially in the areas of self-advocacy and academic skills.

Services are provided to students with a documented disability. It can be physical, sensory, a learning disability, or a mental health disorder. Students with temporary disabilities (e.g. broken arm) are also eligible for the service.

Students first go through an intake interview to discuss their eligibility and needs. Where appropriate, students are referred to one of the Service's professionals (e.g. Adaptive Technologist Consultant, Learning Disability Specialist) to discuss strategies and determine accommodations. All discussions are kept confidential with AS and information is disclosed outside the Service only with permission of the student.

**Services provided include:**

- alternative [test & examination arrangements](#)
- authorization of test and exam accommodations coordinated by [Test and Exam Services](#)
- [note-taking](#) services
- sign language interpreters
- adaptive equipment & assistive devices
- alternative format for printed materials
- information & resource materials on health conditions & disability related issues
- liaison with academic & administrative units within the University & with off-campus agencies.

**Robarts Location**

**Voice:** 416 978-8060

**Fax:** 416 978-8246

**TTY:** 416-978-1902

**Email:** [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)

**Huron Street Location**

**Voice:** 416 978-7677

**Fax:** 416 978-5729

**TTY:** 416 978-1902

**Email:** [as.huronstreet@utoronto.ca](mailto:as.huronstreet@utoronto.ca)

***Special Accommodations***

If you develop a prolonged illness or encounter a personal crisis that will affect your participation in the course, please contact the course instructor as soon as the problem becomes apparent. Your best strategy for dealing with anything that may prevent you from completing the course in a way that is satisfactory to you is to discuss your concerns as soon as possible with the course instructor so that we can work out a way of responding to them together.

## **Academic Support**

**Your Registrar** is a reliable first-stop whenever you have questions, concerns or are facing issues that are getting in the way of your success.

The **Academic Success Centre** is the place to go to learn how to develop skills in time management, exam preparation, textbook reading, note-taking, and dealing with anxiety, procrastination and perfectionism. Make an appointment with a learning skills counsellor at the reception desk or by calling 416-978-7970. You can also visit the ASC drop-in centre in the Koffler building at 214 College Street. [www.asc.utoronto.ca](http://www.asc.utoronto.ca).

Tutors are available at **First Nations House** to help aboriginal students develop their research, essay writing and study skills. Tutors can also help students find academic support in specific fields of study, such as math and science. [www.fnh.utoronto.ca](http://www.fnh.utoronto.ca). 416-978-8227.

If you're facing challenging personal circumstances that are affecting your academic performance, feel free to seek emotional and psychological support from U of T's **Counselling and Psychological Services**. [www.caps.utoronto.ca](http://www.caps.utoronto.ca). 416-978-8070.

## **Academic Integrity**

Academic integrity 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.

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, and you are expected to know the rules. 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.

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 [U of T Writing Website](#). 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.

# Academic Integrity Checklist

**SOC371H1S: Comparative Political Sociology – Winter 2014**

**Lecturer: Dr. Mai B. Phan**

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

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