

SOC 371H1S
COMPARATIVE POLITICAL SOCIOLOGY
WINTER 2013 Syllabus

Instructor: Dr. Mai B. Phan
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Time & Location: Tuesdays, 4-6pm, WI 1016

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 inequality and poverty 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 class, gender, race/ethnicity, and age structures affect policy preferences, choices, and reforms 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 grasp 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%
Essay	25%
Paper Proposal	20%
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. This will contribute to and reinforce your learning, as well as demonstrate your preparedness for class. Regular attendance and participation will be worth 15% of your overall 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 5 weeks of the course. The paper will be 8-10 pages long (double-spaced) and is worth 25% 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 as 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. Your paper should use at least 10 appropriate sources, cited in the APA style. Through the final paper, you will demonstrate ability to appropriately apply theories and concepts, assess their strengths and shortcomings, and practise new skills in organizing and writing a comparative analysis.

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.

Other required readings will be posted on Blackboard, or available through the university's online holdings.

Course Schedule and Topics

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

- Week 1: Jan 8 What is political sociology? What is comparative research?
- Stanbridge and Ramos, Chapter 1
 - Olsen, Chapter 1
- Week 2: Jan 15 Conceptualizing and legitimizing inequality
- Olsen, Chapters 2, 5
- Week 3: Jan 22 Materialism, social status and culture
- Stanbridge and Ramos, Chapters 2, 3

Part 2: Theoretical Perspectives on the Welfare State

- Week 4: Jan 29 Measuring material and non-material inequality
- Olsen, Chapters 3, 4
 - Brady, David (2003) "Rethinking the Sociological Measurement of Poverty," *Social Forces*, 81 (3): pp. 715-752.
- Week 5: Feb 5 Institutions, the state and state-society relations
- Stanbridge and Ramos, Chapter 4
 - Rothstein, Bo (2001) "The Universal Welfare State as a Social Dilemma," *Rationality and Society*, 13 (2): pp. 213-233.
 - Myles, John and Jill Quadagno (2002) "Political Theories of the Welfare State," *Social Service Review*, 76: pp. 34-57.
- Week 6: Feb 12 Classifying welfare states
- 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.
 - 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.

DUE: February 16 Essay Assignment (25%)

READING WEEK: February 18-22, 2013

- Week 7: Feb 26 Politics, globalization and change
- Stanbridge and Ramos, Chapter 5
 - 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.

Structures of inequality and Social Policies

- Week 8: Mar 5 Gender, families and Welfare Regimes
DUE: Paper proposal
- Bolzendahl, Catherine (2009) "Making the implicit explicit: Gender influences on social spending in twelve industrialized democracies, 1980-1999," *Social Politics*, 16 (1): pp. 40-81.
 - Mahon, Rianne (2002) "Gender and Welfare State Restructuring: Through the Lens of Childcare," in Sonya Michel and Rianne Mahon (eds.) *Child Care Policy at the Crossroads: Gender and Welfare State Restructuring*, Routledge.
 - Peng, Ito (2002) "Social care in crisis: Gender, Demography, and welfare state restructuring in Japan," *Social Politics*, 9 (3): pp. 411-443.
- Week 9: Mar 12 Changing age structures
- Tepe, Markus and Pieter Vanhuysse (2009) "Are Ageing OECD Welfare States on the Path to Gerontocracy?" *Journal of Public Policy*, 29 (1): pp. 1-28.
 - Bussemeyer, Marius, Achim Goerness and Simon Weschle (2009) "Attitudes towards redistributive spending in an era of demographic ageing: the rival pressures of age and income in 14 OECD countries," *Journal of European Social Policy*, 19 (3): pp. 195-212.
- Week 10: Mar 19 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.

- Week 11: Mar 26 Intersectionalities of Race, Class, Gender and Age
- Korpi, Walter (2000) “Faces of inequality: gender, class and patterns of inequalities in different types of welfare states,” *Social Politics*, 7: pp. 127–91.
 - Finseraas, Henning (2012) “Poverty, ethnic minorities among the poor, and preferences for redistribution in European regions,” *Journal of European Social Policy*, 22 (2): pp. 164-180.
 - 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 12: Apr 2 Social movements and collective action
DUE: Final paper
- Breuer, Michael; Faist, Thomas and Jordan, Bill (1995) “Collective action, migration and welfare states,” *International Sociology*, 10 (4): pp. 369-386.
 - Raphael, Dennis (2009) “Reducing social and health inequalities requires building social and political movements,” *Humanity & Society*, 33 (1-2): pp. 145-165.

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

Important Dates to Remember: Winter Session 2013

January 2013	
7	Winter Session classes begin
11	Last date to file a petition regarding a final examination in 2012 fall session F section courses
13	Waiting lists for S section code courses close
20	Deadline to enrol in S section code courses
February 2013	
15	Final Examination timetable for S/Y courses posted
18	Family Day; University closed
19-22	Reading Week; deferred examinations from December 2012
28	Deadline to request corrections to 2012 Summer academic record
March 2013	
10	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
29	Good Friday; University closed
April 2013	
5	Classes end; deadline to request Late Withdrawal (LWD) at College Registrar's Office
8-9	Study period
10-30	Final examinations in S and Y section code courses and deferred examinations from December 2012
30	last day to file a petition regarding term work for 2012-2013 fall-winter sessions Y/S section code courses
May 2013	
7	Last date to file a petition regarding a final examination for 2012-2013 fall-winter sessions Y/S section code courses
20	Victoria Day; University closed

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: 1st time offence: no laptop use in that class and the following one. 2nd 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.

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, **Accessability 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. 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

Huron Street Location

Voice: 416 978-7677

Fax: 416 978-5729

TTY: 416 978-1902

Email: 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.

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. 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. 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 2013
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: _____