1. Course Objectives

This fourth year course will provide an advanced treatment of selected topics in political Sociology. Specific topics to be covered are the relationship between political systems and cleavage voting, the relationship between social class and attitudes and voting, the post-materialist thesis, social capital and civic participation, gender politics, the various varieties, causes and effects of welfare states, and social movements. The course will have both a Canadian and international focus.

**NOTE:** The prerequisite to take SOC422H1S is at least one SOC or POL SCI course at the 300+ level. Students without this prerequisite will be removed.

2. Course Requirements

Grades in the course will be based on three elements:
1. Weekly position papers (20%)
2. Weekly seminar participation (20%)
3. In Class Presentation (20%)
4. Final seminar paper (40%)

2.1. Weekly Position Papers (10 papers x 2 points each=20%)

You are required to write 10 positions papers on the required readings. The position papers are worth a total of 20 points (2 each paper). The papers will not be graded, however—you will simply receive 2 points for each satisfactorily completed paper. The position papers are due on **Sunday before class** (posted on Blackboard) and must deals with the corresponding readings. **Late position papers will not be accepted.** Moreover, if I think not enough effort has gone into a paper, you will receive a grade of 0 for that particular week. I will be very strict on this. If you satisfactorily submit all 10 position papers, you will receive 20 out of 20 points for this element of the course. There are 11 weeks with
required readings, meaning that you have one week free from writing a position paper. You are still required to do the readings on your “free” week, however. The decision as to which week you don’t submit a position paper is yours.

Position papers should not simply summarize the week’s readings. Instead, they should point out the essential findings of the required readings, draw connections with other issues and theoretical approaches (either discussed in the course earlier or in other courses you have taken in the past), and raise problems or questions that are meant to stimulate seminar discussion. You should be critical! Each paper should be no less than 1 page and no more than 2 pages in length (typed, double-spaced, 12-point font).

Although you are required to submit the position paper at the start of the class, you might find it useful to have a copy for yourself to consult during the seminar discussion.

2.2 Weekly Seminar Participation (20%)
This course will only be successful if everyone participates in class, and thus I will not go easy on participation grades—if you don’t participate regularly, you will receive a poor grade. **While attendance is not mandatory, if you do not attend class and participate in class discussion, your grade will suffer.** Moreover, I will be looking for valuable contributions. Opinion alone is not good enough. I expect you to draw on evidence from the required readings to support your arguments. I will also be looking for students to “think outside of the box” and give good logical arguments based on personal experience and previous education. Finally, I will be expecting you to intelligently and critically challenge the guest seminar leaders. Again, these challenges should be based on solid arguments and empirical evidence when possible. Don’t go easy on them!

2.3 In-class Presentation (20%)
In addition to your essays, each week one student (or perhaps two depending on enrollment) will make an in-class presentation about that week’s readings, raise critical questions, and set forth topics for discussion. Plan for roughly 30 minutes as the length for your presentation, and be ready to facilitate discussion after the presentation. You may wish to use the postings on Blackboard as a starting point. We will then gather further comments about the presentation and reaction posts from other class participants as a catalyst for further discussion. Your presentation is worth fifteen percent of your final mark. I will mark your presentation primarily on your ability to critically engage with the readings (and your classmates’ reactions) and set the stage for a quality discussion.

2.4 Term Paper (40%)
You are expected to write a term paper on one of the weekly topics shown in the course schedule below (there will be no substitutions). Although you must write on one of the topics listed below, you should use many more sources (and cite them properly) than those required for the course. You should also pay attention to the quality of the sources that you cite. In this regard, it is a safe bet to first search articles in the top-rated journals. The paper should be between 18 and 20 pages in length (typed, double-spaced, 12-point font, not including the title page and reference list). It is just as important to keep the paper less than 20 pages as it is to ensure that you have more than 18 pages. The paper should be written in a format acceptable for publication in a top academic journal (see the Amer. J. Soc, Amer. Soc. Rev., Amer. J. Pol. Sci. or Amer. Pol. Sci. Rev. for examples). I
expect the paper to be very polished, so start as soon as possible. **Term Papers are due Friday, April 11th in my office at 12pm. Late papers will be deducted 5% per day.** You can submit the paper before this date but unless there are exceptional circumstances, late papers will not be accepted. In other words, you will fail the course if the paper is not submitted by the above due date. You must submit a hard copy of the paper. I will not accept email attachments.

3. **Plagiarism:** Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science.

4. **Course Schedule and Readings**

The course schedule below includes essay questions and required readings for each week. You must read the required readings for each week—and know them well—before attending the seminar. As a general rule, you should read them in chronological order. Many of the readings are available either in the stacks at the University libraries and on JSTOR. You can access JSTOR free of change from the University libraries or from home using your U of T ID number and password. If the reading is available on JSTOR it is your responsibility to locate it. Some of the readings required by guest seminar leaders may be difficult to locate, however. In these cases, I will provide you with copies of the reading the week before.

1. **January 8: Course Introduction**

No readings this week.

2. **January 15: Theories of the Welfare State**


3. **January 22: Economic Inequality and the Welfare State**


**Supplemental Reading:**


Supplemental Reading:


5. February 5: Class Awareness
TBA

6. February 12: Social Cleavages and Class Voting


7. February 19: Reading Week (no class)

8. February 26: Values and Political Culture (1)


9. March 5: Values and Political Culture (2)


10. March 12: Civic Participation and Democracy


Supplemental Reading


11. March 19: Citizenship

Supplemental Reading:


12. March 26: Social Movements


13. April 2: Nationalism


Term Papers due Friday, April 11th in my office at 12pm

**If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible.**