

**Department of Sociology  
University of Toronto  
SOC260H1F (LEC5101): Fundamentals of Political Sociology  
Class Hours: Thursdays 6-8 PM  
Location: RW 110**

**Instructor**

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**Course Website**

This course will be available via University of Toronto Portal. All course materials, instructions, announcements etc. will be available on this site. It is your responsibility to check course portal each week to get any course-related information.

**Course Description**

This course will introduce students to key topics of political sociology. Political sociology is concerned with the relationship between state and society, and it includes both macro and micro components. The central concept of political sociology is power. There are multiple sociological perspectives on power and politics; each perspective offers sociologists a conceptual lens through which to view these two components. Political sociologists examine various aspects of power to understand a wide range of phenomena, including state formation, revolution, nationalism, party politics and policymaking, values, political choice and voting, social movement, the welfare state, citizenship, and civil society. Many of these topics will be examined in this course.

**Prerequisite & Exclusion**

Prerequisite: 0.5 SOC FCE at the 100-level

Exclusion: SOC260Y1, SOC297H1 (20111); SOCB30H3; SOC335H5

Recommended Preparation: SOC150H1

Students who fail to meet these requirements will be removed at any time discovered and without notice.

**Goals**

In this course, students will develop sociological knowledge of the power and politics affecting our everyday lives. In a time of decaying democratic political engagement, a better understanding of these key topics will help students see how politics shape everything around us. A better sociological grasp of power and politics will push them to extend the horizons of their thinking.

**Learning Outcomes**

By the end of the course, students will be able to:

- Identify, describe, and evaluate some of the central concepts and theories used in the study of power and politics;

- Apply terminology used in the course correctly;
- Examine and apply central concepts and theories to case studies and other empirical examples;
- Critique contemporary practices of power and politics;
- Exercise initiative, personal responsibility, and accountability in independent or group settings;
- Draw on academic sources to research political phenomenon such as voting and political choice and to write critically and creatively;

### **Evaluation Components**

<b>Type</b>	<b>Description</b>	<b>Due Date</b>	<b>Weight</b>
Test*	Mid-term test (short & broad answer)	19 October	35%
	In-Class Test (short & broad answer)	30 November	25%
Assignment**	3 Mini Response Papers (300 words each)	On-going	15%
	A Case Study Report (750 words)	9 November	10%
Participation	Attendance and in-class learning activity	On-going	15%

\*Tests are non-cumulative; \*\* for details, see below

### **Required Readings**

Each week I will use relevant book chapters or journal articles as required readings. Electronic copy of some of these materials is available at U of T libraries. PDF files of those materials, which are not electronically available, will be posted on the course portal. No course pack or text book is required.

### **Class Schedule**

The class schedule below includes weekly topics and required readings for each week. Please make sure that you have read required readings for each week before attending the class. The following schedule includes only academic materials. However, in many weeks, I will add relevant newspaper articles to draw attention to real-world scenarios. If such materials are used during a particular week, those will be considered as required readings.

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
7 September	Introduction to the Course	Syllabus (Read it Carefully)
14 September	State Formation	Richard Lachmann. 2010. <i>States and Power</i> . Cambridge: Polity Press [selected pages, TBA]
21 September	Social Revolution	Jack A. Goldstone. 2014. <i>Revolutions: A Very Short Introduction</i> . Oxford: Oxford University Press. Chapter 1 and 2.
28 September	Nationalism	Umut Ozkirimli. 2010. <i>Theories of Nationalism: A Critical Introduction</i> (2 <sup>nd</sup> edition). New York: Palgrave Macmillan [selected pages, TBA].
5 October	Imperialism	George Steinmetz. 2014. "The Sociologies of Empires, Colonies, and Postcolonialism." <i>Annual Review of Sociology</i> Vol.40:77-103.
12 October	Social Movements	David A. Snow and Sarah A. Soule. 2010. <i>A Primer on Social Movements</i> . New York: WW Norton & Company. Chapter 1.
19 October	Mid-Term Test	
26 October	Political Parties	Stephanie L. Mudge and Anthony S. Chen. 2014. "Political Parties and the Sociological Imagination: Part, Present, and Future Directions." <i>Annual Review of Sociology</i> Vol.40:305-330.

2 November	Voting and Political Choice	Peter Achterberg. 2006. "Class Voting in the New Political Culture." <i>International Sociology</i> Vol. 21(2):237-261.
9 November	Fall Reading Week	
16 November	Politics and Public Policy	John L. Campbell. 2002. "Ideas, Politics, and Public Policy." <i>Annual Review of Sociology</i> Vol. 28:21-38.
23 November	Welfare State System	Gosta Esping-Andersen. 1990. <i>The Three Worlds of Welfare Capitalism</i> . Cambridge: Polity Press [selected pages].
30 November	In-Class Test	

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

### **Class Format**

This class is a lecture-based course. I will use interactive power-point slides each week. These slides will be posted on the course portal after each class. Class discussions are strongly encouraged, so please feel free to ask questions and share your ideas during a lecture. The goal is to facilitate a student-centered learning process. I will encourage students to engage in debates on various course materials. To facilitate discussion and critical thinking, I may use relevant short A/V materials and newspaper reports.

### **Attendance and Participation Grade**

Regular attendance in class is required. Students are responsible for ALL materials presented in class. Students who are unable to attend class on a given day are responsible for obtaining from their classmates notes on all materials covered, as well as information regarding any announcements made in class. However, mere physical presence is not a meaningful way to allocate participation grade (15%). Students will be required to participate in a variety of active learning tasks in class. Each of these tasks will carry a small part of the overall participation grade. These may include engaging in low-stake writing exercise in class, offering brief written feedback explaining a concept, or summarizing part of the lecture (i.e. exit ticket). I will supply paper for in-class writing tasks. For attendance in each class (10 lectures), students will receive 0.5 point. Each lecture will include some forms of active-learning tasks. For the completion of this task each week, students will receive 1 point.

### **Assignments**

There are FOUR short assignments: Three Mini Response Papers (300 words each) and a Case Study Report (750 words). Please carefully read 'learning outcomes' (mentioned above) to get a sense of pedagogical goals of these assignments.

**Mini Response Papers:** On three occasions, I will post a question/observation on the course portal. You will write a response to that question/observation using relevant weekly course materials and lectures. I will post each question/observation after class on Thursday and the assignments are due on Monday at 4.30 PM (submitted on the course portal).

**Case Study Report:** Drawing on lecture and course materials on voting and political choice, you will write a case study report on the role of economic and cultural factors in determining individual's political choice. You must use a case from any of these recent elections: Canada, US, UK/Brexit, and France.

Detailed instruction for each assignment will be posted on course portal. Instructions and other tips will also be discussed 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.

*For more information on meaning of grades and grade scales, please see the following links:*

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>

Please note that these are general expectations. Specific criteria will be applied to mini response papers and case study report. These will be posted on the course portal well before the due date of each assignment.

## **Procedures and Rules**

### ***1. Important date(s)***

**Course drop date: November 6, 2017. Students will receive at least 10 percent of their total grade before this date.**

### ***2. Missed Tests and Assignments***

- Students who miss a term test/assignment will be assigned a mark of zero for that test/assignment unless they satisfy the following conditions:  
Students who miss a term test/assignment 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/assignment, and attaching appropriate documentation, such as the Verification of Illness or Injury form ([www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)).
- DO NOT hand in or email your medical documents to the TA.

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

Instructors and teaching assistants take the marking of assignments very seriously and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen.

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.**

If you wish to appeal:

A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours.

**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.**

#### ***4. Assignment Submission Method***

- No Hard Copy will be accepted. Please DO NOT email your assignment to the instructor or the TA.
- All assignments must be submitted on the course portal. If I change this policy and decide to use Turnitin.com to collect assignments, please be aware of the following university policies on the use of turnitin.com.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their position paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

- If Turnitin.com is used for assignment submission, I will provide required information on the submission process before the due dates.
- If you have any concern regarding assignment submission, please contact the INSTRUCTOR after class or during office hour (Fridays, 10-12 am).

#### ***5. Late assignments***

- You are expected to complete assignments on time. Students submitting assignments late will lose 5% for each day (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 mentioned on the syllabus.
- 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).
- DO NOT hand in or email your medical documents to the TA.
- Late assignments should be submitted through course portal and NOT by email.
- DO NOT send it to the department office staff or other instructors.

## **6. Classroom etiquette**

- Students are expected to arrive at class on time.
- To create a positive and safe learning environment, I hope that mutual respect and civility will prevail in class. We have to ensure that every student has the excellent opportunity for learning. I hope that students will present differences in opinions or concerns in a mutually respectful manner.
- 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.
- Lecture slides (power point files) posted on the portal are instructor's intellectual property. These are for the sole use of students registered in this course. These materials shall not be distributed or disseminated to anyone in any form. Failure to abide by these instructions will constitute a copyright infringement.

## **7. 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 course instructor and TA 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 course portal (e.g., “how much is assignment X worth”) will not receive a response.

## **8. 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>

[A copy of this checklist will be posted on course portal]

**Equity and Diversity**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behavior that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is

our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. To learn more about equity and diversity, please see the link: <http://equity.hrandequity.utoronto.ca/>

### **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 the INSTRUCTOR 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. Students who need such accommodation should also inform the instructor as early in the term.

### **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.