

SOC422H1S
ADVANCED STUDIES IN POLITICAL SOCIOLOGY:
GLOBALIZATION, HUMAN RIGHTS AND THE STATE
Summer 2017
University of Toronto, St. George

Course Director: Dr. Jasmin Hristov

Class Time and Location: Mon and Wed 6-8pm, Location: OI 8280

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Office Hours: Fri 2-4 pm; Room389, Department of Sociology, 725 Spadina Avenue, 3rd Floor

Course Description

This course offers an advanced treatment of the subject of human rights and globalization within the field of political sociology. We explore theories, issues and debates associated with the role and changing nature of the state under globalization. Topics to be covered include economic globalization, transnationalization of states and classes, gender, migration, citizenship, and social movements.

Learning Objectives

- 1) Assess the explanatory potential and limitations of major theoretical approaches to the study of the state under globalization.
- 2) Identify ways in which processes of transnationalization are transforming state structures and state-society relations and the implications of these for human rights.
- 3) Explain the role of globalization as both, a source of weakening as well as awakening for popular mobilizations.
- 4) Understand why human rights is an appropriate entry point for learning about globalization.

Prerequisite

The prerequisite to take SOC422H1S is 1.0 SOC FCE at the 300 or higher level. SOC201H1 or SOC203H1 are recommended courses. Students without the prerequisite will be removed at any time discovered and without notice.

Required Readings

- Course-pack of selected readings available online on Blackboard at NO COST for students enrolled in the course.

Course Format

The organization of this course is premised upon the idea that learning is a collective process. The classroom is a community of learners. The course therefore requires a *high* degree of interaction and participation in the form of group discussions, class discussions, presentations, and a group project. Attendance is mandatory. Students are required to have read the assigned material for the day prior to attending the seminar. From July 17 to August 2, during each seminar one or two students will lead the discussion by presenting a discussion question to the class. The class will work in groups where each group will answer one presenter's question. Answers will then be shared with the class and presenters

will be required to respond and moderate the discussion. Between August 9 and August 14, students will be presenting in groups their case-study of a specific social movement.

Accessibility

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

Video Documentaries

All documentaries shown in class form an integral part of the course material. They are carefully selected visual illustrations of the issues and concepts taught in the course. The assignments will require you to incorporate the knowledge gained from documentaries and your critical reflection of them.

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 the course instructor. Your emails will be responded within 2 days. Please check Blackboard regularly for course announcements.

Attendance

Attendance is mandatory and a record of attendance will be kept.

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.

Blackboard

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

Evaluation:

Type of Assessment	Weighting	Due Date
8 Critical Commentaries (8% submission and 12% quality)	20%	On dates noted in the syllabus
Discussion Questions Presentation and Reflection	20%	Randomly assigned a date
Participation	10%	ongoing
Group Presentation	25%	Randomly assigned Aug 9 th or 14 th
Final Reflection Paper	25%	August 14 th

Critical Commentaries

Every class students are required to submit a critical commentary (approximately 1 page single-spaced Times New Roman, 12 point font, 1 inch margins all around) on the assigned readings for that day. The

commentary should provide: i) an overview of the key issues raised in the readings; ii) a personal argument / opinion / reaction on any one or more of these issues that interests you. The latter part of the commentary may focus on a single issue or reading.

Each commentary submission will receive 1%. Commentaries must be typed and can only be submitted in person in class. You will be submitting 8 commentaries for the entire course (worth 8%). The content and quality of these will be evaluated cumulatively at the end of the course and is worth an additional 12% (for a total of 20% of the course grade).

Discussion Question (DQ) and Subsequent Reflection

Each student will be randomly assigned a date on which she/he will be responsible for presenting a discussion question based on the readings assigned for the day on which the student is presenting. A hard copy (with your name on) should be distributed to each class member as well as the professor at the beginning of the seminar.

The question should be preceded by a brief (one-two sentences) background 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 class will be divided into groups and each group will answer one or more questions. Each group will then present their answer(s) to the class. Presenters will have to respond as well as moderate the discussion.

Presenters are required to submit one week after the presentation a short reflection (4-5 pages 12 point font, Times New Roman, 1 inch margins all around) on the discussion that took place including: a) the reason why the presenter thought this was an important question; b) the ideas that were debated in class and the answers that were offered; c) the presenter's own answer and how it was similar / different from the answers offered by classmates; d) points that could have been discussed but were not; e) new questions or directions of thought that the class discussion led to.

Group Assignment

Students will be randomly assigned into groups by the professor. Each group will draw a social movement from a list of movements. The list will include some free choices. Groups will prepare a 30 min presentation of the movement with a particular focus on human rights as played out in the movement's objectives, tactics, achievements, and challenges by applying relevant theory from the course as well as analyzing the state's response to the movement. A detailed description and instructions will be distributed to students.

Final Paper

Students will use relevant material from the readings, documentaries, class discussions, and group presentations to answer a question assigned by the professor. The paper should be 8-10 pages (12 point font, Times New Roman, 1 inch margin all around, double-spaced). Students are expected to write the paper using course material. No external sources are required.

Policy / Penalty on Late Course Work

- Students who fail to present on the day they have been assigned, will receive a zero on the DQ component.
- Students who are unable to attend on the day of presentation due to a legitimate reason will be accommodated if **within two days** they provide the instructor with the **proper documentation from a physician or college registrar. In case of illness, you must supply a duly completed Verification of Student Illness or Injury Form (available at 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. 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.
- If you are unable to submit a CC on time for a legitimate reason, please provide the instructor with the above documentation. She will then arrange with you an acceptable date for a late submission without penalty. Note that a proper documentation entitles you to a late submission of a commentary, but not to miss a commentary altogether. Failure to submit a commentary will lead to losing 1% for submission and it will also affect to some extent the quality of content grade that you will receive at the end.
- Late CCs without official documentation will not be accepted.
- Please note that the last day to submit a late CC (provided that you have submitted the official documentation indicating your eligibility for an extension, including any accessibility related extensions) is August 16th.
- The last day to submit a late DQ reflection (provided that you have submitted the official documentation indicating your eligibility for an extension) is August 16th.
- Late final papers will receive a penalty of 10% per day. Late papers over 5 days late will not be accepted. The last day to submit a late paper (provided that you have submitted the official documentation indicating your eligibility for an extension) is August 20th.

Policy on Disputing Assignment Grades

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

SCHEDULE OF REQUIRED READINGS AND COURSE WORK

JULY 5 Introduction to the Course

JULY 10

- Burawoy, M. (2016). The Promise of Sociology: Global Challenges for National Disciplines. *Sociology* 50(5): 949-959.
- UN. The Universal Declaration of Human Rights.
- Fortman, B. (2011). Political Economy of Human Rights: The Quest for Relevance and Realization. *E-International Relations*.
 - CC Due
 - DQ presentation dates assigned

JULY 12

- Marx, K. (1867/1990). Ch. 26 The Secret of Primitive Accumulation; Ch. 27 Expropriation of the Agricultural Population from the Land; Ch. 28 Bloody Legislation against the Expropriated. *Capital, Vol. I*. London: Penguin Books Ltd, pp.500-520.
 - CC Due
 - Group assignment distributed and groups announced

JULY 17

- Weber, M. (1930). *The Protestant Ethic and the Spirit of Capitalism* (p. 3-19; 21-23; 102-123).
- Weber, M. (1919). Politics as a Vocation, pp. 1-5.
- 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.
 - CC Due
 - DQ Presentations

JULY 19

- Wallerstein, I. (2000). Globalization or the Age of Transition? A Long-Term View of the Trajectory of the World-System. *International Sociology* 15(2): 249-265.
- Chase-Dunn, C., Kawano, Y., and Brewer, B.D. (2000). Trade Globalization since 1795: Waves of Integration in the World System. *American Sociological Review* 65(1): 77-95.
- McMichael, P. (2005). Globalization. In Alford, R., Hicks, A., and Schwartz, M. (Eds.). *The Handbook of Political Sociology: States, Civil Society and Globalization*. Cambridge: Cambridge University Press.
 - CC Due
 - DQ Presentations
 - In-class group work time
 - Final paper question distributed

JULY 24

- Hickel, J. (2012). A Short History of Neoliberalism and How We Can Fix It.
- Harvey, D. (2005). The Neoliberal State. In *A Brief History of Neoliberalism*. New York: Oxford University Press, pp. 64-86.
- 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. 85-101.
- 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.
 - CC Due
 - DQ Presentations

JULY 26

- Acker, J. (2004). Gender, Capitalism and Globalization. *Critical Sociology* 30(1): 17-41.
- Sassen, S. (2000). Women's Burden: Counter-Geographies of Globalization and the Feminization of Survival. *Journal of International Affairs* 53(2): 503-524.

- Zoomers, A. (2010). Globalisation and the foreignisation of space: Seven processes driving the current global land grab. *The Journal of Peasant Studies* 37(2), 429–447.
 - CC Due
 - DQ Presentations
 - In-class group work time

JULY 31

- Tarrow, S. (2012). Theories of Contentious Politics. In *Strangers at the Gates: Movements and States in Contentious Politics*. Cambridge: Cambridge University Press, pp. 6-26.
- Cox, L. and Gunvald Nilsen, A. (2014). ‘The Authors and the Actors of Their Own Drama’: A Marxist Theory of Social Movements. In *We Make Our Own History: Marxism and Social Movements in the Twilight of Neoliberalism*. London: Pluto Press, pp. 55-93.
- McNally, D. (2011). Towards a Great Resistance? In *Global Slump: The Economics and Politics of Crisis and Resistance*. Oakland, CA: PM Press.
 - CC Due
 - DQ Presentations

AUG 2

- Nash, K. (2010). Globalization and Democracy. In *Contemporary Political Sociology: Globalization, Politics, and Power*. Oxford: Wiley-Blackwell.
- Faist, T. (2009). The Transnational Social Question: Social Rights and Citizenship in a Global Context. *International Sociology* 24(7): 7-35.
- Human Rights Watch. *The Mediterranean Migration Crisis*.
 - CC Due
 - DQ Presentations
 - In-class group work time

AUGUST 7 HOLIDAY

AUGUST 9

- Social Movements Case-Studies Group Presentations

AUGUST 14

- Social Movements Case-Studies Group Presentations
 - **Final Paper Due**