

SOC340H1F COMPARATIVE POLITICAL SOCIOLOGY
University of Toronto, St. George Campus
Fall 2019

Time: Tuesday 12-3pm

Classroom: NF 112

Teaching assistant: Angela Xu

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Office: Department of Sociology
725 Spadina Ave.

Office hours: Oct 10 (Thu) 2:30-4:30 pm

Oct 30 (Wed) 4-5 pm – Rm. 225F

Oct 31 (Thu) 3-5 pm – Rm. 225F

Nov 14 (Thu) 3-5 pm – Rm. 225E

Nov 22 (Fri) 2-5 pm – Rm. 247

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COURSE DESCRIPTION

This course introduces students to comparative political sociology, one of major theoretical fields in sociological inquiry that probes the nexus between state and society. The focus of this class is placed on understanding the evolution of modern states, the social origins of political regimes, the varieties of capitalist and welfare states, and the agency and collective action of social classes in the making of state-market relations. The class will critically engage with both classical and contemporary studies in political sociology to highlight the divergent trajectories and configurations of state institutions, capitalist systems, and social relations. This course is intended to offer a comparative understanding of political sociology by examining historically and regionally diverse cases that provide novel and critical insights into the forces that shape sociopolitical structures.

COURSE OBJECTIVES: Students are expected to achieve the following

- (1) To understand the basic concepts and debates in political sociology by critically engaging with readings, lectures, and class discussions
- (2) To gain knowledge on the historical, social, and economic sources that make contemporary state institutions and capitalist economies
- (3) To appreciate a comparative approach to political sociology by recognizing various trajectories and diverse sociopolitical outcomes

(4) To demonstrate and articulate students' understanding of course materials in oral and written assignments.

PREREQUISITE

To enroll in this course, students should have taken SOC201H1, SOC202H1, SOC204H1 plus two (1.0 FCE) of SOC251H1, SOC252H1, SOC254H1. Students without the fulfillment of this pre-requisite will be removed from this class at any time discovered and without notice.

COURSE MATERIALS

There is no required textbook. All readings are available on Quercus. Important announcements, course materials, and any additional learning aids will be posted here, so please check the website regularly.

GRADING AND EVALUATION

1. Attendance and discussion participation: 10%

Regular attendance is a must for this class. At the end of every class, students submit a memo with their name and a sentence or two that summarize their take-away from the class. Each memo for nine classes accrues to 9 points. 1 extra point is added to students who made all nine classes.

If students have inevitable reasons for their absence, they have to inform the professor in advance. In case of absences, students are required to provide legitimate reasons and supporting documentation. Frequent missing of the class will result in a low grade in attendance and participation.

2. Weekly tutorials: 20%

This course is for Sociology Program students and there is a 1-hour tutorial right after the class (2-3pm) every week. The teaching assistant leads the weekly tutorial (1) as a discussion section to go over the content of lectures and assigned readings and (2) as a consultation session to provide an opportunity for students to brainstorm, discuss, and develop ideas for the country study papers.

Tutorials are intended to enrich student learning by providing a time for questions, group discussion on the week's material and attendance is mandatory. During tutorials, students will form small groups to present a short review of the readings of the week and respond to discussion questions. The presentation will be under 10 minutes for each group. At the end of every tutorial, students will submit a written summary of their response to the discussion

questions. Students will be evaluated based on the quality of their presentation and the discussion questions as well as their participation in the tutorial in general.

3. Mid-term test (in-class): 30%

There will be a mid-term test to assess students' understanding of the key concepts and arguments discussed in lectures and assigned readings (no multiple choice). **October 22.**

4. Country study paper: 40%

Students choose a country from a list provided by the professor and write a case study paper focusing on one of suggested themes as follows.

Suggested countries:

Brazil, Chile, Germany, India, Mexico, Nigeria, Russia, Saudi Arabia, South Africa, South Korea, Spain, and Turkey

Suggested themes:

- (1) Social origins of the state: Who were the key actors that made the modern state? Who were the opponents? What were their interests? What kind of political institutions did they create? Are the key actors still influential in contemporary politics?
- (2) Configurations of the economic system: What are the key economic sectors and industries? What are the basic features of the economic system? From where do they originate? How does the economic system affect political dynamics?
- (3) The welfare regime: What are the public policies related to social welfare? Is the welfare regime parochial or universal? Who are the proponents of or opposition to the welfare state? Who are the beneficiaries and who are excluded? Do the policies contribute to socioeconomic equality?
- (4) Social actors and political change: Are there examples in which collective actors mobilized to bring about a drastic political change? If yes, who mobilized and why? How were they successful? If not, why were they unable to mobilize? What are the consequences of weak political opposition?

Country study paper development:

A. After choosing your country and focused theme, write up a one-page description/outline of your paper. Submit a hard copy to the teaching assistant in class on **October 15**. The outline will be returned with comments, which are expected to be reflected in the development of the paper (10%).

B. Do more research and develop the paper. The paper will be evaluated for (1) fully addressing the basic questions posed for each theme, (2) discussing the country case in relation to class materials (by adopting analytical concepts or theoretical approaches, engaging in implied comparisons with cases discussed in class, or critiquing existing frameworks), (3) showing evidence of substantial independent research on the subject, (4) providing reasoned arguments and writing clearly and succinctly. The final paper is due on **December 3. Word limit: 2000 (+100) words (about 7 pages) (30%)**

* Students can pick-up their marked papers after December 13.

Recommended format

All written assignments should be within the word/page limit set for each assignment, excluding tables, figures, and bibliography. Font 12 and double-spacing recommended. Full citations (in-text and bibliography) of all the sources used in the writings should be provided in appropriate formats.

Rules for grading and evaluation

Grade scale:

A+: Above 90	B+: 77-79	C+: 67-69	D+: 57-59
A: 85-89	B: 73-76	C: 63-66	D: 53-56
A-: 80-84	B-: 70-72	C-: 60-62	D-: 50-52
			F: 0-49

Late submissions: Assignments that fail to meet the deadlines will result in losing one third of a letter grade for every 24-hour tardiness from the original due date.

Incomplete: No incomplete will be granted in this course unless the student provides evidence of emergencies such as family bereavement or medical treatment.

Missed tests: Students who miss a test will receive a mark of zero. Students who miss a test due to a medical or family crisis will be given the opportunity to write a make-up test if **within three days** they provide **the teaching assistant** with a written request for special consideration by explaining why the test was missed and accompanying proper documentation from a physician or college registrar. The request should include the student's contact information (telephone number and email address) to communicate about the date, time, and place of the make-up test. In case of illness, students must supply a duly completed Verification of Student Illness or Injury Form (available at www.illnessverification.utoronto.ca). A doctor's note is acceptable, but must indicate the start and anticipated end date of the illness. In case of a family crisis, students must get a letter from the college registrar.

ACADEMIC HONESTY and CLASS ETHICS

Academic integrity/Plagiarism: 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 students earn will be valued as a true indication of their individual academic achievement. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). 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 students of these expectations and help them avoid accidental offences, I will ask students to include a signed Academic Integrity Checklist with every assignment. Assignments without the inclusion of such a statement 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 the student's transcript. If students have questions about appropriate research and citation methods, seek out additional information from the professor, or from other available campus resources like the U of T Writing Website. If students are experiencing personal challenges that may impact their academic work, please inform the professor or seek the advice of the college registrar.

ADDITIONAL MATTERS

Writing skills: The quality of writing will greatly impact the grade. Writing skills (clarity, logic, parsimony, organization) are probably the most important skills students need to develop in university. Students in need of improving their writing skills can be assisted by various services and workshops offered by the Academic Success Centre, the Career Centre, and UofT Libraries. <http://www.writing.utoronto.ca/news/writing-plus>

Electronic devices: Cell phones should be turned off during class. Laptops can be used in class for note-taking purposes only. No web browsing is allowed as it inhibits learning and disrupts class discussion. If it is found, points will be deducted from class attendance.

Taping, recording, photographing lectures: Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material are required to ask the professor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Once obtained, such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish the professor's notes to a website or sell them in other form without formal permission.

Accessibility needs: Students with diverse learning styles and needs are welcome in this course. In particular, if students have a disability or health consideration that may require accommodations, please feel free to approach the professor and/or Accessibility Services at (416) 978-8060 or visit: <http://studentlife.utoronto.ca/accessibility>

Contacting the professor: If students feel overwhelmed by the course materials or encounter other personal difficulties that may affect their performance in class, they should immediately contact the professor and seek consultation EARLY in the semester. I will be happy to offer any additional guidance that might be needed for each student.

COURSE SCHEDULE

Week 1. September 10: Introduction and overview

Week 2. September 17. Political sociology and the study of state

Max Weber, "Politics as a vocation" in *Weber: Selections in Translation* (Cambridge University Press 1978) 212-225

Michael Mann, Chapter 3 in *The Sources of Social Power* Vol. III (Cambridge University Press 1993) 44-91

Week 3. September 24. Political regimes and social actors 1

Barrington Moore, Chapters 7-9 in *Social Origins of Dictatorship and Democracy* (Beacon Press 1966) 413-483

Week 4. October 1. Political regimes and social actors 2

Ruth Collier, Introduction in *Paths towards Democracy* (Cambridge University Press 1999) 1-32
Kellee Tsai, Chapters 1-2 in *Capitalism without Democracy* (Cornell University Press 2007) 1-43

Week 5. October 8. Varieties of modern states 1

Sven Steinmo, Chapters 1-2 in *The Evolution of Modern States* (Cambridge University Press 2010) 1-87

Week 6. October 15. Varieties of modern states 2

Meredith Woo-Cumings, Introduction in *The Developmental State* (Cornell University Press 1999) 1-31

David Harvey, “The neoliberal state” in *A Brief History of Neoliberalism* (Oxford University Press 2005) 64-86

***Paper outlines due**

Week 7. October 22. Midterm test

Week 8. October 29. Varieties of welfare states

Gosta Esping-Andersen, Introduction and Chapter 1 in *The Three Worlds of Welfare Capitalism* (Princeton University Press 1990) 1-34

Christian Aspalter, “The East Asian welfare model” *International Journal of Social Welfare* 15 (2006) 290–301

November 5: Reading Week, No Class

Week 9. November 12. Social class 1

T. H. Marshall “Citizenship and social class” reprint in *Inequality and Society* (W.W. Norton and Co. 2009) 148-154

Goran Therborn, “Class in the 21st century” *New Left Review* 78 (2015) 5-29

Week 10. November 19. Social class 2

Branko Milanovic, “Income inequality has risen...” *Finance and Development* (2011) 6-11

Anne Daguerre, “New corporate elites and the erosion of the Keynesian social compact” *Work, Employment, and Society* 28-2 (2014) 323-334

The Economist, “The new class war” (special report, July 9, 2016) 1-14

Week 11. November 26. Social movements and political change

D. Della Porta and M. Diani, “The study of social movements” in *Social Movements: An Introduction* (Blackwell 2006) 1-29

Charles Tilly and Sidney Tarrow, Chapter 7 in *Contentious Politics* (Oxford University Press 2015) 145-167

Week 12. December 3. Last class: Wrap-up/ case study papers due