

SOC260H1S FUNDAMENTALS OF POLITICAL SOCIOLOGY
University of Toronto, St. George Campus
Winter 2020

Time: Tuesday 2-4pm

Classroom: RW117

Teaching assistant: Kyla Simms

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Office hours: Tues. 10-11 am. Room 225F
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COURSE DESCRIPTION

This course introduces students to the fundamentals of 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 exploring the key concepts in political sociology such as power, the formation of modern states and political institutions, the political economy of the welfare state, nationalism and globalization, and social movements and democratization. The course will critically engage with both classical and contemporary studies in political sociology to highlight divergent approaches to analyze the above-mentioned key concepts and empirical subjects.

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 processes involved in the making of contemporary state institutions and capitalist economies
3. To appreciate a critical approach to political sociology by recognizing various perspectives and diverse historical trajectories
4. To demonstrate and articulate students' understanding of course materials in oral and written assignments.

PREREQUISITE/EXCLUSION

The prerequisite to take this course is SOC101Y1 or SOC102H1 or SOC100H1. The exclusion is SOCB30H3 and SOC335H5. Students without the prerequisite or with the exclusion will be removed at any time discovered and without notice.

COURSE MATERIALS

Thomas Janoski et al eds. *The Handbook of Political Sociology: States, Civil Societies, and Globalization* (Cambridge University Press 2012), an electronic copy available at the U of T Library via Cambridge Core or Scholars Portal.

Other readings are available on Quercus. Important announcements, course materials, and any additional learning aids will be posted here, so please check the website regularly.

ASSIGNMENTS 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 (excluding the first and last class and the test day) 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. Response papers: 4 x 15 = 60 %

Students are required to write four response papers (700 words for each) answering thematic questions drawn from the assigned readings and the professor's lectures. The due dates and thematic questions for the response papers are as follows.

A. January 28 (Readings for January 14 and 21): *Why do we study states in political sociology? How does a feminist perspective change our understanding of political sociology?*

B. February 11 (Readings for January 28 and February 4): *How is the role of the state different in Sweden (social democratic), Japan (developmentalist) and the US (neoliberal)?*

C. March 3 (Readings for February 11 and 25): *What is social citizenship? What is decommodification of labor? How does the inclusion of race change our understanding of the state?*

D. March 17 (Readings for March 3 and 10): *What is a social movement? How is it different from revolutionary movements? What role does a social movement play for democratic transitions?*

3. In-class test: 30%

There will be a test to assess students' understanding of the key concepts and arguments discussed in lectures and assigned readings (no multiple choice). **March 24.**

***Recommended format**

All written assignments should be within the word 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.

4. Rules for grading and evaluation

A. 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

B. Late submissions: Assignments that fail to meet the deadlines will result in losing one point for every 24-hour tardiness from the original due date.

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

D. 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

1. 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>

2. 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.

3. 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.

4. 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>

5. 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. January 7: Introduction and overview

Week 2. January 14. What is political sociology and why do we study it?

F. Fox Piven and R. Cloward. "Rulemaking, rulebreaking, and power" in *The Handbook*, 33-53

Week 3. January 21. Approaches to political sociology

E. Amanta. "Institutionalist and state-centric theories of political sociology" in *The Handbook*, 96-114

B. Hobson. "Feminist theorizing and feminism in political sociology" in *The Handbook*, 135-152

Week 4. January 28. The making of modern states

Th. Eastman. "State formation and state building in Europe" in *The Handbook*, 367-383

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

***First response paper due**

Week 5. February 4. Varieties of modern states

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

D. Harvey. "The neoliberal state" in *A Brief History of Neoliberalism* (Oxford University Press 2005), 64-86

Week 6. February 11. Social rights and the welfare state

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

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

Ch. Aspalter. "The East Asian welfare model" *International Journal of Social Welfare* 15 (2006), 290-301

***Second response paper due**

February 18: Reading Week, No Class

Week 7. February 25. Race and nationalism

D. James and K. Redding. "Theories of race and the state" in *The Handbook*, 187-198

L. Greenfeld and J. Eastwood. "Nationalism in comparative perspective" in *The Handbook*, 246-265

Week 8. March 3. Social movements

C. Jenkins and W. Form. "Social movements and social change" in *The Handbook*, 331-349

J. Goodwin. "Revolutions and revolutionary movements" in *The Handbook*, 404-422

***Third response paper due**

Week 9. March 10. Democratization and contentious politics

J. Markoff. "Transitions to democracy" in *The Handbook*, 384-403

Ch. Tilly. "Regimes and contention" in *The Handbook*, 423-440

Week 10. March 17. Globalization

Ph. McMichael. "Globalization" in *The Handbook*, 587-606

J. Acker. "Gender, capitalism, and globalization" *Critical Sociology* 30-1 (2004), 17-41

***Fourth response paper due**

Week 11. March 24. In-class test

Week 12. March 31. Last class: Wrap-up