

# University of Toronto

SOC422H1S – Winter 2014  
Political Sociology

Wednesday 5-7  
SK114

Instructor: Josh Curtis  
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## 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 four 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 position 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 **Monday before class** (posted on Blackboard) and must deal 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 do not have to submit a position paper during your presentation week.

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 before 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 seminar leaders. Again, these challenges should be based on solid arguments and empirical evidence when possible.

## **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 twenty 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 11<sup>th</sup> 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 receive a score of **zero** on your paper if it 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 topics 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 charge 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**

Myles, John and Jill Quadagno. 2002. “Political Theories of the Welfare State,” *Social Service Review*, March: 34-57.

Korpi, Walter and Joakim Palme. 2003. “New politics and class politics in the context of austerity and globalization: welfare state regress in 18 countries, 1975-1995.” *American Political Science Review* 97: 425-46.

##### *Supplemental Reading:*

Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press. Chapters 1.

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

Esping-Andersen, Gosta and John Myles. In Press. “Economic Inequality and the Welfare State”

Korpi, Walter and Joakim Palm. 1998. “The Paradox of Redistribution: Welfare State Institutions, Inequality, and Poverty in the Western Countries,” *American Sociological Review* 63(5): 661-687.

##### *Supplemental Reading:*

Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press. Chapters 2-3.

#### **4. January 29: Public Opinion and Policy**

Brooks, Clem and Jeff Manza. 2006. "Social Policy Responsiveness in Developed Democracies," *American Sociological Review*, 71(3): 474-494.

Matthews, J. Scott and Lynda Erickson. 2008. "Welfare state structures and the structure of welfare state support: Attitudes towards social spending in Canada, 1993–2000," *European Journal of Political Research*, 47: 411–435.

Andersen, Robert and Josh Curtis. 2013. "Support for Government Responsibility in 24 Democracies: Simpson's paradox and the Role of Economic Development and Inequality.

#### *Supplemental Reading:*

Myles, John. 2006. "Comment on Brooks and Manza, ASR, June 2006: Welfare States and Public Opinion," *American Sociological Review*, 71(3): 495-498.

Soroka, Stuart N. and Christopher Wlezien. 2004. "Opinion Representation and Policy Feedback: Canada in Comparative Perspective," *Canadian Journal of Political Science*, 37(3): 531-559.

#### **5. February 5: Class Awareness**

Weakliem, David. 1993. "Class Consciousness and Political Change: Voting and Political Attitudes in the British Working Class, 1964 to 1970," *American Sociological Review*, 58(3): 382-397.

Kelley, Jonathan, and M. D. R. Evans. 1995. "Class and Class Conflict in Six Western Nations," *American Sociological Review*, 60(2): 157-178.

Andersen, Robert and Josh Curtis. 2012. "The Polarizing Effect of Economic Inequality on Class Identification: Evidence from 44 Countries," *Research in Social Stratification and Mobility*, 30:129-141.

#### **6. February 12: Social Cleavages and Class Voting**

Andersen, Robert. In Press. "The Class-Party Relationship in Canada, 1965-2004," In *Social Divisions and Political Choices. Explaining cleavage evolution in cross-national perspective.* Geoffrey Evans and Nan Dirk De Graaf (eds.). Oxford: Oxford University Press.

Hout, Michael, Clem Brooks and Jeff Manza. 1995. "The Democratic Class Struggle in the United States, 1948-1992," *American Sociological Review*, 60(6): 805-828.

Lijphart, Arend. 1979 "Religion vs. Linguistic vs. Class Voting," *American Political Science Review*, 73:442-458.

#### **7. February 19: Reading Week (no class)**

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

Inglehart, Ronald and Scott C. Flanagan. 1987. "Value change in industrial societies," *American Political Science Review*, 81:1289–1319.

Inglehart, Ronald, and Jacques-René Rabier. "Political Realignment in Advanced Industrial Society: From Class-based Politics to Quality-of-Life Politics." *Government and Opposition* 21 (1986): 456-479.

Pakulski, Jan and Malcolm Waters. 1996. "The Reshaping and Dissolution of Social Class in Advanced Society," *Theory and Society*, 25(5): 667-691.

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

Andersen, Robert and Tina Fetner. 2008. "Economic Inequality and Intolerance: Attitudes toward Homosexuality in 35 Democracies," *American Journal of Political Science*, 52(4): 942-58.

Brooks, Clem and Jeff Manza. 1994. "Do Changing Values Explain the New Politics? A Critical Assessment of the Postmaterialist Thesis," *The Sociological Quarterly*, 35: 541-70.

Brym, Robert J, John W. P. Veugelers, Jonah Butovsky and John Simpson. 2004. "Postmaterialism in Unresponsive Political Systems: The Canadian Case," *Canadian Review of Sociology and Anthropology*, 41(3): 291-317.

### **10. March 12: Civic Participation and Democracy**

Andersen, Robert, James Curtis and Edward Grabb. 2006. "Trends in Civic Association Activity in Four Democracies: The Special Case of Women in the United States," *American Sociological Review*, 71: 376-400.

Putnam, Robert. 1995. "Bowling Alone: America's Declining Social Capital," *Journal of Democracy*, 6:65-78.

Rotolo, Thomas and John Wilson. 2004. "What Happened to the Long Civic Generation? Explaining Cohort Differences in Voluntarism," *Social Forces*, 82: 1091-1121. (1)

#### *Supplemental Reading:*

Skocpol, Theda. 1996. "Unravelling From Above," *The American Prospect*, 25 (March-April): 20-25 (<http://epn.org/prospect/25/25-cnt2.html>).

Putnam, Robert. 1996. "Robert Putnam Responds," *The American Prospect*. 25 (March-April): 26-28 (<http://epn.org/prospect/25/25-cnt.html#putn>).

Ferree, Myra Marx et al. 2002. "Four Models of the Public Sphere in Modern Democracies," *Theory and Society*, 31: 289-324.

### **11. March 19: Citizenship**

Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul . 2008. "Citizenship and Immigration: Multiculturalism, Assimilation and Challenges to the Nation-State." *Annual Review of Sociology*, 34:153-179.

Marshall, T. H. 1965 [1950]. "Citizenship and Social Class," in *Class, Citizenship, and Social Development: Essays by T. H. Marshall*, Garden City NY: Anchor, pp. 71-134.

#### *Supplemental Reading:*

Isin, Engin. 2010. *Citizenship in Flux. Subjectivity*, pp. 367-288, available at [http://enginfisin.eu/efi/Publications\\_files/2009c.pdf](http://enginfisin.eu/efi/Publications_files/2009c.pdf)

Menjívar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States," *American Journal of Sociology*, 111 (4): 999-1037.

### **12. March 26: Social Movements**

Davies, James C. 1962. "Toward a Theory of Revolution," *American Sociological Review*, 27: 5-19.

McCarthy, John D., and Mayer N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory," *American Journal of Sociology*, 82: 1212-41

Snow, David A., E. Burke Rochford, Jr., Steven K. Worden, and Robert D. Benford. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation," *American Sociological Review*, 51: 464-81

### **13. April 2: Nationalism**

Fox, John, Robert Andersen and Joseph Dubonnet. 1999. "The Polls and the 1995 Quebec Referendum," *Canadian Journal of Sociology*, 24:411-24.

Heath, Anthony, Bridget Taylor, Lindsay Brook and Alison Park. 1999. "British National Sentiment," *British Journal of Political Science*, 29:155-175.

Hechter, Michael. 1992. "The Dynamics of Secession," *Acta Sociologica*, 35: 267-283.

**Term Papers due Friday, April 11<sup>th</sup> 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.\*\*