



The University of Western Ontario
SOCIOLOGY SOC4487
Political Sociology
Winter 2015
Thursday, 1:30-4:30, SSC 5427

Instructor: Dr. Josh P. Curtis

Office Hours: Wednesday 1-4
Department of Sociology, Office: SSC 5330
Email: josh.curtis@uwo.ca

Course Description

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.

Prerequisite(s)

Enrolment in fourth year of one of the Honors Specializations or Honors Double Major in Sociology.

Learning Outcomes

By the end of this course, students will:

1. Be able to critically evaluate sociological research.
2. Develop their academic presentation skills.
3. Understand central issues/debates in political sociology, as they pertain to:
 - a) Social Policy and the Welfare State
 - b) Class politics and class awareness
 - c) Values, political culture, and democracy
 - d) Citizenship, social movements, and nationalism

Required Text(s)

This course will *not* require the purchase of a textbook or course package. All 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 student ID number and password. If the reading is available on JSTOR it is your responsibility to locate it. Some of the readings may be difficult to locate, however. In these cases, I will provide you with copies of the reading the week before.

Method of Evaluation

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%)

Evaluation Breakdown

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 11th 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.

How To Contact Me

Office Hours: Wednesday 1-4 pm or by appointment

Office: Room SSC 5330

Email: josh.curtis@uwo.ca

Website: <http://joshcurtispolisoc.com>

How to get important information

Please check the course OWL site regularly for course updates, cancellations, and other course-related postings.

Important Policies

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

Students may be required to submit their assignments to turnitin.com on the class WebCT website after they are completed. These papers will be subject to submission for textual originality.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at <https://studentservices.uwo.ca/secure/index.cfm>. Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: http://www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options how to obtain help.

Course Schedule and Readings:

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.

Putnam, Robert. 1996. "Robert Putnam Responds," *The American Prospect*. 25 (March-April): 26-28.

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.

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 11th in my office at 12pm