

**Department of Sociology  
University of Toronto  
SOC6010H – Political Sociology I  
Fall 2023 (Tuesdays 1:10 to 3 p.m.)  
Professor J. Veugelers ([jack.veugelers@utoronto.ca](mailto:jack.veugelers@utoronto.ca))**

This course should be of interest to all graduate students in Sociology. As a core course in the Department, in addition it will help those who plan to write the Ph.D. comprehensive exam in Political Sociology. As we survey some of the principal sub-areas of political sociology, we will pay special attention to disciplinary controversies, intellectual trajectories, and major contributions. Political sociology overlaps with political science, but political scientists tend to focus on institutions that are more official, entrenched, or legitimate (e.g., parties, constitutions, parliaments, electoral systems, judicial systems, armed forces, public administration, and interest groups). Put a bit too simply, political sociologists tend to examine the social determinants and social outcomes of political and quasi-political processes such as policymaking, class struggle, state formation, social inequality, and movement mobilization. Differences between North America, Western Europe, and the rest of the world will provide a foundation for empirical comparison and theoretical discussion.

## **REQUIREMENTS**

The success of this seminar -- both individually and collectively -- will depend on careful reading, thoughtful writing, and active participation.

### **1. Ten position papers**

Position papers are not supposed to summarize the week's readings. Instead, in 1½ to 2 typed, single-spaced pages, a position paper should *make an argument*. In a concise and creative fashion, a position paper should point out the essentials; draw connections with other issues, texts, or theoretical approaches; or raise questions for the seminar discussion. Position papers will be returned with comments from the instructor but will not be individually graded. They are due at the beginning of the class that deals with the corresponding reading. Neither email submissions nor late position papers will be accepted, so assignments for other courses should be considered when planning work for this seminar. Make two copies of each position paper, one to submit and the other to refer to during the seminar. Be prepared to present the main points of your position paper in the seminar discussion. Here are further guidelines for position papers:

- distinguish claims about how things are from claims about how they ought to be
- avoid summarizing -- assume that your audience is familiar with the reading(s)
- cut to the chase -- state your main argument by the end of the first paragraph (also, consider stating your main question at the very beginning)
- strive for originality, even in a small way -- avoid repeating arguments made by others
- seek to compare -- or to adjudicate between -- thinkers, theories, or arguments
- consider introducing a theme or angle (e.g., class, gender, inequality, hegemony, historical development, state efficacy, international relations, policy implications, differences between “is” and “ought” arguments...) not emphasized or made explicit by the thinker(s) in question but potentially worth pursuing in the context of a given problem
- engage -- provide evidence of a balanced scrutiny of the assigned text

## **2. Two 15-minute presentations**

Each presenter will launch the discussion on two dates. A sign-up sheet will be distributed at our first meeting. Little extra preparation will be needed: a presentation will draw on the presenter's position paper for that week.

## **3. Seminar paper**

The final requirement is a paper of about 20 pages (references not included), in 12-point font, double-spaced, with the topic approved beforehand. A hard copy is due in my mailbox by 5:00 p.m. on December 22, 2023. Late papers not accepted (except for legitimate, documented reasons such as illness or personal/family crisis).

## **EVALUATION**

*The following will result in a final grade of A- for this course*

- submitting all 10 of the required position papers
- and contributing to discussions
- and giving the two scheduled presentations
- and submitting a competent term paper

*The following will result in a final grade below A-*

- submitting fewer than 10 of the required position papers
- not contributing to discussions
- or not giving the two scheduled presentations
- or submitting a term paper less than competent

*The following will raise a final grade*

- submitting all 10 of the required position papers
- and contributing to discussions
- and giving the two scheduled presentations
- and submitting: an excellent term paper → final grade of A  
a publishable term paper → final grade of A+

## **ACADEMIC INTEGRITY**

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the Code of Behaviour

on Academic Matters (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and Code of Student Conduct (<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

## **GENERATIVE ARTIFICIAL INTELLIGENCE (AI)**

Students are accountable for the work they submit. Use of AI is not recommended in this course. Any use of generative artificial intelligence tools for an assignment in this course ***must be documented in an appendix***. This appendix must specify:

- what AI tool(s) were used
- how they were used (e.g., to come up with an argument; to identify the main ideas of thinkers; to find relevant examples; to engage with weaknesses or criticisms of theories; to propose the implications of an argument)
- where in the work submitted the results from the AI were incorporated (provide page numbers and paragraph locations)

A student's ability to write independently (so, without the use of AI) will be factored into their grade for an assignment. A top grade can be achieved without using AI.

***Representing as one's own an idea or the expression of an idea (i.e., the words used) that was AI-generated will be considered an academic offense in this course.***

## **ACCESSIBILITY SERVICES**

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at <https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at [distressedstudent.utoronto.ca](http://distressedstudent.utoronto.ca); Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

### **EQUITY AND DIVERSITY STATEMENT**

All members of this course should strive to create an atmosphere of mutual respect. It is our collective responsibility to create a space that is inclusive and welcomes discussion.

Discrimination, harassment and hate speech will not be tolerated; please alert me to any behaviour that undermines the dignity or self-esteem of any person in this course or otherwise creates an intimidating or hostile environment. You'll find additional information and reports on Equity and Diversity at the University of Toronto online at <http://equity.hrandequity.utoronto.ca>.

## **WEEKLY TOPICS AND READINGS**

*Readings are available online unless marked with an asterisk (\*). Approach each week's readings chronologically, so proceeding from the oldest to the most recent publication.*

### **September 12: Introduction**

Before class read "The Constitution of Knowledge" by Jonathan Rauch at:  
<https://www.nationalaffairs.com/publications/detail/the-constitution-of-knowledge>

### **September 19: Community and politics I**

Tocqueville, Alexis de. 1969 [1835-40]. *Democracy in America* (New York: Harper).\*

### **September 26: Community and politics II**

Mora, G. Cristina. 2013. "Religion and the organizational context of immigrant civic engagement: Mexican Catholicism in the USA." *Ethnic and Racial Studies* 36(11):1647-65.

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.

Skocpol, Theda. 1997. "The Tocqueville Problem." *Social Science History* 21(4):455-79.

### **October 3: The weight of class I**

Marx, Karl. 1991 [1852]. *The 18th Brumaire of Louis Bonaparte* (New York: International Publishers).\*

### **October 10: The weight of class II**

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

Inglehart, Ronald and Jacques-René Rabier. 1986. "Political Realignment in Advanced Industrial Society: From Class-based Politics to Quality-of-life Politics." *Government and Opposition* 21:456-79.

Lijphart, Arend. 1979. "Religion vs. Linguistic vs. Class Voting: The 'Crucial Experiment' of Comparing Belgium, Canada, South Africa, and Switzerland" *American Political Science Review* 73:442-58.

Lipset, Seymour Martin and Stein Rokkan. 1967. "Cleavage Structures, Party Systems, and Voter Alignments: An Introduction." Pp. 1-64 in Seymour Martin Lipset and Stein Rokkan (eds.), *Party Systems and Voter Alignments: Cross-National Perspective*. New York: Free Press.

Pakulski, Jan and Malcolm Waters. 1996. "The Reshaping and Dissolution of Social Class in Advanced Society." *Theory and Society* 25(5):667-91.

### **October 17: Power and authority I**

Gerth, H.H. and Mills, C. Wright (eds.). 1946. *From Max Weber: Essays in Sociology* (New York: Oxford University Press).\*

- “Politics as a Vocation” (pp. 77-156)
- “Class, Status, Party” (pp. 180-95)
- “Bureaucracy” (pp. 196-252)
- “The Meaning of Discipline” (pp. 253-64)
- “National Character and the Junkers” (pp. 386-95)

### **October 24: Power and authority II**

Heaman, E.A. 2015. *A Short History of the State in Canada* (Toronto: University of Toronto Press)

OR

Poggi, Gianfranco. 1978. *The Development of the Modern State* (Stanford: Stanford University Press).\*

### **October 31: Power and authority III**

Gorski, Philip S. 1993. “The Protestant Ethic Revisited: Disciplinary Revolution and State Formation in Holland and Prussia.” *American Journal of Sociology* 99(2):265-316.

Loveman, Mara. 2005. “The Modern State and the Primitive Accumulation of Symbolic Power.” *American Journal of Sociology* 110(6):1651-83.

Slater, Dan, and Nicholas Rush Smith. 2016. “The Power of Counterrevolution: Elitist Origins of Political Order in Postcolonial Asia and Africa.” *American Journal of Sociology* 121(5):1472-1516.

Wilson, Nicholas Hoover. 2011. “From Reflection to Refraction: State Administration in British India, circa 1770–1855.” *American Journal of Sociology* 116(5):1437-77.

### **November 7: no class during reading week**

### **November 14: The welfare state**

Esping-Andersen, Gøsta. 1989. “The Three Political Economies of the Welfare State” *Canadian Review of Sociology* 26(1):10-36.

Korpi, Walter. 2006. “Power resources and employer-centered approaches in explanations of welfare states and varieties of capitalism.” *World Politics* 58:167-206.

Myles, John, and Jill Quadagno. 2002. “Political Theories of the Welfare State.” *Social Service Review* (March): 4-57.

Swenson, Peter. 2004. “Varieties of capitalist interests: power, institutions, and the regulatory welfare state in the United States and Sweden.” *Studies in American Political Development* 18:1-29.

### **November 21: Social movements I**

David S. Meyer. 2004. "Protest and Political Opportunities." *Annual Review of Sociology* 30:125-45.

Polletta, Francesca, and James M. Jasper. 2001. "Collective Identity and Social Movements." *Annual Review of Sociology* 27:283-305.

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.

Steinberg, Marc W. 1998. "Tilting the Frame: Considerations on Collective Action Framing from a Discursive Turn." *Theory and Society* 27(6):845-72.

Taylor, Verta. 1989. "Social Movement Continuity: The Women's Movement in Abeyance." *American Sociological Review* 54 (5):761-75.

### **November 28: Social movements II**

Diani, M. 2000. "Simmel to Rokkan and Beyond: Towards a Network Theory of (New) Social Movements." *European Journal of Social Theory* 3(4):387-406.

McAdam, D., and R. Paulsen. 1993. "Specifying the Relationship between Social Ties and Activism." *American Journal of Sociology* 99(3):640-67.

Pfaff, Steven, Michael Hechter, and Katie E. Corcoran. 2016. "The Problem of Solidarity in Insurgent Collective Action: The Nore Mutiny of 1797." *Social Science History* 40(2):247-70.

Viterna, Jocelyn. 2006. "Pulled, Pushed, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army." *American Journal of Sociology* 112:1-45.

### **December 5: Political parties**

Alford, Robert R., and Roger Friedland. 1974. "Nations, parties, and participation: A critique of political sociology." *Theory and Society* 1(3):307-28.

Boggs, Carl. 1977. "Revolutionary process, political strategy, and the dilemma of power." *Theory and Society* 4(3): 359-93.

Mudge, Stephanie L., and Anthony S. Chen. 2014. "Political parties and the sociological imagination: Past, present, and future directions." *Annual Review of Sociology* 40:305-30.

Rydgren, Jens. 2007. "The sociology of the radical right." *Annual Review of Sociology* 33: 241-62.

Sartori, Giovanni. 1969. "From the sociology of politics to political sociology." *Government and Opposition* 4(2):195-214.