

**SOC198H1F**  
**How the Social informs the Political**  
**University of Toronto**  
**Fall 2022**  
**Class hours: Tuesdays, 12:10-14:00**  
**Location: BL112**

**Instructor:** Sébastien Parker

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**Office Hours:** By appointment using Quercus Calendar

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**Course Webpage:** [q.utoronto.ca](http://q.utoronto.ca)

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### **Statement of Acknowledgement**

We acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. [*Council of Aboriginal Initiatives, 2014*]

### **Course Description**

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How are people's political attitudes and behaviours influenced by their diverse social contexts? This seminar will strive to provide key tools to answer this question. Together, we will consider the influence of diverse familial, class, racial, educational backgrounds along with geographic, network, and generational differences. Students will read and discuss wide-ranging empirical studies on the role played by social structural factors for varied political outcomes, including polarization, cleavage formation, progressive shifts, and traditional belief consolidation. Students will also write and present a final paper in class. Restricted to first-year students. Not eligible for CR/NCR option.

**Distribution Requirement:** Social Science

**Breadth Requirement:** Society and its Institutions (3)

### **Learning Objectives**

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There are three important learning objectives in this course:

- 1) To critically read and explain key ideas in political sociology
- 2) To reflect on contemporary events and media content based on course content
- 3) To write and pursue independent research at the intersection of sociology and politics

## Evaluation Components

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Type	Due Dates	Weight
Participation	Ongoing	10%
Reading reflection	September 27	10%
Test	October 25	30%
Media content reflection	November 22	10%
Presentation	TBD	10%
Research Paper	December 6	30%

## Grading Descriptions

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### Participation (10%)

Students will have to showcase ongoing, active participation through a series of prompts throughout the term. Prompts will be discussed during selected lectures and will include, for example, posting questions to the discussion board, engaging with peers, actively participating in the scheduled collaborative test review and attending the movie screening related to a course assignment (see below).

### Reflections (2 x 10%)

Twice during the term, students will have to write reflection pieces (1-page, single-spaced). The first reflection is on the reading by Ruth Milkman (see Sept. 20<sup>th</sup> session in Course Schedule on pg. 4 and 5). The second reflection is on the documentary *Boys State* (time and location of screening to be confirmed). Details regarding the reflections will be communicated in advance.

### Test (30%)

The test is take-home and open-book and will cover the material from Weeks 2 to 5. Students will have 48 hours to answer and submit their answers (i.e., questions released on Oct. 23<sup>rd</sup> at noon and due back on Oct. 25<sup>th</sup> at noon).

### Final Research Project (Paper, 30% and Presentation, 10%)

The final requirement is a paper of 3 pages not including references, 12-point font, single-spaced. The topic must first be cleared with the instructor. Students must also do a 10-minute presentation on their paper, in the format of their choice. More detailed guidelines will be provided on Quercus. There will also be a workshop for both the paper and presentation.

## Course policies

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### Missed work

Students who miss the test or are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). (NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms).

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

**Handing in assignments**

All assignments must be submitted electronically via Quercus. The instructor and TA will not accept electronic copies of assignments via email.

**Deadlines**

The assignments are due online via Quercus for the stated date. Please refer to the Due Dates stated on page 2 of the Syllabus and the Course Schedule.

**Late tests and assignments**

If a student misses a test or submit assignments later for medical reasons, the student must contact me (not the TA) within 2 days of the missed test or assignment and also declare their absence on ACORN. For other reasons, such as family emergencies or personal reasons, they must have the college registrar email me.

**Accessibility**

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

**Ouriginal**

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

**Student Responsibilities and Expectations**

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**Email Policy**

I will respond to your email within two business days (48 hours, except weekends and holidays). In an email exchanges, you must use your official University of Toronto email. Please also include the course code (i.e., SOC198) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., "did you get my email?").

In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable. If you need help on course material, I strongly encourage you to attend office hours or make an appointment. For all general inquiries, please refer to the course syllabus.

### **Help from your Teaching Assistant**

Your T.A. will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within two working days. For more in-depth discussions of the lectures, readings, tests and position papers, take advantage of your T.A.'s office hours.

### **Grade Appeals**

You have 7 days after receiving a mark to appeal it. Please note that upon re-grade your mark may go down, stay the same, or go up. To proceed with an appeal, you must provide a document outlining why you deem your work was marked unfairly and explain why you believe your work should receive a higher mark.

### **Academic Integrity**

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 you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

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 your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

### **Course Schedule**

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#### **Required readings**

All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus. Please refer to the proper week in the Modules tab.

**Week 1 (September 13)**

*Course overview & introduction*

**Week 2 (September 20)**

*Generations and protest*

Reading:

Milkman, Ruth. "A new political generation: Millennials and the post-2008 wave of protest." *American Sociological Review* 82, no. 1 (2017): 1-31.

**Week 3 (September 27)**

**\*Reading reflection due (10%)\***

*Networks and attitudes*

Reading:

DellaPosta, Daniel, Yongren Shi, and Michael Macy. "Why do liberals drink lattes?" *American Journal of Sociology* 120, no. 5 (2015): 1473-1511.

**Week 4 (October 4)**

*Social groups, social geography, and voting*

Reading:

Doering, Jan, Daniel Silver, and Zack Taylor. "The spatial articulation of urban political cleavages." *Urban Affairs Review* 57, no. 4 (2021): 911-951.

**Week 5 (October 11)**

*Class and digital activism*

Reading:

Schradie, Jen. "The digital activism gap: How class and costs shape online collective action." *Social Problems* 65, no. 1 (2018): 51-74.

**Week 6 (October 18)**

*Collaborative Test Review*

**Week 7 (October 25)**

**\*Test due at 11:59 am (noon) EST\* (30%)\***

**Week 8 (November 1)**

*Workshop for final paper and class presentation*

**Week 9 (November 8)**

**Reading Week**

**Week 10 (November 15)**

*Gender and politics*

Reading:

Bos, Angela L., Jill S. Greenlee, Mirya R. Holman, Zoe M. Oxley, and J. Celeste Lay. "This one's for the boys: How gendered political socialization limits girls' political ambition and interest." *American Political Science Review* 116, no. 2 (2022): 484-501.

**Week 11 (November 22)**

**\*Media content reflection due (10%)\***

*Discussion of Boys State and reflections*

**Week 12 (November 29)**

*Class Presentations I*

**Week 13 (December 6)**

**\*Research paper due (30%)\***

*Class Presentations II*