

**SOC 340H1S COMPARATIVE POLITICAL SOCIOLOGY**  
**University of Toronto, St George Campus**

**Thursdays, 9:10am to 12pm**  
**Sidney Smith (SS) room 1088**

**Instructor:** Maria Sigridur Finnsdottir  
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**Office hours:** Wednesdays 1 – 4pm, by appointment

**Teaching assistant:** Patricia Roach  
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**Office hours:** Announced on Quercus

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**Land Acknowledgement.**

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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**Course Description.**

The study of comparative (historical and cross-national) variation in outcomes that are the subject of research by political sociologists. This is a program-only course and is restricted to sociology majors and specialists.

*Prerequisites:* SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1, SOC252H1, SOC254H1

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**Course Objectives.**

- (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 sources that make contemporary state institutions and capitalist economies
  - (3) To appreciate a comparative approach to political sociology by recognizing various trajectories and diverse sociopolitical outcomes
  - (4) To demonstrate and articulate students' understanding of course materials in oral and written assignments.
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**Course Delivery.**

Lectures in this course will be delivered in-person, on the St George campus. There will be some online components: the two term tests will be administered on Quercus, as will the writing assignments. Office hours will also be held over zoom.

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**Course Materials.**

There is no required textbook for this course. All course readings will be available on Quercus. Important announcements, course materials and learning aids, and submission portals will also be on Quercus, so please check the course page regularly.

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**Course Components and Evaluation.**

Reading discussion posts	Due weekly, worth 10%
Test 1	Due Feb 16 <sup>th</sup> , worth 25%
Test 2	Due April 6 <sup>th</sup> , worth 25%
Paper proposal	Due Feb. 23 <sup>rd</sup> , worth 15%
Final essay	Due March 23 <sup>rd</sup> , worth 25%

*Reading Discussion Posts:* Ahead of each week's class, students will be expected to engage with their fellow students on the Quercus discussion board, posing and answering questions about that week's readings. Students have the option to either post two questions (due by Monday 11:59pm) or answer one question (due by Wednesday 11:59pm). Your lowest mark will be dropped, meaning that you can also miss one week's discussion without any penalty.

*Tests:* There will be two tests held over the semester. Both tests will be non-cumulative: the first test will cover materials from weeks 2 to 5, and the second test will cover weeks 8 to 12. Both tests will consist of several short answer questions, and one long answer question. The two tests will be take-home and will be submitted through Quercus. More instructions and details will be discussed in lecture, and posted on Quercus.

*Paper Proposal:* The paper proposal is meant as an opportunity to get feedback from the instructor and the TA on your essay topic, and to help you get started on your paper well in advance of the deadline. You will be expected to submit an introduction (1 page) and an annotated bibliography of five to seven sources.

*Final Essay:* For the final essays, students will write a comparative analysis of two cases of their choosing. The two cases can be from any time period or region, but must be of a comparable scale (e.g. Two social movements, two states). Students are expected to put forward a clear argument in their essay, anchored in a theoretical framework that provides insight into their cases. Papers should be 8 to 10 pages double spaced, and have proper citation and referencing. Students will have an opportunity to workshop their thesis or research question in class, and will have time to incorporate feedback from their proposals. More detailed instructions will be provided in class and on Quercus.

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**Class and Assignment Policies.**

*Email:* I will respond to email within two business days (48 hours, except for weekend and holidays). In any email exchanges, you must use your official University of Toronto email. Please also include the course code in the subject line of your email, and your full name and student number in the body. Do not send a reminder email unless it has been more than two business days.

The course teaching assistant will also be available over email. Please also only use emails to the TA for questions that are brief and specific. For more support, such as help with studying or writing, students should attend TA office hours.

Please be respectful in your email, and treat it as you would any other form of professional communication. Email is best suited to asking clear and concise questions, such as questions about deadlines or assignment requirements. If you have a question that will take longer than 10 minutes to answer via email, I will ask you to come to office hours instead.

*Office hours:* I will hold office hours on Wednesday afternoons and will be available from 1pm to 4pm. These office hours will be by appointment, and students can sign up on Quercus through the calendar function. Office hours will be divided into 20-minute slots; if this is too short, or you cannot make that time and have a specific and pressing issue, please reach out and we can schedule an alternative.

The course TA will hold office hours in the lead up to the two tests and the essay submission deadlines. TA office hours are a great opportunity to get one on one support with your studying or writing, and to get substantive questions answered. TA office hours will be advertised on Quercus.

*Handing in assignments:* All assignments will be submitted electronically via Quercus. Neither the instructor nor the TA will accept assignments via email.

*Deadlines and missed assignments:* The assignments and discussion posts are due on Quercus by 11:59pm EST on the state date. Due dates are listed on both the course schedule and on Quercus. There will be a 24-hour grace period before late penalties are deducted; after this 24 hours, late assignments will be deducted 5% a day, unless the student has an extension from the instructor.

If a student misses a test or submits an assignment late for medical reasons, they must both declare their absence on ACORN and email the instructor within 2 days. If they miss a test or submit an assignment late for other reasons, such as a family emergency, they should contact their college registrar, and have the registrar email the instructor.

*Accessibility:* If you require accommodations or support from accessibility services, please visit <https://studentlife.utoronto.ca/departments/accessibility-services/> and register as soon as possible. I will do my utmost to work with students needing accommodations, and to provide an inclusive and supportive learning environment.

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## 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.

*Recordings:* Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act.<sup>4</sup> 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, Quercus 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. In order to preserve students' privacy, and to maintain a safe space for discussion, students may not record each other, the instructor, or the lectures.

*Original:* 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](#).

## Course Schedule.

<b>Week 1: January 12, 2023</b>	<b>Introduction &amp; Course Overview</b>
	*no discussion posts this week

<b>Week 2: January 19, 2023</b>	<b>The State in Political Sociology</b>
	<p>Barkey, Karen and Sunita Parikh. 1991. "Comparative perspectives on the state." <i>Annual Review of Sociology</i> 17:523-549.</p> <p>Tilly, Charles. 2017. "War making as state making as organized crime," pp. 123-139 in <i>Collective Violence, Contentious Politics, and Social Change</i>, E. Castañeda &amp; C. L. Schneider (Eds.). Routledge.</p>
<b>Week 3: January 26, 2023</b>	<b>State Regimes and Social Actors</b>
	<p>Moore Jr., Barrington. Chapters 7-9 in <i>Social Origins of Dictatorship and Democracy</i>.</p> <p><i>Optional:</i> Hinnebusch, Raymond. 2015. "Globalization, democratization, and the Arab uprising: The international factor in MENA's democratization." <i>Democratization</i> 22(2): 335-357.</p>
<b>Week 4: February 2, 2023</b>	<b>State Formation and Nation-Building</b>
	<p>Gorski, Philip S. 1993. "The protestant ethic revisited: Disciplinary revolution and state formation in Holland and Prussia." <i>American Journal of Sociology</i> 99(2): 265-316.</p> <p>Anderson, Benedict. 2006. "Cultural Roots," pp 9-36 in <i>Imagine Communities: Reflections on the Origin and Spread of Nationalism</i>. Verso Books.</p> <p><i>Optional:</i> Negura, Petru. 2021. "Nation-building and mass schooling of ethnic minorities on the Romanian and Soviet peripheries (1918-1940): A comparative study of Bessarabia and Transnistria." <i>National Identities</i> 23(4): 433-454.</p>
<b>Week 5: February 9, 2023</b>	<b>Settler Colonialism and Resistance</b>
	<p>Hunt, Sarah Tlalilila'ogwas. 'Settler Colonialism'. In Routledge Handbook of Law and Society, 213–16. Routledge, 2021.</p> <p>Lightfoot, Sheryl R. and David MacDonald. 2017. "Treaty relations between Indigenous peoples: Advancing global understandings of self-determination." <i>New Diversities</i> 19(2): 25-39.</p> <p>Simpson, Audra. 2014. "Indigenous interruptions: Mohawk nationhood, citizenship and the state," pp 1-35 in <i>Mohawk Interruptus: Political Life across the Borders of Settler States</i>.</p>
<b>Week 6: February 16, 2023</b>	<b>NO CLASS: TEST 1</b>
	<b>*Test 1 due Feb 16<sup>th</sup>, 11:59pm</b>
<b>Week 7: February 23, 2023</b>	<b>NO CLASS: READING WEEK</b>

	<b>* Paper proposals due Feb. 23<sup>rd</sup>, 11:59pm</b>
<b>Week 8: March 2, 2023</b>	<b>Welfare states</b>
	<p>Esping-Anderson, Gøsta. 1989. "The Three Political Economies of the Welfare State." <i>Canadian Review of Sociology</i> 26(1): 10-36.</p> <p>Orloff, Ann. 1993. "Gender and the Development of Welfare Regimes." <i>European Journal of Social Policy</i> 2(3): 159-173.</p> <p><i>Optional:</i> Schaudauer, Andreas. 2022. "The Racialization of Welfare Support as Means to Further Welfare State Cutbacks – Spillover Effects in Survey Populations and Media Reports in Austria." <i>Ethnic and Racial Studies</i> 45(16): 308-334.</p>
<b>Week 9: March 9, 2023</b>	<b>Voting and Socio-Economic Cleavages</b>
	<p>Ford, Robert and Will Jennings. 2020. "The Changing Cleavage Politics of Western Europe." <i>Annual Review of Political Science</i> 23: 295-314.</p> <p>Henjak, Andrija. 2010. "Political cleavages and socio-economic context: How welfare regimes and historical divisions shape political cleavages." <i>West European Politics</i> 33(3): 474-504.</p> <p><i>Optional:</i> Werts, Han, Peer Scheepers, and Marcel Lubbers. 2012. "Euro-scepticism and radical right-wing voting in Europe, 2002-2008: Social cleavages, socio-political attitudes and contextual characteristics determining voting for the radical right." <i>European Union Politics</i> 14(2):183-205.</p>
<b>Week 10: March 16, 2023</b>	<b>Social Citizenship and Intersectionality</b>
	<p>Marshall, T. H. 1992. "Part 1: Citizenship and social class," pp. 1-52 in <i>Citizenship and Social Class</i>, by T. Bottomore &amp; T. H. Marshall. Pluto Press. [Selections].</p> <p>Yuval-Davis, Nira. 2007. "Intersectionality, citizenship and contemporary politics of belonging." <i>Critical Review of International Social and Political Philosophy</i> 10(4): 561-574.</p>
<b>Week 11: March 23, 2023</b>	<b>Radical Right Politics</b>
	<p>Rydgren, Jens. 2007. "The sociology of the radical right." <i>Annual Review of Sociology</i> 33: 241-262.</p> <p>Dubslaff, Valérie. 2017. "Women on the fast track: Gender issues in the National Democratic Party of Germany and the French National Front (1980s-2012)," pp 159-183 in <i>Gender and Far Right</i></p>

	<p><i>Politics in Europe</i>, M. Köttig, R. Bitzan &amp; A. Petö (Eds.). Palgrave Macmillan.</p> <p><i>Optional:</i> Singh, Shweta and Élise Féron. 2021. “Towards an intersectional approach to populism: Comparative perspectives from Finland and India,” <i>Contemporary Politics</i> 27(5): 528-549.</p> <p style="text-align: center;">* Papers due Mar. 23<sup>rd</sup>, 11:59pm</p>
<b>Week 12: March 30, 2023</b>	<b>Political Polarization</b>
	<p>Barbera, Pablo. 2020. “Social media, echo chambers, and political polarization,” pp 34-55 in <i>Social Media and Democracy</i>, N. Persily (Ed.). Cambridge University Press.</p> <p>Simonsen, Kristina B. and Bart Bartikowski. 2022. “Moralizing immigration: Political framing, moral conviction and polarization in the United States and Denmark.” <i>Comparative Political Studies</i> 55(8): 1403-1436.</p>
<b>Week 13: April 6, 2023</b>	<b>NO CLASS: TEST 2</b>
	*Test 2 due Apr 6 <sup>th</sup> , 11:59pm