

**SOC 340H1S COMPARATIVE POLITICAL SOCIOLOGY**  
**University of Toronto, St. George Campus**  
**Winter 2021**

Time: Thursday 3-5 pm & 5-6 pm  
Room: Online synchronous via Zoom  
**Teaching assistant: Patricia Roach**  
E-mail: [patricia.roach@mail.utoronto.ca](mailto:patricia.roach@mail.utoronto.ca)  
Office hours: See the tutorials section

**Professor: Yoonkyung Lee**  
E-mail: [yoonkyung.lee@utoronto.ca](mailto:yoonkyung.lee@utoronto.ca)  
Office: #342, Department of Sociology  
725 Spadina Ave.  
Office hours: By appointment

***COURSE DESCRIPTION***

This course introduces students to comparative political sociology, one of major theoretical fields in sociological inquiry that probes the nexus between state and society. The focus of this class is placed on understanding the evolution of modern states, the social origins of political regimes, the varieties of capitalist and welfare states, and the agency of social classes in the making of state-market relations. The class will critically engage with both classical and contemporary theories of political sociology as tools to analyze the divergent trajectories and configurations of state institutions, capitalist systems, and social relations. This course is intended to offer a comparative understanding of political sociology by examining historically and regionally diverse cases that provide novel and critical insights into the forces that shape sociopolitical structures.

***COURSE OBJECTIVES:*** Students are expected to achieve the following

- (1) To understand the basic concepts and debates in political sociology by critically engaging with readings, lectures, class discussions, and tutorials
- (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.

***PREREQUISITE***

To enroll in this course, students must have completed SOC201H1, SOC202H1, SOC204H1 plus two (1.0 FCE) of SOC251H1, SOC252H1, SOC254H1. Students without the fulfillment of this pre-requisite will be removed from this class at any time discovered and without notice.

## ***COURSE DELIVERY MODE***

This course will be delivered virtually via Quercus and Zoom, to which all UofT instructors and students have access. Students need to have a computer with a microphone and camera in order to participate in online class activities. They also need to have PowerPoint and the ability to use Quercus and Zoom.

Synchronous online teaching is very different from in-class, in-person teaching. We have to be adaptable and flexible as we get used to a different modality of teaching and learning. Students can use the “raise hand” function on Zoom to ask questions during class discussions. But students should refrain from typing questions or comments into the chat box because I cannot fully monitor the chat box while I am delivering my lecture.

## ***COURSE MATERIALS***

There is no required textbook. All readings are available on Quercus. Important announcements, course materials, and any additional learning aids will be posted here, so please check the website regularly.

## ***GRADING AND EVALUATION***

### **1. Attendance and discussion participation: 10%**

Regular attendance is a must for this class. Students who attend 10 classes (the first class and the midterm test don't count) will receive full 10 points.

### **2. Weekly tutorials: 20%**

*Tutorial Platform:* Patricia Roach will lead weekly tutorials (Thursday 5-6 pm), which will be held synchronously in Zoom.

*Tutorial structure:* Most tutorials will be organized into three parts. Part 1 will involve group discussion to reinforce the concepts from the readings/lecture. Part 2 will focus on small group activities specifically on advancing the progress of students' case studies. In Part 3, students will receive time to write a short reflection which will be the basis for the students' tutorial grade. As this assignment will be done during tutorial time, it should not add significantly to students' workload. It is meant to both gauge participation in tutorials and to help students work consistently on their case studies throughout the term.

*Tutorial reflection paragraphs:* At the end of each tutorial, students will be asked to write a short reflection (~one paragraph) that discusses how a concept or framework (of the student's choice)

from the week’s readings could be used in the case study project or, alternatively, a reflection on why the student would not utilize a concept or framework discussed. This exercise aims to help students develop an in-depth understanding of the concepts in the course material, while advancing progress on the case study project. This short in-tutorial assignment would be uploaded to Quercus.

*Tutorial Assessment:* 10 tutorials x 2 points = 20 points

*Tutorial Grading Point Breakdown:*

2: A clear and concise reflection paragraph that demonstrates a deep engagement with the course material

1.5: A reflection that demonstrates sufficient engagement with the course material

1: Submission needs improvement

0: Missing

*Proposed Plan for SOC340 Tutorials*

Tutorial	Readings	Plan for Tutorial
1 Jan. 21	Frances Fox Piven and Richard Cloward, “Rule making, rule breaking, and power”  Charles Tilly, “War making and state making”	Part 1- Readings-based activity What are the key arguments in the readings? How do these concepts advance political sociology? Part 2- Case Study-based activity <i>Break-out groups; share with each other; report back to whole group</i> Which theme are you considering to address? Which country case are you considering? What are key concepts from this week’s readings that might be relevant to consider for your case study project? Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Fox Piven and Cloward or Tilly could be used in the case study project or, alternatively, a reflection on why you would not utilize a concept or framework discussed.
2 Jan.28	Karen Barkey and Sunita Parikh, “Comparative perspectives on the state”  Lynne Haney, “Feminist state theory”	Part 1- Readings-based activity What are the key arguments in the readings? How does a comparative approach advance our understanding of the state? What are the potential limitations? What are the strengths and weaknesses of feminist state theory according to Haney? Part 2- Case Study-based activity <i>Break-out groups; share with each other; report back to whole group</i> What are key concepts from this week’s readings that might be relevant to consider for your case study project? What kind of resources have you found on your case study? Are you experiencing any challenges? Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Barkey and Parikh or Haney could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.
3 Feb. 4	Ruth Collier, Introduction in <i>Paths towards Democracy</i>	Part 1- Readings-based activity What are the key arguments in the readings? How do these readings enhance our understanding of theories of democratization? Part 2- Case Study-based activity

	Kellee Tsai, Chapters 1-2 in <i>Capitalism without Democracy</i>	<i>Break-out groups; share with each other; report back to whole group</i> What are key concepts from the readings that might be relevant to consider in the case study project? What kind of resources have you found on your case study? Are you experiencing any challenges? Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Collier or Tsai could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.
4 Feb. 11	Sven Steinmo, Chapters 1-2 in <i>The Evolution of Modern States</i>	Part 1- Readings-based activity What are the key arguments in the readings? Part 2- Case Study-based activity <i>Break-out groups; share with each other; report back to whole group</i> What are key concepts from the readings that might be relevant to consider for your case study project? What kind of resources have you found on your case study? Are you experiencing any challenges? Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Steinmo could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.
5 Feb. 25	Meredith Woo- Cumings, Introduction in <i>The Developmental State</i>  David Harvey, “The neoliberal state” in <i>A Brief History of Neoliberalism</i>	Mid-term review/preparation session Part 1- Break-out Group Activity <i>Break-out groups; share with each other; report back to whole group</i> Which concepts, theories or frameworks are most interesting to you? Why? What are the strengths and weaknesses? How do they advance our understanding of political sociology? Are there any concepts, theories or frameworks that are challenging to understand? What specifically is confusing or unclear? Part 2- Group Discussion From the break-out group reporting, we will collectively address the issues brought up in the break-out group discussions. We will map out the concepts and identify areas in which students may need to focus their preparation for the mid-term. Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Woo-Cummings or Harvey could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.
6 Mar. 11	Gosta Esping- Andersen, Introduction and Chapter 1 in <i>The Three Worlds of Welfare Capitalism</i>  Ian Holliday, “Productivist welfare capitalism”	Part 1- Readings-based activity What are the key arguments in the readings? What are the strengths of a regimes-based comparative framework? What are limitations to this comparative framework? Part 2- Case Study-based activity <i>Break-out groups; share with each other; report back to whole group</i> What are key concepts from the readings that might be relevant to consider in the case study project? What kind of resources have you found on your case study? Are you experiencing any challenges? Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Esping-Andersen or Holliday could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.
7 Mar. 18	T. H. Marshall “Citizenship and social class”  Karen Brodtkin Sacks, “Toward a unified theory of	Part 1- Readings-based activity What are the key arguments in the readings? How does Marshall complicate or enhance our understanding of citizenship? What are the limitations to Marshall’s argument? What other concepts might we need? Part 2- Case Study-based activity <i>Break-out groups; share with each other; report back to whole group</i>

	class, race, and gender”	<p>What are key concepts from the readings that might be relevant to consider in the case study project?</p> <p>What kind of resources have you found on your case study? Are you experiencing any challenges?</p> <p>Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Marshall or Sacks could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.</p>
8 Mar. 25	<p>Mary Caplan and Lauren Ricciardelli, “Institutionalizing neoliberalism”</p> <p>Guy Standing, Introduction in <i>The Precariat</i></p>	<p>Part 1- Readings-based activity</p> <p>What are the key arguments in the readings?</p> <p>Part 2- Case Study-based activity</p> <p><i>Break-out groups; share with each other; report back to whole group</i></p> <p>What are key concepts from the readings that might be relevant to consider in the case study project?</p> <p>What are the key findings of your case study so far?</p> <p>Are you experiencing any challenges?</p> <p>Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Ricciardelli or Standing could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.</p>
9 Apr. 1	<p>D. Della Porta and M. Diani, “The study of social movements” in <i>Social Movements</i></p> <p>Charles Tilly and Sidney Tarrow, Chapter 7 in <i>Contentious Politics</i></p>	<p>Part 1- Readings-based activity</p> <p>What are the key arguments in the readings?</p> <p>Part 2- Case Study-based activity</p> <p><i>Break-out groups; share with each other; report back to whole group</i></p> <p>What are key concepts from the readings that might be relevant to consider in the case study project?</p> <p>How is your draft coming along? Which elements of writing up the case study are most challenging?</p> <p>Are you experiencing any challenges?</p> <p>Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from Della Porta and Diani or Tilly and Tarrow could be used in the case study project or, a reflection on why you would not utilize a concept or framework discussed.</p>
10 Apr. 8	Last class-Case Study Papers Due	<p>Part 1- Break out group activity:</p> <p><i>Break-out groups; share with each other; report back to whole group</i></p> <p>Which readings, concepts, theories or frameworks were most interesting to you? Why?</p> <p>Which concepts, theories or frameworks did you find more challenging to understand?</p> <p>Now that the final paper has been submitted, which concepts did you find most useful for your case study?</p> <p>Part 3- Reflection paragraph: Discuss how a concept or framework (of your choice) from the course enhanced your understanding of political sociology.</p>

### *TA Office Hours*

Friday, February 12 – 4-6 pm – Ahead of Case Study Outline

Friday, February 26 – 4-6 pm – Ahead of Mid-term/After Outline

Friday, March 19 – 4-6 pm – After Mid-term/Ahead of Final Case Study

Friday, March 26 – 4-6 pm – Ahead of Final Case Study

Friday, April 2 – 4-6 pm – Ahead of Final Case Study

### **3. Mid-term test: 30%**

There will be a mid-term test to assess students' understanding of the key concepts and arguments discussed in lectures and assigned readings. The test will consist of 4 short questions to be answered in about 200-300 words for each (4 x 5 = 20 point) and one essay question to be answered in about 700-800 words (1 x 10 = 10 point) (no multiple choice). The questions will be posted on Quercus at **3 pm on March 4** and students need to return the answers in **3 hours by 6 pm** the same day. Late submission penalties will apply if the answers are submitted after 6 pm (see below for more details).

### **4. Country study paper: 40% (10% for the outline + 30% for the paper)**

Students choose **a country** from the list below and write a case study paper focusing on **one of suggested themes**.

**Suggested countries:** Brazil, Germany, India, Mexico, Nigeria, Russia, Saudi Arabia, South Africa, South Korea, and Spain

#### **Suggested themes:**

- (1) Social origins of the state: Who were the key actors (domestic and foreign) that made the modern state? Who were the opponents? What were their interests? What kind of political institutions did they create? Are the key actors still influential in contemporary politics?
- (2) Configurations of the economic system: What are the key economic sectors and industries? What are the basic features of the economic system? From where do they originate? How does the economic system affect political dynamics?
- (3) The welfare regime: What are the public policies related to social welfare? Is the welfare regime parochial or universal? Who are the proponents of or opposition to the welfare state? Who are the beneficiaries and who are excluded? Do the policies contribute to socioeconomic equality?
- (4) Social actors and political change: Are there examples in which collective actors mobilized to bring about a drastic political change? If yes, who mobilized and why? How were they successful? If not, why were they unable to mobilize? What are the consequences of weak political opposition?

#### **Country study paper development:**

A. After choosing your country and focused theme, write up **an outline** (1-2 pages or about 700 words) of your paper (**10%**). Submit the outline to Quercus by **3 pm on February 18**. The teaching assistant will mark the outline and return to students with comments in about two

weeks. Students are expected to reflect the comments in the subsequent development of the paper.

B. Do more research and develop the paper. The paper will be evaluated for (1) fully addressing the basic questions posed for each theme, (2) discussing the country case in relation to class materials (by adopting analytical concepts or theoretical approaches, engaging in implied comparisons with cases discussed in class, or critiquing existing frameworks), (3) showing evidence of substantial independent research on the subject (reference at least 10 academic sources -books, book chapters, and journal articles- outside the class readings), and (4) providing reasoned arguments and writing clearly and succinctly. The final paper should be submitted to Quercus by **5 pm on April 8. Word count: 2000 (minimum)-2500 (maximum) words (30%)**

**Recommended format:** All written assignments should be within the word/page limit set for each assignment, excluding tables, figures, and bibliography. Font 12 and double-spacing recommended. Students may use a reference style of their choice but need to use it consistently. Full citations (in-text and bibliography) of all the sources used in the writings should be provided in appropriate formats.

### **Other matters related to grading and evaluation**

**Writing skills:** The quality of writing will greatly impact the grade. Writing skills (clarity, logic, parsimony, organization) are probably the most important skills students need to develop in university. Students in need of improving their writing skills can be assisted by various services and workshops offered by the Academic Success Centre, the Career Centre, and UofT Libraries. Please visit <https://writing.utoronto.ca/writing-centres/arts-and-science>

**Absence and late/missed assignments policy:** For the Winter semester only, if students miss tests or submit assignments late for medical reasons, they do not need to submit medical notes or the Verification of Illness forms. Instead, they have to **email the professor and declare their absence on the system (ACORN)**. For other reasons, such as family or non-medical personal reasons, students need to have their College Registrar email the professor.

Any test/assignment submitted after the due date without following the proper procedure for missed tests/assignment deadlines will receive **minus 1 point for every 24-hour lateness**.

### **Grade scale:**

A+: Above 90	B+: 77-79	C+: 67-69	D+: 57-59
A: 85-89	B: 73-76	C: 63-66	D: 53-56
A-: 80-84	B-: 70-72	C-: 60-62	D-: 50-52

**Accessibility needs:** Students with diverse learning styles and needs are welcome in this course. In particular, if students have a disability or health consideration that may require accommodations, please feel free to approach the professor and/or Accessibility Services at (416) 978-8060 or visit: <http://studentlife.utoronto.ca/accessibility>

**Contacting the professor:** If students feel overwhelmed by the course materials or encounter other difficulties that may affect their performance in class, they should immediately contact the professor and seek consultation EARLY in the semester. I will be happy to offer any additional guidance that might be needed for each student.

### ***ACADEMIC HONESTY and CLASS ETHICS***

**Academic integrity/Plagiarism:** 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 students earn will be valued as a true indication of their individual academic achievement. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Potential offences include, but are not limited to:

#### **In papers and assignments:**

Using someone else's ideas or words without appropriate acknowledgement; Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks; Submitting your own work in more than one course without the permission of the instructor; Making up sources or facts; Including references to sources that you did not use; Obtaining or providing unauthorized assistance on any assignment (including working in groups on assignments that are supposed to be individual work; having someone rewrite or add material to your work while "editing"); Lending your work to a classmate who submits it as his/her own without your permission.

#### **On tests and exams:**

Using or possessing any unauthorized aid, including a cell phone; Looking at someone else's answers; Letting someone else look at your answers; Misrepresenting your identity; Submitting an altered test for re-grading.

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 the student's transcript. If students have questions about appropriate research and citation methods, seek out additional information from the professor, or from other available campus resources like the U of T Writing Website. If students are experiencing personal challenges that may impact their academic work, please inform the professor or seek the advice of the college registrar.

**Taping, recording, photographing lectures:** Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act.

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, Blackboard 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. It is absolutely forbidden for a student to publish the professor's notes to a website or sell them in other forms without formal permission.

## ***COURSE SCHEDULE***

### **Week 1. January 14: Introduction and overview**

#### **Week 2. January 21. Political sociology and the study of state**

Frances Fox Piven and Richard Cloward, "Rule making, rule breaking, and power" in *The Handbook of Political Sociology* (Cambridge University Press 2012): 33-53

Charles Tilly, "War making and state making" in *Bringing the State Back In* (Cambridge University Press 1985): 169-186

#### **Week 3. January 28. States and patriarchy**

Karen Barkey and Sunita Parikh, "Comparative perspectives on the state" *Annual Review of Sociology* 17 (1991): 523-549

Lynne Haney, "Feminist state theory" *Annual Review of Sociology* 20 (2000): 641-666

#### **Week 4. February 4. Political regimes and social actors**

Ruth Collier, Introduction in *Paths towards Democracy* (Cambridge University Press 1999): 1-32

Kellee Tsai, Chapters 1-2 in *Capitalism without Democracy* (Cornell University Press 2007): 1-43

#### **Week 5. February 11. Varieties of modern states 1**

Sven Steinmo, Chapters 1-2 in *The Evolution of Modern States* (Cambridge University Press 2010): 1-87

### **February 18: Reading week/no class: Paper outlines due**

#### **Week 6. February 25. Varieties of modern states 2**

Meredith Woo-Cumings, Introduction in *The Developmental State* (Cornell University Press 1999): 1-31

David Harvey, "The neoliberal state" in *A Brief History of Neoliberalism* (Oxford University Press 2005): 64-86

### **Week 7. March 4. Midterm test**

**Week 8. March 11. Varieties of welfare states**

Gosta Esping-Andersen, Introduction and Chapter 1 in *The Three Worlds of Welfare Capitalism* (Princeton University Press 1990): 1-34

Ian Holliday, "Productivist welfare capitalism: Social policy in East Asia" *Political Studies* 48 (2000): 706-723

**Week 9. March 18. Social class and intersectionality**

T. H. Marshall "Citizenship and social class" reprint in *Inequality and Society* (W.W. Norton and Co. 2009): 148-154

Karen Brodtkin Sacks, "Toward a unified theory of class, race, and gender" *American Ethnologist* (1989): 534-550

**Week 10. March 25. Inequality and precarity**

Mary Caplan and Lauren Ricciardelli, "Institutionalizing neoliberalism: 21<sup>st</sup>-century capitalism, market sprawl, and social policy in the US" *Poverty and Public Policy* 8 (2016): 20-42

Guy Standing, Introduction in *The Precariat* (Bloomsbury 2011): 1-47

**Week 11. April 1. Social movements and political change**

D. Della Porta and M. Diani, "The study of social movements" in *Social Movements: An Introduction* (Blackwell 2006): 1-29

Charles Tilly and Sidney Tarrow, Chapter 7 in *Contentious Politics* (Oxford University Press 2015): 145-167

**Week 12. April 8. Last class: Case study papers due**