SOC422H1S
Advanced Studies in Political Sociology
University of Toronto
Summer 2022
Class hours: Mondays and Wednesdays, 13:10 — 15:00
Delivery: Online, Synchronous

Instructor: Sébastien Parker
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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

This course surveys sub-areas of political sociology, while paying special attention to core contemporary debates. Along the way, we will consider main theoretical arguments and core contributions in field while considering a variety of empirical cases. Among the thematic anchors considered allowing us to evaluate contrasting outlooks and their implications for ongoing research in political sociology will include (but are not limited to): the extent and nature of current socio-political cleavages, materialist vs. post-materialist values, trends in terms of democratic consolidation and deconsolidation, evidence of polarization online and offline, the 'rise' of authoritarian populism, and myths and realities concerning the legitimacy, confidence, and socio-political trust crises.

Prerequisites:

1.0 SOC FCE at the 300+ level. Students who do not meet this requirement will be removed without notice.

Evaluation Components

Type	Due Dates	Weight
Participation	Ongoing	30%
Reflection pieces	Ongoing	40%
Research paper	August 15	30%

Grading Descriptions

(1) Active ongoing participation (30%):
Throughout the term, students are expected to remain actively engaged. Students must prepare assigned readings in order to share their perspective and insight during the classroom discussions. Students will do especially well if they sustain active engagement throughout the term. Favorable marking will also be attributed to students who seek to engage with their peers and favor a positive classroom experience.

(2) Reflection pieces (4 x 10%):
Four times during the term, students will write reflection pieces. The goal, in 1½ to 2 typed, single-spaced pages, is to reflect on a core debate as showcased by the session's readings. Students are expected to select and engage with two readings, give voice to both perspectives, and then adjudicate between them by forwarding a position of their own – i.e., either in support for one side, rejecting both, or striving to reconcile the two perspectives.

(3) Research paper (30%)
The final requirement is a paper of 6 to 8 pages not including references, 12-point font, single-spaced. The topic must first be cleared with the instructor.

General Policies

Handing in assignments
All assignments must be submitted electronically via Quercus.

Deadlines
The assignments are due online via Quercus. Please refer to the Due Dates stated on page 1 of the Syllabus and the Course Schedule.

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.

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

Student Responsibilities and Expectations

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 (SOC422) 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. 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.

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

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.

Session 1 (July 4)
Course overview

Session 2 (July 6)
The twitter storm on political legitimacy and 'authoritarianism'

<u>Readings:</u>
Mittiga, Ross. "Political Legitimacy, Authoritarianism, and Climate Change." *American Political Science Review* (2021): 1-14.

Document on Quercus outlining Wuttke's perspective, his detailed breakdown, as well as other responses.

Session 3 (July 11)
The democratic consolidation and deconsolidation theses

<u>Readings:</u>
Foa, Roberto Stefan, and Yascha Mounk. "The signs of deconsolidation." *Journal of democracy* 28, no. 1 (2017): 5-15.

Welzel, Christian, Stefan Kruse, and Lennart Brunkert. "Why the Future Is (Still) Democratic." *Journal of Democracy* 33, no. 1 (2022): 156-162.

Foa, Roberto Stefan, Yascha Mounk, and Andrew Klassen. "Why the Future Cannot Be Predicted." *Journal of Democracy* 33, no. 1 (2022): 147-155.

Session 4 (July 13)
Promise and pitfalls of digital activism

<u>Readings:</u>
Freelon, Deen, Charlton McIlwain, and Meredith Clark. "Quantifying the power and consequences of social media protest." *New Media & Society* 20, no. 3 (2018): 990-1011.

Schradie, Jen. *The Revolution that Wasn't: How digital activism favors Conservatives*. Harvard University Press, 2019.

Barberà, Pablo. 2020. "Social Media, Echo Chambers, and Political Polarization." In *Social Media and Democracy: The State of the Field*, edited by N. Persily and J. Tucker, 34–55.

Session 5 (July 18)
Polarization, alignment, and dealignment

<u>Readings:</u>
Iyengar, Shanto, Yphtach Lelkes, Matthew Levendusky, Neil Malhotra, and Sean J. Westwood. "The origins and consequences of affective polarization in the United States." *Annual Review of Political Science* 22, no. 1 (2019): 129-146.

Garzia, Diego, Frederico Ferreira da Silva, and Andrea De Angelis. "Partisan dealignment and the personalisation of politics in West European parliamentary democracies, 1961–2018." *West European Politics* 45, no. 2 (2022): 311-334.

Krupnikov, Yanna, and John Barry Ryan. *The Other Divide: Polarization and Disengagement in American Politics.* Cambridge University Press, 2022

Watch the following podcast and video about the book:

https://www.youtube.com/watch?v=qCCAADBDbZ0&t=1073s

https://www.niskanencenter.org/u-s-politics-the-hyper-involved-vs-the-disengaged/

Session 6 (July 20)
Assessing the impact of polarization

Readings:
Graham, Matthew H., and Milan W. Svolik. "Democracy in America? Partisanship, polarization, and the robustness of support for democracy in the United States." *American Political Science Review* 114, no. 2 (2020): 392-409.

LeBas, Adrienne. "Can polarization be positive? Conflict and institutional development in Africa." *American Behavioral Scientist* 62, no. 1 (2018): 59-74.

Bail, Chris. *Breaking the Social Media Prism: How to Make Our Platforms Less Polarizing.* Princeton University Press: Princeton, NJ, 2021.

Session 7 (July 25)
Post-materialism, authoritarian populism, and class politics

Readings:
Norris, Pippa, and Ronald Inglehart. *Cultural backlash: Trump, Brexit, and authoritarian populism.* Cambridge University Press, 2019.

Schäfer, Armin. "Cultural backlash? How (not) to explain the rise of authoritarian populism." *British Journal of Political Science* (2021): 1-17.

Evans, Geoffrey, Rune Stubager, and Peter Egge Langsæther. "The conditional politics of class identity: class origins, identity and political attitudes in comparative perspective." *West European Politics* 45, no. 6 (2022): 1178-1205.

Session 8 (July 27)
Autocratic and democratic middle class

Readings:
Rosenfeld, Bryn. *The autocratic middle class: how state dependency reduces the demand for democracy*. Princeton University Press, 2020.

Qi, Lingling, and Doh Chull Shin. "How mass political attitudes affect democratization: Exploring the facilitating role critical democrats play in the process." *International Political Science Review* 32, no. 3 (2011): 245-262.

Garrido, Marco. "Democracy as disorder: Institutionalized sources of democratic ambivalence among the upper and middle class in manila." *Social Forces* 99, no. 3 (2021): 1036-1059.

Session 9 (August 3)
Historical and contemporary trust

Readings:
Abramson, Scott F., David B. Carter, and Luwei Ying. "Historical Border Changes, State Building, and Contemporary Trust in Europe." *American Political Science Review* (2022): 1-21.

van Ham, Carolien, Jacques JA Thomassen, Kees Aarts, and Rudy B. Andeweg, eds. (2017) *Myth and reality of the legitimacy crisis: Explaining trends and cross-national differences in established democracies*

Schraff, Dominik. "Political trust during the Covid-19 pandemic: Rally around the flag or lockdown effects?." *European Journal of Political Research* 60, no. 4 (2021): 1007-1017.

Gauchat, Gordon. "Politicization of science in the public sphere: A study of public trust in the United States, 1974 to 2010." *American Sociological Review* 77, no. 2 (2012): 167-187.

Session 10 (August 8)
Convergence and divergence through exposure

Readings:
Fishkin, James, Alice Siu, Larry Diamond, and Norman Bradburn. "Is deliberation an antidote to extreme partisan polarization? Reflections on "America in one room"." *American Political Science Review* 115, no. 4 (2021): 1464-1481.

Broockman, David, and Joshua Kalla. "The manifold effects of partisan media on viewers' beliefs and attitudes: A field experiment with Fox News viewers." *OSF Preprints* 1 (2022).

Zhou, Jack. "Boomerangs versus javelins: how polarization constrains communication on climate change." *Environmental Politics* 25, no. 5 (2016): 788-811.

Session 11 (August 10)
Prosociality and out-group hostility

<u>Readings:</u>
Baldassarri, Delia, and Maria Abascal. "Diversity and prosocial behavior." *Science* 369, no. 6508 (2020): 1183-1187.

Rudolph, Lukas, and Markus Wagner. "Europe's migration crisis: Local contact and out-group hostility." *European Journal of Political Research* 61, no. 1 (2022): 268-280.

Marble, William, Salma Mousa and Alexandra Siegel. "Can exposure to celebrities reduce prejudice? The effect of Mohamed Salah on islamophobic behaviors and attitudes." *American Political Science Review* 115, no. 4 (2021): 1111-1128.

Session 12 (August 15)
Wrap-up, summative reflections, and small presentation of final research paper

Case study paper (30%) due at 11:59 pm EST