SOCILOGY 3446-001
POWER, POLITICS, & PEOPLE: POLITICAL SOCIOLOGY
Spring 2012
102 BEH S
MWF 2:00–2:50 pm

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Office hours: By appointment

COURSE DESCRIPTION AND OBJECTIVES
“Today we take the state for granted.”
Joseph R. Strayer, On the Medieval Origins of the Modern State

The national state touches nearly every aspect of our lives, but most people spend little time thinking about it. Although people routinely discuss and debate politics, they usually take the state itself for granted. Indeed, states have become a highly institutionalized feature of modern societies: their existence seems natural, as does their authority to collect taxes, raise armies, wage wars, regulate economies, build infrastructures, and provide services. States, however, are anything but natural, having been established in their current form only 200 or so years ago.

This class seeks to “de-naturalize” the state. Our approach to the study of political sociology is macro and historical, tracing the origins, development, expansion, and possible decline of modern states and the state system. The first half of the course analyzes the long-term processes of state formation and expansion in comparative and global perspective. Topics include the emergence of the state and state system; variation in state structures; classical theories of the state; the worldwide diffusion of the state; democracy; and globalization. The second half of the course deals with substantive topics such as sovereignty, nationalism, citizenship, and rights. We will conclude by considering the future of the state in a globalizing world.

The overarching goal of this course is for students to develop conceptual and theoretical understandings of the state, society, and power in the modern world. One way we will accomplish this goal is to link abstract ideas, theories, and concepts to current events.

REQUIRED TEXTS
The following books are available in the bookstore:


Additional selections are available on Canvas.
**PROCEDURAL ISSUES**

Student Responsibilities

Students are expected to maintain professional behavior in the classroom, according to the Student Code (http://www.regulations.utah.edu/academics/6-400.html). Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code and know that they are responsible for its content. According to Faculty Rules and Regulations, it is faculty members’ responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Misrepresentation, plagiarism, fabrication, and falsification are particularly egregious academic offenses. These offenses are defined in Section I(B)(2) of the Student Code as follows:

- “Misrepresenting one’s work includes, but is not limited to, representing material prepared by another as one’s own work, or submitting the same work in more than one course without prior permission of both faculty members.
- “ ‘Plagiarism’ means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
- “ ‘Fabrication’ or ‘falsification’ includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

The sanction for these forms of academic misconduct “may include, but is not limited to . . . a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student’s degree or certificate.”

In addition to the student responsibilities outlined in the Student Code, please take note of the following requirements and expectations for this class:

- Reading assignments must be completed before class. Come prepared to discuss or ask questions about the readings.
- No extra credit.
- Make-up exams are given only under exceptional circumstances or for participation in university-sponsored activities. Both cases require a written explanation and, whenever possible, advanced notice.
- The use of cell phones or similar devices in class is prohibited. Please silence ringers.
- If you wish to dispute a grade you must do so in writing, explaining why you believe it should be adjusted. I will ignore e-mail requests for grade changes; please submit grade change requests to me in person during office hours.
- There are no make-ups for in-class quizzes and assignments, nor do I provide notes for students who were absent.
• I reserve the right to deduct points from your participation grade for class disruptions.

Accommodations Policy

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and me to make arrangements for accommodations.

Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

ASSIGNMENTS AND GRADING

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Reflection papers</td>
<td>100</td>
<td>A 470–500</td>
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<tr>
<td></td>
<td>(2 @ 50 points)</td>
<td>A– 450–469</td>
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<tr>
<td>Exams</td>
<td>200</td>
<td>B+ 435–449</td>
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<tr>
<td></td>
<td>(2 @ 100 points)</td>
<td>B 415–434</td>
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<tr>
<td>Paper</td>
<td>100</td>
<td>B– 400–414</td>
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<tr>
<td>Participation</td>
<td>40</td>
<td>C+ 385–399</td>
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<td>Take-home assignments</td>
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<td>Total</td>
<td>500</td>
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Reflection papers: Write three reflection/response papers that critically examine the readings and lectures. You will write one paper for each of three sections of the course:

• The first paper must cover one of the following weeks: 2, 3, 4, 5, or 6.
• The second paper must cover one of the following weeks: 8, 9, 11, or 12.
• The third paper must cover the following weeks: 13 or 14.

Papers are due by 12:00 noon on the Wednesday immediately following that week’s readings (for example, January 25 at noon for Week 2 papers, February 1 at noon for Week 2 papers, and so on). Reflection papers must be 3 to 5 double-spaced pages in 12-point font with one-inch margins. Papers are worth 50 points each; the paper with the lowest score will be dropped. Late papers will not be accepted.

Reflection papers are designed to get you to think critically about the readings, lectures, and assignments. Do not simply outline or summarize the readings and lectures. Instead, “A” papers will do the following:

1. Reason through challenging aspects of the material—what is the author’s main argument? What supporting evidence does s/he offer in support of that argument?
2. Draw connections between different readings or topics. For example, you might interpret or challenge a substantive finding or argument using a theoretical perspective examined previously in the course. Many of the topics we cover are interrelated, so connect the dots.
3. Interpret a current event (e.g., as presented in a newspaper article) or personal experience in light of lectures and readings. This kind of reflection paper would be good practice for your final paper.

4. Criticize and argue against an author’s position, using supporting material from other authors where appropriate.

Whichever approach you take, papers should reflect deep reading and thinking, and will be graded accordingly. A thorough summary of the readings but with no analysis will constitute, at most, “C”-level work.

**Exams:** There is a midterm and a final for the course. These exams will consist of multiple-choice, short-answer, and essay questions.

**Paper:** The term paper for this course asks you to analyze a current event or series of events using ideas, concepts, and theories from the course. You are responsible for identifying, following, and researching a topic on which to write; this will require you to stay current with the news throughout the semester. I suggest setting up a Google News alert for topics on which you may want to write. Please refrain from using media outlets with overtly liberal (e.g., MSNBC) or conservative (e.g., Fox) biases; in fact, you are better off avoiding cable news outlets altogether. I suggest NPR, PBS, and major newspapers of record (e.g., New York Times, Washington Post, Los Angeles Times, etc.). If you are in doubt about a source, please bring it to my attention. In addition to course readings and news sources, your papers must incorporate at least four additional scholarly resources (e.g., books published by university presses or peer reviewed journal articles). Papers must be 8 to 10 double-spaced pages in 12-point font with one-inch margins. **Papers are due by Wednesday, April 25 at 12:00 noon,** submitted in hard copy to me in my office. Late papers are subject to a daily 10-point reduction.

**Take-home assignments:** There are three brief take-home assignments throughout the semester. Two of these assignments are linked to videos you will watch in lieu of attending class on two separate occasions, and one assignment asks you to answer some questions about an assigned reading. These assignments must be submitted via Canvas; due dates for the assignments are given in the weekly schedule.

**Participation:** Participation points can be earned in a number of ways. Examples include in-class participation, in-class activities and assignments, and use of office hours when needed.

**WEEKLY SCHEDULE**

I reserve the right to modify the following schedule over the course of the semester. Readings other than those from Chua are available on e-reserve. Weeks marked with a “D” indicate that questions or comments must be posted to the D2L discussion board by Wednesday at 2:00 pm.

**WEEK 1: Introduction**

**M, 1/9**  
First day of class.

**W, 1/11**  

**F, 1/13**  
WEEK 2: Origins and Spread of the State  
M, 1/16  No class: Martin Luther King, Jr. Day  

WEEK 3: Democracy and Its Discontents  
**IN LIEU OF CLASS:** Watch “Conversations with History: Amy Chua” (linked to Canvas or available here: [http://globetrotter.berkeley.edu/people4/Chua/chua-con0.html](http://globetrotter.berkeley.edu/people4/Chua/chua-con0.html)) and answer the accompanying questions. Submit answers to these questions via Canvas by 4:00 p.m.  
F, 1/27  Come prepared to discuss the Chua interview.  

WEEK 4: Democracy and its Discontents  

WEEK 5: The Unintended Consequences of Democracy  

WEEK 6: Democracy, Markets, and the “West”  

WEEK 7: Midterm week  
M, 2/20  No class: Presidents’ day.  
W, 2/22  Review.  
F, 2/24  Midterm.  

WEEK 8: The State as Social Construction

W, 2/29  IN LIEU OF CLASS: Watch “Conversations with History: Stephen Krasner” (linked to Canvas or available here: http://globetrotter.berkeley.edu/people3/Krasner/krasner-con0.html) and answer the accompanying questions. Submit answers to these questions via Canvas by 4:00 p.m.

F, 3/2  Come prepared to discuss the Krasner interview.

WEEK 9: Sovereignty, Nationhood, and Nationalism


WEEK 10: Spring Break
Party time.

WEEK 11: Citizenship in Cross-National Perspective
M, 3/19  Marshall, Citizenship and Social Class, pp. 3-51 [Bottomore’s essay is optional].


WEEK 12: American Citizenship and Civil Rights


**WEEK 13: Globalizing Rights**


Answer the accompanying questions, linked to Canvas, and submit them by 1:00 p.m. *(before class).*


**WEEK 14: Globalizing Conflict**


**WEEK 15: Future of the State and State System**


W, 4/18 Review and Conclusion.

F, 4/20 Work on your papers. I am available for assistance in my office.

**WEEK 16: The End**

M, 4/23 Finish your papers!

W, 4/25 Final papers due in my office (303 BEH S) by 12:00 noon.

F, 4/27 Study for the final exam!

**WEEK 17: Exam Period**

M, 4/30 Final exam: 1:00–3:00 p.m.