**Sociology 7060**

**Comparative International Sociology**

Fall 2013  
315 BEH S  
Wednesdays, 2:00–5:00 p.m.

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Office hours: By appointment

**Course Description and Objectives**

This graduate-level seminar, the foundational seminar for the Sociology Department’s CIS area of specialization, provides an overview of contemporary macro-sociological research on the national state, with an emphasis on key theoretical developments and empirical applications. The state is a (and perhaps *the*) central actor in comparative and international sociology, even though most people—including social scientists—routinely take this peculiar institution 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 seminar seeks to “de-naturalize” the state. Our approach is macro, comparative, and historical; our objective is to trace the emergence, diffusion, functions, and possible demise of modern states and the state system. We will explore the long-term processes of state formation and expansion; variation in state forms and structures; the worldwide diffusion of the state; the nature and practice of sovereignty; the development and transformation of citizenship; and the future of the state in a globalizing world.

**Required Books**


Additional selections are available online or from the instructor.
ASSIGNMENTS AND GRADING

Reflection papers: Each week with assigned readings, write 2-page (double-spaced, 12-point font, 1-inch margins) reflection/reaction papers that critically examine each week’s readings. These papers may challenge a point or argument made by the week’s author(s), draw connections with previous readings and topics, or interpret current events in light of the week’s readings. Papers are due by 12:00 noon on the day before class via e-mail. Papers are worth 10 points each, for a total of 120 points throughout the semester (approximately 25% of your final grade). Late papers will not be accepted.

Paper: Write a 10- to 15-page paper (double-spaced, 12-point font, 1-inch margins) on a topic of interest that is connected in some fashion to course content. I encourage you to select a topic that helps you prepare for the area exam, M.A. thesis, or dissertation research. A topic proposal of no more than one page must be submitted to and approved by me by the 8th week of the semester. Papers are due by Friday, December 9 at 2:00 p.m. (i.e., at the start of class). This paper is worth 200 points (approximately 43% of your final grade); late papers are subject to a daily 20-point reduction.

Discussion Leadership: In conjunction with at least one other student, you will be responsible for facilitating discussion for one week’s worth of readings. As a group, you are responsible for formulating and posing at least five discussion questions or topics for the week's readings. These questions should be forwarded to me, via email, by 10:00 a.m. on the day of class. This requirement is worth 100 points (around 21% your total grade).

Participation: Seminars, to be successful, depend on students to be actively engaged in discussions. You are expected to have completed each week’s readings prior to class, to have reflected critically and analytically on those readings, and to examine and discuss them in class. As such, your active participation in the seminar is worth 50 points (roughly 11% of your final grade).

PROCEDURAL ISSUES

Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, 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 carefully and know they are responsible for the 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 that are defined in Section 1 (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.”

**Students with Disabilities**

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 the instructor to make arrangements for accommodations.

**WEEKLY SCHEDULE**

I reserve the right to modify the following schedule over the course of the semester.

* = I will distribute the assigned reading the week before class.

**WEEK 1: First Meeting**

W, 8/28 First day of class.

**WEEK 2: The State—An Introduction**


**WEEK 3: The State’s Origins**


**WEEK 4: The Evolution of States**

W, 9/18 Tilly, *Coercion, Capital, and European States*. 
**WEEK 5: Variation in State Forms**

**W, 9/25**
Badie and Birnbaum, *Sociology of the State*, chapters 7 and 8.

**WEEK 6: The Development of Citizenship**

**W, 10/2**
Brubaker, *Citizenship and Nationhood in France and Germany*.

**WEEK 7: The Diffusion and Institutionalization of the State**

**W, 10/9**

**WEEK 8**

**W, 10/16**
Fall Break.

**WEEK 9: The Unintended Consequences of Statehood**

**W, 10/23**
Hironaka, *Neverending Wars*.

**WEEK 10: The Death of States**

**W, 10/30**

**WEEK 11: The Rights Revolution**

**W, 11/6**
Marshall, *Citizenship and Social Class*.
*Skrentny, John D. 2002. “‘This is War and This is a War Measure’: Racial Equality Becomes National Security.”* Ch. 2 (pp. 21-65) in *The Minority Rights Revolution*. Cambridge, MA: The Belknap Press of Harvard University Press.
**WEEK 12: The Post-National State**

W, 11/13  

**WEEK 13: The Clash of Civilizations**

W, 11/20  


**WEEK 14**

W, 11/27  
Thanksgiving holiday.

**WEEK 15: Forecasting the Future**

W, 12/4  


**WEEK 16: Discussing the State**

W, 12/11  
Final seminar meeting. Papers due. Come prepared to discuss.