

Spring 2013



SOCIOLOGY
3446-001

POWER, POLITICS & PEOPLE

Political Sociology | Professor Dr. Wade Cole

“Today we take the state for granted.”

Joseph R. Strayer, *On the Medieval Origins of the Modern State*

SOCIOLOGY 3446-001

POWER, POLITICS & PEOPLE:

POLITICAL SOCIOLOGY

Spring 2013

BEH S 116

Tuesday/Thursday 9:10–10:30 a.m.

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Office hours: By appointment

COURSE DESCRIPTION AND OBJECTIVES

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 national 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 book is available in the bookstore:

Chua, Amy. 2004. *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. New York: Doubleday.

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 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. 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.”
PLAGIARIZED WORK WILL AUTOMATICALLY RESULT IN A FAILING GRADE FOR THE
ASSIGNMENT.

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 assigned readings.
- No extra credit.
- Make-up exams are given only under exceptional circumstances (for example, the death of a family member or a prolonged hospital stay) or for participation in relevant university-sanctioned 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. NO TEXTING IN CLASS PLEASE. It is very distracting.
- 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 in class or 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 will make every effort to post lecture slides to Canvas before each class, to facilitate note taking. Please be aware, however, that posted slides are subject to changes or revisions before class.
- 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

Exams	200 points (2 @ 100 points)
Paper	100 points
Attendance/Participation	50 points
Take-home assignments	50 points (2 @ 25 points)
Total	400 points

A	376–400	C	293–307
A–	360–375	C–	280–292
B+	348–359	D+	268–279
B	333–347	D	253–267
B–	320–332	D–	240–252
C+	308–319	F	0–239

Exams: There is a midterm and a final. These exams will consist of multiple-choice questions. Dates for the exams are given in the weekly schedule.

Paper: Write a paper that analyzes 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 relevant 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 *5 to 6 double-spaced pages in 12-point font with one-inch margins*. **Papers are due by Tuesday, April 23 at 5:00 p.m.**, submitted in hard copy. Late papers are subject to a daily 10-point reduction, beginning at 5:01 p.m. on April 23. The rubric I will use when grading your papers is appended to the end of this syllabus.

Take-home assignments: There are two brief take-home assignments, which are linked to videos you will watch online in lieu of attending class on two separate occasions. These assignments must be submitted via Canvas; due dates are given in the weekly schedule.

Attendance: Throughout the semester, I will randomly take attendance on six occasions. Each time you are in class on one of these occasions, you will earn 10 points. You may be absent for one of these six occasions without it adversely impacting your final grade. However, if you are present for all six class periods in which I take roll, you will receive 10 bonus points. (If you must miss class for university-sanctioned travel AND you notify me in writing in advance you will not be penalized. Likewise, if you must miss class for a documented emergency, you will also be excused.)

WEEKLY SCHEDULE

I reserve the right to modify the following schedule over the course of the semester. Readings other than Chua (*World on Fire*) are available on Canvas.

WEEK 1: Introduction

- Tu, 1/8** First day of class.
- Th, 1/10** Whitbeck, John. 2011. "The State of Palestine Exists." *Middle East Policy* 18(2): 62-66.

WEEK 2: Origins and Spread of the State

- Tu, 1/15** McNeely, Connie. 1993. "The Determination of Statehood in the United Nations, 1945–1985." *Research in Political Sociology* 6: 1-38.
- Th, 1/17** Tilly, Charles. 2002. "Coercion, Capital, and European States." Pp. 153-166 in *Contemporary Sociological Theory*, edited by C. Calhoun, et al. Malden, MA: Blackwell.

WEEK 3: The Origins of Democracy

- Tu, 1/22** Chua, *World on Fire*, Introduction and chapter 1.
- Th, 1/24** Chua, *World on Fire*, chapter 2.

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>) and answer the accompanying questions. **Submit your answers via Canvas by Friday, January 25 at 9:00 a.m.**

WEEK 4: Democracy and its Discontents

Tu, 1/29 Chua, *World on Fire*, chapters 3 and 4.

Th, 1/31 Chua, *World on Fire*, chapter 5.

WEEK 5: The Unintended Consequences of Democracy

Tu, 2/5 Chua, *World on Fire*, chapter 6.

Th, 2/7 Chua, *World on Fire*, chapter 7.

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

Tu, 2/12 Chua, *World on Fire*, chapters 8 and 9.

Th, 2/14 Chua, *World on Fire*, chapter 10.

WEEK 7: The Future of Free Market Democracy

Tu, 2/19 Chua, *World on Fire*, chapter 11.

Th, 2/21 Chua, *World on Fire*, chapter 12.

WEEK 8: Midterm Week

Tu, 2/26 Review.

Th, 2/28 **Midterm.**

WEEK 9: The State as a Social Construction

Tu, 3/5 Meyer, John W., John Boli, George M. Thomas, and Francisco O. Ramirez. 2000. "World Society and the Nation-State." Pp. 84-92 in *The Globalization Reader*, edited by John Boli and Frank Lechner. Malden, MA: Blackwell.

Th, 3/7 Cerulo, Karen. 1993. "Symbols and the World System." *Sociological Forum* 8(2): 243-271.

WEEK 10: Spring Break

Party time.

WEEK 11: Citizenship and Identity

Tu, 3/19 Brubaker, William Rogers. 1990. "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology* 5(4): 379-407.

Th, 3/21 Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* 141(March/April): 30-45.

WEEK 12: Citizenship and Civil Rights

Tu, 3/26 Skrentny, John D. 2002. "'This is War and This is a War Measure': Racial Equality Becomes National Security." Chapter 2 (pp. 21-65) in *The Minority Rights Revolution*. Cambridge, MA: The Belknap Press of Harvard University Press.

Th, 3/28 Skrentny, John D. 2002. "'I Agree with You about the Inherent Absurdity': Title IX and Women's Equality in Education." Chapter 8 (pp. 230-262) in *The Minority Rights*

Revolution. Cambridge, MA: The Belknap Press of Harvard University Press.

WEEK 13: Sovereignty

Tu, 4/2 **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 your answers via Canvas by Friday, April 5 at 9:00 a.m.**

Th, 4/4 Krasner, Stephen. 2001. “Sovereignty.” *Foreign Policy* 122(Jan/Feb): 20ff.
Krasner, Stephen. 2005. “The Day After.” *Foreign Policy* 146(Jan/Feb): 68-70.

WEEK 14: Globalizing Rights

Tu, 4/9 Soysal, Yasemin. 1994. “Toward a Postnational Model of Membership.” Pp. 136-162 in *Limits of Citizenship*. Chicago: University of Chicago Press.

Th, 4/11 Keck, Margaret E., and Kathryn Sikkink. 1998. “Transnational Advocacy Networks in International Politics: Introduction.” Pp. 1-38 in *Activists beyond Borders*. Ithaca, NY: Cornell University Press.

WEEK 15: Globalizing Conflict

Tu, 4/15 Huntington, Samuel P. 1993. “The Clash of Civilizations?” *Foreign Policy* 72: 22-49.

Th, 4/17 Olzak, Susan. 2006. “World Integration and Centrifugal Forces.” Pp. 1-32 in *The Global Dynamics of Racial and Ethnic Mobilization*. Stanford, CA: Stanford University Press.

WEEK 16: The End

Tu, 4/23 Last day of class.

Final papers due at the start of class.

WEEK 17: Exam Period

W, 5/1

Final exam: 10:30 a.m. – 12:30 p.m.

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Final paper grading rubric

Content: Newspaper articles (10 points)

- 10 Information from reliable news sources is incorporated into the paper.
- 5 Information from unreliable or questionable sources is referenced.
- 0 No news sources are included.

Content: Readings (20 points)

- 20 All relevant readings/lectures are included.
- 10 Some but not all relevant readings/lectures are included.
- 5 Relevant readings/lectures are referenced, but incorrectly applied.
- 0 No relevant readings/lectures are referenced.

Focus (10 points)

- 10 Clear, well-focused, and insightful thesis.
- 5 Thesis topic is present, but is unclear, unfocused, or lacks insight.
- 0 No clear thesis statement.

Analysis (40 points)

- 40 Analysis is well developed and organized; different points of view are compared, evaluated, and/or used to interpret current events or other readings.
- 30 Analysis is competent and reflects a basic understanding of the material.
- 20 Analysis is underdeveloped and indicates a superficial or poor understanding of the material.
- 10 No analysis; the paper is purely descriptive or summarizes readings/lectures, but the descriptions or summaries are accurate.
- 0 No analysis; summaries or descriptions are not accurate.
- 5 Papers will lose 5 points for each of four additional references that are not incorporated, as required.

Writing (10 points)

- 10 Few errors; well written and articulate.
- 7 Errors of grammar and syntax are minimal; writing style and word choice are capable.
- 5 Some grammatical and syntactical errors are present but do not interfere with the paper's main ideas.
- 3 Substantial errors, but still readable.
- 0 Extensive errors and obviously not spell checked; difficult to follow.

Structure (10 points)

- 10 Paper is well structured; incorporates headings and subheadings to organize the discussion.
- 5 Paper is loosely organized.
- 0 Paper meanders with no clear focus or organization.

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