

**Sociology 140
Spring 2012**

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Office Hours: Mondays 4:00-5:00
Thursdays 3:15-4:45**

Political Sociology

The purpose of this course is to provide the student with an understanding of the relationship between society and politics. Our approach to this broad phenomenon will be through a study of the interrelationship between economic development, social relations, and politics. In the process, we will examine how class, race, ethnicity, and gender interact with political culture, ideology and the state. This examination will involve both a review of the theories that have emerged to explain the role of the state in society, as well as a more concrete look at contemporary politics. One of the key aspects of politics is engagement in political behavior. We will analyze the diverse forms it takes, ranging from voting to participation in social movements. Our analysis of these forms of political behavior and the larger question of state/society relations will be comparative in nature, exploring the variations that exist between different regions of the world and between distinct social systems.

Course Requirements

Written work will consist of one take-home, essay mid-term exam (worth 30% of the final grade), a research paper (worth 35% of the final grade), and a final exam (worth 20% of the final grade). The research paper will entail the study of a concrete political phenomenon, which draws on some of the theoretical analysis presented in the course. A brief (half page) synopsis of the paper will be required in order to assist students in selecting a researchable topic. See the due dates for each of these assignments in the course outline. Participation in discussion sections will make up the remaining 15% of the final grade.

Students will be expected to do all of the required readings listed below, and attend classes and discussion sections. The written assignments will test your comprehension of the readings and lectures. Attached to this syllabus please find and read several pages selected from the university's guide on Academic Dishonesty. Academic Honesty will be taken very seriously in this course.

Course Materials

A reader of required articles has been put together for the course and is available from University Copy (2425 Channing Way - 549-2335). Articles included in the reader are designated with an * in the Course Outline. In addition, one required book is on sale

at ASUC Bookstore. All of the required readings will be available on b-space for this class. The required book is:

Gitlin, Todd, The Whole World is Watching. Berkeley: University of California Press (2003).

Course Outline

Week 1: What is Politics? (17-19 January)

Required Readings

* Flacks, Richard, Making History: The Radical Tradition in American Life. Chapter 2 (pp. 25-67). New York: Colombia University Press (1988).

Recommended Readings

- Bellah, Robert, et.al., Habits of the Heart. Chapter 8. Berkeley: University of California Press (1985).
- Gaventa, John, Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley. Chicago: University of Illinois Press (1980).

Week 2: Economic Development and Social Cleavage (20-31 January)

Required Readings

- * Giddens, Anthony, and David Held, Classes, Power, and Conflict: Classical and Contemporary Debates. Selections from Chapter 1, 2, and 3 (Pages 19-28; 35-39; 47-57; 60-62; 65; and 68-69). Berkeley: University of California Press (1982).
- * Gerth, H.H., and C. Wright Mills, From Max Weber: Essays in Sociology. Chapter VIII (Pages 196-198; 204-209; 214-216; 221-224; 228-232). New York: Oxford University Press (1978).
- * Glenn, Evelyn Nakano, "The Social Construction and Institutionalization of Gender and Race." In Revisioning Gender, edited by Myra Marx Ferree et al., pp. 3-43. Thousand Oaks, CA: Sage Publications (1999).

Recommended

- Newman, Katherine, Declining Fortunes: The Withering of the American Dream. Chapter 2 (pp. 28-55). New York: Basic Books (1993).
- Garnsey, Elizabeth, "Women's Work and Theories of Class and Stratification." In Classes, Power, and Conflict (Giddens and Held), pp. 425-445.
- Humphries, Jane, "Class Struggle and the Persistence of the Working-Class Family." In Classes, Power, and Conflict (Giddens and Held), pp. 470-490.

Week 3: Pluralist Explanations of Politics (1-7 February)

Required Readings

* Dahl, Robert A., Who Governs? Democracy and Power in an American City. Chapters 1-7 (pp. 1-84). New Haven, Conn.: Yale University Press (1961).

Recommended Readings

- Rose, Arnold, The Power Structure: Political Process in American Society. Chapter 1, 2, and 3 (pp. 1-127). New York: Oxford University Press (1967).
- Lipset, Seymour Martin, Political Man: The Social Bases of Politics. Garden City, N.Y.: Anchor Books (1963).

Week 4: Power Elite Explanations of Politics (8-14 February)

Required Readings

* Domhoff, G. William, Who Rules America? Challenges to Corporate and Class Domination. Boston: McGraw Hill (2009). Chapters 1, 3, 6, and 7 (pp. 1-23; 55-84; 147-172; 173-209). Boston: McGraw Hill (2009).

Recommended Readings

- Mills, C. Wright, The Power Elite. London: Oxford University Press (1956).
- Domhoff, G. William, The Power Elite and the State: How Policy is Made in America. New York: Aldine de Gruyter (1990).

Week 5: Marxist Theories of Politics (15-21 February)

Required Readings

* Block, Fred, "The Ruling Class does not Rule: Notes on the Marxist Theory of the State," Socialist Revolution 33, 7, 3 (May-June, 1977): 6-28.

* Offe, Claus, and Volker Ronge, "Theses on the Theory of the State," in Classes, Power, and Conflict, edited by Giddens and Held, pp. 249-256.

Recommended Readings

- Anglade, Christian and Carlos Fortin, "The State and Capital Accumulation in Latin America: A Conceptual and Historical Introduction." In The State and Capital Accumulation in Latin America, edited by Anglade and Fortin, pp. 1-51. Vol. 1. Oxford University Press (1985).
- Gold, David A., Clarence Y. H. Lo, and Erik Olin Wright, "Recent Developments in Marxist Theories of the Capitalist State," Monthly Review (2 parts) 27, 5 (October 1975): 29-43; and 6 (November 1975): 36-51.
- O'Connor, James, The Fiscal Crisis of the State. New York: St. Martin's Press (1973).

[PAPER SYNOPSIS DUE: 21 FEBRUARY]

Week 6: The State in the Global South (22-28 February)

Required Readings

- * Webster, Andrew, Introduction to the Sociology of Development. Chapter 6 (pp. 129-148). Atlantic Highlands, N.J.: Humanities Press International (1990).
- * Koo, Hagen, "The Interplay of State, Social Class and World System in East Asian Development: The Cases of South Korea and Taiwan." In The Political Economy of the New Asian Industrialism, edited by Frederic Deyo, pp. 165-181. Ithaca: Cornell University Press (1987).

Recommended Readings

- Collier, David, "Overview of the Bureaucratic-Authoritarian Model." In The New Authoritarianism in Latin America, edited by David Collier, pp. 19-32. Princeton: Princeton University Press.
- O'Donnell, Guillermo, "Tensions in the Bureaucratic-Authoritarian State and the Question of Democracy." In The New Authoritarianism in Latin America, edited by David Collier, pp. 285-318. Princeton: Princeton University Press.
- Amsden, Alice, "The State and Taiwan's Economic Development." In Bringing the State Back In, edited by Peter B. Evans, et.al., pp. 78-106. Cambridge: Cambridge University Press (1986).

**[HAND OUT MIDTERM: 28 February]
[MIDTERM EXAM DUE: 6 March]**

Week 7: The Influence of Ideology and the Media on Politics (29 February-6 March)

Required Readings

- * Williams, Raymond, Keywords: A Vocabulary of Culture and Society. "Ideology" (pp. 153-157). New York: Oxford University Press (1976).
- Gitlin, Todd, The Whole World is Watching. Introduction, and Chapter 1 (pp. 1-31). Berkeley: University of California Press (2003).

Recommended Readings

- Edelman, Murray, Constructing the Political Spectacle. Chicago: The University of Chicago Press (1988).
- Molotch, Harvey, and Marilyn Lester, "News as Purposive Behavior: On the Strategic Use of Routine Events, Accidents, and Scandals," American Sociological Review 39 (Feb. 1974): 101-112.

Week 8: More on the Media (7-13 March)

Required Readings

- Gitlin, Todd, The Whole World is Watching. Chapters 2 and 10 (pp. 32-77; & 249-282).

Week 9: Voting and Non-Voting (14-20 March)

Required Readings

* Piven, Frances Fox, and Richard A. Cloward, Why Americans Still Don't Vote and Why Politicians Want it That Way. Chapters 1; 3; and 4 (pp. 1-19; 45-71; and 72-93). Boston: Beacon Press (2000).

Recommended Readings

- Piven, Frances Fox, and Richard Cloward, Why Americans Still Don't Vote (Rest of book).
- Lipset, Seymour Martin, Political Man: The Social Bases of Politics. Chapter 6 (pp. 183-229). Garden City, N.Y.: Anchor Books (1963).
- Teixeira, Ruy A., Why Americans don't Vote: Turnout Decline in the United States, 1960-1984. Greenwich, Ct.: Greenwood Press (1987).
- Herman, Edward S., and Frank Brodhead, Demonstration Elections: U.S.-Staged Elections in the Dominican Republic, Vietnam, and El Salvador. Chapter 1 and 3 (pp. 1-16; 55-92). Boston: South End Press (1984).

Weeks 10-11: Social Movements as a Form of Political Participation (21 March-10 April)

Required Readings

- * Echols, Alice, Daring to be Bad: Radical Feminism in America, 1967-1975. Introduction and Chapters 1 and 4 (pp. 3-19; 23-50; and 139-202). Minneapolis: University of Minnesota Press (1989).
- * Piven, Frances Fox, and Richard Cloward, Poor People's Movements. Chapter 4 (pp. 181-263). New York: Vintage Books (1979).

Recommended Readings

- Piven, Frances Fox, and Richard Cloward, Poor People's Movements. Chapter 1 (pp. 1-40). New York: Vintage Books (1979).
- Freeman, Jo, The Politics of Women's Liberation: A Case Study of an Emerging Social Movement and its Relation to the Policy Process. New York: Longman (1975).
- McAdam, Doug, Political Process and the Development of Black Insurgency, 1930-1970. Chicago: The University of Chicago Press (1982).

Week 12 Politics in Socialist States: Cuba (11-17 April)

Required Readings

- * Bengelsdorf, Carollee, The Problem of Democracy in Cuba: Between Vision & Reality. Chapters 4 and 5 (pp. 66-133). New York: Oxford University Press (1994).

Recommended Readings

- Fagen, Richard R., The Transformation of Political Culture in Cuba. Stanford: Stanford University Press (1969).
- Eckstein, Susan Eva, Back from the Future: Cuba Under Castro. Princeton, NJ: Princeton University Press (1994).
- Centeno, Miguel Angel, and Mauricio Font (Eds.), Toward a New Cuba? Legacies of a Revolution. Boulder, CO: Lynne Rienner (1997).

[TURN IN RESEARCH PAPER IN CLASS ON 17 April]

Week 13 More on Socialist States (In Third World Countries) (18-24 April)

Required Readings

- * Booth, John A., The End and the Beginning: The Nicaraguan Revolution. Chapters 9 and 10 (pp. 185-269). Boulder, Co.: Westview Press (1985).

Recommended Readings

- Fagen, Richard, et al., Transition and Development: Problems of Third World Socialism. New York: Monthly Review (1986).
- Harris, Richard, Marxism, Socialism, and Democracy in Latin America. Boulder, CO: Westview.
- White, Gordon, et.al., Revolutionary Socialist Development in the Third World. Lexington, Ky.: The University Press of Kentucky (1983).

Week 14 Conclusion (26 April)

Required Readings

- * Flacks, Richard, Making History: The Radical Tradition in American Life. Chapter 6 (pp. 237-283). New York: Colombia University Press (1988).

[HAND OUT FINAL EXAM: 26 April]

Week 15:

Week 16: [TURN IN FINAL EXAM: BY NOON, 7 May]

Definitions of Academic Dishonesty

The following definitions were present in the 1989 Berkeley Campus Code of Student Conduct but are no longer present in the revised Code (September 2004). The following definitions are for information only.

Academic dishonesty is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community.

Below are types of academic dishonesty with examples of each. Please note that this list is not exhaustive.

Cheating

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

Copying or attempting to copy from others during an exam or on an assignment.

Communicating answers with another person during an exam.

Preprogramming a calculator to contain answers or other unauthorized information for exams.

Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.

Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.

Submission of the same assignment for more than one course without prior approval of all the instructors involved.

Collaborating on an exam or assignment with any other person without prior approval from the instructor.

Taking an exam for another person or having someone take an exam for you.

Plagiarism

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source, for example:

Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment.

Use of the views, opinions, or insights of another without acknowledgment.

Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

If you are having difficulties meeting your academic obligations:

- use the campus' academic support services, such as:
 - Academic Programs for Student-Athletes, 642-8402
 - Disabled Students' Program, 642-0518
 - Re-entry Program, 642-4257
 - Student Learning Center, 642-7332
 - Student Life Advising Services, 642-7224
- for an extensive listing of campus resources that provide academic assistance services, check out the Academic Difficulty Web Site
- visit your instructor for extra help or explanation
- form a study group with classmates
- talk to your college advisor for assistance
- visit the Tang Center for assistance with test anxiety, stress management, procrastination, family troubles, personal issues, and much more, 642-9494

Helpful resources for written assignments:

- MLA Handbook for Writers of Research Papers, 3rd Edition. New York: Modern Language Association, 1984.
- Li, X., and Crane, N.B. (1996). Electronic styles: a handbook for citing electronic information. Medford, N.J.: Information Today.
- MLA citation style
- APA citation style

Protect yourself from getting involved in cheating:

- Be prepared for exams and assignments; preparing for a test can be an anxiety-producing experience. It helps to study over a period of time and not cram the night before.
- Take the time to produce quality work that you can be proud of.
- Take the initiative to shield your work to prevent other students from copying.
- Do not allow others to use your computer programs. Keep your computer password secret to avoid unauthorized access.
- When using class notes for an assignment, ask yourself: Did this information come from me? Always document where and from whom you got your information (e.g., other students, professor, journal article, textbook, web site).
- Refuse to allow others to copy your answers or assignments.
- Ask each instructor for a statement on academic dishonesty.
- Cite all source materials used in written assignments.
- Always do and turn in your own work.
- Obtain permission before working collaboratively or re-using an assignment written another course.

Preparing for an exam:

- Review and / or rewrite your notes after each class. Reading them soon after class make remembering them easier.
- Try condensing your notes to one page. This exercise will help you to organize the main ideas and to select the most important concepts and facts.
- If you don't understand the material, see your professor or the teaching assistant(s) during office hours or make an appointment. The longer you wait, the less time you will have to prepare.
- Prepare for the style of the exam being given. Multiple choice, matching, and true-false questions tend to test for recognition of facts; short answer and "fill-in-the-blank" questions tend to test your ability to recall material; essay and oral exams tend to test your ability to recall material, synthesize material, and create your own conclusion: (from Karen Martin, "Organizing Examinations," UCLA, 1987).
- Write some questions as if you were the professor. This exercise may help you to focus on the most important material under examination.
- Budget your time. Include time to watch your favorite television program as you schedule your time -- chances are you'll watch it anyway. If you budget time for it, you'll be able to watch it and still have adequate time to study (suggested by the Learning Resource Center, Miami University).