Syllabus

Description
Power and Politics introduces students to political sociology, and to the study of the production, conservation and distribution of power. We are members of a democratic society: the political system is a reflection of the social system and our collective construction of both legitimate authority and the just exercise of power. For these reasons, the study of power and politics is important both as a way of gaining useful knowledge and as a vehicle for deepening one’s understanding of political sociological theory.

Requirements
As a course focusing on the social dynamics necessary to the construction of power and authority in the US and worldwide, the course counts as an elective in the Sociology major. And as a course employing a systematic analysis of qualitative, quantitative and/or ethnographic information drawn from the human world, SOC 210 satisfies the Social-Scientific Thought distribution requirement.

Learning Outcomes
SOC 210 enables students to:
* Define power and analyze it empirically.
* Identify the different dimensions of power.
* Evaluate the presentation of the dimensions of power in current and historical contexts.
* Discuss hegemony and assess its importance in global events.
* Demonstrate the importance of authority legitimization in the existing power hierarchy.
* Discover methods of exclusion in democratic societies and judge their importance.
* Infer potential applications of these theories in an increasingly globalized world.

Textbook and materials
Skocpol, Theda. States and Social Revolutions: A Comparative Analysis of France, Russia, and China. Cambridge College Press, 2015.

All other readings posted to DropBox
Communicating outside class and Friday lunches at Commons
Email is the best way to contact me outside of class times. I will do my best to respond to you within 24 hours. I am also available for in-person meetings on a regular basis. During Fall 2016, I will be in my office in Preyer Mondays through Wednesdays from 11:30am-1:30pm. I will also be at Commons on Fridays from 11:30 to 12:30. I encourage you to stop by individually, in pairs, or in groups to chat about the class, Davidson, research projects or your next steps!

Components of Evaluation/Graded Assignments
Daily Reading Writlets – 15%
Foundational Review – 20%
Final Review – 25%
Three Written Assignments – 40%
Total – 100%

Details Regarding Graded Assignments
Daily Reading Writlets – 15%
At the beginning of each class meeting, there will be a two-question writlet. Each question is 1 point and there are a total of 74 points in the semester – so each question is .002 point of your final grade. You must be in class and on time to participate in that class’s reading response.

Foundational Review – 20% and Final Review – 25%
Exams are take-home, take-alone with no books, notes or internet. The Foundational Review has a 1.5 hour time limit to complete 3 essays, and the final 3 hours for 5 essays. For those of you for whom it proves more convenient, I can schedule a disturbance-free space for you to write your exam. The Final Review is cumulative.

Written Assignments – 40%
For this course, students will prepare three written assignments. Each assignment will build on its predecessor with the goal of completing this course with a solid research proposal in political sociology. Students should ask a question about 1) Rebellion and Protest Events, 2) Revolution and War, 3) Criminality and Criminalization, or 4) Repression and, working with the professor, develop a specific site of inquiry.

Assignment #1 – Introduction and Statement of Research – 10%
Students will prepare a 3-4 page paper that includes an Introduction to the research, outlines the pertinent areas of Literature Review, and presents a preliminary Research Question.

Assignment #2 – Literature Review – 18%
Using the outline included in Assignment #1, students will prepare an original 8-10 page Literature Review that situates their Research Question within the current sociological scholarship. They will nuance the Introduction and preliminary Research Question from Assignment #1 to reflect the new Literature Review – turning in a total of 11 to 14 pages for Assignment #2.
Assignment #3 – Hypotheses, Preliminary Methods and Contributions – 12%

Using their Literature Review and preliminary Research Question, students will develop finalized Research Questions and Hypotheses. Students will then develop a preliminary Methodology, identifying ways in which the Research questions could be investigated, and Hypotheses confirmed or rejected. Assignment #3 should also include the explicit Contributions that this research would make to the existing scholarship. Assignment #3 requires approximately 3-4 pages of original writing in Hypotheses, Methods and Contributions and should be submitted with revised Introduction, Literature Review and Research Questions in a now complete preliminary Prospectus of between 14-18 pages in length.

Grading

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\begin{array}{cccc}
A & 93-100 & B & 83-86 \\
A- & 90-92 & B- & 80-82 \\
B+ & 87-89 & C+ & 77-79 \\
B & 83-86 & C & 73-76 \\
B- & 80-82 & C- & 70-72 \\
C & 73-76 & D & 60-66 \\
C- & 70-72 & D- & 50-59 \\
D & 60-66 & F & <60
\end{array}
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Honor Code

Please refer to http://www3.davidson.edu/cms/x8875.xml regarding THE HONOR CODE and THE CODE OF RESPONSIBILITY. All students are expected to uphold these codes. You are allowed and encouraged to work together throughout the semester, collaborating to understand readings and to study for exams together. However, all work on exams and the assignments must be your own.

Diversity Statement

I am committed to creating a climate of mutual respect and full participation for all students, from all backgrounds, with all of the various skills and perspectives that each of you bring to our classroom. I am humbled and honored to be a member of an institution in which this commitment is shared and supported. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please let me know. Students with a diagnosed disability or who feel they may have an undiagnosed disability are also welcome to contact the Academic Access Disability Resources Office (Nance Longworth nalongworth@davidson.edu) to discuss a range of options to removing barriers in the course, including accommodations.

Classroom Etiquette

Come to class. It’s great here and we value your presence. Additionally, if you are not here, you will fall behind on your writlets. You should also arrive on time, for the same reason. Please don’t talk when I or another student is speaking. This is a huge pet peeve of mine. You are welcome to take notes as you wish, but do so with self-knowledge and caution. When you are in class, as in life, be present.

I reserve the right to change the syllabus and class schedule if necessary. If this is the case, an announcement will be made in class.

Remember that the course syllabus provides a general plan for the course; deviations may occur.
I. What is Power?
1. August 22: Introduction Day
2. August 24: Tilly
3. August 26: Arendt – Part II, Chapter 5
4. August 29: Deckard
5. August 31: Arendt – Part III, Chapters 10 and 13
6. September 2: Gaventa – Chapter 1

II. Hegemony
7. September 5: Gaventa – Chapter 1
7-8. September 7: Research Methods
8. September 9: Research Methods – Class in Information Literacy Learning Center

III. Quiescence
9. September 12: Piven and Cloward
10. September 14: Beckett and Western
    Fording

IV. Foundational Review
September 16: Foundational Review Prep – Do Not Come to the Classroom

V. Repression
12. September 21: Foucault – Part III: Chapter 1, Docile Bodies
13. September 23: Foucault – Part III: Chapter 3, Panopticism

VI. Criminality
14. September 26: Alexander
15. September 28: Goffman – Chapter 1
16. September 30: Goffman – Chapter 2
17. October 3: Goffman – Chapter 3
18. October 5: Phillips and Deckard
19. October 7: Uggen and Manza
20. October 17: Weaver and Lerman
21. October 19: Brayne

VII. Bare Life
22. October 21: Muller and Schrage
23. October 24: Agamben
24. October 26: Agamben
25. October 28: Agamben
VIII. Post-Colonial Domination
26. October 31: Arendt – Part II, Chapter 9
27. November 2: Fanon
28. November 4: Mbembe
29. November 7: Mbembe
30. November 9: Mbembe
31. November 11: Mbembe

IX. Impoverishment
32. November 14: Gaventa
33. November 16: Gaventa
34. November 18: Hillbilly Elegy

X. Revolt and War
35. November 21: Skocpol
36. November 28: Skocpol
37. November 30: Skocpol
38. December 2: Deckard, Barkindo, and Jacobson
39. December 5: Goldstone

XI. Final Review
December 7: Final Review Preparation – Do Not Come to the Classroom