

## SOVI-380-001-21-SP: Political Sociology

## Political Sociology (SOVI 380)



Sonoma State University (Spring 2021)

Dr. Zeke Baker

## General Course Information

## Meeting Times:

- Pre-Recorded short lectures (available under "Modules")
- Synchronous Seminar-style meetings on Zoom, M/W 3-4pm (unless otherwise noted)
  - Zoom Join URL: <https://SonomaState.zoom.us/j/84230606713> [. \(https://sonomastate.zoom.us/j/84230606713\)](https://sonomastate.zoom.us/j/84230606713)

## Instructor Information:

Instructor	Email	Office Location & Hours
Dr. Zeke Baker	bakerz@sonoma.edu	Virtual Office Hours: Wed/Thurs 11:30am-1pm Zoom Office Hours Link: Join URL: <a href="https://SonomaState.zoom.us/j/86880287192">https://SonomaState.zoom.us/j/86880287192</a> <a href="https://sonomastate.zoom.us/j/86880287192">. (https://sonomastate.zoom.us/j/86880287192)</a>

## Required Texts:

You must have the following two books (purchased from SSU Bookstore or online as a paperback or ebook):

- John L. Campbell, *American Discontent: The Rise of Donald Trump and Decline of the Golden Age* (Oxford, 2018). Ebook or used copies available here: <https://www.amazon.com/American-Discontent-Donald-Decline-Golden/dp/0190872438> [. \(https://www.amazon.com/American-Discontent-Donald-Decline-Golden/dp/0190872438\)](https://www.amazon.com/American-Discontent-Donald-Decline-Golden/dp/0190872438)
- Daniel J. Fiorino, *Can Democracy Handle Climate Change?* (Polity, 2018). Ebook available here: <https://www.wiley.com/en-us/Can+Democracy+Handle+Climate+Change%3F-p-9781509523993> [. \(https://www.wiley.com/en-us/Can+Democracy+Handle+Climate+Change%3F-p-9781509523993\)](https://www.wiley.com/en-us/Can+Democracy+Handle+Climate+Change%3F-p-9781509523993)

**All other required readings**, including book chapters, articles and links to online content, are available directly in the Canvas course Modules. Readings are also posted on this syllabus.

**Please Note:** I will often assign short, recent news articles as required reading. These will be posted at least 48 hours before lecture and will be announced in-class and/or as an Announcement on Canvas.

## Course Introduction

Welcome! This course provides an overview of the subfield of political sociology by centering around three major questions, which roughly guide the progression of the term. Each question will help us gain a holistic understand of politics, which we will broadly define as *power-seeking social activity*.

The first question is practical and immediate: what social forces presently shape the distribution of resources, power, and authority in the United States? In other words, who has power, how did they get it, and why is the American public so polarized about it?

The second question is theoretical and historical: what *is* power, anyway? How should it be defined, and what is the long-term relationship between those who exercise it and those who, for one reason or another, submit to it or resist it? Answering this question demands exploring major social and historical formations, including the state, revolutions, the nation, political ideologies, citizenship, political parties and social movements.

The third question concerns the future: can democratic political institutions solve some of the most pressing issues of our era? If so, how? For this final question, we will examine the politics of two issues, economic inequality and climate change, although classroom activities will draw substantially from student research projects (more on that below).

To answer these three questions, the course will touch on many aspects of politics that are likely familiar to you, including U.S. political parties (Republicans and Democrats), the role of money in politics, social movements like Black Lives Matter, elections and voting behavior, social policy, and laws and political procedures. The course will also introduce a number of new concepts that will stretch your understanding. Throughout the term, the course will serve to bridge what is familiar to you with a new conceptual vocabulary. The aim of the course is therefore to provide you with a solid foundation for critically analyzing and engaging in political life from a sociological point of view.

What does it mean to have a 'sociological point of view' on politics? First, it means resisting the impulse to make politics a matter of individuals. Sociology always focuses on *relationships between* people, rather than the characteristics or behavior of single individuals—including, for example, a president or political leader. Second, a sociological point of view will not, in and of itself, tell you who or what is 'right' and 'wrong'. A sociology of politics can certainly have ethical or political implications, but 'doing' political sociology is not primarily in the business of moral judgment or entrenching political opinions. If you are looking to cloak your pre-conceived political views in the language of social science, this is not the place for you. If you are looking for a deeper understanding of the power relationships that shape our society, well then, *now we are on to something!*

## Learning Outcomes

Over the course of this term, students in Political Sociology will:

- Learn how to closely and actively engage social science research through individual study, lectures, and collective processing in virtual classroom settings.
- Practice seminar-style discussion that both reinforces and stretches students' individual-level learning practices.
- Engage in team-based learning that develops skills in critical thinking, civil dialogue, collaboration, and peer evaluation.
- Gain an understanding of foundational perspectives in political sociology through theoretical and empirical investigation into the following core topics:
  - Political polarization, economic inequality, populism, the state, capitalism, war, power, domination, the nation/nationalism, political categorization, race and gender stratification, crime/punishment, revolutions, social movements, political parties, and democracy
- Learn to apply perspectives and concepts in political sociology creatively by investigating and interpreting contemporary social problems and political issues.
- Gain skills in asking research questions, finding academic literature/research and other sources, and writing a research-based paper.
- Develop skills in persuasive or opinion writing by making inferences and arguments on the basis of logical reasoning and evidence-based argumentation.
- Gain experience in formal oral communication, particularly by delivering a webinar-style video presentation.

## Online Modality, Diverse Learning Styles, and Team-Based Learning

The time you spend in this course will involve different kinds of activities. You can expect pre-recorded traditional-style lectures (using PowerPoint presentations) to occupy about 30 minutes of each allotted class period. The remainder of the allotted class time will involve open dialogue and discussion and team-based learning exercises. We will also engage weekly themes through films (short and long).

Team-based work will typically involve rotating assignments that ask you to relate the lecture topic to previous course material, topics yet to come, or outside sources including digital media and current events. In most cases, any required materials will be provided for you. There are two exceptions. The first is team-work centered on your final research project, which will require you to come prepared with your own individual research materials and works-in-progress. The second is interactive "research moments," during which student-teams will be asked to collaborate and investigate questions and issues pertinent to the week's topics. For these, you may be required to use the internet, in addition to course materials.

"Teams" will be formed in class during the second week. Your instructor will then show you how to organize a team website, using the "Group" function within course Canvas site. Teams will be sustained for the duration of the term, and will include 4-5 members. Guidelines for inclusiveness, accountability, and peer evaluation will be addressed (and regularly revisited) during lecture.

## Assignments Overview

Assignment	Points
Current Event Issue Statement	5 pts / 5%
Research Blog	10 pts / 10%
Research Paper	25 pts / 25%
Video Assignment	10 pts / 10%
Weekly Reflections	35 pts / 35%

Assignment	Points
Discussions, Participation, and Team Evaluation	15 pts / 15%
*See Course Schedule (Syllabus) for Due Dates	Total: 100pts/100%

## How to Succeed in this Course

**Participate:** I encourage active participation during lecture and with your teammates. Whether you are outgoing or shy, a sociology major or not, a sophomore or senior, a native English speaker or an English language-learner, this course is designed to help you succeed in political sociology. You are part of this classroom community, and your voice and skills matter. To make the most of this course, please come to class meetings prepared with your reading completed and your reading notes with you. Be ready to ask questions during all-class periods and during team activities. Academic life means embracing the freedom to be curious, to reflect on and question assumptions, and to think critically—take hold of class time as such!

**Be Present Online:** Online engagement is hard, but we must make the most of it. To do so, please abide by the following guidelines:

- Configure your Zoom Profile so that it includes your first and last name, as well as a profile photo. Please ensure your profile photo shows your face and is appropriate to the classroom context.
  - Instructions for configuring your Zoom profile: <https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile> (<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile>).
- Whenever possible, turn on video when you speak in class.
  - It is better to change back and forth between on-video and off-video than to remain anonymous and distant for the entire class period.
  - Default to turning on video and unmuting your microphone when you meet with your Team or in small groups. This inspires more open, back-and-forth conversation.
- Use the Chat function on Zoom to raise questions that you feel better about putting in writing. Use "@FirstName" to note a comment responding to another student, or "@Baker" for a question directed to the Instructor.

**Use your Team, and Contribute:** Teams present an opportunity to collaborate with your classmates. Learn your team members' names, get their contact information, and get comfortable engaging one another. There are many spaces in society where dialogue about difficult topics among diverse people is avoided or discouraged. Here we embrace respectful dialogue and diversity. Activities inside and outside class meetings will be more successful if your team works to remain fair, inclusive, and transparent. I will facilitate team-building to support this success throughout the term.

**Be Reflective, Reach Out, and Attend Office Hours:** Having an issue? Want to dig deeper into an idea? Feel like you are struggling with this course? Examine what you can do on your part to succeed, then reach out to your team and your instructor. If there is something that you believe should change about this class, such information is helpful, and you are likely not the only one who thinks this. Your instructor and your teammates are invested in your success, and your feedback is important. I will always be available for at least 10 minutes after class meetings, in addition to my posted office hours. You may also arrange an appointment outside of these times.

**Engage respectfully:** If I notice regular absences or offensive/discriminatory behavior, I will clearly address it. If you have questions, comments, or concerns related to the format of the course, if you face difficulties navigating the online modality, or if there are any special accommodations or assistance you may require, please do not hesitate to contact me after lecture, via email, or during office hours.

**For your convenience:** I strongly recommend downloading the *New York Times* app (the subscription is *free* through the [Sonoma County Library](https://sonomalibrary.org/library-collection/NYT-remote) (<https://sonomalibrary.org/library-collection/NYT-remote>)). This will make connecting to news media and current events (national and international) easy for the purposes of this course. Reading the Opinion ("op-ed") section will also help you learn the art of writing informed, short and persuasive pieces for a general audience. For quality non-profit, independent journalism with an emphasis on social justice, I recommend following [Truthout](https://truthout.org/) (<https://truthout.org/>), 's columns on [Politics](https://truthout.org/section/politics-and-elections/) (<https://truthout.org/section/politics-and-elections/>), [War/Peace](https://truthout.org/section/war-and-peace/) (<https://truthout.org/section/war-and-peace/>), and other Sections that align with course themes (for example, Police & Prisons, or Immigration, when we cover these topics).

**Visit the SSU Writing Center:** The Writing Center has an online scheduling system for appointments! Students can schedule up to 2 one-hour writing tutoring appointments each week. Visit [mywco.com/ssularc](http://mywco.com/ssularc) (<http://mywco.com/ssularc>) to make an appointment. For additional assistance, I strongly recommend getting familiar with all resources provided by the Learning and Academic Resource Center (LARC): <https://web.sonoma.edu/writingcenter/index.html> (<https://web.sonoma.edu/writingcenter/index.html>)

## Guidelines on Assignments and Evaluation

### Weekly Reflections

Weekly reflections are the bread and butter of your assignments in this course. Every week, you are asked to engage the reading (and, when applicable, other assigned materials) through writing. Some reflections will primarily provide a means for you to pull out and assess the central arguments of a given reading(s). Other reflections will require you to engage your own personal experience or those of your family, friends, or other community members. Others will ask you to apply course readings to current events.

Weekly reflections must completely address each prompt. They should be 300 to 500 words (1 1/2 to 2 double-spaced pages) and use standard essay conventions, including well-structured paragraphs. Although lecture material and other course content may be incorporated into your writing, the primary emphasis of your weekly reflections must be upon your engagement and use of course readings.

## Final Research Paper Guidelines

The research paper is the over-arching, major assignment of the course. The paper is intended to allow you the opportunity to explore deeply a current political issue of concern to you, and to bring political sociological concepts and literature to bear on that issue. The paper has several component assignments, beginning with a *Current Event Issue Statement*.

### Current Event Issue Statement

Your statement should be short and concise (roughly two complete paragraphs). The first paragraph should very clearly state the “issue”—this could be a relatively narrow or local issue (e.g. a local policy proposal; the voter participation rate in a given election; the grassroots mobilization of a social movement in the region; the success or failure of a specific political campaign), or a relatively major and broad issue (e.g. U.S. refugee policies; government debt; corporate interests in politics; white nationalism in Western democracies; or an ongoing war, ethnic or military conflict, or political movement). The issue must be outlined in clear terms. It should contain proper nouns (people, dates, and places). It should *not* take the form of “I plan to study X”. Rather, it should indicate what you believe to be an *issue*—a pattern or event that requires explanation or interpretation, or a problem that can be solved, resolved, or addressed through the investigation your project will provide.

In the second paragraph, write a proposed plan on how you will investigate the issue through research. It should begin with a *research question*, that is, a question that demands evidence in order to answer. Then consider: what information/data will you collect? What literature might you explore? Because the paper must engage course material, your topic must, to some degree, be present on the course syllabus. In preparing your *Issue Statement* and planning your research, it is worthwhile to review readings on the syllabus, perhaps as a way to help you find ideas, additional literature, data, or resources.

You can expect substantial feedback on your issue statement and proposed research plan. It will also be subject to peer review by fellow students. You should take feedback very seriously.

Details and guidelines for submission are available at the following, internal Canvas link: <https://canvas.sonoma.edu/courses/25844/assignments/184217>

### Research Blog Guidelines

This assignment is meant to give you a chance to publicly reflect on your research, even as you are still in the process of developing your paper. The goal is to follow the conventions of short-form persuasive writing, in the style of an Op-Ed column (see: [tips-for-aspiring-op-ed-writers](https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html?mcubz=0) (<https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html?mcubz=0>)) or an online academic or political blog (see: [tips on academic blogging](https://thoughtcapital.wordpress.com/2007/03/11/how-to-write-an-academic-blog/) (<https://thoughtcapital.wordpress.com/2007/03/11/how-to-write-an-academic-blog/>)). We will discuss and practice strategies for this writing in-class. The basic goals guiding your work are to (1) develop a part of the argument of your research paper, drawing on some initial data and sources, yet without using jargon, (2) relate your own experiences (or those of the general reader) to the topic, and (3) make a persuasive statement with respect to existing controversy surrounding your research topic. Your blog must use concise language and clear prose. It should be between 500 and 750 words. A word count must appear under a title at the top of your submission.

A grading rubric and guidelines for submission are available at the following, internal Canvas link:

<https://canvas.sonoma.edu/courses/25844/assignments/184218>

### Research Paper Guidelines:

The final research paper should be carefully planned, executed, and edited to demonstrate college-level research practices, evidence-based argumentation, writing quality, and critical thinking. You must seriously engage at least 2 major course concepts/themes, citing assigned readings and lectures as appropriate. In addition, you must draw on primary research, evidenced by at least 2 outside academic sources and at least 3 non-academic sources (e.g. media coverage of an event, magazine article, government report or data source, or primary-source collected data). We will address strategies on how to find, read, and critically engage these materials in class. The final paper must be 7-8 pages, double spaced, with Times New Roman 12-pt font, 1” margins, and have no extra space between paragraphs. In-text references and a corresponding “References” section must be present, and should follow ASA-style citation practices (ASA Style Guidelines: [here](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf) ([https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf))).

The details and guidelines for submission are available at the following, internal Canvas link:

<https://canvas.sonoma.edu/courses/25844/assignments/184665#>

### Video Assignment Guidelines:

The goal of the video assignment is to provide a way for you to present the argument of your research paper to non-academic audiences and outside the limitations of learning-by-writing.

Creativity is strongly encouraged! It may be helpful to choose a “model” media type. You may choose to model your video similar to a TedTalk, during which you present slides that draw from your research. You may choose to follow the conventions of an investigative news story, especially if you record video as part of your research project. Or, you may use a combination of secondary material and your own media to compose an artistic, persuasive, or political (call-to-action) piece. Creativity does not mean casual “fluff.” Music videos, humor/satire, and other genre of media are permitted, but you must make sure your research is evident in—and central to—the video’s message.

Your choice requires that you define your audience. Consider: who do you want your message to reach? Are you trying to convince a group of something, inform a population about an issue, make a prediction or call to action, or document a series of events? Answering these questions for yourself will help guide your decision-making as you plan and create your video.

Your video should be between 4 and 6 minutes, edited, and submitted in a standard file format. For technical advice on creating and editing videos and uploading them to the course website, see the Assignment guidelines.

The assignment details and guidelines for submission are available at the following, internal Canvas link:

<https://canvas.sonoma.edu/courses/25844/assignments/184682>

## Course Policies

### Rules for Written Work

Written work must be turned in via the course website, and documents must be in either **WORD** or **PDF** format (no other formats will be accepted), double-spaced, 12 point font, Times New Roman, with 1" margins. Use a consistent, formal citations style (ASA Style Guidelines [here](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf) ([https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf))). Submissions are "Open" on the course website up until a week after the Due Date/Time, unless otherwise noted.

### Academic Honesty and Plagiarism

Plagiarism is a very serious issue and it violates central principles of academic honesty and integrity. Written work is considered plagiarized if it directly copies words phrases or sentences from any other sources (books, articles and websites), without stating clearly where the ideas came from (e.g. author, year, page number). Even if you do state the origin of a quotation, you must use quotation marks "" to show that you are directly quoting someone else. Finally, you must not quote your own essays, as this is considered self-plagiarism. Cheating or plagiarism of any kind will result in disciplinary action, including *at minimum* a grade of "0" for the cheated/plagiarized assignment. Resubmission of the assignment may be required to proceed in the course. Any case of deliberate, intentional plagiarism or evidence of serious cheating may warrant failure of the course and University sanctions. Likewise, any repeated dishonesty will likely result in failure of the course and/or University sanctions. The procedure for acknowledging and resolving cases of plagiarism and academic dishonesty follows the SSU Policy and Procedure (<https://www.sonoma.edu/policies/cheating-and-plagiarism>). [Links to an external site.](https://www.sonoma.edu/policies/cheating-and-plagiarism) (<https://www.sonoma.edu/policies/cheating-and-plagiarism>).%20Links%20to%20an%20external%20site.)

\*Other relevant University policies that you should be aware of, such as the add/drop policy and grade appeal procedures, are not recorded here. Please review these standards and policies at the following link: [SSU University Policies. Links to an external site.](http://www.sonoma.edu/policies) (<http://www.sonoma.edu/policies>)

### Late Assignment Policy:

Late assignments will lose 10% for each day late (including weekends) up to 5 days late. After the week deadline, you cannot submit a late paper and will receive a zero for the assignment unless you have prior approval from the instructor or proof of a medical/family emergency. If you do encounter an emergency, communicate with the instructor by e-mail as immediately as practicable. The video assignment may not be submitted late.

Because of the pandemic, various crises and issues may rise. This is entirely understandable, and will be treated on a case-by-case basis. Excused lateness may include illness, COVID-related disruptions, unusual childcare or related care responsibilities, or documented technological disruptions.

### Grades Scale:

**A** Excellent (90%+ [of total possible points])

**B** Good (80-89%)

**C** Fair (70-79%)

**D** Poor (60-69%)

**F** Very Poor, Not Passing (Below 60%)

Course grading will be based on general University standards. **A passing grade requires completion of all major assignments, including the video assignment.** Grades are not given based on "need." If you believe you must gain a particular grade in this course it is your responsibility to earn it. Per University policy, final grades can only be changed in cases of mathematical or clerical error. Grades of "**incomplete**" are only given to students who have completed at least 50% of the course requirements, have produced work of passing quality, and have good cause.

## Course Schedule

*Note:* The following table outlines the course as it will proceed over the term. The Table also identifies the readings, which must be completed by the lecture date to which they correspond. Major assignments are also listed. For each listed reading, you are responsible for knowing the problem the authors seek to address, their argument in relation to this problem, and the general conclusions they draw as they relate to course topics. Note-taking and notecards for each reading are *strongly* encouraged.

Week	Topic	Assigned Reading
<b>Part I: ORIENTATION</b>		
<b>Module 1: Introduction</b>		
<b>Week 1</b>	<b>1/25</b> Lecture 1: <i>Introduction to Political Sociology</i>	Read syllabus and <i>carefully</i> browse course website
	<b>1/27</b> Lecture 2: <i>The Social Foundations of Politics: Engaging the Moment</i>	<p>Heather Cox Richardson (interview with Bill Moyers) (January 7, 2021). Audio recording and transcript available online at: <a href="https://billmoyers.com/story/podcast-bill-moyers-and-heather-cox-richardson/?fbclid=IwAR2ggthA9iW2XeoqknPNTm4fbclid=IwAR2ggthA9iW2XeoqknPNTm4JoHgn3aDTniHO-OVfnMD-6GFHmSqZ-ql7JHI">https://billmoyers.com/story/podcast-bill-moyers-and-heather-cox-richardson/?fbclid=IwAR2ggthA9iW2XeoqknPNTm4fbclid=IwAR2ggthA9iW2XeoqknPNTm4JoHgn3aDTniHO-OVfnMD-6GFHmSqZ-ql7JHI</a></p> <p>"Once you engage in political violence, it becomes easier to do it again' – an expert on political violence reflects on events at the <a href="https://theconversation.com/becomes-easier-to-do-it-again-an-expert-on-political-violence-reflects-on-events-at-the-capitol-152801">becomes-easier-to-do-it-again-an-expert-on-political-violence-reflects-on-events-at-the-capitol-152801</a> <a href="https://theconversation.com/capitol-152801">.(https://theconversation.com/capitol-152801)</a></p> <p><i>Recommended:</i></p> <p>Fiona Hill (2021) "Yes, It Was a Coup. Here's Why." January 11. <i>Politico Magazine</i>. Available at: <a href="https://www.politico.com/news/magazine/2021/01/11/capitol-riot-self-coup-trump-fiona-hill">https://www.politico.com/news/magazine/2021/01/11/capitol-riot-self-coup-trump-fiona-hill</a> <a href="https://www.politico.com/news/magazine/2021/01/11/capitol-riot-self-coup-trump-fiona-hill">.(https://www.politico.com/news/magazine/2021/01/11/capitol-riot-self-coup-trump-fiona-hill)</a></p> <p>Timothy Snyder (2021) "The American Abyss." January 9 <i>New York Times</i>. Available at: <a href="https://www.nytimes.com/2021/01/09/magazine/trump-coup.html?action=click&amp;module=Top%20Stories&amp;pgtype=Homepage">https://www.nytimes.com/2021/01/09/magazine/trump-coup.html?action=click&amp;module=Top%20Stories&amp;pgtype=Homepage</a> <a href="https://www.nytimes.com/2021/01/09/magazine/trump-coup.html?action=click&amp;module=Top%20Stories&amp;pgtype=Homepage">.(https://www.nytimes.com/2021/01/09/magazine/trump-coup.html?action=click&amp;module=Top%20Stories&amp;pgtype=Homepage)</a></p> <p>Max Cameron (2021). "The U.S. Capitol Raid was a Failed Self-coup Previously Seen in Dying Regimes." <i>The Conversation</i>. January 11. Available at: <a href="https://theconversation.com/the-u-s-capitol-raid-was-a-failed-self-coup-previously-seen-in-dying-regimes-152917">https://theconversation.com/the-u-s-capitol-raid-was-a-failed-self-coup-previously-seen-in-dying-regimes-152917</a> <a href="https://theconversation.com/the-u-s-capitol-raid-was-a-failed-self-coup-previously-seen-in-dying-regimes-152917">.(https://theconversation.com/the-u-s-capitol-raid-was-a-failed-self-coup-previously-seen-in-dying-regimes-152917)</a></p>
<b>Module 2: Exploring Our Political Moment</b>		
<b>Week 2</b>	<b>2/1</b> Lecture 3: <i>The Polarized Present</i>	<p>Jocelyn Kiley (2017) "In Polarized Era, Fewer Americans Hold a Mix of Conservative and Liberal Views" <i>The Pew Research Center</i> <a href="https://www.pewresearch.org/politics/2017/08/01/in-polarized-era-fewer-americans-hold-a-mix-of-conservative-and-liberal-views/">.</a></p> <p>Alan Abramowitz and Jennifer McCoy (2019). "United States: Racial Resentment, Negative Partisanship, and Polarization in Trump's America." <i>Journal of Democracy</i>. Available at: <a href="https://journals-sagepub-com.sonomaidm.oclc.org/doi/full/10.1177/0002716218811309">https://journals-sagepub-com.sonomaidm.oclc.org/doi/full/10.1177/0002716218811309</a> <a href="https://journals-sagepub-com.sonomaidm.oclc.org/doi/full/10.1177/0002716218811309">.(https://journals-sagepub-com.sonomaidm.oclc.org/doi/full/10.1177/0002716218811309)</a></p> <p>• PDF available here: <a href="#">Abramowitz and McCoy 2019.pdf</a></p> <p><i>Recommended:</i></p> <p>Martin, Jonathan H. 2020. "Toward a Viable Progressive Third Party in 2020 and Beyond." <i>Sociological Forum</i>. Available at: <a href="https://onlinelibrary.wiley.com/doi/10.1002/socf.12400">https://onlinelibrary.wiley.com/doi/10.1002/socf.12400</a> <a href="https://onlinelibrary.wiley.com/doi/10.1002/socf.12400">.(https://onlinelibrary.wiley.com/doi/10.1002/socf.12400)</a></p> <p>PDF available here: <a href="#">Martin 2020.pdf</a></p> <p>Lee and Hosam. 2020. "Fake News Is Real: The Significance and Sources of Disbelief in Mainstream Media in Trump's America." <i>Journal of Democracy</i>. Available at: <a href="https://onlinelibrary.wiley.com/doi/10.1002/socf.12400">https://onlinelibrary.wiley.com/doi/10.1002/socf.12400</a> <a href="https://onlinelibrary.wiley.com/doi/10.1002/socf.12400">.(https://onlinelibrary.wiley.com/doi/10.1002/socf.12400)</a></p> <p>PDF available here: <a href="#">Lee and Hosam 2020.pdf</a></p>

Week	Topic	Assigned Reading
	2/3 Lecture 4: <i>The Unequal Present</i>	<p>John Cassidy (2014) "Piketty's Inequality Story in Six Charts." <i>The New Yorker</i> (<a href="https://www.newyorker.com/news/jc">link here</a> <a href="https://www.newyorker.com/news/jc">https://www.newyorker.com/news/jc</a>)</p> <p>NPR. 2020. "Pandemic Profiteers" (audio recorded interview). Available at: <a href="https://www.npr.org/2020/10/05/920314309/pandemic-profiteers-why-billionaires-are-getting-rich">https://www.npr.org/2020/10/05/920314309/pandemic-profiteers-why-billionaires-are-getting-rich</a> (<a href="https://www.npr.org/2020/10/05/920314309/pandemic-profiteers-why-billionaires-are-getting-rich">https://www.npr.org/2020/10/05/920314309/pandemic-profiteers-why-billionaires-are-getting-rich</a>)</p> <p><i>Recommended:</i></p> <p>Browse the following figures (regularly updated):</p> <ul style="list-style-type: none"> <li><a href="https://inequality.org/facts/inequality-and-covid-19/">https://inequality.org/facts/inequality-and-covid-19/</a> (<a href="https://inequality.org/facts/inequality-and-covid-19/">https://inequality.org/facts/inequality-and-covid-19/</a>) <ul style="list-style-type: none"> <li>In particular, consider the following figures regarding billionaire wealth and job losses during the COVID-19 pandemic: <a href="#">https://inequality.org/facts/inequality-and-covid-19/</a></li> </ul> </li> </ul> <p>Keister, Laura. 2014. "The One Percent." <i>Annual Review of Sociology</i> 40:347–367.</p> <ul style="list-style-type: none"> <li>PDF available here: <a href="#">Keister 2014 The One Percent ARS.pdf</a></li> </ul> <p>Jacob S. Hacker and Paul Pierson (2010) "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of the Super Rich." <i>Annual Review of Political Science</i> 13:109–138.</p>
Week 3	2/8 Lecture 5: <i>The Populist Present</i>	<p>Uri Friedman (2017) "What is a Populist?" <i>The Atlantic</i> (<a href="https://www.theatlantic.com/international/archive/2017/02/what-is-a-populist/">link here</a> <a href="https://www.theatlantic.com/international/archive/2017/02/what-is-a-populist/">https://www.theatlantic.com/international/archive/2017/02/what-is-a-populist/</a>)</p> <p>Paris Aslanidis (2016) "Populist Social Movements of the Great Recession." <i>Mobilization</i> 21(3):301-321.</p> <ul style="list-style-type: none"> <li>PDF available here: <a href="#">Aslanidis 2016 Populist Social Movements of the Great Recession.pdf</a></li> </ul>
	2/10 Lecture 6: <i>Political Economy Now</i> (1)	<p>[No Reading, No Zoom Meeting]</p> <p>Film: <i>Capital in the Twenty-First Century</i> (2019)</p> <ul style="list-style-type: none"> <li>"Capital in the 21st Century" is a 2019 documentary (produced by Justin Pemberton) based upon an enormously significant work of political economy.</li> <li>See Module 3 for guidelines, viewing questions, and directions for access to the film</li> </ul> <p><i>Recommended (*no longer required*):</i></p> <ul style="list-style-type: none"> <li>PBS (2012) Film: <a href="https://www.pbs.org/wgbh/frontline/film/money-power-wall-street/">Money, Power, and Wall Street</a> (<a href="https://www.pbs.org/wgbh/frontline/film/money-power-wall-street/">https://www.pbs.org/wgbh/frontline/film/money-power-wall-street/</a>)</li> </ul>
Week 4	2/15 Lecture 7: <i>Political Economy Now</i> (2)	<p><i>Skim:</i> Lau, Tim (2019) "Citizens United, Explained" <i>The Brennan Center for Justice</i>. Available at: <a href="https://www.brennancenter.org/our-work/analysis-opinion/citizens-united-explained">https://www.brennancenter.org/our-work/analysis-opinion/citizens-united-explained</a></p> <p>Watch: "Dark Money" (PBS, 2018):</p> <ul style="list-style-type: none"> <li>Accessible via SSU Library for online viewing online: <a href="https://video-alexanderstreet-com.sonoma.idm.oclc.org/watch/dark-money-context=channel:academic-video-online">https://video-alexanderstreet-com.sonoma.idm.oclc.org/watch/dark-money-context=channel:academic-video-online</a></li> </ul>

## PART II: POWER IN SOCIETY

### Module 3: Foundational Perspectives in Political Sociology

Week	Topic	Assigned Reading
	2/17 Lecture 8: <i>Politics in Class Society: Classical Statements</i>	<p>Friedrich Engels (1877), excerpt from <i>Anti-Dühring</i>.</p> <ul style="list-style-type: none"> <li>Available at: <a href="https://www.marxists.org">https://www.marxists.org</a> (<a href="https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054">https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054</a>) (<a href="https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054">https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054</a>) (<a href="https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054">https://www.marxists.org/archive/marx/works/1877/anti-duhring/ch24.htm#054</a>)</li> <li>Note: Read <i>only</i> the paragraph beginning "Whilst the capitalist mode of production more and more completely transforms..."</li> </ul> <p>Karl Marx and Friedrich Engels (1848) <i>The Communist Manifesto</i>. Entire.</p> <ul style="list-style-type: none"> <li>Read the text or listen to the audiobook: <ul style="list-style-type: none"> <li>Full Text Available at the following link: <a href="https://www.marxists.org/archive/marx/works/1848/communist-manifesto/">https://www.marxists.org/archive/marx/works/1848/communist-manifesto/</a> <ul style="list-style-type: none"> <li>*Note: Read pp. 13-34 (the text, not the prefaces and supplemental material)</li> </ul> </li> <li>Audiobook available in three parts at the following SSU Library link: <a href="https://sonoma-primo.hosted.exlibrisgroup.com/sonoma-primo/fulldisplay?docid=TN_cdi_gutenberg_primary_23905&amp;context=PC&amp;vid=01CALIS_SOL&amp;lang=en_US&amp;search_scope=EVERYTHING&amp;adap">Link here.</a> (<a href="https://sonoma-primo.hosted.exlibrisgroup.com/sonoma-primo/fulldisplay?docid=TN_cdi_gutenberg_primary_23905&amp;context=PC&amp;vid=01CALIS_SOL&amp;lang=en_US&amp;search_scope=EVERYTHING&amp;adap">https://sonoma-primo.hosted.exlibrisgroup.com/sonoma-primo/fulldisplay?docid=TN_cdi_gutenberg_primary_23905&amp;context=PC&amp;vid=01CALIS_SOL&amp;lang=en_US&amp;search_scope=EVERYTHING&amp;adap</a>)</li> </ul> </li> </ul> <p><i>Recommended:</i></p> <p>Karl Marx (1978) "The Eighteenth Brumaire of Louis Bonaparte" in <i>The Marx-Engels Reader, Second Edition</i>. New York: EE No (<a href="https://www.marxists.org/archive/marx/works/1852/18th-brumaire/">https://www.marxists.org/archive/marx/works/1852/18th-brumaire/</a>)</p>
Week 5	2/22 Lecture 9: <i>Spheres of Power: Class, Status, Party</i>	<p>Max Weber (1946) "Class, Status, Party," in <i>From Max Weber: Essays in Sociology</i>, Translated by H.H. Gerth and C. Wright Mills</p> <ul style="list-style-type: none"> <li>PDF available here: <a href="#">From Max Weber Essays in Sociology ---- (VII. Class Status Party).pdf</a></li> </ul> <p>Philip Lipset (1960) <i>Political Man: The Social Basis of Politics</i>, "The Sociology of Politics," pp. 21-30 (through end of Section, "In</p> <ul style="list-style-type: none"> <li>Available online at: <a href="https://archive.org/details/politicalmansoci00inlips/page/20/mode/2up">https://archive.org/details/politicalmansoci00inlips/page/20/mode/2up</a> (<a href="https://archive.org/details/politicalmansoci00inlips/page/20/mode/2up">https://archive.org/details/politicalmansoci00inlips/page/20/mode/2up</a>)</li> <li>PDF also available on Canvas: <a href="#">Lipset 1961 Political Man.pdf</a></li> </ul>
	2/24 Lecture 10: <i>Why Obey? Interest, Domination and Consent</i>	<p>Max Weber (1978) "The Types of Legitimate Domination" in <i>Economy and Society: Volume I</i>. Berkeley: University of California Press</p> <ul style="list-style-type: none"> <li>PDF available here: <a href="#">Weber Economy and Society_the-types-of-legitimate-domination.pdf</a></li> </ul> <p><i>Skim</i> Max Weber (1978) "Bureaucracy." Pp. 956-1005 in <i>Economy and Society: Volume II</i>. Berkeley: University of California Press</p> <ul style="list-style-type: none"> <li>PDF available here: <a href="#">Weber Economy and Society Ch. XI Bureaucracy.pdf</a></li> </ul> <p><i>Recommended:</i></p> <p>Antonio Gramsci (1971) Selections from the Prison Notebooks ("The Modern Prince" and "State and Civil Society"), and the following</p> <ul style="list-style-type: none"> <li><a href="https://mronline.org/2018/12/05/antonio-gramsci-and-the-modern-prince/">https://mronline.org/2018/12/05/antonio-gramsci-and-the-modern-prince/</a> (<a href="https://mronline.org/2018/12/05/antonio-gramsci-and-the-modern-prince/">https://mronline.org/2018/12/05/antonio-gramsci-and-the-modern-prince/</a>)</li> </ul>
<b>Module 4: The Capitalist State</b>		
Week 6	3/1 Lecture 11: <i>The Capitalist State</i>	<p>Fred Block (1987) "The Ruling Class Does Not Rule: Notes on the Marxist Theory of the State" in <i>Revising State Theory: Essay</i></p> <ul style="list-style-type: none"> <li>Available online: <a href="https://jacobinmag.com/2020/4/ruling-class-capitalist-state-reform-theory">https://jacobinmag.com/2020/4/ruling-class-capitalist-state-reform-theory</a> (<a href="https://jacobinmag.com/2020/4/ruling-class-capitalist-state-reform-theory">https://jacobinmag.com/2020/4/ruling-class-capitalist-state-reform-theory</a>)</li> </ul>
	3/3 Lecture 12: <i>Capital, Coercion and State Formation</i>	<p>Charles Tilly (1985) "War-making and State-making as Organized Crime." Pp. 169-186 in Evans et al, <i>Bringing the State Back In</i></p> <ul style="list-style-type: none"> <li>Available as a PDF here: <a href="#">Tilly 1985 War Making State Making Organized Crime.pdf</a></li> </ul>
<b>Module 5: The Politics of Categorization</b>		

Week	Topic	Assigned Reading
	<p><b>3/8</b></p> <p>Lecture 13: <i>States and the Creation of Categories</i></p>	<p>James Scott (2005) <i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>. "Introduction" and</p> <p>Book available for online reading or PDF download via SSU Library: <a href="https://ebookcentral-proquest-com.sonoma.idm.oclc.org/sonoma.idm.oclc.org/lib/sonoma/detail.action?pg-origsite=primo&amp;docID=3420352">https://ebookcentral-proquest-com.sonoma.idm.oclc.org/sonoma.idm.oclc.org/lib/sonoma/detail.action?pg-origsite=primo&amp;docID=3420352</a></p>
	<p><b>3/10</b></p> <p>Lecture 14: <i>The State and Symbolic Power</i></p>	<p>Mara Loveman (2005) "The Modern State and the Primitive Accumulation of Symbolic Power." <i>American Journal of Sociology</i> 1</p> <ul style="list-style-type: none"> <li>Available via SSU Library at: <a href="https://doi-org.sonoma.idm.oclc.org/10.1086/428688">https://doi-org.sonoma.idm.oclc.org/10.1086/428688</a> (<a href="https://doi-org.sonoma.idm.oclc.org">https://doi-org.sonoma.idm.oclc.org</a>)</li> <li>PDF available here: <a href="#">Mara Loveman_2005_The Modern State and the Primitive Accumulation of Symbolic Power.pdf</a></li> </ul> <p>Zeke Baker (2018) "Meteorological Frontiers: Climate Knowledge, the West, and US Statecraft, 1800–1850." <i>Social Science Hi</i>.</p> <ul style="list-style-type: none"> <li>Available via SSU Library at: <a href="https://muse-jhu-edu.sonoma.idm.oclc.org/article/707386">https://muse-jhu-edu.sonoma.idm.oclc.org/article/707386</a> (<a href="https://muse-jhu-edu.sonoma.idm.oclc.org">https://muse-jhu-edu.sonoma.idm.oclc.org</a>)</li> <li>PDF available here: <a href="#">Baker_2018a_Meteorological Frontiers.pdf</a></li> </ul>
<p><b>Week 8</b></p>	<p><b>3/15</b></p> <p>Lecture 15: <i>The Nation and Nationalism (1): "Imagined Communities"</i></p>	<p>Benedict Anderson (2006{1991}) <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>.</p> <ul style="list-style-type: none"> <li>Read Ch. 1 "Introduction", Ch. 2 "Cultural Roots", Ch. 3 "The Origins of National Consciousness" (Pp. 1-46),</li> <li>and read <u>one</u> of the following Chapters: <ul style="list-style-type: none"> <li>4 Creole Pioneers</li> <li>5 Old Languages, New Models</li> <li>6 Official Nationalism and Imperialism</li> <li>7 The Last Wave</li> <li>8 Patriotism and Racism</li> <li>9 The Angel of History</li> <li>10 Census, Map, Museum</li> <li>11 Memory and Forgetting</li> </ul> </li> <li>Chapters are available via SSU Library at: <a href="https://www-fulcrum-org.sonoma.idm.oclc.org/concern/monographs/jd472v">https://www-fulcrum-org.sonoma.idm.oclc.org/concern/monographs/jd472v</a></li> <li>Full Text PDF available here: <a href="#">Benedict Anderson_Imagined communities reflections on the origin and spread of nationalisms.pdf</a></li> </ul> <p><i>Recommended:</i></p> <ul style="list-style-type: none"> <li>Obituary for Benedict Anderson (2015). <i>New York Times</i>. Available at: <a href="https://www.nytimes.com/2015/12/15/world/asia/benedict-anderson-scholar-who-saw-nations-as-imagined-dies-at-79.html">https://www.nytimes.com/2015/12/15/world/asia/benedict-anderson-scholar-who-saw-nations-as-imagined-dies-at-79.html</a></li> <li>Short debate that will be viewed in class: <a href="#">The good and bad that comes with the rise of nationalism   At Issue</a> (<a href="https://www.youtube.com/watch?v=5dJVxITypyQ">https://www.youtube.com/watch?v=5dJVxITypyQ</a>)</li> </ul> <p style="text-align: center;"></p> <p><a href="https://www.youtube.com/watch?v=5dJVxITypyQ">https://www.youtube.com/watch?v=5dJVxITypyQ</a></p>

Week	Topic	Assigned Reading
	<p><b>3/17</b></p> <p>Lecture 16:</p> <p><i>Nations and Nationalism (2): Nation and State in Tension</i></p>	<p>Hayden, Robert M. (1996) "Imagined Communities and Real Victims: Self-Determination and Ethnic Cleansing in Yugoslavia." ↗</p> <ul style="list-style-type: none"> <li>Available via SSU Library at the following link: <a href="https://www-jstor-org.sonoma.idm.oclc.org/stable/646183?seq=1#metad">https://www-jstor-org.sonoma.idm.oclc.org/stable/646183?seq=1#metad</a></li> <li>PDF available here: <a href="#">Hayden 1996 Imagined Communities and Real Victims.pdf</a></li> </ul> <p>Documentary Film: <i>The Death of Yugoslavia (Part 1/6), Enter Nationalism</i> (BBC, 1995)</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=vDADy9b2IBM">The Death Of Yugoslavia 1/6 Enter Nationalism - BBC Documentary</a> <a href="https://www.youtube.com/watch?v=vDADy9b2IBM">_ (https://www.youtube.com/watch?v=vDADy9b2IBM)</a></li> </ul> <p></p> <p><a href="https://www.youtube.com/watch?v=vDADy9b2IBM">(https://www.youtube.com/watch?v=vDADy9b2IBM)</a></p> <p><i>Recommended:</i></p> <p>Michael Mann (2005) <i>The Dark Side of Democracy: Explaining Ethnic Cleansing</i>. Cambridge: Cambridge University Press.</p> <p>Ivan Kostic (2020). "Genocide Denial and the Reaffirmation of the Serbian Nationalist Project." TRT World. July 12.</p> <ul style="list-style-type: none"> <li>Available at: <a href="https://www.trtworld.com/opinion/genocide-denial-and-the-reaffirmation-of-the-serbian-nationalist-proj">https://www.trtworld.com/opinion/genocide-denial-and-the-reaffirmation-of-the-serbian-nationalist-proj</a></li> </ul>
<b>Week 9</b>	<b>3/22-3/26</b>	<b>No Class</b> *Happy Spring Break!*
<b>Module 6: Political Inclusion and Exclusion</b>		
<b>Week 10</b>	<p><b>3/29</b></p> <p>Lecture 17:</p> <p><i>Who Belongs? Citizenship, Immigration, and Social Inclusion (1)</i></p>	<p>John Torpey (1998) "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement'." <i>Sociological The</i></p> <ul style="list-style-type: none"> <li>Available via SSU Library at: <a href="https://www-jstor-org.sonoma.idm.oclc.org/stable/202182?seq=1#metadata_info_tab_cc">https://www-jstor-org.sonoma.idm.oclc.org/stable/202182?seq=1#metadata_info_tab_cc</a></li> <li>PDF available here: <a href="#">Torpey 1998 Coming and Going_On the State Monopolization of the Legitimate 'Means of Moven</a></li> </ul>
<b>3/31</b>	<b>No Class</b>	<p>*Happy Cesar Chavez Day!*</p> <p><i>Recommended:</i></p> <p>United Farm Workers. 2020. "Key Campaigns." Available at: <a href="https://ufw.org/organizing/key-campaigns/">https://ufw.org/organizing/key-campaigns/</a> <a href="https://ufw.org/orc">_ (https://ufw.org/orc</a></p>
<b>Week 11</b>	<p><b>4/5</b></p> <p>Lecture 18:</p> <p><i>Who Belongs? Citizenship, Immigration, and Social Inclusion (2)</i></p>	<p>Film: <i>Immigration Battle</i> (PBS Frontline/Independent Lens, 2015), Directed by Shari Robertson and Michael Camerini.</p> <ul style="list-style-type: none"> <li>Link to film: <a href="https://www.pbs.org/wgbh/frontline/film/immigration-battle/">https://www.pbs.org/wgbh/frontline/film/immigration-battle/</a> <a href="https://www.pbs.org/wgbh/frontline/film/immig">_ (https://www.pbs.org/wgbh/frontline/film/immig</a></li> </ul>



Week	Topic	Assigned Reading
Week 13	4/19 Lecture 22: <i>Contentious Politics</i>	<p>Charles Tilly and Sidney Tarrow, eds. (2015) <i>Contentious Politics</i>, 2<sup>nd</sup> Edition. "Making Claims" (Ch. 1) and "Social Movements"</p> <ul style="list-style-type: none"> <li>Book available for online reading or download via SSU Library: <a href="https://ebookcentral-proquest-com.sonoma.idm.oclc.org/sonoma.idm.oclc.org/lib/sonoma/detail.action?pg-origsite=primo&amp;docID=2121281">https://ebookcentral-proquest-com.sonoma.idm.oclc.org/sonoma.idm.oclc.org/lib/sonoma/detail.action?pg-origsite=primo&amp;docID=2121281</a></li> <li>PDFs for chapters available here: <ul style="list-style-type: none"> <li><a href="#">Tilly and Tarrow 2015 Contentious Politics ---- (1. Making Claims).pdf</a></li> <li><a href="#">Tilly and Tarrow 2015 Contentious Politics ---- (7. Social Movements).pdf</a></li> </ul> </li> </ul> <p><i>Recommended:</i></p> <p>Marcia Mundt, Karen Ross, and Charla M. Burnett (2018) "Scaling Social Movements Through Social Media: The Case of Black" (<a href="https://journals.sagepub.com/doi/full/10.1177/2056305118807911">https://journals.sagepub.com/doi/full/10.1177/2056305118807911</a>)</p> <ul style="list-style-type: none"> <li>PDF available here: <a href="#">Mundt, Ross, and Burnett 2018.pdf</a></li> </ul> <p>Jessie Daniels (2018). "The Algorithmic Rise of the "Alt-right." <i>Contexts</i>. Available online at: <a href="https://contexts.org/articles/the-">https://contexts.org/articles/the-</a></p>
	4/21 Lecture 23: <i>Do Social Movements Work?</i> <i>Assessing the Consequences of Social Movements</i>	<p>Edwin Amenta, Neal Caren, Elizabeth Chiarello and Yang Su (2010) "The Political Consequences of Social Movements." <i>Annual Review of Sociology</i></p> <ul style="list-style-type: none"> <li>Available via SSU Library: <a href="https://www-annualreviews-org.sonoma.idm.oclc.org/doi/pdf/10.1146%2Fannurev-soc-070">https://www-annualreviews-org.sonoma.idm.oclc.org/doi/pdf/10.1146%2Fannurev-soc-070</a></li> <li>PDF available here: <a href="#">Amenta et al. 2010 The Political Consequences of Social Movements annurev-soc-070308-12002</a></li> </ul>
Week 14	4/26 Lecture 24: <i>Applying Social Movement Theory</i>	<p>[No Required Reading]</p> <p>See Team-Based Activity Here: <a href="https://canvas.sonoma.edu/courses/25844/assignments/205978">https://canvas.sonoma.edu/courses/25844/assignments/205978</a></p>
<b>Module 8: Political Parties, or, Explaining Trump Sociologically</b>		
	4/28 Lecture 25: <i>The Sociology of Political Parties</i>	<p><b>*Guest:</b> Dr. Phyllis Jeffrey</p> <p>De Leon, Cedric, Manali Desai and Clahn Tugal. 2009. "Political Articulation: Parties and the Constitution of Cleavages in the U.S." <i>Annual Review of Sociology</i></p> <ul style="list-style-type: none"> <li>PDF available here: <a href="#">De Leon Desai Tugal 2009 Political Articulation.pdf</a></li> </ul> <p><i>Recommended:</i></p> <p>Dylan Riley. 2015. "Coda: Hegemony and Democracy in Gramsci's Prison Notebooks." Pp. in de Leon, Cedric, Desai, Manali, and Tugal, Clahn. 2015. <i>Political Parties and the Constitution of Cleavages in the U.S.</i> <i>Annual Review of Sociology</i></p> <ul style="list-style-type: none"> <li>Available at: <a href="#">Riley 2015 Building Blocs How Parties Organize Society ---- (6. Coda Hegemony and Democracy</a></li> </ul>

Week	Topic	Assigned Reading
Week 15	5/3 Lecture 26: <i>Explaining The Rise of Trump (1)</i>	<p>John L. Campbell (2018) <i>American Discontent: The Rise of Donald Trump and Decline of the Golden Age</i></p> <ul style="list-style-type: none"> <li>• Skim the "Preface" and "A Note on Sources, Alternative Facts, and Fake News"</li> <li>• Read Chapters 1-4 (Pp. 1-78).</li> </ul> <p><i>Recommended:</i></p> <p>Andrew J. Cherlin (2020) "Why Did So Many Urban Working-class Whites Support President Trump?" <i>Contexts</i>.</p> <ul style="list-style-type: none"> <li>• Available online at: <a href="https://contexts.org/articles/why-did-so-many-urban-working-class-whites-support-president-tru">https://contexts.org/articles/why-did-so-many-urban-working-class-whites-support-president-tru</a></li> </ul> <p>Amanda McMillan Lequieu and Josh Pacewicz. 2018. "Between Declension and Nostalgia: Bringing a Comparative Historical G</p> <ul style="list-style-type: none"> <li>• PDF available here: <a href="trajectories-autumn-2018.pdf">trajectories-autumn-2018.pdf</a></li> </ul>
	5/5 Lecture 27: <i>Explaining The Rise of Trump (2)</i>	<p>John L. Campbell (2018) <i>American Discontent: The Rise of Donald Trump and Decline of the Golden Age</i> (Read Chapters 5-7,</p> <p><i>Recommended:</i></p> <p>Jeff Manza and Ned Crowley (2018) "Ethnonationalism and the Rise of Donald Trump." <i>Contexts</i> 17(1):28-33.</p> <ul style="list-style-type: none"> <li>• Available online at: <a href="https://journals-sagepub-com.sonoma.idm.oclc.org/doi/pdf/10.1177/1536504218766548">https://journals-sagepub-com.sonoma.idm.oclc.org/doi/pdf/10.1177/1536504218766548</a> <a href="https://j">.https://j</a></li> <li>• PDF available here: <a href="Madza and Crowly 2018 Ethnonationalism and the Rise of Donald Trump.pdf">Madza and Crowly 2018 Ethnonationalism and the Rise of Donald Trump.pdf</a></li> </ul>

### PART III: Reconfiguring Power for Social Change? Climate Change as a Monumental Political Challenge

#### Module 9:

Week 16	5/10 <i>Can Climate Change be Solved?</i>	<p>Daniel J. Fiorino (2018) <i>Can Democracy Handle Climate Change?</i></p> <ul style="list-style-type: none"> <li>• Preface</li> <li>• Ch. 1, "The Challenge to Governance"</li> <li>• Ch. 2, "Do Authoritarian Regimes Do Better?"</li> </ul> <p><i>Recommended:</i></p> <p>Dana Nuccitelli (2019) "Green New Deal: Decisions Hinge on Four Key Questions" <i>Yale Climate Connections</i>, available at: <a href="https://yaleclimateconnections.org/2019/02/green-new-deal-decisions-hinge-on-four-key-questions/">https://yaleclimateconnections.org/2019/02/green-new-deal-decisions-hinge-on-four-key-questions/</a></p>
	5/12 Lecture 29: <i>Can Climate Change be Solved?</i>	<p>Daniel J. Fiorino (2018) <i>Can Democracy Handle Climate Change?</i></p> <ul style="list-style-type: none"> <li>• Ch. 3, "Why Democracies Differ"</li> <li>• Ch. 4, "How Democracies Will Handle Climate Change"</li> </ul>
[Cancelled]	Lecture X: <i>Can Economic Inequality be Solved?</i>	<p><b>[*Cancelled*]</b></p> <p>Jacob S. Hacker and Paul Pierson (2010) "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Inequality." <i>Journal of Public Economics</i> 84(11): 1031-1051.</p> <p>Fred Block. 2019. "Financial Democratization and the Transition to Socialism." <i>Politics &amp; Society</i> 47(4): 529-556.</p> <ul style="list-style-type: none"> <li>• Available at: <a href="https://journals-sagepub-com.sonoma.idm.oclc.org/doi/pdf/10.1177/0032329219879274">https://journals-sagepub-com.sonoma.idm.oclc.org/doi/pdf/10.1177/0032329219879274</a> <a href="https://journals">.https://journals</a></li> <li>• PDF file: <a href="Fred Block 2019 Financial Democratization and the Transition to Socialism.pdf">Fred Block 2019 Financial Democratization and the Transition to Socialism.pdf</a></li> </ul> <p><i>Recommended:</i></p> <p>Interview with Bill Moyers (2011), "Jacob Hacker &amp; Paul Pierson on Winner Take All Politics": <a href="https://vimeo.com/35212458">https://vimeo.com/35212458</a> <a href="https://vimeo.com/35212458">.https://vimeo.com/35212458</a></p>
	5/14	<b>*Final Papers Due*</b>

<b>Week</b>	<b>Topic</b>	<b>Assigned Reading</b>
<b>Finals Week</b>		<b>*Video Presentation Due*</b>