**POLS 204/254**

**POLITICAL SOCIOLOGY**

**Spring, 2024**

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(A2-69)

Office Hours: Wednesdays 13:00-16.00

**Course Description:**

The objective of this course is to present the students with the basic concepts, theories, and issue areas in political sociology. The students will be first introduced to the notions of the founding fathers of modern sociology- Karl Marx, Max Weber, and Emile Durkheim. The course will thereafter continue with thinkers outside the West. After familiarizing students with the introductory basics in (modern) social thinking, the course will focus on contemporary political sociology issues such as post-industrialization, the rise of metropolization, the demise of political parties, issues with political participation and representation, and problems of mediated communication. Students are expected to actively participate in the class in many different forms – including presentations and movie discussions.

There are no course prerequisites for this course.

**Course Material:**

Giddens, A. (1986). *Sociology: A Brief but Critical Introduction: A brief but critical introduction*. Bloomsbury Publishing.

Giddens, A. (2013). *The third way and its critics*. John Wiley & Sons.

Orum, Anthony and John G. Dale. 2008. Political Sociology: Power and Participation in the Modern World. New York: Oxford University Press.

Additional material will be provided on the LMS.

**Recommended Material:**

Tomley S., Hobbs M., Todd M. Weeks M. (2016). The Sociology Book: Big Ideas Simply Explained. London: Penguin Random House.

You are expected to follow daily news/columnists in the Economist; the New York Times; The Washington Post; The Guardian; The Independent; and the Financial Times as well as news channels such as CNN, BBC, and Al-Jazeera; reports of governmental and non-governmental organizations.

**Course Requirements & Assessment**

1. **Attendance & Participation (10%): Attendance and participation is required unless there is a valid excuse.** Attendance and participation make up 10% of your overall course grade. Attending to all the courses does not mean that students will automatically get points from this section as they are expected to actively participate in the class discussions. Active participation means following the course carefully, fulfilling all the requirements, asking questions when deemed necessary, making comments, and giving examples about the relevant topics/themes. Please inform the lecturer in advance in case you cannot attend the class for a valid reason.
2. **Mid–Term Exam (30%):** You will have a mid-term exam at the 8th week of the semester.
3. **In–Class Discussions (10 %):** Students are expected to actively participate in the class discussions. Active participation means following the course carefully, fulfilling all the requirements under the PBL frame, asking questions when deemed necessary, making comments and giving examples about the relevant topics/themes. Please inform the lecturer in advance if you have a valid excuse.
4. **Discussion Leadership (10%):** Every week a group of students is expected to lead the discussion under the PBL approach.
5. **Final exam (40%):** You will have a final exam at the end of the semester.

**IMPORTANT NOTE: Students who are proven to plagiarize in their assignments will have a ZERO from this assignment and their cases will also be referred to Disciplinary Committee. One should note that PLAGIARISM, which is the practice of using or copying someone else’s idea or work and pretending that you thought of it or created it, in exams and term papers is considered a crime, and will be subject to disciplinary actions.**

**Operation of the Course**

This course relies on the **problem based learning (PBL)** approach. This approach is mainly built upon active student participation in the in-class debates. It requires all students to read the assigned course material and contribute to the discussions. The PBL approach combines lectures with active seminar discussions. Discussion topics for each week are specified in the syllabus. Yet, the specific focus of the discussions will be based on the problem statements raised by the students during “pre-discussion” sessions. Details of these are elaborated on below.

**Lectures:** The first sessions of each week are reserved for lectures by the instructor. These lectures will explain the main discussions in the literature. Still, these lectures are not designed in a classical format. Rather, lecture sessions require an active interaction among students and the instructor. Students are required to read the lecture material before coming to lectures and contribute to the discussions during the lecture hours.

**Pre-Discussion:** In pre-discussions, students are expected to define the **problem statement**, which is meant to identify a puzzle and a title for the post-discussion. In other words, pre-discussions determine the specific points that will be discussed in next week’s post-discussion. Students will be given a one-page document to read in 7-10 minutes. This will be done after the instructor introduces the weekly topic. Then, a group of students will be responsible for taking notes on the screen. In the remaining 20 minutes, students will have brainstorm and identify what they know, what they assume, and what they want to explore further to solve the puzzle. Students are in charge of defining the **learning goals** for each seminar discussion. The learning objectives constitute the joint agreement of the group about the research steps that are needed to investigate the puzzle until the post-discussions.

**Post-Discussion:** In post-discussion, students are expected to discuss and share their take on the points specified in the pre-discussion. During the post-discussion, you can also exchange additional sources and materials that you found. The student who took notes in the previous pre-discussion will be responsible to introduce the discussion topic and moderate the debate along with the supervision of the instructor. Every student has to make a 1-2-minute speech for each concept/problem statement addressed in the post-discussion.

**Expected Student Conduct in the Classroom**

ABU students are expected to behave in a certain way during the class hours. The expected student conduct in the classroom includes but is not limited to:

* Coming to class on time and not leaving the class early without prior permission of the instructor. If you have any valid excuses, please do inform the instructor in advance.
* Focusing carefully on the course and avoiding engagement with not-class related activities such as checking e-mails from laptops/cell phones, reading not-class related materials such as newspapers and magazines, engaging in side conversations. **Please focus on the class not your cell-phones off during the class time!!!**
* Students are expected to behave mindful about the instructor as well as the fellow students while asking questions and making comments. They should request permission from the instructor before asking a question or making a comment. Also, they should respect other student’s right to ask questions/make comments.
* Students are expected to behave mindful about the physical environment as well. They should be careful not to trash the classroom. Students should clean up their garbage before leaving the classroom.
* Students should keep track of their own attendances to avoid any kind of loss of attendance related data.

**Contents and Timetable**

**Week 1: Introduction / Syllabus / Expectations**

Giddens, Chapter 1

Orum and Dale, Chapter 1

**Week 2: Theories in Political Sociology – Karl Marx**

Giddens, Chapters 2 & 3

Orum and Dale, Chapter 2

Marx, Karl & Engels, Friedrich. 1848. The Communist Manifesto (on-line edition downloaded from [www.globalgreyebooks.com](http://www.globalgreyebooks.com)), 2-14.

**Week 3: Movie Discussion**

1st Lecture: Movie: Germinal

Movie Discussion

**Week 4: Theories in Political Sociology – Max Weber**

Giddens, Chapter 4

Orum and Dale, Chapter 3

Weber, Max. 1918. *Politics as a Vocation*, Lecture in Munich University.

**Week 5: Theories in Political Sociology – Emile Durkheim**

Orum and Dale, Chapter 4

Giddens, A. (1971). The ‘Individual’ in the Writings of Émile Durkheim. *European Journal of Sociology*, 12(2), 210–228.

Thompson, Kenneth (ed.). 1985. *Readings from Emile Durkheim*. Routledge. Part 2, Reading 3: The Division of Labor in Society, 12-34.

**Week 6: Theories in Political Sociology – Class Discussions**

Class Discussions on TV Series Kübra

**Week 7: Theories in Political Sociology –Edward Said**

Said, E. 2000. Invention, Memory, and Place, *Critical Inquiry*, 26 (2), 175-192.

Said, E. 1982. Opponents, Audiences, Constituencies, and Community, *Critical Inquiry*, 9 (1) 1-26

**Recommended:**

Said, E. (2003) A window on the world, Guardian Saturday Review,2 August.

**Week 8: Mid-Term Week – No Class**

**Week 9: Third Way and Its Critiques**

Giddens, A. (2013), Chapters 2 & 3

**Week 10: Power and Authority in the Metropolis**

Giddens, Chapter 5

Orum and Dale, Chapter 8

Giddens, A., & Griffiths, S. (2006). *Sociology*. Polity, Chapter 5.

**Week 11: (The Mass) Media**

Orum and Dale, Chapter 12

**Week 12: Political Participation and Social Movements: Basic Concepts**

Orum and Dale, Chapters 9 & 13

Orum and Dale, Chapter 10

**Week 13: Transnational Social Movements and Globalization**

Orum and Dale, Chapter 11

Giddens, A. (2020). Modernity and self-identity: Self and society in the late modern age. In *The New Social Theory Reader* (pp. 354-361). Routledge.

**Week 14: Move Discussion**