Course Information

Semester | Course Number and Title | Lecture Times | Building & Room
----------|------------------------|---------------|---------------------
W13       | SOC 765 Political Sociology | Th. 2:30 - 4:20PM | EV1 225

Instructor | Office Location | Phone | Email
Dr. Daniel O'Connor | PAS 2056 | 31366 | daniel.oconnor@uwaterloo.ca

Office Hours
Th. 4:30 – 5:30PM

Description
A critical examination of political and governmental strategies for identifying social problems and managing the conduct of individuals, groups, and populations.

Required Reading

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
<th>Value</th>
<th>Total</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>Group Presentations</td>
<td>3</td>
<td>10%</td>
<td>30%</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>1</td>
<td>20%</td>
<td>20%</td>
<td>See Schedule</td>
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<tr>
<td>Critical Commentaries &amp; Discussant Contributions</td>
<td>5</td>
<td>2%</td>
<td>10%</td>
<td>See Schedule</td>
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<tr>
<td>Research Paper</td>
<td>1</td>
<td>40%</td>
<td>40%</td>
<td>April 11</td>
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</tbody>
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Seminar Presentations
Each student will be involved in five presentations (see presentation schedule).
Presenters are expected to present for **30 minutes** and to lead and facilitate class discussion for the remainder of the class. Each presentation will:

- Synthesize the cluster of required readings for the week
- Identify and develop one central question/problem/theme derived from an engagement with the cluster of readings
- Discuss major theoretical issues and themes related to the cluster of readings
- Discuss points of convergence/divergence among the authors in relation to central themes
- Draw relevant links to other course material
- Lead class discussion
- Respond to questions

The aim of the presentation is to facilitate class discussion and debate on the content of the readings.
Presenters are encouraged to include their own views and interpretations of the material.

Criteria of evaluation:
- Clarity, logic of presentation, coordination of presenters and presented materials (25%)
- Synthesis and evaluation of the major ideas (25%)
- Identification and development of central question/problem/theme (20%)
- Facilitation of discussion on the content of the readings (30%)

Critical Commentaries & Discussant Contributions
Students who are not presenting are expected to attend each presentation and are responsible to act as a discussant for the presentation by engaging in theoretical debates, posing critical questions, or raising points for discussion based on the content of the assigned readings and the content of the presentation.
Discussants are required to come prepared to comment on the readings and the presentation. Their comments can include, but need not be limited to constructive criticism about the research question/problem addressed, the theoretical foundations established, the analyses and results presented, and the implications derived. The discussant might find it helpful to highlight other interrelationships among the readings. Discussants are encouraged to assume the role of devil's advocate, provoking discussion among the session's presenters and between the presenters and the audience and to highlight controversial issues that will stimulate a dialogue.
among those in attendance.
To promote class discussion and participation, each discussant shall prepare a written critical commentary on the required readings and be prepared to raise issues from their commentaries in class. Commentaries should briefly outline central problems, issues, or debates and may include an assessment of the strengths or limitations of material (interpretations of the material are encouraged). Critical commentaries must be no more than 2 double-spaced typed pages in length and must be handed in at the beginning of class (keep a copy for consultation during class).

**Research Paper Assignment**
Students are required to write an essay on a subject-matter suitable to the course. It is important to utilize ideas, arguments, concepts from class and course readings in order to discuss and critically evaluate the materials you use in your paper. The aim of the research paper is to synthesize, discuss, and assess (not simply describe or summarize) the specific literature and to develop a conceptual analysis of the topic chosen. Papers should not exceed 15 pages (double-spaced and typed).

**Criteria of evaluation:**
- Conceptual consistency: clarity, logic of presentation, & linking of central ideas (25%)
- Conceptual analysis: definition & explanation of central concepts (25%)
- Research: incorporation of relevant literature & knowledge of facts (30%)
- Innovation: insights and comments on central issues (10%)
- Format: layout, conciseness, spelling, grammar, referencing & overall organization (10%)

The paper should reflect and communicate specific information from the writer to the reader. It should start with a statement of intentions and objectives that summarizes the central thesis (major claim) in a brief statement or short paragraph, followed by a discussion and analysis of materials that support and illustrate the central thesis. Do not limit yourself to descriptive analyses only; employ relevant concepts and incorporate theoretical (explanatory) arguments in your study. Each research paper must make direct reference to appropriate course readings on your specific topic. **A minimum of fifteen (15) cited scholarly references is required (at least five (5) references from assigned course materials and at least ten (10) separate academic journal articles or academic quality book chapters on your selected topic by different and reputable sources.**
- References to source(s) of information should include the author’s surname, year of publication, and pagination. Though there are many adequate forms of citation, I suggest the citation format followed in the journal Sociology or Theoretical Criminology.
- The work of others must be acknowledged by a reference to the source, and include the page number(s). Citation of the source must always be given for the following: all direct quotations; paraphrases of the statements of others; opinions, ideas, and theories not your own; and, information which is not a matter of general knowledge. Even when using proper citation, it is a mistake to place too much reliance on one source. Furthermore, direct quotations from one or more authors should seldom occur in an essay and should not be longer than two or three sentences in length. All quotations of over four text lines should be indented and single spaced with quotation marks omitted.

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<thead>
<tr>
<th>Presentation/Discussant Schedule</th>
<th>Presenters</th>
<th>Discussants</th>
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<tbody>
<tr>
<td>Jan 24 - Liberalism/ Advanced Liberalism</td>
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<td>Jan 31 - Governing Economies</td>
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<td>Feb 07 - Subjects of Government</td>
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<td>Feb 14 - Security</td>
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<td>Feb 28 - Spaces and Territories</td>
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<td>Mar 07 - Globalization</td>
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<td>Mar 14 - Governing Borders</td>
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<td>Mar 21 - Citizenship</td>
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<tr>
<td>Mar 28 - BioPolitics</td>
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Class Schedule and Content

Jan 10 - Introduction to the Course

Jan 17 – Governmentality: Theory and Concepts

Supplementary Readings:

Jan 24 – Liberalism/Advanced Liberalism

Supplementary Readings:

Jan 31 - Governing Economies

Supplementary Readings:

Feb 07 – Subjects of Government


Supplementary Readings:

Feb 14 - Security


Supplementary Readings:

Feb 21 - Reading Week

Feb 28 - Spaces and Territories


Supplementary Readings:

Mar 07 - Globalization


Supplementary Readings:

Mar 14 - Governing Borders

Supplementary Readings:

Mar 21 - Citizenship

Supplementary Readings:

Mar 28 - Biopolitics
Lemke T (2001) “‘The birth of bio-politics’: Michel Foucault’s lecture at the Collège de France on neo-liberal

**Supplementary Readings:**


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Université de Montréal 
Fondation des Études Interdisciplinaires 
Québec, Canada

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**Senate Undergraduate Council, April 14, 2009**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties, [http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals, [http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.