

Tutorials in Political Sociology



Lectures by **Giulia Sandri**

Tutorials by **François Briatte, Guillaume Grignard and Alexia Venouil**

Welcome to your tutorials in Political Sociology, which are organised in 8 classes consisting of 7 readings-based sessions and workshops, and one final session during which you will receive feedback on a presentation that you will have worked on as a group throughout the semester.

The grading scheme for the tutorials relies mostly on the presentation, which is worth 50% of your final tutorial grade. You will also have to take a midterm exam (50% of your final tutorial grade), which will be based on the readings as well as on the content of the lecture. All further coursework instructions will be delivered in class by your tutor and might slightly differ between tutors or tutorial groups, so make sure to attend and, if need be, catch up!

All readings below are compulsory and should be done before the corresponding class. See the lectures syllabus for additional recommended content.

1. Power

Clemens, Elisabeth S. 2016. "Power and Politics," in *What is Political Sociology?* Cambridge, Polity Press, pp. 5–24.

2. States

Malešević, Siniša. 2006. "Nationalism and the Power of Ideology," in Delanty, Gerard and Kumar, Krishan (eds), *The SAGE Handbook of Nations and Nationalism*, Thousand Oaks, Sage, pp. 307–19.

3. Socialization

Neundorf, Anja and Smets, Kaat. 2017. "Political Socialization and the Making of Citizens," *Oxford Handbooks Online*. URL: <doi.org/10.1093/oxfordhb/9780199935307.013.98>.

4. Social Capital

Putnam, Robert D. 1993. "Social Capital and Institutional Success", in *Making Democracy Work. Civic Traditions in Modern Italy*, Princeton, Princeton University Press, pp. 163–85.

5. Protest

della Porta, Donatella, and Diani, Mario. 2006. "Action Forms, Repertoires, and Cycles of Protest," in *Social Movements. An Introduction*, Oxford, Backwell, pp. 163–92.

6. Cleavages

Lipset, Seymour M. and Rokkan, Stein. 1967. "Cleavage Structures, Party Systems, and Voter Alignments: An Introduction," in Lipset, Seymour M. and Rokkan, Stein (eds), *Party Systems and Voter Alignments: Cross-National Perspectives*, New York, Free Press, pp. 1–63.¹

7. Parties

Schwartz, Mildred A. and Lawson, Kay. 2005. "Political Parties- Social Bases, Organization, and Environment," in Janoski, Thomas *et al.* (eds), *A Handbook of Political Sociology. States, Civil Societies, and Globalization*, Cambridge, Cambridge University Press, pp. 266–86.

8. Feedback session

No reading: discussion of the presentations (15' per group). A timetable for when to connect to Zoom in order to get your feedback will be provided one week in advance by your tutor.

Workshops

In the second hour of each class except for the last one, we will cover a specific aspect of how to work on your presentations. The workshop topics are listed below, and basic instructions for presentations are listed on the next page.

1. What's a case study — basic instructions for presentations
2. Case study methods — primary and secondary sources, actor maps, timelines
3. Literature reviews — how to find and read your secondary sources
4. Data collection — how to read your sources, and what additional data to look for
5. What's a theoretical framework — research questions and competing explanations
6. Assessing theoretical explanations — comparing theories based on empirical findings
7. Final instructions for presentations — slides, handouts, and academic English

¹ A French translation of this text by Pascal Delwit *et al.*, published in 2008 by the Éditions de l'Université de Bruxelles, will also be provided.

Instructions for presentations

- This course requires you to **study a topic from the perspective of political sociology**. The topic is yours to choose, but do not choose a topic that has not generated enough research (such as very recent events), or a topic that would be better suited for analysis under a different perspective, such as foreign or public policy analysis.

From experience, the topics studied in this course fall primarily (though not exclusively) in the following general themes of study:

- **Nation-state (trans)formation**, e.g. Caló, Ben *et al.* 2020. “[Islamic Caliphate or Nation State? Investigating the Islamic State of Iraq and the Levant's Imagined Community](#),” *Nations and Nationalism* 26(3): 727–42.
 - **Parties and electoral competition**, e.g. Surel, Yves. 2019. “[How to Stay Populist? The Front National and the Changing French Party System](#),” *West European Politics* 42(6): 1230–57.
 - **Protest and collective action**., e.g. Clarke, Killian and Kocak, Korhan. 2020. “[Launching Revolution: Social Media and the Egyptian Uprising's First Movers](#),” *British Journal of Political Science* 50(3): 1025–45.
- Your study must rely on **high-quality sources**: use at least 3 journal articles or book chapters, and any additional relevant sources (reports, statistics, etc.). You can use sources in any language, but will need to use **academic English** for your own presentation and related material (slides and handout).
 - Your study must **combine fact and theory**. Regarding the latter, use at least one handbook chapter that provides a broad overview of the various theories that might be applied to analyse your case study. A list of handbooks appears in the lectures syllabus.
 - Your presentation should last **between 10 and 15 minutes**—no more (be concise), no less (be precise). It should use **slides**, the first of which should list the presentation title and the full names of all presenters. You are also asked to provide a **handout** listing the detailed outline of the presentation, as well as all references cited in it. Last, you should record your presentation as a **video** of your group speaking over your slides.
 - The **deadline** for submitting all parts of your presentation (recording, slides and handout) is set to **72 hours before Tutorial 8**. Your tutor will provide a link in order for you to upload all material. Use **PDF** for the slides and handout, and **MP4** for the video recording.
 - **Things not to include** in your presentation include ‘Frenghish’ and other forms of inaccurate English, ‘boilerplate’ (uninformative) illustrations, inappropriate content like jokes and memes, unverified assertions, normative assertions, and plagiarised material.
 - The **grading criteria** for your presentation will be 50% style (quality of the presentation and related material), 50% substance (quality of selected sources and theoretical assessment of the case study), ± grades for the final discussion and being on time. Your tutor might slightly alter that grading scheme, which is provided for reference only.

Academic integrity

Attending these tutorials is conditional to abiding by the following rules:

1. **Attendance** to all sessions is compulsory. Absences should be justified to admin, not to the tutor, and any missed class should be caught up by using the course material.
2. Any instance of **plagiarism** will result in a null (zero) grade, as per School regulations. All other student regulations, such as the attendance rule above, also apply.
3. All students in the same presentation group will receive the same grade for it. Evidence of individual **'free-riding'** will result in a grade sanction left at the tutor's discretion.
4. **Active participation** in class is highly encouraged and will be rewarded in the collective end-of-year review of student performance by the entire School teaching team.
5. For tutorials organised at least partially remotely, students are required to abide by the distance learning rules below.

Distance learning

The following rules apply to any class delivered remotely via distance learning tools:

1. **Keep distance learning software up-to-date** — Make sure to use the latest version of tools like Zoom, and use the desktop version rather than the mobile or Web one.
2. **Use a proper learning environment** — Do your best to attend class in a quiet and well-lit setting. If possible, use headphones.
3. **Use the best possible Internet connexion** — Connect to class via an Ethernet cable/landline if possible. If not, use a Wi-Fi connexion at close range.
4. **Be on time as for usual classes** — Remote classes start at usual class time, unless specified otherwise by your tutor.
5. **Treat streams and recordings confidentially** — Do not circulate invite links to attend the class, and do not circulate any audio or video recording from the class.
6. **Maintain usual codes** — Attend, dress, sit and act as in a usual classroom. This includes not taking phone or other forms of non-class conversations while attending.
7. **Personalize your profile** — Activate your camera if you can, possibly with a virtual background, or at least place a photo of yourself on your online profile.
8. **Speak in turns, or use the class chat** — Turn your microphone off unless given an opportunity to speak, or use the class chat at any point.
9. **Ask for assistance if needed** — Contact the School technical services if you are having difficulties with any part of your remote learning setup.
10. **No excuses** — Any lack of effort to abide by the rules stated above is your personal responsibility: your tutor will not grant excuses or exceptions for failing at them.