

**SOSC 110-5**  
**STATE AND SOCIETY**  
**Spring 2018**

**Time:** Monday & Wednesday, 11:30-12:45

**Location:** STD B335

**Instructor:** Burak Gürel

**Office:** SOS 253

**Office hours:** Wednesday, 13:30-15:00 or by appointment.

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**Course Description**

This course will enable the students to understand what is meant by society, state, and the relationship between the two. We often use these concepts in daily life when we talk about our lives, rights and obligations or when we try to understand something that we read in the news media. We also use them to make political arguments and cultural evaluations. But, often times we do not know what exactly we refer to. Is society a group of people? Is it a nation? Is the state a collection of institutions serving the society, or does the society serve the state? Does the state always represent the society as a whole or only certain parts of it? What is the impact of state-society relations on economic change and development? Do state policies play key roles in increasing or decreasing economic inequalities within and between nations? In this class, we will discuss some concrete areas of state-society relations including class and status group formations, security forces, legal system, economic policy, and welfare provision. After finishing this course,

students will be able to evaluate social and political events more easily and sophisticatedly.

### **Koç University Core Program**

SOSC 110 is part of our university's core program.

Increased vocational specialization forces universities to emphasize professional identities and skills at the expense of free inquiry, creativity, and exploration. Bearing this dilemma in mind core curriculum fulfills students' desire to pursue their interests independent of the requirements of their majors. Courses taken in the core program give students the opportunity to expand their knowledge into disciplines beyond their major, to explore ideas and learn skills that will help them become open-minded thinkers without which they cannot become the problem solvers in their civic and professional lives.

Core program strives to show students that, no matter how different they are, disciplines such as literature and physics, or philosophy and cognitive science intersect in their concern for common issues that had to do with individuals, societies, and the world.

The core curriculum shows students that their individual actions have consequences in local, national, and global levels, and invites them to evaluate the ethical implications of these actions. It prepares students for civic engagement; and enables them to respond critically and constructively to change – social, cultural, scientific, technological and otherwise. It aims to make students ask the very personal question of the duties and obligations, as well as the privileges, rights, and responsibilities, of civic and ethical agency in a dynamically changing world.

### **Core program envisions a Koç University graduate who:**

- demonstrates an understanding of historical, cultural, and philosophical complexity and express their understanding in sophisticated language
- understands the ethical dimensions of what they do and what they say
- demonstrates an understanding of the factors associated with global interdependence, including economic, political, psychological, socio-cultural, historical, and scientific forces.
- is able to conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information.
- has the knowledge, skills, and disposition to recognize and to democratically participate in processes which improve the civic life of communities.
- demonstrates effective communication of complex knowledge and ideas through written, oral, visual, and technological media.

### **Course Organization and Requirements**

***Lectures, discussions, and video screenings:*** The class will meet twice per week. In the first class meeting, the instructor will introduce a few basic theoretical concepts about state and society. In the second meeting, we will discuss an important social or political event that is recently covered in the news media through the prism of these concepts. We will start with very simple theoretical concepts and continue with more advanced ones as the course progresses. Thus, students will learn how new theoretical concepts advance

our understanding of social events. In some weeks the instructor will show videos related to the theme of the week.

**Exams:** There will be two midterm exams. Both exams will include essay, fill in the blanks, and multiple-choice questions. You can take make-up exams only if you have documented medical emergencies. **There will be only one make-up for each exam.**

**Book review (as final paper):** You are required to write a review of a book of your choice on state-society relations in Turkey or elsewhere. The instructor will post a list of books to be reviewed from which you can choose titles. The length of the review should be **5 to 7 (Times New Roman, 12-point font, double-spaced) pages**. The deadline for picking up a book to review (by consulting the instructor) is **March 21**. The deadline for submitting your book review (via email to the instructor) is **May 25**. Papers submitted after the deadline will **not** be accepted.

**Attendance and participation:** Attendance is **not** mandatory but your level of class participation will impact your participation grade. We will be discussing course readings, newspaper articles, and movies shown in the classroom. You are expected to participate in these discussions.

**Grade distribution:**

First midterm: %35

Second midterm: 35%

Book review: %20

Participation: %10

**Grading scale:**

Letter Grade	Scale	Suggested Grade Range
A+, A	4	90 – 100
A-	3,7	87 – 89
B+	3,3	83 – 86
B	3	80 – 82
B-	2,7	77 – 79
C+	2,3	73 – 76
C	2	70 – 72
C-	1,7	67 – 69
D+	1,3	64 – 66
D	1	60 – 63
F	0	0 – 59

<https://cssh.ku.edu.tr/en/about/faculty-resources/grading-scale/>

## **Koç University's Policy on Academic Honesty**

Official university regulations describe academic dishonesty and sanctions against it as follows: “Academic dishonesty in the form of cheating, plagiarism, or collusion are serious offenses and are not tolerated at Koç University. University Academic Regulations and the Regulations for Student Disciplinary Matters clearly define the policy and the disciplinary action to be taken in case of academic dishonesty. Failure in academic integrity may lead to suspension and expulsion from the University. Cheating includes, but is not limited to, copying from a classmate or providing answers or information, either written or oral, to others. Plagiarism is borrowing or using someone else’s writing or ideas without giving written acknowledgment to the author. This includes copying from a fellow student’s paper or from a text (whether printed or electronic) without properly citing the source. Collusion is getting unauthorized help from another person or having someone else write a paper or assignment.”

## **Reading List and Schedule**

### **Week 1: Introduction (February 5& 7)**

### **Week 2: Classical Theories of Society (February 12&14)**

Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr, *Introduction to Sociology* (New York & London: W. W. Norton & Company, 2014), pp. 9-13.

Joel Andreas, “Industrial Restructuring and Class Relations in China.” In Beatriz Carrillo and David S.G. Goodman (eds.), *China’s Peasants and Workers: Changing Class Identities* (Cheltenham: Edward Elgar, 2012), pp. 102-104.

John J. Macionis & Kenneth Plummer, *Sociology: A Global Introduction* (Harlow & New

York: Pearson/Prentice Hall, 2008), pp. 101-111.

**Week 3: Social Classes (February 19&21)**

Karl Marx, *The Manifesto of the Communist Party* (1848). In Robert C. Tucker (ed.), *The Marx- Engels Reader* (New York & London: W.W. Norton & Company, 1978), pp. 469-500.

**Week 4: Bureaucracy (February 26& 28)**

Max Weber, "Bureaucracy." In H. H. Gerth & C. Wright Mills (eds.), *From Max Weber: Essays in Sociology* (New York: Oxford University Press, 1946), pp. 196-244.

**Week 5: War-Making and State Formation (March 5 & 7)**

Charles Tilly, "War Making and State Making as Organized Crime." In Peter B. Evans, Dietrich Rueschemeyer & Theda Skocpol (eds.), *Bringing the State Back In* (Cambridge: Cambridge University Press, 1985), pp. 169-191.

**Week 6: Colonialism and Capitalism (March 12 &14)**

Utsa Patnaik, "The Free Lunch: Transfers from the Tropical Colonies and Their Role in Capital Formation in Britain during Industrial Revolution." In K.S. Jomo (ed.), *Globalization under Hegemony*, New Delhi: Oxford University Press, 2006, pp. 30-70.

**Week 7: Global Inequality (March 19 &21)**

Giovanni Arrighi, Beverly J. Silver, and Benjamin D. Brewer, "Industrial Convergence, Globalization, and the Persistence of the North-South Divide," *Studies in Comparative International Development*, Vol. 38, No. 1, 2003, pp. 3-31.

**The deadline for the decision of the book to review (by consulting with the instructor) is March 21.**

**Week 8: Midterm Week (March 26&28)**

Review for the midterm (March 26)

**MIDTERM EXAM (MARCH 28)**

**Week 9: The Developmentalist State (1): East Asian “Miracle” (April 2&4)**

Manuel Castells, “Four Asian Tigers with a Dragon Head: A Comparative Analysis of the State, Economy, and Society in the Asian-Pacific Rim.” In Richard P. Appelbaum and Jeffrey Henderson (eds.), *States and Development in the Pacific Rim* (London & New Delhi: Sage, 1992), pp. 33-70.

**SPRING BREAK (APRIL 9-13)**

**Week 10: The Developmentalist State (2): China versus India (April 16&18)**

Ashwani Saith, “China and India: The Institutional Roots of Differential Performance,” *Development and Change*, Vol. 39, No. 5, 2008, pp. 723-757.

Burak Gürel, “The Role of Collective Mobilization in the Divergent Performance of the Rural Economies of China and India (1950-2005),” *The Journal of Peasant Studies*, 2018 (Forthcoming).

**Week 11: State-Society Relations in the Neoliberal Era (April 25)**

David Harvey, *A Brief History of Neoliberalism* (Oxford & New York: Oxford University Press, 2005), pp. 1-38.

**There will not be any class meeting on April 23.**

**Week 12: Social Movements and Social Policy (May 2&4)**

Frances Fox Piven and Richard Cloward, *Regulating the Poor: The Functions of Public Welfare* (New York: Pantheon Books, 1971), pp. xv-xix.

Eske van Gils and Erdem Yörük, “The World Bank’s Social Assistance

Recommendations for Developing and Transition Countries: Containment of Political Unrest and Mobilization of Political Support,” *Current Sociology*, 2016, pp. 1-20.

Jidong Chen, Jennifer Pan, and Yiqing Xu, “Sources of Authoritarian Responsiveness: A Field Experiment in China,” *American Journal of Political Science*, Vol: 60, No: 2, 2016, 383-400.

**Week 13: Second midterm week (May 9 & 11)**

Midterm review (May 9)

**SECOND MIDTERM EXAM (MAY 11)**

**Week 14: Course review (May 16&18)**

**The deadline for the submission of book reviews (via email) is May 25.**