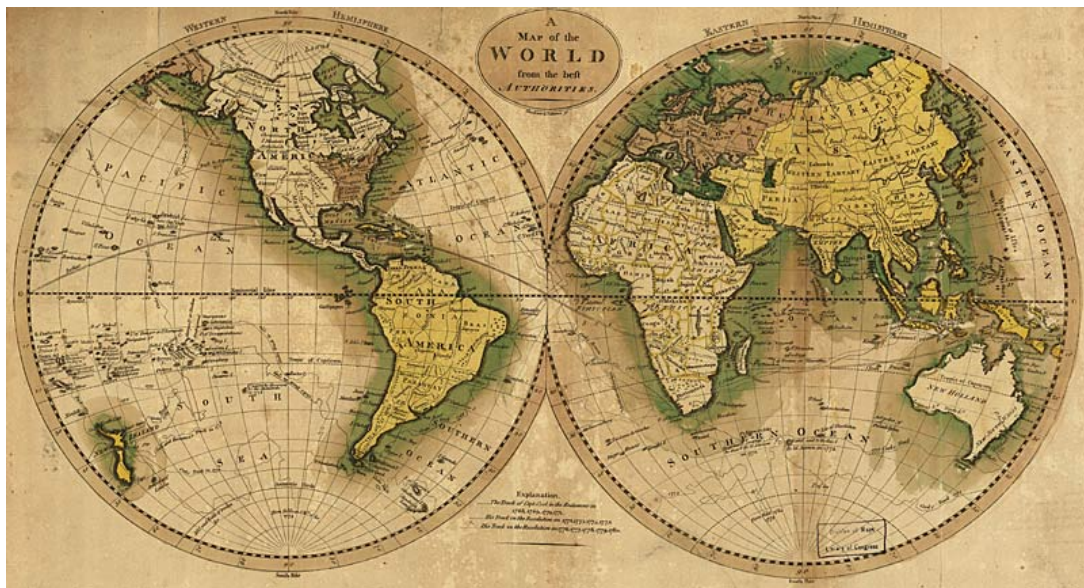


# Comparative Sociology

## SOCI 3001



UG, Third Year  
Semester 1  
2018-19

Convener:  
Dr Silke Roth

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**Please read this guide and bring any questions with you to the lecture.**

**Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:**

**<https://www.southampton.ac.uk/studentservices/academic-life/faculty-handbooks.page>**

# 1. ESSENTIAL INFORMATION

## Contacts

Lecturer: Dr Silke Roth,  
Room: 58/4041, Murray Building  
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Office Hours: Mon, 3 – 4 pm , Wed  
9:30 – 10:30

Lecturer: Dr Charlie Walker  
Room: 58/4079, Murray Building  
Telephone: 02380 592022  
Email: [charlie.walker@soton.ac.uk](mailto:charlie.walker@soton.ac.uk)  
Office Hours: Mon 11 – 12, Fri, 2 – 3

Tutors: Dr S Roth & Dr C Walker

Administrator: Alice Gatherer and Sarah Penn-Barwell  
[SSPC.StudentOffice@soton.ac.uk](mailto:SSPC.StudentOffice@soton.ac.uk)

## Times and Dates

Lectures: Monday, 2 pm – 3 pm ,  
Wednesday, 12 pm to 1 pm,  
Tutorials: You will be allocated to a seminar group, attendance at which is compulsory.  
Revision & Feedback: In addition to the weekly office hours there will be

- two revision lectures
- an additional session for discussing assignment feedback and the second assessment (exam) **Date to be announced**

Assessed Coursework Submission:

Thursday, 13 December 2018

## **Assignments and Assessments**

2000 Word Assessed Essay (40%)

Unseen Exam (2 Questions, 2 Hours) (60%)

Referral: Exam (100%)

Review the following pages for full details of the assignments and assessments required on this course.

## **2. COURSE CONTENT**

### **A. Aims & outcomes, general readings**

#### **Course Aims**

This module highlights the importance of comparison in sociology. It considers how sociologists have used historical and spatial comparisons to develop our understanding of how different types of social order are maintained and how different patterns of social change unfold.

This module is concerned with the development of modern societies and the nature of 'modernity'. It draws on the writings of contemporary sociologists in order to consider what the most important processes of social change taking place are and how these have come about.

The module combines theoretical analyses of the patterns of social structure and the nature of power within western capitalist, post-communist and less 'developed' countries with historical and international comparisons. It examines the meanings of concepts such as 'colonialism', 'development', 'industrialisation', 'democratisation' and 'globalisation'. In addition, the practical role of sociologists in applying sociological theory by predicting and contributing to processes of social change will be discussed

#### **Learning Outcomes**

- Identifying the distinctive contribution made by the comparative perspective to sociological analysis.
- Describing and assessing key concepts and theoretical perspectives used in the analysis of the development of

- modern societies and the nature of modernity.
- Evaluating competing models and explanations of the development of different types of modern society.
- Synthesise and summarise information from a variety of sources.
- Reflecting critically on the role of sociologists in predicting and contributing to processes of social change.
- Draw on different types of evidence in the development of an argument.
- Employ the comparative method in the analysis of social phenomena.

## General Course Readings

There is no text book for the course, but parts of the following books are useful for this course:

Bhambra, Gurminder (2014) Connected Sociologies. Bloomsbury.

Lange, Matthew (2013) Comparative-Historical Methods. Sage.

Roberts, J. T. and A. Hite, Eds. (2000). From Modernization to Globalization. Perspectives on Development and Social Change. Oxford, Blackwell.

Crow, Graham (1997). Comparative Sociology and Social Theory. Beyond the Three Worlds MacMillan.

Mahoney & Rueschemeyer (eds.) (2003) Comparative Historical Analysis in the Social Sciences. Cambridge, Cambridge University Press.

Go, Julian (2016) Postcolonial Thought and Social Theory. Oxford University Press.

Bhambra, Gurminder (2000) Rethinking Modernity: Postcolonialism and the sociological imagination. Basingstoke: Palgrave Macmillan.

Steinmetz, George (ed.) (2013) Sociology and Empire. The Imperial Entanglements of a Discipline. Durham & London: Duke University Press.

Adams, Julia, Clemens, Elisabeth S. and Ann Shola Orloff (eds.) (2005) Remaking Modernity. Politics, History, and Sociology. Durham & London: Duke University Press.

The reading list begins with one or two key items in bold, then lists supplementary material. Library class marks are given; the \* mark indicates that the book is held in short loan. Most other books on the list have been placed on one-week loan.

In addition to the readings listed in the course outline, you are encouraged to search for sources yourself. This is particularly important with respect to writing the essay and preparing for the exam. You will find articles on comparative sociology in journals such as the *International Journal of Comparative Sociology*, *Comparative*

*Studies in Society and History, Sociology, American Sociological Review, American Journal of Sociology, British Journal of Political Science, Social Politics, Social Movement Studies, Commonwealth and Comparative Politics, Comparative European Politics, and Europe-Asia Studie.* The majority of journal articles can be found in E-journals which can be found through Delphis.

## B. Summary of lecture topics

There are five broad and over-lapping themes to the course, with at least one examination question relating broadly to each section. The five sections are:

- I. (Lectures 1-3): Theoretical & Methodological Approaches
- II. (Lectures 4,5,15,16,20): Colonialism & Development
- III. (Lectures 6, 19): Role of Revolutionary and Reform Movements
- IV. (Lectures 7,13 -18): Varieties of (Welfare) Capitalism
- V. (Lectures 9-12): Socialism and Post-Socialism

WEEK	WEEK COMMENCING	LECTURES	SEMINARS
1	01/10	(1) Introduction (2) Modernisation & Globalisation	
2	08/10	(3) Comparative-Historical Methods & Social Theory (4) Colonialism & Imperialism	<b>Seminar 1</b> Theoretical Approaches
3	15/10	(5) Colonialism & Development (6) Social & Political Revolutions	
4	22/10	(7) Varieties of Capitalism (I) (8) Essay Workshop	<b>Seminar 2</b> Revolutions & Social change
5	29/10	(9) & (10) Contemporary Capitalism (2 Lectures)	
6	05/11	(11) & (12) State Socialism (2 Lectures)	<b>Seminar 3</b> Contemporary Capitalism
7	12/11	(13) & (14) Post-socialism (2 Lectures)	
8	19/11	(15) & (16) Modernization & Development in China (2 Lectures)	<b>Seminar 4</b> Socialism/ Post-Socialism
9	26/11	(17) Welfare Regimes (18) Varieties of Capitalism (II)	
10	03/12	(19) Social Movements (20) Critique of Development	<b>Seminar 5</b> Modernisation, Development, Globalisations
11	10/12	(21) Conclusion & Revision (10 December)	
12	07/01	(22) Revision Lecture (9 January)	

## C. Lecture guide and reading lists

### LECTURE 1 Introduction and Overview (Silke Roth)

This lecture provides an introduction to the course and surveys various strategies to conduct comparative social research. What is comparative sociology, how are comparisons done, and what is the purpose of comparison?

#### Required Readings

Lange, Matthew (2013) Comparative-Historical Methods. (ch. 1)

**H 62 LAN**

#### Recommended Readings

Ragin, C. (1987). The Comparative Method. Berkeley, University of California Press. (preface & ch. 1)

**\*H 61 RAG**

Bendix, R. (1963). "Concepts and Generalizations in Comparative Sociological Studies." American Sociological Review 28: 523-39

**per Delphis**

Bradshaw, Y. and M. Wallace (1991). "Informing Generality and Explaining Uniqueness: The Place of Case Studies in Comparative Research." International Journal of Comparative Sociology 32(1-2): 154-171

Smelser, Neil (1976) Comparative Methods in the Social Sciences. Englewood Cliffs, Prentice Hall. Chapter 6

**HM 24 SME**

Dogan, M. (2008). Strategies in Comparative Sociology. New Frontiers in Comparative Sociology. Ed. By M. Sasaki. Leiden, Boston, Brill.13-44.

**HM 585 SAS**

Crow G (1997) Comparative Sociology and Social Theory Intro.+ch.1

**\*HM51CRO**

The papers for a conference on 'Small and Large-N Comparative Solutions' provide a useful introduction to the methodological challenges of comparison. They are available at: <https://www.ncrm.ac.uk/research/MIP/2005/www.sussex.ac.uk/soccu/1-3-2-6-1.html> The paper by C Ragin 'The challenge of small-N research' is particularly useful for its discussion of how systematic comparison does not require large numbers of cases. The material contained in the UN Human Development Reports at <http://hdr.undp.org/en/site/> provides a very useful statistical angle on the dimensions and scale of global inequalities. See, in particular, [http://hdr.undp.org/en/media/HDR\\_20072008\\_Tables.pdf](http://hdr.undp.org/en/media/HDR_20072008_Tables.pdf)

## LECTURE 2: Globalization, World Society and Comparative Sociology (Silke Roth)

This lecture focuses on globalisation and raises the question whether comparative methods are still needed in the world society. The lecture further considers to what extent social theory in general and globalization theory in particular has so far been developed from a 'Northern' perspective.

### Required Readings

Connell, R. (2007). "The Northern Theory of Globalization\*." Sociological Theory 25(4): 368-385.

Bhambra, G. K. (2007). Multiple Modernities or Global Interconnections: Understanding the Global Post the Colonial. In: Varieties of World-Making: Beyond Globalization. Ed. by N. Karagiannis and P. Wagner. Liverpool, University of Liverpool: 59-73.  
**e-book**

### Recommended Readings

Guillen, M. F. (2001). "Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature." Annual Review of Sociology 27: 235-60.

Crow, G. (1997). Comparative Sociology and Social Theory. Beyond the Three Worlds. Basingstoke, Macmillan. (ch. 8) **\*HM51CRO**

Connell, R. (2007). Southern Theory. The global dynamics of knowledge in social science. Cambridge, Polity (ch. 10) **H 61 CON**

Kemple, T. M. and R. Mawani (2009). "The Sociological Imagination and its Imperial Shadows." Theory, Culture & Society 26(7-8): 228-249.

Go, Julian (ed) (2013) Postcolonial Sociology. Emerald (in particular chapters by Go and Bhambra) **HM 585 GO**

Hall, C. (2014). "Gendering Property, Racing Capital." History Workshop Journal 78(1): 22-38.

Hall, C., et al. (2014). Legacies of British Slave-ownership: Colonial Slavery and the Formation of Victorian Britain, Cambridge University Press. **HT 1161 HAL**

## LECTURE 3 Comparative Historical-Methods and Social Theory (Silke Roth)

This lectures discusses the role of comparative-historical methods in sociological theory and the understanding of modernity.

### Required Readings

Lange, Matthew (2013) Comparative-Historical Methods. (ch. 2) **H 62 LAN**



## Recommended Readings

- Abrams, P (1982) Historical Sociology ch.1 **\*HM36ABR**
- Goldthorpe, J. H. (1994). "The Uses of History in Sociology: Reflections on Some Recent Tendencies." British Journal of Sociology 42(2)
- Bonnell, V. E. (1980). "The Uses of Theory, Concepts and Comparison in Historical Sociology." Comparative Studies in Society & History 22(2): 156-173.

### *Sociological Theory and Historical Sociology*

- Adams, J., E. S. Clemens, et al. (2005). Introduction: Social Theory, Modernity, and the Three Waves of Historical Sociology. In: Remaking Modernity. Politics, History, and Sociology, ed. by Adams et al. pp. 1-72. **HM 487 ADA**
- Steinmetz, G. (2007). "The Historical Sociology of Historical Sociology. Germany and the United States in the twentieth century." Sociologica 3.
- Mahoney & Rueschemeyer (eds.) (2003) Comparative Historical Analysis in the Social Sciences (introduction, conclusion) **\*H 61 MAH**
- Bhambra, G. (2009). Rethinking Modernity: Postcolonialism and the sociological imagination. New York, Palgrave Macmillan. **HM 585BHA**
- Bhambra, G. K. (2007). Multiple Modernities or Global Interconnections: Understanding the Global Post the Colonial. In: Varieties of World-Making: Beyond Globalization. Ed. by N. Karagiannis & P. Wagner. Liverpool, U of Liverpool: 59-73. **e-book**
- Bhambra, G. K. (2010). "Historical sociology, international relations and connected histories." Cambridge Review of International Affairs 23(1): 127-143.
- Bhambra, G. K. (2011). "Historical Sociology, Modernity, and Postcolonial Critique." The American Historical Review 116(3): 653-662.
- Bhambra, G. K. (2011). "Talking among Themselves? Weberian and Marxist Historical Sociologies as Dialogues without 'Others'." Millennium - Journal of International Studies 39(3): 667-681.
- Crow, G. (1997), Comparative sociology and social theory: beyond the three worlds, Basingstoke: Macmillan **HM51 CRO**

### *Economic History*

- Acemoglu, D., S. Johnson, et al. (2005). "The Rise of Europe: Atlantic Trade, Institutional Change, and Economic Growth." The American Economic Review 95(3): 546-579. **per Delphis**
- Acemoglu, D. and Robinson, J. (2012), Why nations fail: the origins of power, prosperity and poverty, London: Profile Books **GN44ACE**
- Becker, S. O. and L. Woessman (2009). "Was Weber Wrong? A Human Capital Theory of Protestant Economic History." Quarterly Journal of Economics 124(2): 531-596.
- Burke, P. (1980), Sociology and history, London. **HM36 BUR**
- Findlay, R. and O'Rourke, K. (2007), Power and plenty: trade, war and the world economy in the second millennium, Princeton **HF 1379 FIN**

- Maddison, A. (2006), The world economy. Vol. 1. A millennial perspective; Vol. 2. Historical statistics, Paris: OECD **HC 51 MAD**
- North, D. (1990), Institutions, institutional change and economic performance, Cambridge: Cambridge University Press **HB 99.5 NOR**
- North, D. and Weingast, B. (1989), 'Constitutions and commitment: the evolution of institutions governing public choice in seventeenth-century England', Journal of Economic History 49, 803-32
- Pomeranz, K. (2000), The great divergence: China, Europe and the making of the modern world economy, Princeton: Princeton UP **HC240 POM**
- Wrigley, E.A. (1988), Continuity, chance and change: the character of the industrial revolution in England. Cambridge: Cambridge University Press **HC255 WRI**

#### **LECTURE 4 Colonialism and Imperialism (Silke Roth)**

The transfer of gold, spices, slaves and the conquest of existing trade routes during the time of the mercantile phase of European expansion (ca. 1500 to 1800) not only helped pay for the industrial revolution, the loss of economic surplus also hindered the development in the colonies. This lecture looks at colonialism in comparative perspective.

#### **Required Readings**

- Young, Robert J.C. (2001) Postcolonialism. (pp. 15 – 24) **e-copy & \*JV 51 YOU**
- Adas, M. (1998). "Imperialism and Colonialism in Comparative Perspective." International History Review 20(2): 371-388.

#### **Recommended Readings**

- Abernethy, D. (2000). The Dynamics of Global Dominance: European Overseas Empires 1415-1980. New Haven, Yale UP (ch. 2). **\*D 210 ABE**
- Wallerstein, Immanuel. (1974/1980/1989) The Modern World-System (3 Volumes) . New York: Academic Press **HC 45 WAL, HC 51 WAL**
- Ferro, Marc (1997): Colonialization. A Global History. London: Routledge Ch. 1. Colonialization or Imperialism **\*JV 105 FER**
- Baumgart, W. (1982) Imperialism. The Idea and Reality of British and French Colonial Expansion, 1880-1914. Oxford UP **JV 1017 BAU**
- Steinmetz, G. (ed.) (2013). Sociology and Empire. (Part III Historical Studies of Colonialism and Empire). Durham: Duke UP **JC 359 STE**
- Fieldhouse, D. K. (1966). The Colonial Empires. A Comparative Survey from the Eighteenth Century. London **JV 105 FIE**
- Go, J (2011) Patterns of Empire: the British and American empires, 1688 to the present. New York: Cambridge UP **E 183.7 GO**

### *Post/colonialism and Social Theory*

Go, J. (2016) Postcolonial Thought and Social Theory. Oxford University Press. **E-book**

Go, J. (ed.) (2013) Postcolonial sociology. **HM585 GO**

Steinmetz, G. (2008). "The Colonial State as a Social Field: Ethnographic Capital and Native Policy in the German Overseas Empire before 1914." American Sociological Review 73(4): 589-612.

Steinmetz, G. (2013). Major Contributions to Sociological Theory and Research on Empire, 1830-Present. In: Sociology and Empire. Ed. by G. Steinmetz. Durham, Duke University Press: 1 - 50. **JC 359 STE**

Bhambra, G. K. (2007). "Sociology and Postcolonialism: Another 'Missing' Revolution?" Sociology 41(5): 871-884.

Kemple, T. M. and R. Mawani (2009). "The Sociological Imagination and its Imperial Shadows." Theory, Culture & Society 26(7-8): 228-249.

Fanon, F. (1965). The Wretched of the Earth. London, **JV 51 FAN**

Said, Edward (1979) Orientalism. **N7429 SAI** (& electronic resource)

Nandy, A. (1983). The Intimate Enemy. Loss and Recovery of Self under Colonialism. Oxford, Oxford University Press. **JV 51 NAN**

Gandhi, L. (1998). Postcolonial Theory. A Critical Introduction.

Edinburgh, Edinburgh University Press. **JV 51 GAN**

### *Gender and Colonialism*

Midgley, Clare (ed.) (1998) Gender and Imperialism. Manchester University Press (see esp. intro, chs. By Haggis, Midgley,) **JC 359 MID**

Stoler, Laura Ann (2002) Carnal Knowledge and Imperial Power. Race and the Intimate in Colonial Rule. (esp. ch. 2) **JV 105 STO**

Haggis, J. (1990). "Gendering colonialism or colonising gender? Recent women's studies approaches to white women and the history of British colonialism." Women's Studies International Forum 13(1-2): 105-115.

### *Missionaries & Philanthropy*

Grant, K. (2001). "Christian Critics of Empire: Missionaries, Lantern Lectures, and the Congo Reform Campaign in Britain." Journal of Imperial and Commonwealth History 29: 27-58.

Lambert, D. and A. Lester (2004). "Geographies of Colonial Philanthropy." Progress in Human Geography 28(3): 320-341.

### *Empire*

Howe, S. (2002). Empire. A Very Short Introduction. Oxford, Oxford University Press. **JC 359 HOW**

Hardt, M. and A. Negri (2000). Empire. London. **JC 359 HAR**

Passavant, P. A. and J. Dean, Eds. (2004). Empire's New Clothes. Reading Hardt and Negri. London, Routledge. **JC 359 PAS**

## LECTURE 5 Colonialism and Development (Silke Roth)

Building up on the earlier lecture on colonialism, this surveys various theories on modernization and development and considers the impact of colonialism on development.

### Required Readings

Lange, M., J. Mahoney, et al. (2006). "Colonialism and Development: A Comparative Analysis of Spanish and British Colonies." American Journal of Sociology 111(5): 1412-1462.

Acemoglu, D., S. Johnson, et al. (2001). "The Colonial Origins of Comparative Development. An Empirical Investigation." The American Economic Review 91(5): 1365-1401.

### Recommended Readings

Lange, M. (2009). Lineages of Despotism and Development. British Colonialism and State Power (ch1. British Colonialism and Development Legacies) **e-book**

Mahoney, J. (2010) Colonialism and postcolonial development: Spanish America in comparative perspective. **F 1410 MAH**

Subramaniam, G. (2006). "Ruling continuities: Colonial rule, social forces and path dependence in British India and Africa." Commonwealth and Comparative Politics 44(1): 84-117.

### *Settler Colonialism*

Veracini, L. (2010). Settler Colonialism. Basingstoke, Palgrave Macmillan.

Veracini, L. (2013). "'Settler Colonialism': Career of a Concept." The Journal of Imperial and Commonwealth History 41(2): 313-333.

Boehmer, E. (2011). Where We Belong: South Africa as a Settler Colony and the Calibration of African and Afrikaner Indigeneity. In Studies in Settler Colonialism, ed. by F. Bateman and L. Pilkington, Palgrave: 257-271.

Comaroff, J. L. (1989). "Images of empire, contests of conscience: models of colonial domination in South Africa." American Ethnologist 16(4): 661-685.

Morgensen, S. L. (2011). "The Biopolitics of Settler Colonialism: Right Here, Right Now." Settler Colonial Studies 1(1): 52-76.

Wolfe, P. (2006). "Settler colonialism and the elimination of the native." Journal of Genocide Research 8(4): 387-409.

### *Development Theories*

Roberts, J. T. and A. Hite, Eds. (2000). From Modernization to Globalization. Perspectives on Development and Social Change. Oxford, Blackwell. (includes chapters on modernization, dependency, world-systems theory etc.) **\*HN 981 ROB**

Hoogvelt, A. (1997). Globalisation and the Postcolonial World. the New Political Economy of Development. Basingstoke\***HD 82.H65 HOO**  
Fieldhouse, D. K. (1999). The West and the Third World: Trade, colonialism, dependence and development. (ch. 8)\***HF 1359 FIE**  
Escobar, A. (1997). "The Making and Unmaking of the Third World." In: The Post-Development Reader. Ed. by M. Rahnema. pp. 85-93.

\***GN 495.6 RAH**

Frank, A. G. (1969). Latin America: Underdevelopment or Revolution. New York, Monthly Review Press. **HC125 FRA**

Wallerstein, I. (2011 [1974/1980/1989]). The Modern World-System.

**E-book**

Larrain, J. (1989). Theories of development: Capitalism, colonialism and dependency. Cambridge, Polity Press. **F 1408.3 LAR**

Kothari, U. (2002). "Feminist and postcolonial challenges to development." In: Development Theory and Practice: Critical Perspectives. ed. by U. Kothari & M. Minogue. Basingstoke\***HD 75 KOT**

### *Colonial Experiences*

Mizuno, N. and R. Okazawa (2009). "Colonial experience and postcolonial underdevelopment in Africa." Public Choice 141: 405-419.

Gowda, C. (2013). Empire and Developmentalism in Colonial India. In: Sociology and Empire. Ed. by G. Steinmetz. Durham, Duke UP, 340-365. **JC 359 STE**

Cooke, B. (2003). "A new continuity with colonial administration: participation in development management." Third World Quarterly 24(1): 47 - 61.

Kothari, U. (2006). "From Colonialism to development: Reflections of former Colonial Officers." Commonwealth and Comparative Politics 44(1): 118-136

## **LECTURE 6 Social and political revolutions (Silke Roth)**

This lecture addresses the contribution of revolutions to modernization processes. Barrington Moore identified three main historical routes from the pre-industrial to the modern world: capitalist democracy, fascism and communism. This lecture critically assesses Barrington Moore's three routes to the modern world, his emphasis on rural society and the consequences of late development.

### **Required Readings**

Goldstone, J. A. (1980). "Review: Theories of Revolution: The Third Generation." World Politics 32(3): 425-453.

Foran, J. (1993). "Theories of Revolution Revisited: Toward a Fourth Generation?" Sociological Theory 11(1): 1-20.

## Recommended Readings

- Sohrabi, N. (2005). Revolutions as Pathways to Modernity. In: Remaking Modernity. Politics, History, and Sociology. Ed. by J. Adams, et. al.. Durham, Duke UP, pp 300-329. **HM 487 ADA**
- Foran, J., D. Lane, et al., Eds. (2008). Revolution in the Making of the Modern World: Social Identities, Globalization and Modernity. London, **HM 876 FOR**
- Goldstone, J. (2003) Comparative Historical Analysis and Knowledge Accumulation in the Study of Revolution In Comparative Historical Analysis in the Social Sciences ed. by Mahoney & Rueschemeyer, pp. 41-90 **\*H 61 MAH**
- Goodwin, J. (2005). Revolutions and Revolutionary Movements. In: The Handbook of Political Sociology. New York, pp. 404-422 **JA 76 JAN**
- Abrams, P. (1982) Historical Sociology pp.172-7 **\*HM36ABR**
- Crow, G (1997) Comparative Sociology and Social Theory pp.31-4 **\*HM51CRO**
- Gurr, T. R. (1970) Why Men Rebel. Princeton, Princeton University Press. (see ch. 2 on relative deprivation) **JC 491**
- Eisenstadt, S.N. (1978) Revolution and the Transformation of Societies. A Comparative Study of Civilizations. New York **HM 281 EIS**
- McAdam, D. et al. (1997). Toward a Comparative Perspective on Social Movements and Revolution. In: Comparative Politics: Rationality, Structure and Culture. ed. by M. Lichbach and A. Zuckerman. Cambridge UP: 142-73. **JA 86 LIC**
- McAdam, D., S. Tarrow, et al. (2001). Dynamics of Contention. Cambridge, Cambridge UP (chap. 7) **HM 866 MACA**

## Structural Approaches

- Moore, Barrington (1966): Social Origins of Dictatorship and Democracy. Lord and Peasant in the Making of the Modern World. Boston: Beacon Press esp. ch.3 (on the American Civil War) and Pt 3 (on the 'three routes') **\*JA 83**
- Femia, J. (1972). "Barrington Moore and the preconditions for democracy." British Journal of Political Science 2: 21-46.
- Rothman, S. (1970). "Barrington Moore and the dialectics of revolution." American Political Science Review 64(61-82).
- Wiener, J. (1976). "The Barrington Moore thesis and its critics." History and Theory 15: 147-75.
- Skocpol, T. (1976). "France, Russia, China: A Structural Analysis of Social Revolutions." Comparative Studies in Society and History 18(2): 175-210.
- Skocpol, T. (1979). States and Social Revolutions: A Comparative Analysis of France, Russia, and China. New York **\*HM 283 SKO**
- Andreas, J. (2007). "The Structure of Charismatic Mobilization: A Case Study of Rebellion During the Chinese Cultural Revolution." American Sociological Review 72(3): 434-458.

Kimmel, M.S.(1990): Revolution. A Sociological Interpretation. Oxford, Polity Press. (ch. 6 on Barrington Moore, ch. 7 on Skocpol) **HM 281 KIM**

#### *Third World Revolutions*

Foran, J. (2005). Taking Power: On the Origins of Third World Revolutions. New York, Cambridge University Press. **HN 979 FOR**

Foran, J. (1992). "A Theory of Third World Social Revolutions: Iran, Nicaragua, and El Salvador Compared." Critical Sociology 19(2): 3-27.

Goodwin, J. and T. Skocpol (1989). "Explaining Revolutions in the Contemporary Third World." Politics & Society 17(4): 489-509.

#### *Velvet Revolutions and Revolutions in post-socialist societies*

Glenn, J. K. (1999). "Competing Challengers and Contested Outcomes to State Breakdown: The Velvet Revolution in Czechoslovakia." Social Forces 78(1): 187-211.

Saxonberg, S. (1999). "The 'Velvet Revolution' and the Limits of Rational Choice Models." Czech Sociological Review 7(1): 23-36.

Heathershaw, J. (2009). "Rethinking the International Diffusion of Coloured Revolutions: The Power of Representation in Kyrgyzstan." Journal of Communist Studies and Transition Politics 25(2-3): 297-323.

Hrycak, A. (2007). "Gender and the Orange Revolution." Journal of Communist Studies and Transition Politics 23(1): 152-179.

#### *Arab Spring*

Hanafi, S. (2012). "The Arab revolutions; the emergence of a new political subjectivity." Contemporary Arab Affairs 5(2): 198-213.

Bayat, A. (1998). "Revolution without Movement, Movement without Revolution: Comparing Islamic Activism in Iran and Egypt." Comparative Studies in Society and History 40(1): 136-169.

Kurzman, C. (2012). "The Arab Spring: Ideals of the Iranian Green Movement, Methods of the Iranian Revolution." International Journal of Middle East Studies 44(01): 162-165.

Dupont, C. and F. Passy (2011). "The Arab Spring or How to Explain those Revolutionary Episodes?" Swiss Political Science Review 17(4): 447-451.

### **LECTURE 7 Varieties of Capitalism I (Silke Roth)**

Different types of capitalism can be distinguished. Countries vary with respect to the timing of the shift from 'liberal' to 'organized' capitalism. While German capitalism was organized early, American, Swedish, French and British capitalism organized later. The consequences of early or late organization will be addressed.

#### **Required Readings (see following page)**

Lash, S. and J. Urry (1987). The End of Organized Capitalism.  
Cambridge, Polity Press. Ch. 2 & 3 **\*HB 501 LAS**

### **Recommended Readings**

Emigh, R. J. (2005). The Great Debates: Transitions to Capitalisms. In:  
Remaking Modernity: Politics, History and Sociology. ed. by J. Adams,  
et. al. Durham, Duke University Press. Pp 355-81 **e-book**

Crow, G (1997) Comparative Sociology and Social Theory pp.51-61  
**\*HM51CRO**

Roberts, J. T. & A. Hite, Eds. (2000). From Modernization to  
Globalization. Perspectives on Development and Social Change.  
Oxford. (Part I, Marx & Engels, Durkheim, Weber) **\*HN 981 ROB**

Collins, R. (1980). "Weber's Last Theory of Capitalism: A  
Systematization." American Sociological Review 45(6): 925-942.

Goldstone, J. A. (2000). "The Rise of the West—or Not? A Revision to  
Socio-economic History." Sociological Theory 18(2): 175-194.

*On the varieties of capitalism thesis see:*

P A Hall and D Soskice (eds.) (2001) Varieties of Capitalism. The  
Institutional Foundations of Comparative Advantage. Oxford  
University Press, pp. 1-68 <http://fds.oup.com/www.oup.co.uk/pdf/0-19-924774-9.pdf> )  
**HB501HAL**

D Coates (ed) (2005) Varieties of Capitalism, Varieties of Approaches.  
**HB 501 COA**

Ebenau, M., Bruff, I. and C. May (eds) (2015) New Directions in  
Comparative Capitalisms Research. Critical and Global Perspectives,  
Palgrave, **electronic resource**

Hall, P. A. and D. Soskice (2003). "Varieties of capitalism and  
institutional change: a response to three critics." Comparative  
European Politics 1(2): 241-250.

Hancke, B., M. Rhodes, et al., Eds. (2008). Beyond Varieties of  
Capitalism: Conflict, Contradictions and Complementarities in the  
European Economy. Oxford (introduction) **HB 501 HAN**

Thelen, K. (2012). "Varieties of Capitalism: Trajectories of Liberalization  
and the New Politics of Social Solidarity." Annual Review of Political  
Science 15(1): 137-159.

Myant, M. and J. Drahokoupil (2012). "International Integration,  
Varieties of Capitalism, and Resilience to Crisis in Transition  
Economies." Europe-Asia Studies, 64(1):1-33.

*On the New Spirit of Capitalism see*

Boltanski, L. and E. Chiapello (2005). The New Spirit of Capitalism.  
London, Verso.

Garrett, P. M. (2014). "Re-Enchanting Social Work? The Emerging  
'Spirit' of Social Work in an Age of Economic Crisis." British Journal of  
Social Work 44(3):503-521.



Kemple, T. M. (2007). "Spirits of Late Capitalism." *Theory, Culture & Society* 24(3): 147-159.  
 Roberts, D. (2012). "From the cultural contradictions of capitalism to the creative economy: Reflections on the new spirit of art and capitalism." *Thesis Eleven* 110(1): 83-97.

### **LECTURE 8 Essay Workshop (Silke Roth)**

In this lecture, we will have a look at the essay questions and discuss strategies of preparing the essay. This lecture will also serve as an opportunity to address questions that emerged from earlier lectures and seminars.

### **LECTURE 9 The end of organised capitalism and beyond (Charlie Walker)**

This lecture considers the changes which have underpinned a putative shift from a simple, Fordist type of capitalism to a progressively disorganised, post-Fordist form, in which many of the key features of capitalism have been transformed. It also addresses the 'varieties of capitalism' approach, which attempts to understand and compare the institutional basis of different production systems in the advanced economies and the way these offer different types of competitive advantage.

#### **Required Readings**

G Crow Comparative Sociology and Social Theory pp.51-61 **M51CRO**  
 S Lash & J Urry The End of Organized Capitalism chs.1, 4-9 **\*HB501LAS**

#### **Recommended Readings**

S Lash & J Urry Economies of Signs and Space esp. ch.1 **HB501LAS**  
 C Offe Disorganized Capitalism esp. Intro. + ch. 5 **\*HD5706.04**  
 J Urry in S Hall & M Jacques eds New Times pp.92-104 **JN94HAL**  
 On the debate about 'Fordism' and 'post-Fordism', see:  
 J Allen 'Fordism and modern industry' in J Allen et al eds Political and Economic Forms of Modernity **HM101ALL**  
 A Amin ed. Post-Fordism **HC79.T4AMI**  
 J Gibson-Graham The End of Capitalism (as we knew it) ch.7 **HB501GIB**  
 S Hall & M Jacques eds New Times pp.38-53, 321-9 **JN94HAL**  
 D Harvey The Condition of Postmodernity Pt II **BH301P6HAL**  
 K Kumar From Post-industrial to Post-modern Society ch.3 **HM101KUM**  
 L McDowell 'Gender divisions in a post-Fordist era' in L McDowell

- & R Pringle eds Defining Women Q1206MACD  
 A Warde 'The future of work' ch.7 in J Anderson & M Ricci eds  
Society and Social Science HM51AND  
*On capitalisms more generally* see: K Kumar 'The limits and divisions of  
 industrial capitalism' in R Scase ed. Industrial Societies HM211SCA  
 Wolfgang Streeck (2016) How will Capitalism End? London: Verso  
 HB501 STR  
 Geiselberger, H. (ed.) (2017) The Great Regression. Polity Press E-book

## LECTURE 10 The changing meanings of work, class and consumption in modern capitalism (Charlie Walker)

In recent decades significant changes have taken place in the nature of work and consumption in capitalist societies, both of which have impacted upon social class divisions and identities. In this lecture we explore the main contours of these changes and the ways in which they have been interpreted by key social theorists.

### Required Readings

- H Bradley Fractured Identities chs 1-3 HM146BRA  
 S Lash & J Urry The End of Organized Capitalism ch.6 \*HB501LAS  
 Z. Bauman, Work, Consumerism and the New Poor, chs 1 and 2  
 HC 79.P6 BAU  
 G Crow Comparative Sociology and Social Theory pp.61-72  
 \*HM51CRO

### Recommended Readings

- C Crow and S Heath (eds) Social Conceptions of Time HD5106CRO  
 W Atkinson 'Beck, individualization and the death of class' British  
 Journal of Sociology 58(3) per Delphis  
 U. Beck, 'The individualisation of social inequality', Risk Society  
 HM 101 BEC  
 U. Beck, The Brave New World of Work ch.1 HD 4901 BEC  
 D Bell The Coming of Post-Industrial Society ch.1 HN58BEL  
 D Bell The Cultural Contradictions of Capitalism ch.1 HN58BEL  
 M Castells The Rise of the Network Society ch.4 HM221CAS  
 F Devine Social Class in Britain and America esp. Intro HT609DEV  
 P. Du Gay, (1996) Consumption and Identity at Work. London: Sage  
 HB 801 DUG  
 S Edgell et al eds Consumption Matters HB801EDG  
 G Esping-Andersen ed. Changing Classes ch.1 HT609ESP  
 J Gershuny 'Service regimes and the political economy of time' in G  
 Crow & S Heath Social Conceptions of Time HD5106CRO  
 G Marshall et al Social Class in Modern Britain esp. chs.1, 6, 8  
 HT609MAR

G Mythen 'Employment, individualization and insecurity' Sociological Review 53(1)

J Pakulski & M Waters The Death of Class esp. Intro.

**HM101PAK**

R Sennett The Corrosion of Character esp. ch.6

**HD8072SEN**

G Therborn 'The 2/3, 1/3 society' in S Hall & M Jacques ed. New Times JN94HAL

J Westergaard Who Gets What? Pt III

**HT609WES**

Savage, M., F. Devine, et al. (2013). "A New Model of Social Class?

Findings from the BBC's Great British Class Survey Experiment."

Sociology 47(2): 219-250.

## **LECTURE 11 Socialism as an alternative form of modernization (C. Walker)**

Socialism presented the principal challenge to capitalism as a form of state modernisation and organisation for much of the 20th Century. In this lecture we consider the key features of state socialism as it was developed in the Soviet Union and extended to Eastern Europe. We also begin to explore some of its internal contradictions, in particular those resulting from the lack of division between political and economic imperatives and structures.

### **Required Readings**

D Lane The Rise and Fall of State Socialism esp chs 1,2,3

**HX44LAN**

G Crow Comparative Sociology and Social Theory pp.94-102

**\*HM51CRO**

A J Nove Stalinism and After 3rd edn esp. ch.5

**\*JN6531NOV**

### **Recommended Readings**

Ashwin (ed.) (2000) Gender, State and Society in Soviet and Post-Soviet Russia, Routledge, London, Introduction. **HQ1075.5R9ASH**

N Charles Gender Divisions and Social Change chs 4+5

**HQ1075CHA**

S Cohen Rethinking the Soviet Experience esp. chs 2+4

**DK246COH**

C Davis (2006) 'The Health Crisis in the USSR: reflections on the Nicholas Eberstadt 1981 review of Rising Infant Mortality in the USSR in the 1970s, International Journal of Epidemiology

<http://ije.oxfordjournals.org/cgi/content/full/35/6/1400>

A Giddens The Nation State and Violence pp.295ff on totalitarianism

**HX56GID**

J Hall Powers and Liberties ch.7

**HM101HAL**

J Keane Civil Society and the State Pt 3 esp. Rupnik's ch.

**JC501KEA**

- P Kennedy The Rise and Fall of the Great Powers pp.631-64 **D217KEN**
- P Hanson (1986) 'The Serendipitous Soviet Achievement of Full Employment: Labour Shortage and Labour Hoarding in the Soviet Economy', in Lane D. (ed.) Labour and Employment in the USSR, Brighton. **HD 5796**
- C Lane The Rites of Rulers esp. ch.9 **HN523LAN**
- David Lane (1982) The End of Social Inequality? Class, Status and Power under State Socialism (London: Allen and Unwin) **HT 609 LAN**
- B Moore Political Power and Social Theory ch.2 discusses totalitarianism and terror in historical perspective **HM24**  
see also Social Origins of Dictatorship and Democracy pp.505-8 **\*JA83**
- L. Siegelbaum and R. Suny (eds.) Making Workers Soviet. London: Cornell University Press, pp.1-26, 274-310, 341-376 **HD 8524**
- V. Zaslavsky (1994) The Neo-Stalinist State: Class, Ethnicity and Consensus in Soviet Society. New York: M. E. Sharpe. – Ch.3: 'The Regime and the Working Class' **HN 523.5 ZAS**

## **LECTURE 12 Reform, dissolution and divergence in state socialism (C. Walker)**

This lecture explores further the contradictions which developed within state socialist systems, and which ultimately led Soviet socialism to fall apart. We also explore the respective roles of pressure from below and from above in bringing about the 1989 revolutions.

### **Required Readings**

- R Sakwa Postcommunism esp.chs 2 + 3 **HX44SAK**
- D Lane The Rise and Fall of State Socialism chs 5,6,8+9 **HX44LAN**
- G Crow Comparative Sociology and Social Theory pp.102-14 **\*HM51CRO**

### **Recommended Readings**

- R. de Nevers Comrades no more: the seeds of change in Eastern Europe, ch1 **JN 96.A58**
- M Castells End of Millenium ch.1 **HM221CAS**
- G Crow Social Solidarities ch.5 (on Poland's Solidarity movement) **JN96GLE**
- M Glenny The Rebirth of History Intro. + ch.8 **HX44HOL**
- L Holmes Post-communism esp. chs 1,2,6+10 **JN96KUM**
- K Kumar 1989: Revolutionary Ideas and Ideals esp. ch.9 **JN96KUM**
- W Outhwaite and L Ray Social Theory and Postcommunism esp.Intro. **\*HM449OUT**

The diversity of transitions from communism is explored in:

- B Misztal and B Jenkins '...Postcommunist transitions in Poland and Hungary' in J Jenkins ed. The Politics of Social Protest **JA76JEN**
- C Offe Varieties of Transition esp. ch.3 **JN96OFF**

I Szelenyi Socialist Entrepreneurs esp. ch.8 **HN417SZE**  
 On the position of state socialist societies in the global system see :  
 L Sklair Sociology of the Global System chs 6+7 **HM101SKL**  
 A Kilminster 'Socialist models of development' in T Allen & A Thomas  
 eds Poverty and Development into the 21st Century **\*HC59.7ALL**  
 L Ray Social Theory and the Crisis of State Socialism ch.9 **HM73RAY**  
 K Sutton 'The collapse of state socialism in the socialist third world' in V  
 Desai and B Potter (eds) The Companion to Development Studies  
**HD75DES**

### **LECTURE 13 Capitalism and post-socialism: 'transition' and 'transitology' (Charlie Walker)**

This lecture addresses the macro-level processes of transformation in Eastern Europe which followed the collapse of the socialist bloc. It focuses on the aims and implementation of a series of reforms intended to bring about 'transition' to neo-liberal capitalism, and explores the consequences of those reforms for the social class structure and for the relationship between state and society in the countries concerned.

#### **Required Readings**

D. Lane, Varieties of Capitalism in Post-Communist Countries, esp ch1 **HC 244**

Michael Bradshaw and Alison Stenning, East Central Europe and the Former Soviet Union, Pearson Education 2004, chapter 1 'Intro' and 10 'Conclusions'. **HN 380.7.A8 BRA**

European Bank of Reconstruction and Development, Transition Report 2013 – Stuck in Transition?, especially executive summary. Available online at <http://www.ebrd.com/news/publications/transition-report/transition-report-2013.html>

#### **Recommended Readings**

R. Sakwa, Postcommunism, esp. Ch 4 **HX44SAK**  
 A Amsden The Market Meets its Match **HC244AMS**

Aslund, A. (2002) 'Social developments and policy' in Building Capitalism: The transformation of the former Soviet bloc, Cambridge: CUP, pp.304-37.

Bedirhanoglu, P. 'The nomenklatura's passive revolution in Russia in the neoliberal era', in L Castells, M. 'The crisis of industrial statism and the collapse of the Soviet Union' Chapter 1 of) M.Castells, End of Millennium: The Information Age: Economy, Society & Culture, Volume III, Blackwell, 1998, pp.4-69. **HN 17.5 CAS**

Kibilitzkaya, M. 'Once we were kings: Male experiences of loss of status at work in post-communist Russia', in S. Ashwin (ed.) Gender,

State and Society in Soviet and Post-Soviet Russia, Routledge, 2000, pp.90-104. **HQ 1075.5R9 ASH**

McCann (ed.) Russian Transformations: Challenging the Global Narrative, London:Routledge Curzon, pp.19-41.

Nelson, L. and Kuzes, I. 'Privatisation and the new business class' in D. Lane (ed.) Russia in Transition, Longman, 1995, pp.119-41.

F. Pine and S. Bridger 'Introduction: transitions to post-socialism and cultures of survival', in S.Bridger and F. Pine (eds) Surviving Post-Socialism Routledge 1997, **\*HN 380.7 BRI**

Redmond, G. Viola Schnepf, S. and Suhrcke, M. (2002) 'Attitudes to Inequality After Ten Years Of Transition' Innocenti Working Papers, No. 88, July, available electronically at <http://www.unicef-icdc.org/publications/index.html>

Rose, R. (1998) 'Getting things done in an anti-modern society: social capital networks in Russia', Social Capital Initiative Working Paper No. 6. Washington: World Bank.

World Bank (1996) From plan to market: World development report 1996, Oxford University Press, Oxford available online, insert full title into search engine

World Bank (2000) Making transition work for everyone: Poverty and inequality in Europe and Central Asia World Bank, Washington  
*available online, insert full title into search engine*

Zaslavsky, V. 'From redistribution to marketization: Social and attitudinal change in post-Soviet Russia', in G.Lapidus (ed.), The New Russia. Troubled Transformation, Westview Press, 1995, pp.115-42. **\*JN G526 LAP**

## **LECTURE 14 After 'transition': post-socialist modernities (Charlie Walker)**

This lecture takes a closer look at the social consequences of capitalist transformation in Eastern Europe and the former Soviet Union by moving from the macro to the micro level. It addresses transformations taking place in spheres such as work and employment, and explores the changing nature of class and gender identities. What do these capitalist societies have in common with those of the Western world, and what does this tell us about the nature of 'capitalism'?

### **Required Readings (see following page)**

Walker, C. (2015). "'I Don't Really Like Tedious, Monotonous Work': Working-class Young Women, Service Sector Employment and Social Mobility in Contemporary Russia." Sociology 49, 1, 106-122

F. Pickup, A. White, (2003) Livelihoods in Postcommunist Russia: urban/rural comparisons, Work, Employment & Society, 17, 3, 419-434 (2003)

Burawoy, M. and Verdery K (1999) Introduction in Burawoy M and Verdery K eds Uncertain transition: Ethnographies of change in the postsocialist world Rowman and Littlefield, London 1-17 \***HN 380.7 BUR**

### **Recommended Readings**

A. Stenning, Post-Socialism and the Changing Geographies of the Everyday in Poland, available to download:

<http://www.nowahuta.info/papers/papers.shtml>

Ashwin, S., and Lytkina T., (2004) Men in Crisis in Russia: the Role of Domestic Marginalization, Gender & Society, 18: 2, pp. 89-206

Hann, C., Humphrey, C. and Verdery, K (2002) Introduction: Post-socialism as a topic of anthropological investigation in Hann C ed Postsocialism: Ideals, ideologies and practices in Eurasia. London 1-28

Hörschelmann K (2002) History after the end: post-socialist difference in a (post)modern world Transactions of the Institute of British Geographers 27 52-66

**per GG**

Stark D 1992 The great transformation? Social change in eastern Europe, Contemporary Sociology 21 3 299-304

Stenning, A. Where is the Post-socialist Working Class? Working-Class Lives in the Spaces of (Post-)Socialism, Sociology, 39(5): 983-999

Kideckel, D. (2002) 'The Unmaking of an East-Central European Working Class' in Hann, C. (ed) Postsocialism. London, pp.114-132.

Pickup, F. and White, A. (2003), 'Livelihoods in postcommunist Russia: urban/rural comparisons', Work, Employment & Society, 17 (3), 419-34.

Kharkhordin, O. 'The Soviet individual. Genealogy of a dissimulating animal', in M.Featherstone, S.Lash and R.Robertson, Global Modernities, Sage, 1995, pp.209-226.

**HM 101 FEA**

Verdery, K. (1991)'Theorising socialism: a prologue to the "transition"', American Ethnologist, 18, 3: 419-39.

D. Lane (ed) (2007) The transformation of state socialism: system change, capitalism or something else? Introduction

**HC 244 LAN**

Walker, C (2009) 'From inheritance to individualization: disembedding working-class youth transitions in post-Soviet Russia', Journal of Youth Studies, 12, 5, pp 531 – 545

Walker, C. (2010) Learning to Labour in post-Soviet Russia, chs1,3,

**ebook**

Watson, P. (1993) Eastern Europe's silent revolution: gender', Sociology, 27 (3), 471-87.

Ghodsee, K. (2006). "Potions, lotions and lipstick: The gendered consumption of cosmetics and perfumery in socialist and post-socialist urban Bulgaria." Women's Studies International Forum 30(1): 26-39.

Ghodsee, K. (2003). "State Support in the Market: Women and Tourism Employment in Post-Socialist Bulgaria." International Journal of Politics, Culture, and Society 16(3): 465-482.

## **Lecture 15 Modernization and development in China I (Charlie Walker)**

Drawing on the themes addressed in previous sessions, this lecture will take a closer look at both the history and political economy of China from 1949 to 1979, while turning a critical eye on the discourses and practices of modernization and development in China.

### **Required Readings**

Kung, J. K. S., & Lin, J. Y. (2003). The Causes of China's Great Leap Famine, 1959–1961. Economic Development and Cultural Change, 52(1), 51-73.

Peng, X. (1987). Demographic consequences of the Great Leap Forward in China's provinces. Population and development review, 639-670.

### **Recommended Readings**

Andrews, Julia F. (1994) Painters and Politics in the People's Republic of China, 1949-1979. Berkeley, CA: University of California Press.

**electronic resource**

Brownell, S., & Wasserstrom, J. N. (2002). Chinese femininities, Chinese masculinities: A reader (Vol. 4). Univ of California Press.

**electronic resource**

Chang, G. H. (1990). Friends and Enemies: The United States, China, and the Soviet Union, 1948-1972. Stanford University Press.

**E 183.8C5 CHA**

Gao, M. (2008). The battle for China's past: Mao and the Cultural Revolution. The China Quarterly, 195, 691-718.

Johnson, D. G. (1998). China's great famine: Introductory remarks. China Economic Review, 9(2), 103-109.

Riskin, C. (1998). Seven questions about the Chinese famine of 1959–1961. China Economic Review, 9(2), 111-124.

Teiwes, F. C., & Sun, W. (2014). The end of the Maoist era: Chinese politics during the twilight of the Cultural Revolution, 1972-1976.

Routledge.

**electronic resource**

Wang, G. (1977). China and the World since 1949.

**DS 774.55**

Yang, D. L. (1998). Calamity and reform in China: State, rural society, and institutional change since the Great Leap Famine. Stanford

University Press. Chapter 2 42-69; Chapter 3 71-97

**N 740.79 YAN**



## Lecture 16 Modernization and development in China II (Charlie Walker)

Since its 'open door' reform in 1979, China has been undergoing astonishing social and economic changes. However, the transformation is also complex and nuanced, creating intricate economic, social and environmental challenges. In this lecture, we will look at some of the issues that China faces in its pursuit of modernity.

### Required Readings

Clarke, S. (2005) Post-socialist trade unions: China and Russia.

Industrial Relations Journal, 36: 2–18. doi:10.1111/j.1468-2338.2005.00342.x

Overholt, William H. (2012) 'Reassessing China: awaiting Xi Jinping', The Washington Quarterly 35(2): 121–137.

<http://csis.org/files/publication/twq12springoverholt.pdf>

Wu, Fulong (2010) How Neoliberal Is China's Reform? The Origins of Change during Transition, Eurasian Geography and Economics 51 (5) 619-631. DOI:10.2747/1539-7216.51.5.619 **electronic resource**

### Recommended Readings

Anagnost, A (2004) The Corporeal Politics of "Quality" (Suzhi). Public Culture 16(2):189-208.

[http://muse.jhu.edu/journals/public\\_culture/v016/16.2anagnost.html](http://muse.jhu.edu/journals/public_culture/v016/16.2anagnost.html)

Deng, Y & G Yang (2013) Pollution and protest in China: environmental mobilization in context, The China Quarterly. 214: 321-336. **electronic resource**

Gerth, K (2003) China made : consumer culture and the creation of the nation. London: Harvard. HC 430.C6 GER

Joseph F (ed.) (2010) China Today, China Tomorrow: Domestic Politics, Economy and Society, Lanham, MD: Rowman and Littlefield.

**electronic resource**

He, S. and Wu, F. (2009), China's Emerging Neoliberal Urbanism: Perspectives from Urban Redevelopment. Antipode, 41: 282–304. doi: 10.1111/j.1467-8330.2009.00673.x

Ong, Aihwa. (1999) Flexible Citizenship: the Cultural Logics of Transnationality. Duke, (Introduction. Chapters 1-2, 7). DS 732 ONG

Pun, Ngai, (2003) Subsumption or Consumption?: The Phantom of Consumer Revolution in 'Globalizing' China, Cultural Anthropology 18, 4:469-492.

<http://onlinelibrary.wiley.com/doi/10.1525/can.2003.18.4.469/abstract>

Randall Peerenboom (2007) China Modernizes: Threat to the West or Model for the Rest? Oxford: OUP. **electronic resource**

Solinger, Dorothy J. (1999) Contesting Citizenship in Urban China: Peasant Migrants, the State, and the Logic of the Market. New York: Columbia University Press. **electronic resource**

Wen, Tiejun (2001) Centenary Reflections on the 'Three Dimensional Problem' of Rural China. Inter-Asia Cultural Studies 2, 2: 287-295.

**electronic resource**

Yan, Hairong (2003) Neoliberal Governmentality and Neohumanism: Organizing Suzhi/Value Flow through Labor Recruitment Networks, Cultural Anthropology 18,4: 493-523.

**electronic resource**

## **LECTURE 17 Welfare Regimes (Silke Roth)**

Different types of welfare states or regime-types (liberal, conservative, socialist) can be distinguished which originate in different historical circumstances and follow different trajectories. The lecture will consider gender dimensions of citizenship and social policy.

### **Required Readings**

Ferragina, E. and M. Seeleib-Kaiser (2011). "Thematic Review: Welfare regime debate: past, present, futures?" Policy & Politics 39(4): 583-611.

Leitner, S. (2003) 'Varieties of Familialism. The Caring Function of the Family in Comparative Perspective. European Societies 5, (4): 353-75.

Bhambra, G. K. and J. Holmwood (2018). "Colonialism, Postcolonialism and the Liberal Welfare State." New Political Economy 23(5): 574-587.

### **Recommended Readings**

Esping-Andersen, G. (1990). The Three Worlds of Welfare Capitalism. Cambridge, Polity Press

**\*HV 31 ESP**

Esping-Andersen, G. (1999). Social foundations of postindustrial economies. Oxford, Oxford University Press.

**HB 99.3 ESP**

Arts, W. and J. Gelissen (2002). "Three worlds of welfare capitalism or more? A state-of-the-art report." Journal of European Social Policy 12(2): 137-158.

Van Voorhis, R. (2002). "Different types of welfare states? A methodological deconstruction of comparative research." Journal of Sociology and Social Welfare 29(4): 3-19.

Ferragina, E., M. Seeleib-Kaiser and M. Tomlinson (2013).

"Unemployment Protection and Family Policy at the Turn of the 21st Century: A Dynamic Approach to Welfare Regime Theory." Social Policy & Administration 47(7): 783-805.

Norris, M. and N. Winston (2012). "Home-ownership, housing regimes and income inequalities in Western Europe." International Journal of Social Welfare 21(2): 127-138.

### *Gender and Welfare States*

Korpi, W. (2000). "Faces of Inequality: Gender, Class, and Patterns of Inequalities in Different Types of Welfare States." Social Politics 7(2): 127-191.

Bambra, C. (2004). "The worlds of welfare: illusory and gender blind?" Social Policy and Society 3(03): 201-211.

Lewis, J. (1992). "Gender and the Development of Welfare Regimes." Journal of European Social Policy 2(3): 159-173. **electronic resource**

O'Connor, S. J. (2004). Gender, citizenship and welfare state regimes. In: A Handbook of Comparative Social Policy. Ed. By Kennett, P. Cheltenham, UK. Edward Elgar, pp.: 180-200. **HN 17.5 KEN**

Orloff, S. A. (1993). "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." American Sociological Review 58(3): 303-328.

Sainsbury, D. (1996). Gender, Equality, and Welfare States. Cambridge, Cambridge University Press.

Sainsbury, D., Ed. (1999). Gender and welfare state regimes. Gender and politics. Oxford, Oxford University Press. **HQ 1236 SAI**

Iversen, T., F. Rosenbluth, et al. (2005). "Divorce and the Gender Division of Labor in Comparative Perspective." Social Politics 12(2): 216-242.

Yodanis, C. (2005). "Divorce Culture and Marital Gender Equality: A Cross-National Study." Gender and Society 19(5): 644-659.

Skocpol, Theda (1992) Protecting Soldiers and Mothers. The Political Origins of Social Policy in the United States. Cambridge **\*HV 91 SKO**

Crow, G (1997) Comparative Sociology and Social Theory pp.73-84 **\*HM51CRO**

Ray, R., J. C. Gornick and J. Schmitt (2010). "Who cares? Assessing generosity and gender equality in parental leave policy designs in 21 countries." Journal of European Social Policy 20(3): 196-216.

*Welfare States in Latin America, East Asia and Eastern Europe*

Haggard, S. and R. R. Kaufman (2008). Development, Democracy, and Welfare States: Latin America, East Asia, and Eastern Europe, Princeton University Press.

Deacon, B. (2000). "Eastern European welfare states: the impact of the politics of globalization." Journal of European Social Policy 10(2): 146-161.

Glass, C. and É. Fodor (2007). "From Public to Private Maternalism? Gender and Welfare in Poland and Hungary after 1989." Social Politics 14(3): 323-350.

Pascall, G. and N. Manning (2000). "Gender and social policy: comparing welfare states in Central and Eastern Europe and the former Soviet Union." Journal of European Social Policy 10(3): 240-266.

Teplova, T. (2007). "Welfare State Transformation, Childcare, and Women's Work in Russia." Social Politics 14(3): 284-322.

Fodor, E., C. Glass, et al. (2002). "Family policies and gender in Hungary, Poland and Romania." Communist and Post-Communist Studies 35: 475-490.

Szelewa, D. and M.P.Polakowski (2008) "Who Cares? Changing patterns of childcare in Central and Eastern Europe" Journal of European Social Policy, 18, 115-131

Javornik, J. (2014). "Measuring state de-familialism: Contesting post-socialist exceptionalism." Journal of European Social Policy 24(3): 240-257.

*The Great Recession, Austerity and the Welfare State*

Taylor-Gooby, P, Leruth, B. and H Chung (eds)(2017)

After Austerity: Welfare State Transformation in Europe after the Great Recession.

Kiess, J., L. Norman, L. Temple and K. Uba (2017). "Path dependency and convergence of three worlds of welfare policy during the Great Recession: UK, Germany and Sweden." Journal of International and Comparative Social Policy 33(1): 1-17.

van Kersbergen, K., B. Vis and A. Hemerijck (2014). "The Great Recession and Welfare State Reform: Is Retrenchment Really the Only Game Left in Town?" Social Policy & Administration 48(7): 883-904.

Starke, P., A. Kaasch and F. Van Hooren (2014). "Political Parties and Social Policy Responses to Global Economic Crises: Constrained Partisanship in Mature Welfare States." Journal of Social Policy 43(02): 225-246.

## **LECTURE 18 Varieties of Capitalism - A Gender Perspective (Silke Roth)**

The 'Varieties of Capitalism' (VoC) (Hall & Soskice) (introduced in lecture 5) compares the institutional basis of different production systems in advanced economies which give rise to different employment and training strategies as well as welfare state protection. This lecture critically evaluates the VoC approach from a gender perspective.

### **Required Readings**

Mandel, H. and M. Shalev (2009). "Gender, Class, and Varieties of Capitalism." Social Politics 16(2): 161-181.

Estevez-Abe, M. (2009). "Gender, Inequality, and Capitalism: The "Varieties of Capitalism" and Women." Social Politics 16(2): 182-191.

### **Recommended Readings**

Rubery, J. (2009). "How Gendering the Varieties of Capitalism Requires a Wider Lens." Social Politics 16(2): 192-203.

Folbre, N. (2009). "Varieties of Patriarchal Capitalism." Social Politics 16(2): 204-209.

Morgan, K. J. (2005). "The "Production" of Child Care: How Labor Markets Shape Social Policy and Vice Versa." Social Politics 12(2): 243-263.

Charles, M. (2005). "National Skill Regimes, Postindustrialism, and Sex Segregation." Social Politics 12(2): 289-316.

Estevez-Abe, M. (2005). "Gender Bias in Skills and Social Policies: The Varieties of Capitalism Perspective on Sex Segregation." Social Politics 12(2): 180-215.

Estevez-Abe, M. (2006). "Gendering the Varieties of Capitalism. A Study of Occupational Segregation by Sex in Advanced Industrial Societies." World Politics 59: 142-75.

Krizsan, A. and E. Lombardo (2013). "The quality of gender equality policies: A discursive approach." European Journal of Women's Studies 20(1): 77-92.

Verloo, M., P. Meier, et al. (2012). "Putting Intersectionality into Practice in Different Configurations of Equality Architecture: Belgium and the Netherlands." Social Politics: International Studies in Gender, State & Society 19(4): 513-538.

Korpi, W., T. Ferrarini, et al. (2013). "Women's Opportunities under Different Family Policy Constellations: Gender, Class, and Inequality Tradeoffs in Western Countries Re-examined." Social Politics 20(1): 1-40.

Earles, K. (2013). "The gendered consequences of the European Union's pensions policy." Women's Studies International Forum 38(0): 75-82.

Craig, L. and K. Mullan (2013). "Parental Leisure Time: A Gender Comparison in Five Countries." Social Politics

### *Gender, Race and the Economic Crisis*

Rubery, J. and A. Rafferty (2013). "Women and recession revisited." Work, Employment & Society 27(3): 414-432.

Karamessini, M. and J. Rubery (eds.) (2014) Women and Austerity. The Economic Crisis and the Future for Gender Equality. London:

Routledge

**HD 6095 KAR**

Kantola, J. and E. Lombardo (Eds.) (2017) Gender and the Economic Crisis in Europe. Politics, Institutions and Intersectionality

**e-book**

Bassel, and A. Emejulu (2017) Minority women and austerity. Survival and resistance in France and Britain

**HQ 1236 BAS**

Emejulu, A. and L. Bassel (2015). "Minority women, austerity and activism." Race & Class 57(2): 86-95.

Pearson, R. and D. Elson (2015). "Transcending the impact of the financial crisis in the United Kingdom: towards plan F - a feminist economic strategy." Feminist Review 109: 8-30.

Virdee, S. and B. McGeever (2018). "Racism, Crisis, Brexit." Ethnic and Racial Studies 41(10): 1802-1819.

## LECTURE 19 Social Movements, Gender and Intersectionality (Silke Roth)

Contentious politics comprises revolutionary as well as reform movements. Social movements bring about and react to social change, including influencing legislation. This lecture gives an overview over the development of social movement theory and how it reflects social differences. We draw on contemporary social movements with a focus on women's movements.

### Required Readings

Roth, S. (2018). "Introduction: Contemporary Counter-Movements in the Age of Brexit and Trump." Sociological Research Online 23(2): 496-506.

Outshoorn, J. (2012). "Assessing the impact of women's movements." Women's Studies International Forum 35(3): 147-149

Poloni-Staudinger, L. and C. Ortobals (2014). "The Domestic Determinants of Transnational Activity: An Examination of Women's Groups in the United Kingdom, France, and Germany." International Studies Quarterly 58 (1): 68-78

### Recommended Readings

*Social Movement Theory and History*

Berger S. and H Nehring (eds) (2017) The History of Social Movements in Global Perspective A Survey, **e-book**

Amenta, E., N. Caren, et al. (2010). "The Political Consequences of Social Movements." Annual Review of Sociology 36(1): 287-307.

Kriesi, H., R. Koopmans, et al. (1995). New Social Movements in Western Europe. Minneapolis. **\*HN 373.5 KRI**

Rucht, D. (2003). Interactions between Social Movements and States in Comparative Perspective. In Women's Movements Facing the Reconfigured State, ed. by L. A. Banaszak, K. Beckwith & D. Rucht. Cambridge, Cambridge University Press: 242-274. **HQ 1587 BAN**

Rucht, D. (1996). The Impact of National Contexts on Social Movement Structures: A Cross-movement and Cross-national Comparison. In Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings. Ed. by D. McAdam, J. McCarthy and M. Zald. Cambridge, Cambridge University Press.

*Comparative Perspectives on Women's Movements*

Roth, S (2017) Varieties of European Women's Movements. In Women's Movements in the Global Era, ed. by A Basu **elec. resource**

Ferree, M. M., W. A. Gamson, et al. (2002). Shaping Abortion Discourse. Democracy and the Public Sphere in Germany and the United States. Cambridge, Cambridge UP. (ch. 4) **HQ767FER**

Kilic, S., S. Saharso, et al. (2008). "Introduction: The Veil: Debating Citizenship, Gender and Religious Diversity." Social Politics 15(4): 397-410.

Zippel, K. S. (2006). The Politics of Sexual Harassment. A comparative Study of the United States, the European Union and Germany. Cambridge, Cambridge University Press. (ch. 1) \***HD 6060.3. ZIP**

Hobson, B. (2003). Recognition struggles in universalistic and gender distinctive frames: Sweden and Ireland. In Recognition Struggles and Social Movements. Contested Identities, Agency and Power. Ed. by B. Hobson. New York, Cambridge University Press: 64-92. \***HM 881 HOB**

Mazur, A. G. (2009). "Comparative gender and policy projects in Europe: Current trends in theory, method and research." Comparative European Politics 7(1): 12-36.

Akchurin, M. and C.-S. Lee (2013). "Pathways to Empowerment: Repertoires of Women's Activism and Gender Earnings Equality." American Sociological Review 78(4): 679-701.

Poloni-Staudinger, L. M. and C. D. Ortvals (2011). "Gendered Political Opportunities? Elite Alliances, Electoral Cleavages, and Activity Choice Among Women's Groups in the UK, France, and Germany." Social Movement Studies 10(1): 55-79.

Ferree, M. M. (2012). Varieties of Feminism: German Gender Politics in Global Perspective. Stanford, Stanford University Press. **e-book**

#### *Feminist Movements in Eastern Europe*

Bagic, A. (2006). Women's Organizing in Post-Yugoslav Countries: Talking about Donors. Global Feminism. In Transnational Women's Activism, Organizing and Human Rights. Ed. by M. M. Ferree and A. M. Tripp. New York, New York University Press.

Ghodsee, K. (2014). "Research note: The historiographical challenges of exploring Second World–Third World alliances in the international women's movement." Global Social Policy 14(2): 244-264.

Ghodsee, K. (2004). "Feminism-by-Design: Emerging Capitalism, Cultural Feminism, and Women's Nongovernmental Organisations in Post-socialist Eastern Europe." Signs 29(3): 727-753.

Roth, S. (ed.) (2008) Gender Politics in the Expanding European Union. Mobilization, Inclusion, Exclusion (Intro, chs. On Poland, Czech Republic, Hungary). Oxford/New York: Berghahn **HQ 1587 ROT**

Roth, S. (2007). "Sisterhood and Solidarity? Women's Organizations in the Expanded European Union." Social Politics 14(4): 460-487.

#### *Global Feminism*

Mama, A. (1997). Heroines and Villains: Conceptualizing Colonial and Contemporary Violence against Women in Africa. In Feminist Genealogies, Colonial Legacies, Democratic Futures. Ed. by M. J. Alexander and C. T. Mohanty. New York, pp. 46-62. **HQ 1870.9 ALE**

- Mohanty, C. T. (1991). *Under Western Eyes: Feminist Scholarship and Colonial Discourses*. In: Third World Women and the Politics of Feminism. Ed. by C. T. Mohanty et. al. Torres. **HQ 1870.9 MOH**
- Mohanty, C. T. (2003). Feminism without Borders: Decolonizing Theory, Practicing Solidarity. Durham, DC, Duke UP **HQ 1870.9 MOH**
- Mohanty, Chandra T. (2003). "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." Signs 28(2): 499-535.
- Moghadam, V. (2003). "Engendering citizenship, feminizing civil society: the case of the Middle East and North Africa." Women and Politics 25: 63.
- Moghadam, V. M. (2000). "Transnational Feminist Networks: Collective Action in an Era of Globalization." International Sociology 15(1): 57-85.
- Moghadam, V. M. (2010). "Global Gender Inequality and the Empowerment of Women." Perspectives on Politics 8(01): 284-286.
- Yuval-Davis, N. (2006). *Human/Women's Rights and Feminist Transversal Politics. Global Feminism*. In Transnational Women's Activism, Organising and Human Rights. Ed. by M. M. Ferree and A. M. Tripp. New York, NYU Press: 275-295.

#### *LGBT-Movements in Europe*

- Ayob, P (2016) When States Come Out: Europe's sexual minorities and the politics of visibility. New York: Cambridge UP **HQ 76.8.E8 AYO**
- Buckle, S (2015) The Way Out: A history of homosexuality in modern Britain. London: Tauris **HQ 76.8.G7 BUC**
- Roseneil, S. et al. (2012) *Remaking Intimate Citizenship in Multicultural Europe: Experiences Outside the Conventional Family*. In Remaking Citizenship in Multicultural Europe, ed. by B. Halsaa et. al. **e-book**

#### *Contemporary Feminism and the Future of Feminism*

- Walby, S. (2010). The Future of Feminism, Polity.
- Kantola, J. and J. Squires (2012). "From state feminism to market feminism?" International Political Science Review 33(4): 382-400.
- Chamberlain, P (2017) The Feminist Fourth Wave. Affective Temporality. Basingstoke: Palgrave **e-book**
- Evans, E (2015) The Politics of Third Wave Feminisms. Neoliberalism, Intersectionality, and the State in Britain and the US. Basingstoke, Palgrave **e-book**
- Dean, J. and K. Aune (2015). "Feminism Resurgent? Mapping Contemporary Feminist Activisms in Europe." Social Movement Studies 14(4): 375-395.
- de Jong, S. and S. Kimm (2017). "The co-optation of feminisms: a research agenda." International Feminist Journal of Politics 19(2): 185-200.
- Fraser, N. (2009). "Feminism, Capitalism and the Cunning of History." New Left Review 56(March-April): 97-117.



### *Minority and Migrant Women*

Bassel, L. (2014). "Contemporary Grammars of Resistance: Two French Social Movements." Sociology 48(3): 537-553.

Bassel, L. and A. Emejulu (2017). Minority women and austerity. Survival and resistance in France and Britain. Bristol, Policy Press.

Emejulu, A. and L. Bassel (2015). "Minority women, austerity and activism." Race & Class 57(2): 86-95.

Emejulu, A. (2017). "Feminism for the 99%: towards a populist feminism?: Can Feminism for the 99% succeed as a new kind of populism? ." Soundings: A journal of politics and culture 66: 63-67.

Predelli, L., B. Halsaa, A. Sandu, C. Thun and L. Nyhagen (2012). Majority-Minority Relations in Contemporary Women's Movements. Basingstoke, Palgrave Macmillan. **E-book**

### *Populism and Far-Right Politics*

Köttig, M, Bitzan, R, and A Petö (Eds.) (2017) Gender and Far Right Politics in Europe, **e-book**

Judis, J. B. (2016) The Populist Explosion: How the Great Recession Transformed American and European Politics. **E-book**

Mueller, J-W (2016) What is Populism? Publisher: University of Pennsylvania Press, **e-book**

Mudde, C and C R Kaltwasser (2017) Populism: A very Short Introduction. Publisher: Oxford University Press **e-book**

## **LECTURE 20 Critical Perspectives on Development Aid (Silke Roth)**

This lecture gives an overview over changes and debates in development aid and cooperation and addresses the contested meaning of 'development', ways of measuring 'development' as well as modernization theory and rival theories of development. It also addresses aid relationships and volunteer tourism.

### **Required Readings**

Robb, C. (2005). "Changing Power Relations in the History of Aid". In: Inclusive Aid. Changing Power and Relationships in International Development. Ed. by L. Groves and R. Hinton. London, Earthscan: 21-41. **\*HC 60 GRO**

Six, C. (2009). "The Rise of Postcolonial States as Donors: a challenge to the development paradigm?" Third World Quarterly 30(6): 1103 - 1121.

### **Recommended Readings**

Roth, S. (2015). Paradoxes of Aid Work. Passionate Professionals. London/New York, Routledge. (in particular Chapter 1. Mapping Aidland) **e-book**

Chang, H.-J. (2007). Bad Samaritans: Rich Nations, Poor Policies and the Threat to the Developing World. London. **HF 1359 CHA**

Crow, G (1997) Comparative Sociology and Social Theory pp.115-30  
**\*HM51CRO**

Roberts, J. T. and A. Hite, Eds. (2000). From Modernization to Globalization. Perspectives on Development and Social Change. Oxford, Blackwell. (includes chps.on modernization, dependency, world-systems theory etc.) **\*HN 981 ROB**

The UN Human Development Reports at <http://hdr.undp.org/en/site/> provide a very useful statistical angle on 'development'

World Bank (2011). Atlas of global development. **ebook**

Simon, D. and A. Naerman (eds.) (1999) Development as Theory and Practice. Edinburgh: Addison Wesley (chps 1,2,37,12) **HD75 SIM**

Cornwall, A. (2006). "Historical perspectives on participation in development." Commonwealth and Comparative Politics 44(1): 62-83.  
**per DELPHIS**

Cornwall, A. (2007). "Buzzwords and fuzzwords: deconstructing development discourse." Development in Practice 17(4): 471 - 484.

Cornwall, A. and K. Brock (2005). "What Do Buzzwords Do for Development Policy: A Critical Look at 'Participation', 'Empowerment' and 'Poverty Reduction'." Third World Quarterly 26(7): 1043-1060.

Adams, W.M. (1995): Green Development Theory? Environmentalism and sustainable development. In: The Power of Development,  
**e-book**

Carr, E.R. (2011) Delivering Development: Globalization's shoreline and the road to a sustainable future. Palgrave. **e-book**

Lo, D. (2011) Alternatives to Neoliberal Globalization: studies in the political economy of institutions and late development. Basingstoke: Palgrave Macmillan **e-book**

Develtere, P. and T. De Bruyn (2009). "The emergence of a fourth pillar in development aid." Development in Practice 19(7): 912 – 922

Choudry, A. and E. Shragge (2011). "Disciplining Dissent: NGOs and Community Organizations." Globalizations 8(4): 503-517.

Vaux, T. (2006). "Humanitarian Trends and Dilemmas." Development in Practice 16(3-4): 240-254.

Fearon, J. D. (2008). The Rise of Emergency Relief Aid In: Humanitarianism in Question. Politics, Power, Ethics. Ed. by M. Barnett and T. G. Weiss. Ithaca , Cornell University Press: 49-72. **\*HV 553 BAR**

### *Post-Development*

Rahnema (1997) (Ed.) The Post-Development Reader. **\*GN 495.6 RAH**

Ferguson, J. (1990) The anti-politics machine: "Development", Depoliticization and Bureaucratic Power in Lesotho. Cambridge University Press **JQ 2121 FER**

Andrews, N. and S. Bawa (2014). "A Post-development Hoax? (Re)-examining the Past, Present and Future of Development Studies." Third World Quarterly 35(6): 922-938.

- Brigg, M. (2002). "Post-development, Foucault and the colonisation metaphor." Third World Quarterly 23(3): 421 - 436.
- Harcourt, W. (2017). "The making and unmaking of development: using Post-Development as a tool in teaching development studies." Third World Quarterly 38(12): 2703-1718.
- Matthews, S. (2017). "Colonised minds? Post-development theory and the desirability of development in Africa." Third World Quarterly: 1-14.
- Nederveen Pieterse, J. (2000). "After post-development." Third World Quarterly 21(2): 171-191.

#### *Aid Relationships*

- Lewis, D. and D. Mosse, Eds. (2006). Development Brokers and Translators. The Ethnography of Aid and Agencies. **GN397.S LEW**
- Lewis, D. and D. Mosse (2006). "Encountering Order and Disjuncture: Contemporary Anthropological Perspectives on the Organization of Development." Oxford Development Studies 34(1): 1 - 13.
- Lewis, D. J. and D. Mosse (2005). The aid effect: giving and governing in international development. London, Pluto Press. **HD60MOS**
- Mosse, D. (2005). Cultivating Development: An Ethnography of Aid Policy and Practice. London, Pluto. **HN 49.C6 MOS**
- O'Reilly, K. (2011). "'We Are Not Contractors': Professionalizing the Interactive Service Work of NGOs in Rajasthan, India." Economic Geography 87(2): 207-226
- Morvaridi, B. (2012). "Capitalist Philanthropy and Hegemonic Partnerships." Third World Quarterly 33(7): 1191-1210

#### *Gender and Development*

- Harcourt, W. (ed) (2017) The Palgrave Handbook of Gender and Development. Critical Engagements in Feminist Theory and Practice. **e-book**
- Cornwall, A. (2003). "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development." World Development 31(8): 1325-1342.
- Swiss, L. (2012). "The adoption of women and gender as development assistance priorities: An event history analysis of world polity effects." International Sociology 27(1): 96-119.

#### *Representations of Development*

- Dogra, N. (2011). "The Mixed Metaphor of 'Third World Woman': gendered representations by international development NGOs." Third World Quarterly 32(2): 333-348.
- Cameron, J. and A. Haanstra (2008). "Development Made Sexy: how it happened and what it means." Third World Quarterly 29(8): 1475-1489.
- Silvey, R. and K. Rankin (2011). "Development geography: Critical development studies and political geographic imaginaries." Progress in Human Geography 35(5): 696-704.

Sidaway, J. D. (2011). "Geographies of Development: New Maps, New Visions?" The Professional Geographer 64(1): 49-62.

#### *Aid Workers and (Gap Year) Volunteer Tourism*

Fechter, A.-M. & H. Hindman, Eds. (2011). Inside the Everyday Lives of Development Workers. Challenges and Futures of Aidland, e-book

Fechter, A.-M. (2012). "The Personal and the Professional: Aid workers' relationships and values in the development process." Third World Quarterly 33(8): 1387-1404. (this introduction provides you with an overview & short summary of the contributions of this special issue)

Roth, S. (2015). Paradoxes of Aid Work. Passionate Professionals. London/New York, Routledge. (Chs. 4 & 6) e-book

Dawai, S. and B. Donegan (2012). "From travellers to activist global citizens? Practitioner reflections on an activist/volunteer project." Journal of Tourism Consumption and Practice 4(1).

Palacios, C. M. (2010). "Volunteer tourism, development and education in a postcolonial world: conceiving global connections beyond aid." Journal of Sustainable Tourism 18(7): 861-878.

Lyons, K., J. Hanley, et al. (2012). "Gap year volunteer tourism: Myths of Global Citizenship?" Annals of Tourism Research 39(1): 361-378.

Devereux, P. (2008). "International volunteering for development and sustainability: outdated paternalism or a radical response to globalisation?" Development in Practice 18(3): 357 - 370.

#### *Risk and Security*

Roth, S. (2015). "Aid work as edgework – voluntary risk-taking and security in humanitarian assistance, development and human rights work." Journal of Risk Research 18(2)139-155.

Duffield, M. (2010). "Risk-Management and the Fortified Aid Compound: Everyday Life in Post-Interventionary Society." Journal of Intervention and Statebuilding 4(4): 453-474.

Duffield, M. (2012). "Challenging environments: Danger, resilience and the aid industry." Security Dialogue 43(5): 475-492.

Duffield, Mark (2007): Development, Security and Unending War. Governing the World of Peoples. Cambridge Polity. (ch. 1) **HC 60 DUF**

Fluri, J. (2011). "Armored peacocks and proxy bodies: gender geopolitics in aid/development spaces of Afghanistan." Gender, Place & Culture 18(4): 519-536.

### **LECTURES 21-22: Revision (Silke Roth)**

No readings assigned, please review lecture hand-outs and class notes.

**Please note that there will be one revision lecture before Christmas (10 December) and one in January (09 January).**

## D. Tutorial Guide

### SEMINAR PROGRAMME

Each seminar has a list of questions around which discussion can be focused. Seminars can also be used to discuss other questions arising from lectures and reading of materials on the list above, or any other materials relevant to the course. (Students are encouraged to browse through the library, the internet (e.g. [www.bbc.co.uk/news](http://www.bbc.co.uk/news) and [www.Channel4.com/news](http://www.Channel4.com/news) , and websites relating to development issues such as the United Nations Development Programme [www.undp.org](http://www.undp.org) and the World Bank [www.worldbank.org](http://www.worldbank.org) ), newspapers, journals such as *New Internationalist*, and other sources for additional material.)

#### **Seminar 1 Theoretical Approaches to Comparative-Historical Sociology**

In the first summery we engage with the notion of path dependence or that "history matters" and "the past influences the future". This serves as an introduction to comparative-historical sociology.

#### **Required reading:**

Mahoney, J. (2000). "Path dependence in historical sociology." *Theory and Society* 29(4): 507-548.

#### **Recommended reading**

Adams, J., E. S. Clemens, et al. (2005). Introduction: Social Theory, Modernity, and the Three Waves of Historical Sociology. In *Remaking Modernity. Politics, History, and Sociology*. Ed. by J. Adams, E. S. Clemens and A. S. Orloff. Durham, Duke University Press: 1-72.

Bhambra, G. K. (2011). "Historical Sociology, Modernity, and Postcolonial Critique." *The American Historical Review* 116(3): 653-662.

#### **Please consider the following questions:**

- What is path dependence?
- What types of path dependent analyses can be distinguished?
- Are path dependent analyses deterministic?
- What role does contingency play in path dependent analyses?
- Try to apply the concept of path dependence to different types of colonialism.

## Seminar 2 Revolutions and Social Change

Scholar such as Barrington Moore have argued that revolutions are inevitable to achieve modernity, but that there are different paths to modernity. Revolutions have been crucial in the transition to capitalism and socialism and to independence from colonial rule.

### Required Reading

Skocpol, T (1976) "France, Russia, China: A Structural Analysis of Social Revolutions" Comparative Studies in Society and History 18 (2): 175-210.

Femia, J. (1972). "Barrington Moore and the preconditions for democracy." British Journal of Political Science 2: 21-46.

### Recommended Reading

Moore, Barrington (1966): Social Origins of Dictatorship and Democracy. Lord and Peasant in the Making of the Modern World. Boston: Beacon Press esp. ch.3 (on the American Civil War) and Pt 3 (on the 'three routes') **\*JA 83**

Skocpol, T (1973). "A critical Review of Barrington Moore's Social Origins of Dictatorship and Democracy." Politics & Society 4(1): 1-34.

Foran, J. (1992). "A Theory of Third World Social Revolutions: Iran, Nicaragua, and El Salvador Compared." Critical Sociology 19(2): 3-27.

Goodwin, J. and T. Skocpol (1989). "Explaining Revolutions in the Contemporary Third World." Politics & Society 17(4): 489-509.

### Please consider the following questions

- According to Skocpol, what factors explain successful social revolutions?
- According to Skocpol, what made the regimes in France, Russia and China vulnerable to social-revolutionary transformations?
- Which routes to modernization does Barrington Moore distinguish?
- According to Moore, what are the pre-conditions for democracy?
- What other explanations need to be considered to understand continuity and change?

### Seminar 3 Contemporary Capitalism

How significant is the shift from 'organized' to 'disorganized' capitalism? How are the meanings attached to work and to class changing? What is the relationship between capitalism and citizenship? What is women's position in the welfare state? How has the rationale underlying state involvement in economic and social life changed in recent decades?

#### Required Reading

S Lash & J Urry The End of Organized Capitalism ch.6 \*HB501LAS  
P A Hall and D Soskice (eds.) Varieties of Capitalism. The Institutional Foundations of Comparative Advantage. Oxford University Press, 2001, pp. 1-68 (Intro. at <http://fds.oup.com/www.oup.co.uk/pdf/0-19-924774-9.pdf>) HB501HAL

#### Recommended Reading

Z Bauman, Work, Consumerism and the New Poor, chs 1 and 2  
HC 79.P6 BAU

Morgan, K. J. (2005). "The "Production" of Child Care: How Labor Markets Shape Social Policy and Vice Versa." Social Politics 12(2): 243-263.

Charles, M. (2005). "National Skill Regimes, Postindustrialism, and Sex Segregation." Social Politics 12(2): 289-316.

#### Please consider the following questions

- What do Lash & Urry mean by 'organization at the top' and 'organisation at the bottom'?
- Why do Lash & Urry consider Germany the 'ideal type' of organized capitalism?
- According to Lash & Urry, what is the paradox of the British case?
- According to Hall & Soskice, which institutions address coordination problems in capitalist societies and why and how do institutional complementarities matter?
- According to Hall & Soskice what distinguishes liberal market economies (LMEs) from coordinated market economies (CMEs) and what are their comparative institutional advantages?
- Are the processes of individualization attached to contemporary forms of capitalism the same everywhere?

## Seminar 4 Socialism/Post-Socialism

What were the main contradictions of the socialist system? How important were pressures from below compared to pressures from above in bringing these societies brought to an end? What impact on gender relations and class identities has the transition to post-communism had? In what ways are post-socialist societies 'hybrid' societies?

### Required Reading

D Lane The Rise and Fall of State Socialism ch.3 \*HX44LAN  
D. Lane, Varieties of Capitalism in Post-Communist Countries, esp ch1  
HC 244 (available on weecat as 'Post-State Socialism: a diversity of  
capitalisms'; see also on weecat 'Introduction: outcomes of  
transformation'  
Wu, Fulong (2010) How Neoliberal Is China's Reform? The Origins of  
Change during Transition, Eurasian Geography and Economics 51 (5)  
619-631. DOI:10.2747/1539-7216.51.5.619 (electronic resource)

### Recommended Reading

Burawoy, M. and Verdery K 1999a Introduction in Burawoy M and  
Verdery K eds Uncertain transition: Ethnographies of change in the  
postsocialist world Rowman and Littlefield, London 1-17 \*HN 380.7 BUR  
R. Sakwa, Postcommunism, Ch 4 HX44SAK  
Walker, C. (2015). "'I Don't Really Like Tedious, Monotonous Work':  
Working-class Young Women, Service Sector Employment and Social  
Mobility in Contemporary Russia." Sociology, 49, 1, 106-122  
A. Paretskaya, (2010). "The Soviet Communist Party and the Other  
Spirit of Capitalism\*." Sociological Theory 28(4): 377-401.  
F. Pickup, A. White, (2003) Livelihoods in Postcommunist Russia:  
urban/rural comparisons, Work, Employment & Society, 17, 3, 419-434  
A. Stenning et al (2010) Domesticating Neo-liberalism and the spaces  
of post-Socialism, ch.1, available online:  
[http://media.johnwiley.com.au/product\\_data/excerpt/15/14051699/  
1405169915.pdf](http://media.johnwiley.com.au/product_data/excerpt/15/14051699/1405169915.pdf)

### Please consider the following questions:

- How did the Russian revolution transform society and economy?
- How did the development of the Soviet Union compare to other modern societies (including other socialist states)?
- What were the main contradictions of the socialist system and what factors led to the end of socialism?
- Would you characterize China as a capitalist or socialist society?
- What is neoliberalisation, and how has it been experienced in post-socialist societies?



## **Seminar 5 Modernisation, Development and Globalisation**

In the last seminar, we will reflect on the course content and consider how development or modernisation in various regions are and have always been inextricably interlinked.

### **Required Reading:**

Go, J. (2013). "For a postcolonial sociology." *Theory and Society* 42(1): 25-55

### **Recommended Reading:**

Steinmetz, G. (2005). "Return to Empire: The New U.S. Imperialism in Comparative Historical Perspective\*." *Sociological Theory* 23(4): 339-367.

Bergesen, A. J. (2013). *The New Surgical Colonialism. China, Africa, and Oil Sociology and Empire. The Imperial Entanglements of a Discipline.* G. Steinmetz. Durham, Duke University Press 300-318.

### **Please consider the following questions:**

- What does Julian Go mean by 'analytic bifurcation' and how can it be overcome?
- What role do colonial and post-colonial revolutions play in classical and contemporary sociology?
- How does the cotton textile production and industrialization in Britain illustrate 'connected histories'?
- What role did the slave revolt in Haiti (1791) play for the French Revolution (1789)?
- What contribution can post-colonial theory make to (historical) sociology? What is the promise of post-colonial sociology?

## E. Assignments & Assessments

### 1) 2000 Word Assessed Essay (40%)

Pick one of the following questions for the essay:

1. What is progress? How can it be measured? How does it affect different social groups?
2. What factors contribute to revolutionary movements and how do revolutions affect social change?
3. What are the legacies of colonialism for contemporary societies? Critically discuss.
4. Could the collapse of State Socialism in Eastern Europe have been prevented? If so, how?
5. What -- if anything -- have post-socialist societies in common with Western capitalist societies? How do they differ?
6. Which groups benefited from organized capitalism? Is the disorganisation of capitalism beneficial for the same groups?

The essay is due on **Thursday, 13 December, 4 pm** and has to be submitted via Turnitin. It will be electronically marked. Please see further instructions regarding the preparation of the essay below.

### 2) Unseen Exam (2 Questions, 2 Hours) (60%)

The exam will take place in the exam period of semester 1 in January 2018. The date of the exam will be announced in the revision lectures and on blackboard.

Past exam papers can be found at the end of this course outline and at

<http://www.adminservices.soton.ac.uk/adminweb/jsp/pastPapers/index.jsp>

### 3) Referral

Exam (100%) Depending on the circumstances of the resit (for example, special considerations) the re-sit exam will either comprise 2 questions (2 hours) or 3 questions (3 hours). You will be informed by your tutor which rules apply.

## Overlength work

- **there is no 10% leeway** (less or more)
- all text above the limit will not be considered by markers
- included in the word count: footnotes
- excluded from the word count: reference list, reasonable use of graphs and tables
- **Please provide a total word count for your assignment on the front sheet**

## Penalties for late submission of coursework

Work submitted after the deadline without an agreed extension will be marked as usual. You will also receive feedback as you normally would for that module. However, a penalty is imposed, as described below:

University working days	Penalty mark
1	10% of final mark removed
2	20% of final mark removed
3	30% of final mark removed
4	40% of final mark removed
5	50% of final mark removed
More than 5 working days	Zero awarded

The penalty system deducts points from the mark you would have received if the assignment had been submitted on time. For example, if your mark would have been 60, but the assignment is submitted one working day late, your assignment will be reduced by 10% of the final mark i.e. 6 marks, resulting in a mark of 54.

Working days are Monday to Friday throughout the calendar year, including student vacation periods (but excluding University staff closure dates at Easter and Christmas).

Work submitted after the published deadline may be accompanied by a completed Special Considerations application form should a valid reason exist for the late submission, but submitting the form does not guarantee that a penalty will be taken off.

These penalties do not apply when within the period of a formally granted extension to the original submission deadline.

## Extensions

If you require an extension to an assignment, you must complete the Deadline Extension Request form, which you can download

from the Form Store on the FSHMS Hub Blackboard site or via this link ([http://www.southampton.ac.uk/quality/assessment/special\\_considerations.page?](http://www.southampton.ac.uk/quality/assessment/special_considerations.page?)) and submit this to the Student Office (email in 'essential information' above). This will be considered by the appropriate Extensions Officer and you will receive a response via email. Extensions can only be granted up to the date of submission, so we recommend that you submit the form as soon as you are aware of any concerns.

### General Guidelines for Writing Assignments

- Please put your student identity number, the title of your assignment and the module code on the front page of your assignment. **Please do not put your name on your coursework.**
- Please type/word process your assignment, use double line spacing and use a size of font (ideally 12 point) that is easy to read, format left-aligned (not justified!)
- Number the pages of your work and make sure they are in the correct order before you submit your work.
- Always include a bibliography, listing all the sources you have used in your work. Remember to include references to these sources throughout the assignment. All Social Sciences subjects at Southampton use the Harvard system – for guidance, see: <http://library.soton.ac.uk/citing-and-referencing/harvard>
- Do not simply restate your lecture notes. By all means use those notes to introduce you to pertinent literature but read and reflect on that literature for yourself. Ground your assignments in module readings. Use only a limited number of well-chosen quotes. Lecture notes are NOT a suitable citable source for your essays or exams, they are to guide you to the sources, concepts and theories which will inform your essay.
- Always read your work through before submission – is it clearly written? Have you followed any instructions that have been given with the assignment titles? Have you referenced your sources?
- Please make sure that you keep a copy of your submitted work and that you can produce that copy if asked to do so.

## Categorical Marking Scheme

Students studying modules within the Department of Sociology, Social Policy and Criminology will be marked according to the following categorical marking scheme in order to avoid any ambiguity in the standard achieved.

<b>The Categorical Marking Scheme</b>	
<b>First (1<sup>st</sup>)</b>	
<b>Category</b>	<b>Numerical Grade</b>
Outstanding 1 <sup>st</sup>	100
Excellent 1 <sup>st</sup>	90
Very good 1 <sup>st</sup>	85
Good 1 <sup>st</sup>	78
Low 1 <sup>st</sup>	72
<b>Upper Second (2:1)</b>	
<b>Category</b>	<b>Numerical Grade</b>
High 2:1	68
Mid 2:1	65
Low 2:1	62
<b>Lower Second (2:2)</b>	
<b>Category</b>	<b>Numerical Grade</b>
High 2:2	58
Mid 2:2	55
Low 2:2	52
<b>Third (3)</b>	
<b>Category</b>	<b>Numerical Grade</b>
High 3 <sup>rd</sup>	48
Mid 3 <sup>rd</sup>	45
Low 3 <sup>rd</sup>	42
<b>Fail (F)</b>	
<b>Category</b>	<b>Numerical Grade</b>
Bare Qualifying Fail	38
Low qualifying Fail	30
Unqualifying Fail	18
<b>Zero</b>	
<b>Category</b>	<b>Numerical Grade</b>
Special Circumstances	0

### **Fails and Zero Marks**

A mark of zero is applied to circumstances such as:

- No work is submitted (in the case of course work)
- The piece of work is submitted more than 5 university working days after deadline and without having been granted an extension (in the case of coursework).

### **Past exam papers**

The university has a repository of past exam papers for students to consult, which can be accessed here:

<https://www.adminservices.soton.ac.uk/adminweb/jsp/pastPapers/pastPapers.jsp?>

### **F. Skills for the Future**

This module contributes to a portfolio of skills you are developing over the course of your degree. These are skills employers will be looking for from their graduate candidates and you will be expected to demonstrate these at interviews and in application forms. You can do this by drawing on examples from this module. The skills we cover include :

- Using software such as Word
- Time management: Planning, working to deadlines, prioritising
- Written communication skills: presenting evidence and argument, and critically evaluating
- Critical reflection: talking and writing about what you have learnt and what skills you have gained, improved self-awareness, performance, initiative.
- Oral communication skills; giving individual and group presentations; questioning, discussing and debating in seminars and tutorials
- Sensitivity to cross-cultural and multi-faith needs

For further information about employability please contact your departmental Employability Officer. You can also drop in to the Careers Centre in Building 37 or visit the Careers & Employability website:

<http://www.southampton.ac.uk/socsci/undergraduate/careers.page>

## **3. CONTINUING ACADEMIC SUPPORT**

If you find yourself experiencing any study skills difficulties with your work please consult the following resources and then contact your personal academic tutor to discuss any issues:

For face to face help you should contact the Academic Skills Hub, level 2 in the Hartley Library, just past the IT Help desk: Monday - Friday: 10am - 12 noon, 2pm - 4pm, Lunchtime drop-in and signup sessions as advertised.

<http://www.studyskills.soton.ac.uk/getstart.htm>

[http://www.southampton.ac.uk/edusupport/study\\_support/index.page](http://www.southampton.ac.uk/edusupport/study_support/index.page)

If you experience any more specific difficulties with the content of the module, please contact your module convenor or seminar tutor.

## 4. FEEDBACK

All Sociology, Social Policy and Criminology modules include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. Formative and summative feedback are provided in the following ways:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this.)
- Informal written and verbal feedback are often provided by email or during office hours when we respond to queries about assessments, for example.
- Written formative and summative feedback will be given on your assessed coursework, available via Blackboard. As per Faculty policy our aim is to get coursework back to students within 4 weeks of submission.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.
- Feedback works two ways – we want to hear from you about any

### Save Your Feedback!

Feedback via TurnItIn on the Blackboard system is only accessible while you are studying that particular module. Download a pdf version of your feedback to refer to later by using the print icon in the bottom left corner of the feedback screen.



concerns you have and suggestions about how to improve modules. We do this through informal mid semester feedback, which can sometimes be used to make immediate improvements in module delivery, and through a formal questionnaire at the end of the module, which will benefit students taking it in subsequent years. In addition to these, informal feedback from you on how we are doing and what we could do better is welcome anytime.

- For further information about how your work is marked and moderated, university quality assurance processes etc, please visit the marking and feedback section in the University's quality handbook:

[https://www.southampton.ac.uk/quality/assessment/framework/markings\\_and\\_feedback.page?](https://www.southampton.ac.uk/quality/assessment/framework/markings_and_feedback.page?)

In addition to the weekly office hours there will be two revision lectures (one before Christmas on 10/12, one in January on 9/1) and an additional two-hour session for discussing assignment feedback and the second assessment (exam) **THE DATE FOR THE ADDITIONAL FEEDBACK SESSION WILL BE ANNOUNCED ON BLACKBOARD**

## 5. YOUR COMMITMENT

### Study Schedule

This module is classified as 15 CATS credit points (7.5 ECTS). In addition to the 20 hours of lectures and 5 hours of seminars you are expected to study independently for at least 130 hours over the entire module, split between wider reading (65 hours) and the completion of your assessment tasks (65 hours). While much of the latter will cluster around assessment periods, the former requires you to be reading key and additional texts from the reading list for approximately 5-6 hours per week.

### Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.



### **Attendance**

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. Absences are recorded on your University record, and inappropriate amounts of absence without extenuating circumstances will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

### **Absences**

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (see contact details in 'essential information' above). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence. All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

### **Email and Blackboard**

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

## **6. MARKING CRITERIA AND GRADE DESCRIPTORS**

Most written work by students – essays, reviews, dissertations, exams – is assessed into different class categories by using the following **marking criteria**:

- **RELEVANCE** – the ability to focus your work on the question at hand, gathering literature and data that relate clearly to the subject
- **STRUCTURE** – the ability to achieve a coherent structure in your work so that it flows logically and fluently, using good paragraphing and signposting, with a clear introduction and conclusion.
- **ACCURACY** – describing empirical phenomena and key ideas and theories accurately and clearly.
- **EVIDENCE** – using relevant, appropriate, authoritative sources to back up your claims and arguments, indicating strong knowledge of the literature
- **ANALYSIS** – the ability to move beyond a descriptive approach to key ideas and information towards harnessing these in the construction of an insightful response to the question
- **CRITICAL JUDGEMENT** – the ability to engage critically with the sources you use, reflecting on their strengths and limitations and using such reflections to develop your own argument.
- **COMMUNICATION** – writing carefully with good grammar, spelling and word choice, to communicate your arguments and analysis effectively.
- **REFERENCING** – correctly citing and attributing the sources you use in written work through an identified referencing system. All Social Sciences subjects at Southampton use the Harvard system: <http://library.soton.ac.uk/citing-and-referencing/harvard>

These criteria provide a detailed description of the characteristics expected of honours degree written work at all stages from level 1 to level 3. However, as you progress through your degree programme, emphasis will be placed on different criteria. At **level 1** a particular emphasis is placed on students' ability to develop their study skills and an accurate understanding of assessment tasks, to demonstrate their grasp of basic concepts, and to demonstrate their capacity for reading widely around the subject. At **levels 2 and 3**, greater emphasis is placed on the development of independent research skills, alongside a continuing emphasis on the ability to critically evaluate supporting evidence in appropriate depth, alongside theoretical material where appropriate.

In all cases marking criteria are intended to provide guidance to markers and students, rather than to provide a rigid checklist. Examination answers and assessed essays may display these characteristics in varying degrees, and these variations may not correlate precisely with one another. Assessment therefore necessarily involves a judgment on the part of markers of the extent to which relative strengths and weaknesses balance against one another, but

always includes a baseline assessment of the student's ability to answer the question that has been set.

### Grade Descriptors mapped to Categorical Marking Scheme

First class	Description	First class qualities include relevance (a high degree of focus on the question), accuracy of interpretation, originality and insightfulness of analysis, critical reflection, wide reading, coherence of structure, and clarity of expression. These factors will be present to varying degrees in a first class answer.
100	<b>Outstanding 1<sup>st</sup></b>	<b>An assessment that could not be bettered within the time available.</b>
90	<b>Excellent 1<sup>st</sup></b>	<b>Distinguished by substantial scholarship and, in some cases, originality.</b>
85	<b>Very good 1<sup>st</sup></b>	<b>An answer that includes almost all the first class qualities.</b>
78	<b>Good 1<sup>st</sup></b>	<b>An answer showing a great deal of insight into the question, and one which indicates wide reading beyond the reference lists provided in course handouts.</b>
72	<b>Low 1<sup>st</sup></b>	<b>An answer showing substantial evidence of most of the first class qualities, demonstrating a comprehensive coverage of the subject matter and relevant literature, a very strong analysis, and no major inaccuracies of interpretation.</b>
Upper second class		Upper second class qualities include a good degree of focus on the question and accuracy of interpretation, evidence of reading of the core literature and some insightful analysis. Although not necessarily original, the answer will articulate a clear and well-supported viewpoint on the key issues being discussed. The work will be well-structured and relatively clearly expressed.
68	<b>High 2:1 – Very good</b>	<b>Displays all upper second qualities, but narrowly misses first class, most commonly in areas of insight or breadth of additional reading.</b>
65	<b>Mid 2:1 – Good</b>	<b>An answer that displays most of the upper second class qualities. There will be clear evidence of reading of relevant literature and key issues will be interpreted accurately, although the answer may not be entirely comprehensive, or may be let down by one or two weaker components such as coherency of structure.</b>
62	<b>Low 2:1 – Capable</b>	<b>An answer which displays some of the upper second class qualities. There will be evidence of reading of relevant literature and key issues will be interpreted mostly accurately, although the answer may be let down by one or two weaker components such as coherency of structure, coverage of key issues and readings.</b>
Lower second class		Lower second class qualities include a good degree of relevance, coverage of the topic and accuracy of interpretation. There is evidence of reading, but it is limited in extent. Coherence of structure, clarity of analysis and degree of insight and critical reflection are also limited.

58	High 2:2 – Competent	Displays all of the lower second class qualities, but fails to demonstrate much reading. Structure is present, but may not be the most suitable. Typically, such an answer may cover the course material and be correct, but display a lower level of clarity in comprehension and analysis than a low 2:1.
55	Mid 2:2 – Satisfactory	An answer that displays most of the lower second class qualities, largely relevant and accurate and covering the topic, but with limited coverage of the literature and limited insight.
52	Low 2:2 – Adequate	Some of the required qualities are significantly lacking. The structure may be weak, or there may be little evidence of reading. An answer at this level may be let down by significant sections which are not relevant to the question, or by some inaccuracy of interpretation.
Third class		Work with severe shortcomings in presentation, relevance, analysis and structure. Though there may be some evidence of basic knowledge of the literature, it is likely to be superficial and/or inaccurate.
48	High 3 <sup>rd</sup> – Rudimentary	An answer that is relevant to the question and demonstrates some of the key points, but with little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
45	Mid 3 <sup>rd</sup> – Weak	An answer that is only partly relevant to the question and covers only some of the key issues, with little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
42	Low 3 <sup>rd</sup> – Very weak	An answer that demonstrates only a rudimentary understanding of the key issues, with little focus on the question, little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.
Fail		Poor answers with serious omissions or errors. A distinction is made between answers at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and answers at the lower end, which are simply deemed inadequate.
38	Bare qualifying fail – Poor	Answers with serious omissions or errors, but with some material relevant to the question. There is evidence that the question has been understood in part, but that there is only a fragmented and shallow acquaintance with the subject. Work at this level will demonstrate serious weakness in argument, and/or a serious lack of knowledge and understanding.
30	Low qualifying fail – Inadequate	Little substance or understanding, but with a vague knowledge of the correct answer.
18	Unqualifying fail – Unsatisfactory	Some relevant facts but an inadequate structure and approach leading to a jumble of disorganised material. This grade is also appropriate for an answer which is wholly tangential to the question, or to a very short

		answer (less than one side), without promise of being better had it been longer.
0	Wholly unsatisfactory	Virtually nothing of relevance to the answer, lacking any real structure.

## 7. REFERENCING AND ACADEMIC INTEGRITY

### Referencing

The lack of appropriate referencing in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which, as outlined below, is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography, or references list. There are different acceptable referencing styles. In all Social Sciences subjects we use the Harvard system of referencing, which is described in detail here:

<http://library.soton.ac.uk/citing-and-referencing/harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List, which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above.

### Academic integrity

Fundamentally, Academic Integrity (AI) is about following **academic standards and honesty** in your work. According to the University [regulations](#), the main breaches of AI include: *plagiarism* (using someone else's words or ideas without proper acknowledgement), *cheating* (getting unfair advantage in assessment, for example during exams), *falsification* (fabricating or distorting data or results), *recycling* (submitting the same piece of work for another piece of assessment without explicit permission), *breaching ethical standards*, or other types of *misconduct in research*.

Of those breaches, the most common type is plagiarism, which in many cases is a result of poor academic practice. To learn how to

avoid it, there are several excellent resources available to you, including the very comprehensive Academic Skills library guide, available at <http://library.soton.ac.uk/sash/ai>. It provides links to many **interactive teaching materials**, such as those prepared at the University of Leeds, where you can learn how to [maintain AI](#) in your work, [recognize plagiarism](#), or judge various [real-life situations](#) according to AI principles. Worth trying!

The Academic Skills guide and other AI resources are also listed on the Faculty Blackboard resource site FSHMS-Hub, on which you should be automatically enrolled (click on Programme Related > Academic Integrity).

Unfortunately, AI breaches sometimes occur. For those of you who are new to the University, the [regulations](#) distinguish between two types of breaches of academic integrity: minor (first-time offences, "committed through inexperience or lack of understanding and ... limited in scope or their effect"), and major. The minor breaches are dealt with by individual markers, through the regular feedback process. However, everything that is not a minor breach, including all repeated cases, is a major one.

The major breaches are dealt with either by the Academic Integrity Officer – currently Professor Jakub Bijak for Social Sciences – or by an AI panel, depending on the severity of the alleged breach. The process is definitely unpleasant and can lead to severe consequences. The maximum penalty that can be given by an AI panel is the termination of the programme – **so please treat AI really seriously**.

For those of you embarking on or continuing to write your theses or dissertations, please additionally bear in mind the requirements of the University Ethics Policy. Unless your study is exempt from this requirement, please do not attempt an analysis without having secured clearance from the Ethics Committee via the ERGO system, as this would be a breach of academic integrity. You will receive further guidance on that from your dissertation coordinators and/or supervisors.

The full text of the academic integrity regulations is available in the [University Calendar](#). Please spare a few moments to have a look. More detailed information and additional guidance are in the [Quality Handbook](#).

If you have any questions, please do not hesitate to ask your Personal Academic Tutors, module coordinators, programme teams, or Faculty AI Officer Jakub Bijak.

## 8. PAST EXAM PAPERS

Recent examination papers:

(Candidates are required to answer any two questions in two hours.)

### 2017/2018

1. Critically discuss the concept of path dependence, distinguishing between self-reinforcing and reactive sequences. Please use examples to illustrate your discussion.
2. Does economic growth guarantee well-being? In answering this question, critically evaluate three definitions of 'development' and how 'development is measured in each.
3. Compare and contrast the three routes to modernity identified by Barrington Moore Jr, was he right?
4. Critically discuss whether 'settler colonialism' had a more positive effect on the development of former colonies than other forms of colonialism.
5. Does socialism result in more equal societies? Critically discuss.
6. Critically discuss the impact of the end of socialism on gender relations.
7. Evaluate different types of capitalism from a gender perspective.
8. Critically discuss what distinguishes 'connected sociology' from classical sociology.

### 2016/17

1. Does Weber's 'Protestant Ethic' convincingly explain the emergence of Capitalism?
2. What role did colonialism play in modernisation processes?
3. Does industrialisation necessarily lead to democracy?
4. Does economic growth contribute to greater equality?
5. How has social change affected gender relations?
6. Is China better described as a socialist or a capitalist society?

7. What is development and how can it be measured?
8. What impact has post-colonial thinking had on social thought?

### **2015/16**

1. Critically evaluate the concept of path dependence and illustrate the concept with respect to one of the following a) colonialism, b) capitalism or c) revolutions.
2. Distinguish different paths to modernity.
3. Are revolutions a necessary precondition for social progress?
4. Does progress imply a greater degree of stratification?
5. Have contemporary capitalist societies become indistinguishable?
6. What factors explain the end of state socialism in Eastern Europe? Could its demise have been avoided?
7. Critically evaluate what is development aid and what it has achieved.
8. Critically evaluate efforts to achieve social equality either in capitalist or socialist societies.

### **2014/15**

1. Critically evaluate strategies that are employed to compare societies.
2. To what extent are classical and contemporary social theory Eurocentric?
3. What are the preconditions for contentious action?
4. What impact do modernization processes have on social equality?
5. Is it correct to say that contemporary capitalist societies are converging?
6. Could the end of socialism have been predicted?



7. What explains social and economic change in developing countries?

8. Critically evaluate efforts to achieve gender equality in a comparative perspective.

### **2013/14**

1. Critically evaluate the use of typologies in comparative sociology.

2. What is distinctive about post-colonial sociology?

3. Under what circumstances do revolutions and other social movements emerge?

4. What explains different degrees of inequality in societies?

5. Compare and contrast at least two types of contemporary capitalism.

6. Was the end of socialism in Eastern Europe inevitable?

7. What forces have shaped social and economic development in the Global South?

8. What Role does path dependency play for gender relations in contemporary societies?

### **2012/13**

1. Identify three reasons for conducting comparative analyses, using examples from this course.

2. In what ways, if any, are former colonies influenced by the legacy of colonialism?

3. What factors drive social change? What role do revolutions play? Use material from this course in your discussion.

4. What are the main features of contemporary capitalism? Is it more appropriate to speak of contemporary capitalisms?

5. Compare the promise of socialism as political ideology with its achievements in the Soviet era.

6. Define the concept of the welfare state. What impact do welfare states have in contemporary capitalism?

7. What are the main features of post-socialist societies? Has transition been successful?

8. How useful has development assistance been in the 20th and 21st century?

### **2011/2**

1. What criteria guide the selection of cases in comparative sociological research?

2. How are the legacies of colonialism best characterized?

3. What role do revolutions play for social change?

4. What distinguishes contemporary capitalism?

5. What is the promise of socialism and to what extent has it been fulfilled?

6. What impact does the welfare state have on gender relations?

7. What are the consequences of the end of state socialism?

8. What is development and how can it be achieved?

### **2010/11**

1. Does globalization make comparative sociology superfluous?

2. Discuss the impact of colonialism on former colonies.

3. Does modernization imply democratization?

4. Compare and contrast different types of capitalism.

5. To what extent did socialism in Eastern Europe achieve its goals?

6. Has development assistance in the 20th and 21st century been successful?

7. To what extent do welfare states contribute to social equality?

8. Are post-socialist societies best described as modern, post-modern or anti-modern?