

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS 149</u>
Action <u>App.</u>
Date <u>12-13-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE POLITICAL SOCIOLOGY SO 458/PS 346
DEPARTMENT SOCIOLOGY / ANTHROPOLOGY
CONTACT PERSON DR. HERBERT M. HUNTER

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam S. Chait
Department Curriculum Committee

Thomas Nowak
Department Chairperson

Richard Joyce
College Curriculum Committee

E. Joyce
College Dean*

Chad D. Ash
Director of Liberal Studies
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular** **Provisional** (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

CATALOGUE DESCRIPTION - SO 458/PS346, POLITICAL SOCIOLOGY

3 Semester Credit Hours

This course examines classical and contemporary theories of power in the field of political sociology, and focuses on the structure and functioning of dominant institutional elites in the United States. Special attention is drawn to the various ways of empirically determining the existence and influence of elites and to the unity, cohesion, and hegemony of financial and industrial corporations, and their influence on the public policy making process. Also examined is the role of electoral politics as a source of nonelite power.

SYLLABUS
SO 458/PS 346, POLITICAL SOCIOLOGY

INSTRUCTOR: DR. HERBERT M. HUNTER

Description of Course: This course will explore a range of topics in the sub-field of political sociology. Several major models of national and community power will be critically examined: the pluralist, elite, and class perspectives of power. Additionally, the course will emphasize the structure and functioning of intercorporate power and its influence on political institutions and public policy formation in the United States, and the impact of electoral politics as a countervailing influence. Specific topics students will be exposed to include recent debates and issues related to the unity and cohesion of intercorporate power, the hegemony of financial and industrial corporations, the role of the state in capitalist economies, the significance of interlocking directorates in understanding the political activity of the corporate elite, patterns of elite recruitment, and the various informal and formal institutional mechanisms through which economic elites influence public policy. This course is recommended for students who are interested in gaining a critical understanding of power, politics and decision-making in contemporary societies, especially the less formal aspects of public policy formation.

Requirements of Course: Student performance will be based on two essay examinations during the semester and a final comprehensive essay exam. There also will be four reaction papers and oral reports on the required readings, where students will summarize, critique, and present their opinions on what they have read. A research paper will be optional for those students who would like to explore topics related to the course in greater depth and improve their grades.

REQUIRED READINGS (available in the IUP COOP Bookstore).

Thomas R. Dye, Who's Running America: The Bush Era, 5th edition, 1983.

Michael Schwartz (editor), The Structure of Power in America: The Corporate Elite as a Ruling Class, 1987.

Michael Useem, The Inner Circle: Large Corporations and the Rise of Business Political Activity in the U.S. and U.K., 1984.

SUPPLEMENTARY READINGS (all other required or optional readings are in the form of xeroxed copies and on reserve in the library; see Assignment Schedule below).

COURSE OUTLINE

TOPICS AND ASSIGNMENTS

I. Introduction to the Course (one class period)

II. Pluralist Theories of Power (two class periods)

1. Michael Parenti, "Power and Pluralism: A View From the Bottom," Journal of Politics, 32 (August, 1970), pp. 501-530 (on reserve in library).

2. Andrew Greely, "Where Has All the Power Gone?" from Building Coalitions: American Politics in the 1970s (on reserve in the library).

III. Elite Theories of Power: Classical and Contemporary Perspectives (two class periods)

1. Thomas Dye, ch. 1, "Elitism in a Democracy," in Who's Running America?

2. Peter Bachrach and Morton Baratz, "The Two Faces of Power," American Political Science Review, 56 (1962), pp. 947-52 (on reserve in the library).

3. Jack L. Walker, "A Critique of the Elitist Theory of Democracy," American Political Science Review 60 (June): 284-294 (on reserve in the library).

IV. Class/Marxist Theories of Power: Classical and Contemporary Perspectives (instrumentalist and structuralist theories of the state) (two class periods).

1. David A. Gold, et. al., "Recent Developments in Marxist Theories of the Capitalist State," Monthly Review (October, 1975), Part I, pp. 29-43. (on reserve in the library; skim the section on Hegelian Marxism).

2. David A. Gold, et. al., "Recent Developments in Marxist Theories of the Capitalist State," Monthly Review Press, Part II, pp. 36-51 (on reserve in the library).

3. Koenig, ch. 6, "Business Support for Disclosure of Corporate Campaign Contributions: An Instructive Paradox," in Schwartz, The Structure of Power in America, pp. 82-96.

COURSE OUTLINE (cont.)

V. Approaches to Local Community Power (The Positional, Reputational and Decision-Making Approaches) (two class periods)

1. Rose, ch. 8, "Issues in the Study of Local Community Power," pp. 255-297, in Arnold Rose The Power Structure (copy on reserve in library)

2. Domhoff, ch. 6, "Community Power Structures," pp. 157-202 in G. William Domhoff, Who Rules America Now?

VI. REACTION PAPER DUE AND CLASS DISCUSSION OF PAPERS (Write on any of the above articles or chapters) (one class period).

VII. Corporate Ownership, Concentration and Interlocking Directorates (two class periods).

1. Dye ch. 2, "The Corporate Directors," pp. 15-63; ch. 6, "Interlocking and Specialization at the Top," pp. 165-186, in Who's Running America.

2. Useem, ch. 1, "Organizing Business," pp. 3-25; ch. 2. "The Economic and Social Foundations," pp. 26-58, in The Inner Circle.

VIII. The Social Characteristics of Elites and Recruitment (three class periods).

1. Dye, ch. 7, "Elite Recruitment: Getting to the Top," pp. 187-221; in Who's Running America?

2. Useem, ch. 3, "Inner Circle Organization, pp. 59-75, in The Inner Circle.

3. Richard D. Alba and Gwen Moore, "Ethnicity in the American Elite," American Sociological Review, 47 (June, 1982).

4. Edward W. Jones Jr., "Black Managers: The Dream Deferred," Harvard Business Review (May-June), pp. 84-93.

5. Susan A. Ostrander, "Upper-Class Women, in Power Structure Resesarch, (1980), ed. G. William Domhoff.

6. Susan Fraker, "Why Women Aren't Getting to the Top," Fortune (April 16, 1984), pp. 40-45.

COURSE OUTLINE (cont.)

IX. The Dominance and Cohesion of Financial Institutions (two class periods).

1. Read Introduction to Part I, in Schwartz, The Structure of Power in America, pp. 3-6.

2. Mizruchi, ch. 1, "Managerialism: Another Assessment," in Schwartz, ed., The Structure of Power in America, pp. 7-33.

3. Mintz and Schwartz, ch.2, "Sources of Intercorporate Unity," in Schwartz, ed., The Structure of Power, pp. 16-33.

4. Mintz and Schwartz, ch. 3, "Corporate Interlocks, Financial Hegemony, and Intercorporate Coordination," in Schwartz, ed., The Structure of Power in America, pp. 34-47.

X. REACTION PAPER DUE and CLASS DISCUSSION OF PAPERS (Write on any of the above articles or chapters) (one class period).

XI. Corporate Power and Governmental Elites: Who's Dominant? (three class periods).

1. Dye, ch. 3, "The Governing Elites," in Who's Running America, pp. 64-115.

2. Useem, ch. 4, "The Leading Edge of Business Activity," in The Inner Circle, pp. 76-115.

3. Read introduction to Part II in Schwartz, The Structure of Business in America, pp. 77-81.

4. Koenig, ch. 6, "Business Support for Disclosure of Corporate Campaign Contributions," in Schwartz, The Structure of Power in America, pp. 82-96 (may want to review this article again in the context of the topic).

5. Anker, Seybold and Schwartz, ch. 7, "The Ties That Bind Business and Government," in Schwartz, The Structure of Business in America, pp. 97-122.

6. J. Allen Whit, ch. 8, "Means of Movement: The Political Economy of Mass Transportation," in Schwartz, The Structure of Power In America, pp. 123-134.

XII. REACTION PAPER DUE AND CLASS DISCUSSION OF PAPERS (Write on any of the above chapters) (one class period).

COURSE OUTLINE (cont.)

XIII. The Relationship of the Corporate Elite to other Institutional Elites (major law firms, philanthropic organizations, cultural and civic organizations and universities) (two class period).

1. Dye, chs 4 & 5, "Newsmakers" and "The Civic Establishment," In Who's Running America, pp. 116-164.

2. Useem, ch. 5, "Classwide Politics and Corporate Decision-Making," in The Inner Circle, pp. 116-149

XIV. How The Corporate Elite Influences Public Policy (two class periods)

1. Dye, ch. 8, "How Institutional Leaders Make public Policy," in Who's Running America, pp. 248-270.

2. Useem, ch. 6, "The Challenge of Profits, Labor, and Government," in The Inner Circle, pp. 150-171.

3. Clawson and Clawson, "Reagan or Business? Foundations of the New Conservatism," in Schwartz, The Structure of Power in America, pp. 201-217.

XV. REACTION PAPER DUE AND DISCUSSION OF PAPERS IN CLASS (Write on any of the above chapters) (one class period).

XVI REVIEW

*The above outline is based on a Tues./Thurs. class schedule.

A SELECTED BIBLIOGRAPHY

Aiken, Michael and Paul E. Mott. 1970. The Structure of Community Power.

Anderson, Charles. 1974. The Political Economy of Class.

Banfield, Edward. Political Influence.

Burch, Phillip. 1972. The Managerial Revolution Reassessed.

Dahl, Phillip. 1972. Who Governs? Democracy and Power in an American City.

Dahrendorf, Ralf. 1959. Class and Class Conflict in Industrial Society.

Domhoff, William. 1967. Who Rules America?
 1970. The Higher Circles: The Governing Class in America.
 1983. Who Rules America Now?
 1990. The Power Elite and The State: How Policy is Made in America.

Lipset, Seymour. 1960. Political Man.

Michels, Robert. 1962. Political Parties.

Miliband, Ralph. 1969. The State in Capitalist Society.

Mills, C. Wright. 1969. The Power Elite.

Mintz, Beth and Michael Schwartz. 1985. The Power Structure.

Mosca, Gaetano. 1939. The Ruling Class.

O'Conner, James. 1983. The Fiscal Crisis of the State.

Parenti, Michael. 1978. Power and Powerlessness.

Rose, Arnold. 1967. The Power Structure.

Szymanski, Albert. 1978. The Capitalist State and the Politics of Class.

Useem, Michael. 1984. The Inner Circle: Large Corporations and the Rise of Business Activity in the U.S. and U.K.

Weber, Max. 1947. The Theory of Social and Economic Organization.

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy--writing, reading, speaking, listening	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Historical consciousness	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Scientific inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Understanding the Physical Nature of Human Beings	<input type="checkbox"/>	<input type="checkbox"/>
D. Certain Collateral Skills:		
1. Use of the library	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

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LIBERAL STUDIES COURSE APPROVAL FORM

PART II. THE LIBERAL STUDIES GOALS TO BE MET BY THIS COURSE

A. Intellectual Skills and Modes of Thinking:

1. This course is designed to expose students to a range of theoretical and empirical work produced by political sociologists and other social scientists for the purpose of understanding the less formal process of power and politics. Thus, they will be able to critically analyze more conventional explanations of electoral politics and explore systematically a major aspect of public policy formation which is sometimes discussed in the media, but is usually portrayed as exceptional events and not as part of the normal exercise of power and influence in the society. In this regard, students will be exposed to both conservative and radical perspectives of power, politics and decision making in the United States.

2. Students will be exposed both to classical and contemporary literature on power structures at the local community and national level, including the classical political thought of Marx, Weber, Mosca, and Michels, Hunter, Dahl, and Mills, and more recent work by Dye, Useem, Domhoff, Mintz and Schwartz. The writing of four analytical reaction papers on the assigned readings during the semester and short presentations of their papers in class will enable students to exchange their views on the reading assignments and test their comprehension of the material. Papers will be anonymously evaluated by other students writing a one page critique of another student's paper and will be graded by the instructor.

3. In so far as it is important for students to be able to read and comprehend social science information (presented in a variety of forms) in the form of statistical tables, this type of material frequently appears in the assigned readings and will be discussed in class.

4. Some discussion will be given to various organizational changes that have occurred in capitalism, i.e. family capitalism in the 19th century, involving firms owned and controlled by single families and where kinship plays a major role in assigning positions in firms; managerial capitalism beginning in the early 20th century, where firms are controlled by an educated and skilled group of managers whose prime interest becomes the growth and stability of their individual firms and where ownership is in the hands of "public" investors; and institutional capitalism, which refers to more recent developments where a highly connected inner circle of senior managers from major firms are selected and make decisions for capitalism as a whole opposed to being

PART II (cont.)

concerned with the parochial concerns of individual firms. Students will also be exposed to both the classical contributors to the field of political sociology, including the work of Mosca, Pareto, Michels, Marx and Weber, and the contemporary contributors, including the work of Mills, Dahl, Mills, Domhoff, Dye, Useem, Schwartz, Mintz, Skocpol and others).

5. The required readings were selected both for their theoretical and empirical value. That is, students will learn about the various ways political sociologists and other social scientists have attempted to provide empirical support for their theoretical explanations of the power structure in the society.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person:

(See also A1, A2) Students learn a great deal about how the electoral process and democracy works in such courses as Problems of Democracy in high school and in conventional American government courses in political sciences, but seldom are they aware of the nature and distribution of power in American society, the impact of elites on the political process and the extent to which the alliance of dominant economic and political institutions influence their lives. This course goes a step further and is designed to broaden the students knowledge in this regard; especially in understanding the various mechanisms large corporations and other secondary institutions use in influencing public policy. Broader questions are raised about political pluralism which has dominated much of our thinking on the nature and dynamics of power in the United States.

D. Certain Collateral Skills: Students must read articles placed on reserve. Those students who choose to write a research paper will also obviously use the library.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

see attachments

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

see attachments

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

see attachments

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

PART III. HOW THE COURSE MEETS THE GENERAL LIBERAL STUDIES CRITERIA

A. This course will not be multiple section, multiple-instructor.

B. Racial and ethnic minorities and women will be discussed in this course from the standpoint of their underrepresentation in elite positions in the society. For example, one of the major topics of the course will focus on elite recruitment patterns and the social characteristics of institutional leaders (their age, ethnicity, sex, education, and regional status). Specific attention will be drawn to how major institutional leaders tend to be predominately WASP and male, and students will be introduced to the social characteristic of those minority group leaders (African American and women) who do get to the top (though underrepresented), and how their recruitment into major institutional sectors of the society such as industrial corporations, investment firms, government, the media and the like differ from traditional patterns of elite recruitment found among white males.

C. All of the required readings represent substantive works of non-fiction. Thomas Dye's book, Who's Running America is an excellent examination of the key institutions in the society where elites are found, including corporations, the various branches of government, major law firms, and major philanthropic institutions, and provides a very detailed description of the social backgrounds of various institutional elites, especially the Bush Administration. Michael Useem's The Inner Circle is an excellent work on how elites can be viewed as both fragmented and cohesive, thereby demonstrating how both managers and a corporate class can exist simultaneously. The book goes a step beyond Dye in showing the significance of multiple directorates in understanding the the cohesion of senior corpoarate managers. The book is also comparative in nature, where Useem interviewed corporate executives both in the U. S. and the U. K. The Structure of Power in America by Scwartz and Mintz examines the dominance of financial institutions and how the wield influence over industrial corporations, and draws attention to intercorporate unity and coordination. There are also ample case study materials which illustrate such concepts as interlocking directorates, the influence of capitalist interest on government, and how business elites influence public policy.

D. This is not an introductory course, but is dual listed as SO 458/PS 346.

PART III (cont.)

E.

1. Students will develop a critical stance towards the structure and functioning of power in American society, and be confronted with the issue of whether elites are necessary and good for a society, or whether there are alternative way of organizing a democratic society.

3. This objective will be fulfilled through the reaction papers mentioned above.

6. This objective will be achieved through discussing such current events as the neoconservative movement in the 1970s, the Reagan and Bush presidency in the 1980s, the Iran-Contra affair, and the Savings and Loan Association crisis.

Liberal Studies Form -- 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. **To which of the six will your course contribute? Check all that apply and attach an explanation.**

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

CHECK LIST -- LIBERAL STUDIES ELECTIVES

17

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

course will be writing intensive

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.