



**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF BEHAVIOURAL SCIENCES**

Course Title:	Political Sociology II
Course Code:	GOVT 6004
Level:	Graduate
Length:	One Semester
Credits:	Three (3)
Pre-requisite(s):	None

COURSE DESCRIPTION

Political Sociology encompasses a vast and disparate variety of topics and theoretical perspectives. As a result, it is hard to agree about just what does or does not belong in a political sociology course, and different instructors will focus on different topics. In distinction to Political Sociology 1 and its focus on the development of modern politics and political institutions globally and in the Caribbean, Political Sociology 2 takes power relations and their effects on the distribution of resources as its central focus.

Our theoretical lens is critical thinking, i.e. what are the structural and historical foundations of social relations, social divisions, and the social institutions through which power is exercised. From these starting points the course will engage topics including power, resistance, the State, the Nation, the military, social media, elites, political culture, war, democracy, capitalism, development, citizenship, social change, Trump, Brexit, the welfare state, the university, and neoliberalism.

In the 21st century the importance of C Wright Mills' sociological imagination and its power to reveal what is hidden in plain sight has eroded. In its place other ways of imagining society like populism and psychological theories of self-determination have emerged and to a point pushed the sociological imagination and the importance of understanding the role that context and social structure play in socialising every individual – and by extension *governmentality* and the “technology of rule” itself – to the margins.

This class is designed as a means of over-coming common sense explanations of power relations in society. We will replace them with explanations based on the application of scientific principles and sociological insights. We will learn about and critique a sampler of contemporary political situations and ask how sociology can intervene, comment and provide insight into such situations. By the end of this course you will be able to define power on its many levels and question what is/are the role(s) of the political sociologist in the wider public sphere.

GOALS/AIMS

The general objectives for this course are to:

1. Expose students to theories of multi-dimensional power
2. Make course content and class discussion relevant to political events taking place at the moment
3. Place the public role of academia at the heart of student discussions
4. Provide students with a critical lens into the structuration of society and issues of social justice

LEARNING OUTCOMES

At the end of the course students will be able to:

1. Define and discuss concepts and theories in political sociology such as power, authority and governmentality.
2. Critique the relationships between political institutions and other social institutions and groupings
3. Explain the broad relationship between history and power.
4. Explain the importance of not only understanding political structures, ideas, and processes, but also how to critique them and how the sociologist can/should function as a public intellectual/scholar
5. Appreciate the influence of foreign nation-states on the culture of the contemporary Caribbean

COURSE CONTENT

The major concepts that will be addressed in this course are:

1. Power
2. Governmentality
3. Genocide
4. Coloniality of Power
5. War
6. Democracy
7. Neoliberalism
8. Securitisation
9. Sociology

INSTRUCTOR INFORMATION

Name of lecturer: Dylan Kerrigan
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Office hours: By Appointment
Communication policy: Via email, office hours or appointment by arrangement

TEACHING METHODOLOGY

This is a discussion seminar, not a lecture course. Please read. In order for the discussions to work well, doing the readings before class and participation in seminar discussions is extremely important. We will generally read and discuss the required readings each week. There are also supplemental readings on offer for those who want to know and also for your future reference should your research take you in such future directions.

The keepers and queries assignment is designed to help develop your thinking about the readings and to provide evidence you are doing the readings. Our main goal in each class will be to isolate what is and is not persuasive and valuable—theoretically, empirically, and methodologically—in the assigned readings. We will also concentrate at the beginning and end of class on keywords from the texts and what they mean.

COURSE ASSESSMENT: AKA HOW YOU WILL BE GRADED

- Keepers and Queries **or** 1 Essay: 25%
- Op-Ed Writing: 15%
- Examination: 60%

A Keeper is like a gift. It is an idea you want to keep. It is a concept the author introduces you to, a question she or he poses, a place described in such a way you want to go there, a problem so movingly invoked you want to fix it, a concept washed over too innocently you need to probe it further. If you find a keeper in your reading(s), reference it and then describe it fully in no less than one full page **single-spaced** and no more than 2 full pages single-spaced.

A Query is a question posed by the readings. It can be a question about evidence, perspective, bias, conclusion, so what or what now. It should be a question that you do not know the answer to, and it should be a question worth discussing in class.

Over the course of the semester you must complete at least 4 keepers and 1 query. Each will be worth 5% of your final grade. You may choose when to submit your keepers and queries, but to receive credit on them you must turn them in on the Wednesday night before the day we discuss those readings. If you hand in more than the 4 keepers and 1 query your top marks will be the ones that count toward your final grade providing you leeway to improve on any keeper/query marks you may lose.

Essay: Students interested in deepening their focus on a particular topic or problem may instead of keepers and queries submit a single 8-10 page essay (double spaced) on one of the themes of the course. The course instructor will provide essay questions or alternatively, a student may confer with the instructor and seek approval to define a topic for research. Students should only consider the essay an option – it is not mandatory – weighing its benefits as an educational exercise on a single topic as opposed to the more all-round keepers and queries which also act as incentives to probe the readings across the span of the course. The essay will be marked on clarity of argument, evidence and reference to theories and ideas discussed in the course readings.

Op-ed Writing: You must complete and submit an op-ed to a daily newspaper. This can be a national, regional or international daily. To provide evidence of your submission please BCC me on the relevant email to the editor. These submissions will be marked out of 15. These 15 marks are only available to students who submit to a daily. Failure to do so will constitute a FAIL for this part of the coursework assignment. Submissions to the daily do not have to be published in the paper to be valid for these 15 marks.

DEADLINE FOR OP-ED SUBMISSION IS END OF WEEK 9 (Mar 24th)

See the Appendix for tips on Op-Ed Writing. Further guidance will also be offered in class.

CLASS SCHEDULE, TOPICS & READINGS

On the next page you will find a course calendar with weekly topics and the relevant readings for each topic. As previously mentioned this course requires you to consume a lot of words each week.

All the required readings are available through the mylearning. The vast majority of supplemental readings are also available on the website. The books and articles referenced at the back of this syllabus are mostly either available to UWI students through JSTOR or the library. With proper organisation there should be no excuses that the material was not available.

COURSE CALENDAR:

Jan 27 WEEK 1 – OVERVIEW AND INTRODUCTION TO THE COURSE, EACH OTHER AND THE SYLLABUS

What is the role of the sociologist in the 21st century? Does the sociological imagination of 20th century sociology still have merit? Is it still a viable and useful way to imagine society? What were the blind spots of C Wright Mills formulation? In the context of global sociologies how might we better imagine societies and in particular our Caribbean and Global South societies beyond 20th century models? What happens to the practice and discipline of sociology when the function of the university changes from social development to capital accumulation? What does this mean for sociological labour? Does sociology still have a role to play in how we imagine society? And what is the role of the political sociologist in these debates?

Feb 3 WEEK 2: POWER AND POLITICS – AN INTRODUCTORY WORKSHOP ON POWER

What is power? How is it exerted? Who has it? How might we read, talk and analyse power? What is the relationship between power and history? What is resistance? How does resistance emerge, take shape and — resist power? How have different thinkers talked about power and social change? Is it possible to consent to domination? How is this consent achieved? What is the public sphere? Is it relevant to the Caribbean? What are ideological and repressive state apparatuses? What is their role in the manufacture of state power? What is the role of subject formation and culture in the maintenance of hegemony? What is democracy? Do we have authentic democracy today?

REQUIRED READINGS:

- Steven Lukes, *Power: A Radical View*, Introduction
- Gaventa, Johnathan. 2003. *Power after Lukes: An overview of theories of power since Lukes and their application to development*. IDS, Sussex University Working Paper
- Navarro, Zander. 2006. In Search of a Cultural Interpretation of Power: The Contribution of Pierre Bourdieu in *IDS Bulletin*, Vol. 37, No. 6
- Mann, Michael. 1986. *The Sources of Social Power* Vol. 1., Chapter 1 ‘Societies as Organized Power Networks’. Cambridge University Press,

SUPPLEMENTAL:

- Bourdieu, Pierre, and Loïc Wacquant. 1999. On the Cunning of Imperialist Reason’ in *Theory, Culture, and Society* 16: 41–58.
- Haugaard, Mark. 2012. Power and Truth’ in *European Journal of Social Theory*, Vol. 15, No. 1, pp 73-9

Feb 10 WEEK 3: THE COLONIALITY OF POWER (PLUS OP-ED WORKSHOP):

The Coloniality of Power is an anti-colonial theory of power that highlights the extension of practices and legacies of European colonialism into social orders and forms of knowledge in ex-colonies. It builds on the work of such authors as Walter Rodney, Anibal Quijano, Arturo Escobar and Gunder Frank. The theory has much applicability to the Caribbean because it describes the living legacy of colonialism in contemporary societies in the form of social discrimination that outlived formal colonialism and became integrated in succeeding social orders. The concept identifies the racial, political and social hierarchical orders imposed by European colonialism in Latin America and the Caribbean that provided value to certain peoples, groups and

societies while disenfranchising others. The Coloniality of Power takes three forms: systems of hierarchies, systems of knowledge, and cultural systems.

REQUIRED READINGS:

- Kamugisha, Aaron. 2007. The Coloniality of Citizenship in the Contemporary Anglophone Caribbean' in *Race and Class*, Vol. 49, No. 2, pp. 20-40
- James, David & Kent Reading 2005. Theories of Race and the State in Janoski et al (eds), *The Handbook of Political Sociology*
- Venn, Couze. 2009. Neoliberal Political Economy, Biopolitics and Colonialism: A Transcolonial Genealogy of Inequality' in *Theory, Culture & Society* Vol. 26(6), 206-233.

SUPPLEMENTAL:

- Escobar, A. "Beyond the Third World: Imperial Globality, Global Coloniality and Anti-Globalisation Social Movements." *Third World Quarterly* 25(1), 2004, pp. 207-230: 218.
- Quijano, Aníbal. 2007. Coloniality and Modernity/Rationality' in *Cultural Studies*, Vol.21, Iss.2-3, 2007
- Marx, Anthony. 2003. *Faith in Nation: Exclusionary Origins of Nationalism*. Oxford University Press.
- Frank Gunder, Andre. 1966. The Development of Underdevelopment' in *Imperialism and Underdevelopment*, (eds.) Robert I. Rhodes. New York: Monthly Review Press

Feb 17 WEEK 4: UNDERSTANDING LOCAL ENTANGLEMENTS OF GLOBAL INEQUALITIES: TRANSNATIONAL CAPITALISM IN THE CARIBBEAN

In this section we consider three central questions:

- (a) How does the analysis of local inequalities relate to global processes of political, economic and cultural negotiations?
- (b) How are processes of cultural transformation channelled by global processes of political and economic negotiation?
- (c) How are cultural-political-economic processes shaping social formations on a local and global level?

These are timely questions that we will address by drawing on decolonial thought analysis of global entanglements. In particular we will consider local inequalities from the lens of global entanglement such as gendered labour migration, institutional racism, ethnic contestation, conviviality, translocal solidarity and urban struggles.

REQUIRED READINGS:

- Sousa Santos, Boaventura de. 2012. *Public Sphere and Epistemologies of the South* in Africa Development, Vol. XXXVII, No. 1, 2012, pp. 43-67
- Sousa Santos, Boaventura de. 2006. Globalisations, in *Theory Culture Society*, Vol. 23, pp 393-399
- Watson, Hilbourne A. (ed.) *Globalization, Sovereignty, and Citizenship in the Caribbean*, Chps 1&2. Mona, Jamaica: University of the West Indies Press, 2015

SUPPLEMENTAL:

- Dupuy, Alex. 2006. *The Prophet and Power: Jean-Bertrand Aristide, the International Community, and Haiti*. Lanham, MD: Rowman and Littlefield Publishers

FEB 24 WEEK 5: Carnival Friday NO CLASS

MAR 3 **WEEK 6: WAR ON DRUGS, SECURITIZATION AND DEMOCRACY IN THE HEMISPHERE**

The war on drugs emerged as a relatively recent, if not panicked effort, to marshal an already existing international regime of global policing and international crime control. The move by prohibition of behaviours deemed morally unacceptable was led by the US beginning with the US involvement in the Philippines. Prohibition reflected paternalism over subject races but through this emerged an international policing regime. The war on drugs, however, became a post cold war campaign that converted the drug problem into a US security problem. Billions have been spent, the military sequestered into a war against plants and refined substances and tens of thousands of lives have been lost. In the interim have emerged large areas of so-called ‘alternatively governed spaces,’ that are considered serious threats to democracy. Can these areas co-exist indefinitely with the more stable democracies in the region? What does it mean for the Caribbean?

REQUIRED READINGS:

- Andreas, Peter and Ethan Nadelmann. 2006. *Policing the Globe: Criminalization and Crime Control in International Relations*. Oxford University Press. Chapters 3, 4.
- Bryan, Anthony. 2012. Democracy and Security: Observations from Mexico, Central America and the Caribbean, *Latin American Policy*, Volume 3, No.1 (2012).
- Hanoomansingh, Peter. 2012. When Ganja was Legalised: The repeal of prohibition legislation in Trinidad in the nineteenth century. Paper presented at the International Conference on Penal Abolition 14, University of the West Indies June 13-15, 2012
- Griffith, Ivelaw Lloyd. 2011. *Drugs and Crime as Problems without Passports in the Caribbean: How Secure is Security, and How Sovereign is Sovereignty?* Thirteenth Annual Eric E. Williams Memorial Lecture. African and African Diaspora Studies Program School of Public and International Affairs Florida International University October 28, 2011

SUPPLEMENTAL:

- Figueira, Daurius. 2004. *Cocaine and Heroin Trafficking in the Caribbean: The case of Trinidad & Tobago, Jamaica and Guyana*. USA iUniverse Inc, 2004.
- Marcy, William. 2010. *The Politics of Cocaine: How US Foreign Policy has Created a Thriving Drug Industry in Central and South America*. Lawrence Hill Books, 2010.
- Manwaring, Max. 2007. *A contemporary challenge to state sovereignty: gangs and other illicit transnational criminal organizations in Central America, El Salvador, Mexico, Jamaica, and Brazil*. Np, 2007.
- Zedillo, Ernest and Haynie Wheeler (eds). 2012. *Rethinking the War on Drugs Through the US Mexico Prism*. Yale Center for the Study of Globalization.
- Sustainable Security website: <http://sustainablesecurity.org/>

Mar 10 **WEEK 7: GENOCIDE AND ETHNIC VIOLENCE: WHO GET'S TO CALL HOME, HOME?**

What do the Chagos Islanders, Native Americans, the First Peoples of the Caribbean and many other indigenous groups around the world all have in common? What are their stories? What do these stories tell us about the power dynamics of political relationships? What is home? Who gets to define it? What are nations? Where do they come from? What is nationalism? Are nations inevitable and infinite? What is genocide? How and where does it begin? Is genocide a modern phenomenon or has inter-ethnic violence and destruction marred human history from its beginnings? Was the slave trade genocide? What is the UN definition of genocide? Where and how did it emerge? What were the on-the-ground contexts leading to the ethnic violence and genocide in

Darfur, Sudan and Rwanda? How is difference made between people and groups? How is the process of difference-making connected to State action and decisions? Why and how do once friendly neighbours become deadly enemies?

REQUIRED READING:

- Steven Rubenstein, 2001. Colonialism, the Shuar Federation, and the Ecuadorian State, *Environment and Planning: Society and Space* 2001, volume 19, pages 263 -293
- Mahmood Mamdani, 2001. *When Victims Become Killers: Colonialism, Nativism and Genocide in Rwanda*. Princeton University Press, Chapters 1-3.
- Michael Mann, 2005. *The Dark Side of Democracy: Explaining Ethnic Cleansing*. Cambridge University Press.

SUPPLEMENTAL:

- Vine, David. 2006. The Impoverishment of Forced Displacement: Models for Documenting Human Rights Abuses and the People of Diego Garcia' in *Human Rights Brief* 13(2): 21-24.
- Peña, Guillermo de la. 2005. Social and Cultural Policies Toward Indigenous Peoples: Perspectives from Latin America' in *Annual Review of Anthropology* 34 (2005): 717-739.
- Hinton, Alexander. 2002. *Annihilating Difference: The Anthropology of Genocide*. Berkeley: University of California Press.
- Arendt, Hannah. 1969. *On Violence*. New York: Harcourt, Brace & World, Inc.
- 1992 [1963]. *Eichmann in Jerusalem: A Report on the Banality of Evil*.
- Tilly, Charles 2003. *The Politics of Collective Violence*. Cambridge University Press

Mar 17

WEEK 8: POST-COLONIAL GOVERNMENTALITY

In broad general terms one notion Foucault's (1991) ideas on governmentality suggest to researchers is that governance itself does not simply have to be imagined as some sort of non-descript and faceless Leviathan but instead governance is about individual actors making decisions in a process of governing. Each individual has agency, but of course in Foucault's sense, that agency is shaped by the larger discourses, the culture of the institution and wider society. So in order to understand governance Foucault would suggest we need to understand the people and their worldviews who are actually involved in the decision-making process and their execution of decisions if we truly are going to understand how governance takes place within institutions. Foucault's original sense of governmentality was specifically tied to neoliberalism and its rationalities. In our context we will think about governmentality in relation to post-colonialism and its specific rationalities, or put more simply a specific type of Post-Colonial Governmentality. In general terms, governmentality therefore speaks to a technology of rule; it speaks to how the action of governing and governance occurs through the decisions taken by the State via individual actors and their conduct in politics, bureaucracy, the law and other institutions.

REQUIRED READING:

- Foucault, M. 1991. 'Governmentality' in C. Gordon and P. Miller (eds.) *The Foucault Effect: Studies in Governmentality*. Chicago, IL: University of Chicago Press
- Kerrigan, Dylan. 2017. 'Rapid Assessment of the Citizen Security Programme in Trinidad and Tobago'. Internal IADB Working Paper. Not for distribution
- Rodgers, Dennis. 2006. The State as a Gang: Conceptualising the Governmentality of Violence in Contemporary Nicaragua in *Critique of Anthropology*, Vol 26(3): 315-330

SUPPLEMENTAL:

- Sousa Santos, Boaventura de. 2010. From the Postmodern to the Postcolonial – and Beyond Both in *Decolonising European Sociology: Transdisciplinary Approaches*. Ashgate
- Connell R. 2010. *Southern Theory: Global Dynamics of Knowledge in Social Science*. Cambridge: Polity

Mar 24 **WEEK 9: EXPLUSION AND INEQUALITY IN THE AGE OF TRUMPISM**

The early twenty first century saw some stunning developments largely driven by young people with easy access and facility with new communications technology to mobilise and occupy public spaces to demand political and social change. The Occupy movement and the Indignadas highlighted the emergence of extremes wealth being concentrated in the One per cent of the population. Yet on the cusp of such knowledge, societies have not turned toward more equality but rather further inequality. What produced this situation? Can globalisation and neoliberalism be held responsible? Increasing numbers of bullshit jobs and unemployment? Or was it a conjuncture where concentrations of rural populations, particularly elderly white folk, found a successful way to articulate their sense of alienation and push back against the metropolitan and multicultural status quo. We examine the social, political and economic changes which might be held responsible for the arrival of Trumpism and consider what are the potential consequences of a Trump Presidency.

REQUIRED READING:

- Hochschild, Arlie Russell. 2016. The Ecstatic Edge of Politics: Sociology and Donald Trump, in Contemporary Sociology, Volume: 45 issue: 6, page(s): 683-689. October 18, 2016
- Galbraith, James K. 2002. A Perfect Crime: Inequality in the Age of Globalization. Daedalus, Vol.131. No. 1. On Inequality (Winter 2002), pp. 11- 25.
- Sassen, Saskia 2014. *Expulsions: Brutality and Complexity in the Global Economy*. Harvard University Press

SUPPLEMENTAL:

- Butler, Judith. 2017. "Reflections on Trump. "Hot Spots, Cultural Anthropology website, January 18, 2017.
- Fraser, Nancy. 2017. The End of Progressive Neoliberalism, in Dissent Magazine, Jan 2, 2017.
- Laclau, Ernesto. 2005. *On Populist Reason*. New York: Verso.
- Savage, Ritchie. "Politics as Volkation."Hot Spots, Cultural Anthropology website, January 18, 2017.

March 31 **WEEK 10: IS WAR COMING?**

What is the War on Terror? How is it similar/dissimilar to other Wars? What are the state ideologies embedded within the War on Terror? How do they function? What is the language of the War on Terror? Who are the agents of Terror? Is the War on Terror racist? Who is a terrorist? What does it mean to be an enemy of the state? Who is watching the guards? What is a culture of fear? What technologies and practices does a culture of fear mobilise? How does the state use a culture of fear to push political goals? Why do elites push for war? How can we analyse and understand war from a sociological vista?

REQUIRED READINGS:

- Wilkinson, Paul. 2011. *Terrorism versus Democracy: The Liberal State Response*. Routledge
- Andreas & Nadelmann. 2006. *International Crime Control After September 11 Policing the Globe: Criminalization and Control in International Affairs*. Oxford University Press

- Asad, Talal. 2009. Thinking about Terrorism and Just War in Cambridge Review of International Affairs, 1-22.

SUPPLEMENTAL:

- Michael Fellman, In the Name of God and Country: Reconsidering Terrorism in American History. Yale University Press, 2010.
- Latour, Bruno. 2002. War of The Worlds: What about Peace? Chicago: Prickly Paradigm Press
- Puar, Jasbir K., and Amit S. Rai. 2002. Monster, Terrorist, Fag: The War on Terrorism and the Production of Docile Patriots⁶ in Social Text Vol. 20, no. 3 (2002):117-148.

Apr 7

WEEK 11: REVIEW AND CONSOLIDATION – POWER, PEOPLE AND POLITICS:

What have we learnt? What can we say is the task of the political sociologist in the second decade of the 21st century? How useful is sociology in imagining modern democracy at home and abroad? What and where is the political sociologist's work to be done? Do they need to move from the academy? How can they do that? How can political sociologists make their work public? And what about sociologists who remain tied to the university? What of global sociologies, where does the Caribbean sociology fit within this field?

REQUIRED READING:

- Young, I. M. 1990. Structural Injustice and the politics of difference. In Gary Craig, Tania Burchardt and David Gordon, (eds.) *Social justice and Public Policy: Seeking fairness in diverse societies*. Bristol: Policy Press
- Furedi, Frank. 2016. What happened to the University? A Sociological exploration of its Infantilisation. Routledge Press.
- Bhabra, Gurminda K. 2016. *Postcolonial reflections on sociology*, in *Sociology*, Vol. 50 (5) 960-966
- VeneKlasen, Lisa and Valerie Miller: *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*

APPENDIX

Op-Ed Tips

WHY YOU SHOULD WRITE OP-EDS AND HOW YOU CAN GET THEM READ

If your work gets published somewhere, have you made a difference?

- We sometimes think ideas will have a life of their own, once we put them out there.
- Thinking and acting can be important for its intrinsic value, but if you want your ideas to make a difference in the world, you have to make sure they reach others in an effective way.
- No one else is going to do this for you. You've worked hard on your analyses. Get them out there. Give them life!

Op-eds are one very effective way to draw attention to an idea.

- Must be short, with **one** main focused argument.
- Effective in forcing you to clarify your own thinking, argument, what you really want to say improve other longer writing (and speaking) in this way.
- Life after publication: use to spread the word, as an organizing tool, for teaching, to get others involved, for politicians (e.g., as a lobbying tool), or for anyone you're trying to reach, where it helps to communicate what your work is about very quickly.
- The above step is critical. Like your work generally, you can't assume it will be read. Make sure it will have a life of its own after publication.

Dissemination & impact strategy

- Be strategic: Don't assume people will come to you or that your work will automatically have an impact. It won't.
- Plan ahead of time precisely how you will ensure your work will gain exposure and have an impact in the world.

Start with your research participants; usually your most important responsibility will be to them

- From the start of your research, take seriously the question of how your research will benefit your interlocutors, in particular when studying down and sideways.
- Distribute copies of your work to your interlocutors in the field, in a format accessible to them. This may include translating, summarizing, or dissemination in other media (flyers, memos, youtube videos, etc.) that can successfully communicate ideas in your fieldwork setting.

OP-ED HOW-TO

Basics

- 500-800 words max generally; some even as short as 300 words.
- Not a letter to the editor, which is generally 50-150 words and can also be influential.
- Make ONE strong argument.
- Argument should be original. Something no one else has said. An original perspective.
- Opinion, not news.

- Read others to see and get a feel for the style: *Trinidad Guardian*, *Trinidad Express*, *Newsday*, *Jamaica Observer*, *WP*, *NYT*, *LAT*, *WSJ*, *USA Today*. Also *The Nation*, *Chronicle of Higher Ed.*, *Inside Higher Ed*, etc.
- Read other op-eds in the publication you hope to publish in, to see what styles are common.

The Writing

- Clear, strong language. Short, strong sentences.
- No jargon—academic, bureaucratic, etc.
- Short paragraphs, as per newspapers—makes it strong and punchy.
- Humour helps.
- Don't make *any* spelling, grammatical, punctuation errors—don't give them a reason to reject it.
- Your personal experiences and first-person narratives from research or otherwise can be useful because they articulate an original perspective and establish authority and expertise.

News Hook and the Lede

- Critical: make sure your issue is relevant to the news of the moment; you have to grab people's (and initially an editor's) attention immediately.
- News hook usually in the lede.
- Lede should offer a powerful, clear, succinct opening.
- Humour is also a great way to begin.
- You can write the body of an op-ed and wait for a news hook to finish and submit.
- Anniversaries, holidays, and significant historical dates make easy news hooks.

The Body

- Context and background: Enough to understand your argument but not too detailed/academic to lose the reader; word limit helps with this, forcing you to decide what's critical.
- Make your argument point by point. As David Shipley's writes in [And Now a Word From Op-Ed](#) (which you should read), "Make one argument thoroughly, point by point; the more detail the better. If you try to do too much, you can wind up with an article that, in striving to say everything, ends up saying nothing."
- Usually end with the main point, argument, call to action—don't be shy. Articulate powerfully and clearly, but avoid hyperbole.
- Don't worry about the title too much; the editor usually determines it in any case. Just include something to identify the topic.

Format

- Name, title, institution, contact email and phone, date, #words.
- Single space is best; indent paragraphs.
- "-end-" two lines after the last sentence.
- Bio: 2 sentence maximum.

The Audience and Submissions

- Know the politics of the publication.
- Know the immediate audience—editors and staff.
- Politics: who you are matters, too.
- Use any connections you have and cultivate them with editors, staff, etc.

- Be strategic about submissions: where and who are likely to be interested. If a paper has covered a topic in the past, it may do so again; however, if covered recently, it may be too soon.
- One submission at a time.
- In 2-3 days follow up, then move on.
- NYT gets about 200/day; they usually publish 2 and sometimes solicit, so you have a 1 in 100 or 200 chance.
- Keep submitting until published—there so many outlets in print, online, blogging, etc., are now available...don't give up!
- When published, make sure people read it by sending out email blasts, blogs, copies, Facebook posts, tweets, etc.

Practice

- Op-Ed writing is a skill that takes doing and doing and doing.
- See the long term; build from one to the next in terms of where you get published.
- Don't be discouraged if you don't get into the *Times* right away.

Resources

- How to Get Published in the *New York Times* by the Op-ed page editor:
<http://www.nytimes.com/2004/02/01/opinion/and-now-a-word-from-op-ed.html?pagewanted=all&src=pm>
- The Op-ed Project: <http://www.theopedproject.org>
- How to Write an Op-ed Article, Duke University (apologies to Bryan):
http://newsoffice.duke.edu/duke_resources/oped
- Stop the Presses, Boys! Women Claim Space on Op-Ed Pages, *New York Times* March 15, 2007,
http://www.nytimes.com/2007/03/15/arts/15oped.html?pagewanted=all&_r=0
- www.dylankerrigan.com/opeds

USEFUL POLITICAL SOCIOLOGY WEBSITES:

<http://averypublicsociologist.blogspot.com/>
<http://sociology.org.uk/>
<http://www.davidharvey.org>
<http://orgtheory.wordpress.com/>
<http://thesocietypages.org/socimages/>
<http://thesociologicalimagination.com/>
<http://globalsociology.com/>
<http://urbanorgs.org/>
<http://www.asanet.org/about/sociology.cfm>
<http://www.truth-out.org/>
<http://www.boaventuradesousasantos.pt/pages/en/homepage.php>

OTHER INFORMATION

Plagiarism

Plagiarism is a form of academic dishonesty. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Head of the Behavioural Sciences Department, whose policy is to fail students

for the course or expel them from UWI completely. Please be sure to ask me if you have any questions about what constitutes plagiarism.

In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, or Chicago. Quoted and paraphrased material should be —sandwiched, a clear beginning and ending to the material should be indicated by quotation marks, or, in paraphrases, by the source name at the beginning and the citation at the end.

It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

It is also considered plagiarism to submit drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts. Failure for the course is the typical sanction in such cases.

You must receive prior permission from me if you want to submit a paper or part of a paper that you have written for a previous class.

I expect all work that you do to be your own original work. And let's be as clear as possible. If you are caught plagiarising **YOU WILL BE CALLED OUT ON IT WITH ALL THE SERIOUS REPERCUSSIONS THIS ENTAILS.**