



Department of Sociology

Sociology 624: Political Sociology
Fall 2018

Credits: 3

Canvas Course URL: <https://canvas.wisc.edu/courses/117166>

Undergraduate & Graduate course. General education.

Mondays: 4-6:30 pm

Social Sciences 6232

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Office hours: by appointment Thursdays 3 p.m. – 4:30 p.m.

Instructional Mode: all face-to-face

Credit hours: This course meets as a group 150 minutes per week (two 75-minute sessions) and carries the expectation that you will spend an average of 3 hours outside of class for each class period. In other words, in addition to class time, plan to allot an average of 6 hours per week for reading, writing, preparing for discussions, and/or working on the term paper.

COURSE DESCRIPTION

The purpose of this course is to provide an introduction to sociological explanations of political behavior. We will examine how different explanatory models (rational choice theories, structuralist approaches, models of contagion, explanations in terms of social influence) shed light on three main questions: (1) Which sociological factors shape people's political preferences and behaviors in democratic regimes? (2) What are the determinants of political upheavals and revolutions? (3) How does political mobilization take place? A strong emphasis will be put on empirical studies and historical analyses.

PREREQUISITES

Students need to have had an introductory course in sociological theory (for instance Soc 475).

REQUISITES FOR UNDERGRADUATE STUDENTS

Each student may earn up to 100 points based on:

1. Attendance and quality of participation in class discussion: 20 points possible.

The class format is centered on lectures and on in-class discussions. Regular attendance and participation are required. You must complete the reading(s) listed for each session before the class in which we discuss them. You should not expect to do well in the course without regular attendance and thoughtful participation in class discussion.

This course meets as a group 150 minutes per week (two 75-minute sessions) and carries the expectation that you will spend an average of 3 hours outside of class for each class period. In other words, in addition to class time, plan to allot an average of 6 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this class.

Attendance is worth up to 8 points and thoughtful participation up to 12 points. You can earn up to 8 points if you do not miss classes and up to 12 points if in each session you demonstrate a thoughtful reading of the texts by answering the questions I raise in class.

Each unexcused absence will take 4 points off your attendance and participation grade. I will grade the quality of your participation on the remaining points.

Please communicate with me before class if you become ill or if emergencies arise so that I am aware of your circumstances and I can excuse your absence. If many emergencies arise in the course of the semester, I will ask you to document them.

Discussion is intended to help you get a handle on the readings. Some weeks you will divide into small discussion groups for part of a class.

Except in the case of students with special needs, no laptop or electronic device will be allowed in class.

2. Four response papers (three-page long): 20 points possible.

For each paper, your assignment is to take **one** (and only one) required reading in the syllabus and write a short essay engaging the central argument(s) of the reading.

The paper is due at the beginning of the class in which we will discuss the reading. I will not accept papers handed in at the end of class. All the papers should be numbered (from one to four).

You may not submit more than one paper on the same day. If you submit two papers on the same day, you will lose half of the points earned for the second paper, which means that you should not wait until the last weeks of the semester to hand in your short papers.

NOTE: I request that you submit at least two papers before the mid-term exam.

Important requirement

In addition to the hard copy handed in at beginning of the class in which we will be discussing the reading, you will have to submit an electronic copy of your paper to the Turnitin web site: www.turnitin.com before class. Turnitin is the anti-plagiarism software used by the Sociology Department.

I will not grade papers that will not have been submitted to Turnitin.

Instructions for submitting the electronic copy

- (1) Go the Turnitin web site: www.turnitin.com.
- (2) Click on the New Users at the top of the homepage. The new user wizard will open and walk you through the profile creation process.
- (3) To create a profile, you must know the **class ID number** (18941666) and the **enrollment password (624-f18)**. Once you finish creating your profile, you will be logged in to Turnitin. The name **Political Sociology – Fall 2018** will show up on your homepage.
- (4) Click this name to open your portfolio for this class.
- (5) To submit a paper, click the *submit* button. The paper submission page will open.
- (6) The submission title should be the title of the reading.
- (7) Then click the *browse* button and locate your paper on your computer.
- (8) After having selected your paper, click submit to upload your paper.

For further information, please follow this link for the student quickstart:

https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/01_QuickStart_Guide

This quickstart will help you get started with Turnitin and will walk you through the steps for submitting your first paper.

Directions for the short papers

These papers should not exceed 3 double-spaced typewritten pages and should have three parts:

1. The first part is a summary of the argument. This part should synthesize the main arguments. Which problem is being addressed? What are the author(s)'s major theses? Which terms and concepts are central

to the argument? How does the argument get supported? This summary should be short and synthetic. Long summaries are not better summaries. I encourage you to limit your summary to one page.

I will assess the quality of your summary in light of two criteria: (1) did you get the main points? and (2) How *precise and accurate* is your summary? It is crucial that you identify and clearly define key concepts. It is also crucial that you summarize the main points *in your own words*. You should not rely on quotes. The purpose of this exercise is to assess whether you clearly understood the concepts and the arguments under review. That is why quotes are not appropriate. Furthermore, your summary needs to be *precise and accurate*. If you say “According to Sewell, the ideology of the Old Regime was based on several contradictions,” and do not specify these contradictions, your summary remains wanting. The same remark applies if you are making basic interpretive mistakes. A good summary is a prerequisite for a good grade since in the remaining of the paper, you will be expected to comment on the reading.

2. The second part of the paper presents the reading’s contribution: How does the author(s)’s argument expand, challenge, or refine previous readings or previous theories? To what extent does this argument contribute to the theoretical and empirical understanding of the issue under consideration?

3. The third part is a critique of the reading: This part should provide a critical evaluation of the reading. What are the strengths and the weaknesses of the argument? What is left ambiguous, underdeveloped or unaddressed in the present reading? Which type of investigation could overcome these limitations?

Both your analysis of the contribution of the reading and your critique of its strengths and weaknesses are your comments proper. I will grade your comments by taking into account their relevance and the extent to which they are precise and well-informed. If you say: “this reading is important” or “Sewell is wrong” but do not elaborate these two assertions in light of specific points or examples, your comments do not fulfill their goal.

Each paper will be worth up to 5 points: 2 points for the summary, 2 points for your comments (presentation of the reading’s contribution and critique), and 1 point for clarity.

3. One short oral presentation (10 points possible)

During the semester, you will be required to give one classroom presentation on one required reading.

This presentation will be on one of the required readings assigned for the session. It should *not* be on a reading which you are discussing in a response paper.

In your presentation, you should assume that everyone has carefully read the material. The main purpose of the presentation is *not* to offer a detailed summary of the reading, but to provide an evaluation of the reading, and to launch the discussion.

Structure of the presentation

The presentation should not exceed *10 minutes* and should be organized as follows.

First, summarize in a few introductory sentences the main argument or the main points of the reading. This introduction should not exceed 3 minutes.

Second, outline the claims you are going to make to provide a critique of the reading. This critique can be positive and/or negative.

Third, elaborate one at a time the claims that you have outlined and, as you proceed forward in the course of your presentation, indicate which claim you are elaborating.

Questions for your consideration

To organize your thoughts, you may want to consider the following questions:

What are the strengths and the weaknesses of the argument?

How does the author(s)'s argument expand, challenge, or refine previous readings or previous theories?

To what extent does this argument contribute to the theoretical and empirical understanding of the issue under consideration?

What is left ambiguous, underdeveloped or unaddressed in the reading?

Which type of investigation could overcome these limitations?

After you presentation, I will invite your fellow students to ask questions and make comments. You will then the opportunity to respond.

Breakdown of the grade

I will grade your presentation as follows:

2 points for the summary: is it precise and accurate?

6 points for your critical assessment of the reading: are the claims that you are making regarding the reading, clear, relevant, well grounded and documented?

2 point for the organization of the presentation: do you clearly lay out the points that you are going to make? Is the presentation clearly organized and easy to follow?

4. A mid-term examination: 20 points possible.

This mid-term examination will be in the form of an in-class short answer and essay examination.

5. A final examination: 30 points possible

The actual content of the final exam will be announced in class before the exam.

LEARNING OUTCOMES: UNDERGRADUATE STUDENTS

Beyond the specific substantive and methodological content I will cover in this course, the requirements I have just listed as well as my lectures have been designed to achieve the following instructional objectives designated as priorities by the Department of sociology:

- Critically Evaluate Published Research. Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- Communicate Skillfully: Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- Critical Thinking about Society and Social Processes: Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- See Things from a Global Perspective: Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- Conduct Research and Analyze Data (quantitative or qualitative). Although professional quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- Prepare for Graduate School and the Job Market: Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications and to learn how to present their work.

GRADING: UNDERGRADUATE STUDENTS

The grade will be based on the following breakdown:

Participation in class discussions = 20 points

Four response papers = 20 points

One classroom presentation on one required readings = 10 points

Midterm examination = 20 points

Final examination = 30 points

The final grade will be based on total number of points accumulated during the semester: 100-91 points is an A, 90-86 an AB, 85-81 a B, 80-76 a BC, 75-66 a C, 65-56 a D, below 55 a F.

REQUISITES FOR GRADUATE STUDENTS

1. Class participation (20 points)

The class format is lectures and in-class discussions. All graduate students are expected to attend weekly class meetings and to participate actively in discussion throughout the semester.

2. Two classroom presentations (30 points)

During the semester, you will be required to give two classroom presentations on two required readings.

Each presentation will be on one of the required readings assigned for the session. You should assume that everyone has carefully read the material. The main purpose of the presentation is *not* to offer a detailed summary of the reading, but to offer a critical evaluation of the reading, and to launch the discussion by evaluating the main issues and arguments under examination. Therefore, the “summary part” of your presentation should be concise and very clear.

Your presentation should not last more than *ten* minutes. Please calibrate your time accordingly.

I will expect you to use these presentations as opportunities to develop and hone your skills as a lecturer. Your presentation should elicit the interest of an undergraduate audience and should motivate students to be active participants in the Q&A session. I recommend that you announce very clearly the main points you will be elaborating in your introductory remarks.

3. Term paper (50 points)

You will be expected to write a term paper on any topic connected to the themes of the course. This can be a research proposal or a paper addressing a clearly defined substantive problem. The length should be in the 15-page range.

To help you think about, and write, your term paper without having to rush in the last two weeks of the semester, I will ask you:

first to submit a one-page prospectus to me by **October 8**. This prospectus will outline the subject matter of your paper, the research question you will address as well as the sources and the references on which you plan to draw;

second, to send to the Class List: : soc624-1-f18@lists.wisc.edu a first draft of your paper (no longer than 10 pages) on Sunday, **November 11**.

We will have devote an additional meeting (time to be determined) to the discussion of your drafts

The term paper should be a research paper: I expect you to go beyond the readings studied in class.

It will be due *no later than* **Dec. 10** (last day of class).

LEARNING OUTCOMES: GRADUATE STUDENTS

Beyond the specific substantive and methodological content I will cover in this course, the requirements I have just listed as well as my lectures have been designed to achieve the following instructional objectives designated as priorities by the Department of sociology:

- **Critical Thinking about Social Processes and Social Phenomena:** The purpose of this seminar is to learn how to discern and theorize the logics of social processes beyond commonsensical notions and understandings.
- **Critically Evaluate Published Research.** We will read and evaluate published research as it appears in academic journals and popular or policy publications.
- **Communicate Skillfully:** the seminar will be based on lectures, class discussions and oral presentations. Class discussions and oral presentations are intended to help you learn how to organize and deliver a critical evaluation in a clear and effective manner. This skill is crucial in many different occupation settings beyond academia.
- **Conduct Research and Analyze Data:** the term paper should be based on some original research on your part.

GRADING: GRADUATE STUDENTS

The grade will be based on the following breakdown:

Participation in class discussions = 20 points

Two classroom presentations on two required readings = 30 points

Term paper = 50 points

The final grade will be based on total number of points accumulated during the semester: 100-91 points is an A, 90-86 an AB, 85-81 a B, 80-76 a BC, 75-66 a C, 65-56 a D, below 55 a F.

ACADEMIC INTEGRITY

As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity.

According to UWS 14, academic misconduct is defined as:

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student's academic performance;
6. assists other students in any of these acts.

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university.

Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review.

For more information, refer to: <http://www.studentconduct.wiscweb.wisc.edu/academic-integrity/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Providing reasonable accommodation for students with disabilities is a shared faculty and student responsibility. Please inform me of your need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the third week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term.

See the university's web page for details: <https://kb.wisc.edu/page.php?id=21698>

DIVERSITY AND INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status,

abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

READING MATERIAL

The readings in each section are grouped under two categories: required and recommended. All participants should be prepared at class time to comment and critique the required readings. Additional readings are recommended for delving deeper into a topic and preparing for preliminary examinations.

The books indicated below have been ordered at the **University Book Store**.

They are also on reserve at the Social Science Reference Library (8th floor, Social Science Building).

Adams, Julia. 2005. *The Familial State. Ruling Families and Merchant Capitalism in Early Modern Europe*. Ithaca and London: Cornell University Press.

Beissinger, Mark. 2002. *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge: Cambridge University Press.

Chong, Denis. 1991. *Collective action and the Civil Rights Movement*. Chicago: University of Chicago Press.

Ertman, Thomas. 1997. *Birth of the Leviathan. Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: Cambridge University Press.

Ermakoff, Ivan. 2008. *Ruling Oneself Out. A Theory of Collective Abdications*. Durham: Duke University Press.

Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton University Press.

Gorski, Philip S. 2003. *The Disciplinary Revolution. Calvinism and the Rise of the State in Early Modern Europe*. Chicago: The University of Chicago Press.

Kurzman, Charles. 2004. *The Unthinkable Revolution in Iran*. Harvard University Press

Marx, Karl. 1964. *The Class Struggles in France, 1848-50*. New York: International Publishers.

McAdam, Douglas. 1982. *Political Process and the development of Black Insurgency 1930-1970*. Chicago and London: University of Chicago Press.

Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge: Harvard University Press.

Putnam, Robert (with Robert Leonardi and Raffaella Y. Nanetti). 1993. *Making Democracy Work. Civic Traditions in Modern Italy*. Princeton: Princeton University Press.

Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge: Cambridge University Press.

Tilly, Charles. 1990. *Coercion, Capital and European States, AD 990-1990*. Cambridge: Basil Blackwell.

Traugott, Mark. 2002. *Armies of the Poor: Determinants of Working-Class Participation in the Parisian Insurrection of June 1848*. New Brunswick, New Jersey: Transaction Publishers.

All the other required readings are available on Canvas.

Week 1. Introduction (Sept. 10)

I. State formation

Week 3. War and state (Sept 17)

Tilly, Charles. 1990. *Coercion, Capital and European States, AD 990-1990*. Cambridge: Basil Blackwell. **pp. 16-33 in chapter 1, pp. 38-58 in chapter 2, pp. 67-87 in chapter 3.**

Ertman, Thomas. 1997. *Birth of the Leviathan. Building States and Regimes in Medieval and Early Modern Europe*. Cambridge: Cambridge University Press. **Chapters 1-2.** Additional reading for graduate students: chapter 3.

Recommended readings:

Anderson, Perry. 1974. *Lineages of the Absolutist State*. London: New Left Books.

Downing, Brian. 1988. "Constitutionalism, Warfare, and Political Change in Early Modern Europe," *Theory and Society* 17:7-56.

1992. *The Military Revolution and Political Change: Origins of Democracy and Autocracy in Early Modern Europe*. Princeton: Princeton University Press.

Week 4. Cultural foundations (Sept 24)

Adams, Julia. 2005. *The Familial State*. Ithaca and London: Cornell University Press. **Introduction, Chapter 1, chapter 3.**

Additional reading for graduate students: Introduction, chapters 2.

Gorski, Philip S. 2003. *The Disciplinary Revolution. Calvinism and the Rise of the State in Early Modern Europe*. Chicago: The University of Chicago Press. **Chapters 1-2**.

Additional reading for graduate students: chapter 3.

Recommended readings:

North, Douglass C. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press.

North, Douglass C. and Barry R. Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." *The Journal of Economic History*, Vol. 49, No. 4. (Dec., 1989), pp. 803-832.

Week 5. The Welfare State (Oct 1)

Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton University Press. **Chapters 2 & 5**.

Orloff, Ann Shola and Theda Skocpol. 1984. "Why Not Equal Protection? Explaining the Politics of Public Social Spending in Britain, 1900-1911, and the United States, 1880s-1920," *American Sociological Review*, 49: 726-750. **[Electronic reserve]**

Recommended readings:

Goldberg, Chad Alan. 2007. *Citizens and Paupers. Relief, Rights, and Race, from the Freedmen's Bureau to Workfare*. Chicago: The University of Chicago Press.

Orloff, Ann Shola. 1993. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States," *American Sociological Review* 58: 303-328.

Swenson, Peter A. 2002. *Capitalists against Markets. The Making of Labor Markets and Welfare States in the United States and Sweden*. Oxford University Press.

II. Collective Upheavals and Revolutions

Week 6. Deprivation and contention (Oct 8)

Gurr, Ted Robert. 1970. *Why Men Rebel*. Princeton. New Jersey: Princeton University Press, pp. 1-13 of chapter 1, chapter 2. **[Electronic reserve]**

Trotsky, Leon. 1999. *History of the Russian Revolution*. New York: Pathfinder. Preface, chapter 8 (“Who led the February insurrection?”), chapter 11 (“Dual power”). [Electronic reserve]

Tilly, Charles. 1975. "Revolutions and Collective Violence," Pp. 483-541 in *Handbook of Political Science*, volume III edited by Fred Greenstein and Nelson Polsby. Reading, Mass.: Addison-Wesley. [Electronic reserve]

Recommended readings:

Turner, Ralph H. 1964. “Collective Behavior,” pp. 382-425 in *Handbook of Modern Sociology*, edited by Robert E. L. Faris. Chicago: Rand McNally.

Thompson, E.P. 1971. “The Moral Economy of the English Crowd in the Eighteenth Century,” *Past and Present*, 50: 76-136.

Week 7. Class conflicts (Oct 15)

Directions for the short paper: (1) Read first Traugott’s chapter 1: this chapter by Traugott is intended to provide you with the basic chronological background of the 1848 revolution. This is not a substantive chapter. (2) Please focus your response paper on either Marx’s *Class Struggles in France*, or on the second reading by Traugott (chapters 2, 3 and 6) (not on Traugott’s chapter 1).

1.

Traugott, Mark. 1985. *Armies of the Poor: Determinants of Working-Class Participation in the Parisian Insurrection of June 1848*. **Chapter 1**. New Brunswick, New Jersey: Transaction Publishers.

Marx, Karl. 1964. *The Class Struggles in France, 1848-50*. New York: International Publishers. **chapter 1**.

Marx, Karl. 1970. *A contribution to the Critique of Political Economy*. New York: Internal Publishers. **Preface**. [Electronic reserve]

2.

Traugott, Mark. 1985. *Armies of the Poor: Determinants of Working-Class Participation in the Parisian Insurrection of June 1848*. New Brunswick, New Jersey: Transaction Publishers. **pp. 56-82 of chapter 2, chapter 3, chapter 5, pp. 168-170 and pp. 182-190 of chapter 6**.

Additional reading for graduate students: chapter 4.

Review for the Midterm Exam

Recommended readings:

Boswell, Terry and William J. Dixon. 1993. "Marx's Theory of Rebellion: A Cross-National Analysis of Class Exploitation, Economic Development, and Violent Rebellion." *American Sociological Review* 58: 681-702.

Marx, Karl. 1948. *Manifesto of the Communist Party*. Translated by Samuel Moore; edited and annotated by Frederick Engels. New York : International Publishers.

Ermakoff, Ivan. 2015. "The Structure of Contingency," *American Journal of Sociology*, 121(1): 64-125.

Oct 22: Midterm exam

Week 8. State power (Oct 29)

Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge: Cambridge University Press, **Chapter 1, pp. 47-51 in chapter 2, chapter 3.**

Additional reading for graduate students: whole chapter 2.

Goodwin, Jeff, 2001. *No Other Way Out. States and Revolutionary Movements, 1945-1991*. Cambridge: Cambridge University Press. **Chapters 3-4 [electronic reserve]**

Additional reading for graduate students: chapter 2.

Recommended readings:

Burawoy, Michael. 1989. "Two Methods in Search of Science," *Theory and Society*, 18 (6): 759-85.

Sohrabi, Nader. 1995. "Historicizing Revolutions: Constitutional Revolutions in the Ottoman Empire, Iran, and Russia, 1905-1908," *American Journal of Sociology*, 100: 1383-1447.

Goldstone, Jack A. 1991. *Revolution and Rebellion in the Early Modern World*. Berkeley: University of California Press.

Week 10. Tidal waves (Nov 5)

Beissinger, Mark. 2002. *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge: Cambridge University Press. **Chapters 3-4.**

Additional reading for graduate students: chapter 5.

Kurzman, Charles. 2004. *The Unthinkable Revolution in Iran*. Harvard University Press. **Chapters 1, 2, 4, 7.**

Recommended readings:

Gellner, Ernest. 1983. *Nations and Nationalism*. Oxford: Basil Blackwell.

Brubaker, Rogers. 1996. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge: Cambridge University Press.

III. Political mobilization

Week 11. Collective action (Nov 12)

Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge: Harvard University Press. **Introduction, Chapters 1 & 2.**

Oliver, Pamela and Gerald Marwell. 1988. "The Paradox of Group Size in Collective Action: A Theory of the Critical Mass. II." *American Sociological Review* 53: 1-8. **[Electronic reserve]**

Ermakoff, Ivan. 2008. *Ruling Oneself Out. A Theory of Collective Abdications*. Durham: Duke University Press. **Preface, chapter 6.**

Recommended readings:

Opp, Karl-Dieter. 1986. "Soft Incentives and Collective Action: Participation in the Anti-Nuclear Movement." *British Journal of Political Science* 16: 87-112.

Heckathorn, Douglas S. 1989. "Collective Action and the Second-Order Free-Rider Problem." *Rationality and Society* 1: 78-100.

Week 12. Resources and opportunities (Nov 19)

McAdam, Douglas. 1982. *Political Process and the development of Black Insurgency 1930-1970*. Chicago and London: University of Chicago Press. **Chapters 3 & 5.**
Additional reading for graduate students: chapter 2.

Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: The University of Chicago Press. . **Chapters 2, 5 & 6.**

Recommended readings:

Jenkins, Craig J. 1983. "Resource Mobilization Theory and the Study of Social Movements," *Annual Review of Sociology*, 9: 527-53.

Klandermans, Bert. 1984. "Mobilization and Participation: Social-Psychological Expansions of Resource Mobilization Theory." *American Sociological Review* 49: 583-600.

Amenta, Edwin and Yvonne Zylan. 1991. "It Happened There: Political Opportunity, The New Institutionalism, and the Townsend Movement," *American Sociological Review*, 56: 250-265.

Week 13. Frames (Nov. 26)

Snow, David A., E Burke Rochford, Steven K. Worden and Robert Benford. 1986. "Frame Alignment Processes, Micromobilization and Movement Participation." *American Sociological Review* 51: 464-81. **[Electronic reserve]**

Snow, David A. and Robert Benford. 1988. "Ideology, Frame Resonance, and Participant Mobilization," *International Social Movement Research*, 1: 197-217. **[Electronic reserve]**

Babb, Sarah. "A True American System of Finance: Frame Resonance in the U.S. Labor Movement, 1866 to 1886." *American Sociological Review*, 1996, 61(6): 1033-1052. **[Electronic reserve]**

Recommended readings:

Nelson, Thomas E. and Zoe M. Oxley. 1999. "Issue Framing Effects on Belief Importance and Opinion." *The Journal of Politics* 61: 1040-1067.

Oliver, Pamela and Hank Johnston. 2000. "What a Good Idea: Frames and Ideologies in Social Movements Research." *Mobilization: An International Journal* 5: 37-54.

Snow David A. and Robert D. Benford. 2000. "Clarifying the relationship between framing and ideology," *Mobilization: An International Journal* 5: 55-60.

Gamson, William and David S. Meyer. 1996. "Framing Political Opportunity," in Douglas McAdam, John D. McCarthy and Mayer N. Zald (eds.): *Comparative Perspectives on Social Movements*. Cambridge.

IV. Culture and ideology

Week 14. Culture and Hegemony (Dec. 3)

Putnam, Robert (with Robert Leonardi and Raffaella Y. Nanetti). 1993. *Making Democracy Work. Civic Traditions in Modern Italy*. Princeton: Princeton University Press. **Introduction, chapters 3, 4 & 6.**

Laitin, David D. 1986. *Hegemony and Culture: politics and religious change among the Yoruba* Chicago : University of Chicago Press. **Chapters 1 & 7**. Additional reading for graduate students: chapters 4 & 5.

Recommended readings:

Almond, Gabriel A. and Sydney Verba. 1965. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Boston: Little, Brown and Company. Pp. 1-30 and pp. 35-41 of chapter I; chapter XIII.

Sampson, Robert J., Heather MacIndoe, Doug McAdam and Simón Weffer-Elizondo. 2005. "Civil Society Reconsidered: The Durable Nature and Community Structure of Collective Civic Action," *The American Journal of Sociology*, 111(3): 673-714.

Riley, Dylan. 2005. "Civic Associations and Authoritarian Regimes in Interwar Europe: Italy and Spain in Comparative Perspective," *American Sociological Review*, 70 (2): 288-310.

Paxton, Pamela. 2002. "Social Capital and Democracy: An interdependent Relationship," *American Sociological Review*, 67: 254-277.

Week 15. Unsettled Times (Dec 10)

Last day to turn in the term paper

Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51: 273-286. **[Electronic reserve]**

Ermakoff, Ivan. 2008. *Ruling Oneself Out. A Theory of Collective Abdications*. Durham: Duke University Press. **Chapter 1, chapter 5.**

Review for the final

Recommended readings:

Sewell, William H. Jr. 1985. "Ideologies and Social Revolutions: Reflections on the French Case," *Journal of Modern History* 57: 56-85.

Skocpol, Theda. 1985. "Cultural Idioms and Political Ideologies in the Revolutionary Reconstruction of State Power: A Rejoinder to Sewell," *Journal of Modern History* 57: 86-96.

Final Exam: Monday, December 17, 7:45 am