



Department of Sociology

Sociology 724: Intermediate Political Sociology

Credits: 3

Graduate course. General education.

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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 four 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? (4) What is political culture and what role does it play in democratic polities? A strong emphasis will be put on empirical studies and historical analyses.

REQUISITES

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.

Except for students with special needs, no laptop or electronic device will be allowed in class. In case of remote courses, I urge you to take handwritten notes. Several studies underscore that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand.

See for instance: Mueller, Pam A. and Daniel M. Oppenheimer. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25 (6), 2014: 1159-1168.

2. One classroom presentation (10 points)

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. 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 informed 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.

I will grade the oral 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 points 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?

3. Four short comments (each on one required reading) (20 points)

In addition to your two presentations, you will need to prepare four short comments (no more than 200 words each). Each comment should be devoted to one required reading and should highlight a point that seems to you relevant and important about the reading whether this point relates to a problem, a limitation, a flaw, a contribution, an insight, an innovation or a strength of the reading.

These comments should be on readings different from those that you will present.

You will send me your comment as a Word attachment by email with the subject heading “Comment # - name of the author commented” at the latest by noon on the Sunday preceding the session devoted to the reading.

In addition, you will post your comment on the discussion board of Canvas at the latest by noon on the Sunday preceding the session devoted to the reading.

4. 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 (double-space).

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. 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 submit to the whole class (using the Class List.

We will devote one or two sessions to a discussion of your drafts.

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

It will be due on the last day of class.

Breakdown of the grade for the term paper

Clarity of research question and statements	10
Consistency of claims and arguments	10
Paper organization and structure	10
Originality and insightfulness	10
Relevance of the references	10

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

The grade will be based on the following breakdown:

Quality of participation in class discussion = 20 points

One classroom presentation = 10 points

Four comments on the readings = 20 points (each memo is worth up to 5 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.

These books are also on reserve at the College Library.

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.

Goodwin, Jeff, 2001. *No Other Way Out. States and Revolutionary Movements, 1945-1991*. Cambridge: Cambridge 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

Laitin, David D. 1986. *Hegemony and Culture: politics and religious change among the Yoruba* Chicago : University of Chicago 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.

1. Introduction

I. State formation

2. War and state

Tilly, Charles. 1990. *Coercion, Capital and European States, AD 990-1990*. Cambridge: Basil Blackwell: **pp. 1-5 and 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 1-3.**

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.

3. Cultural foundations

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

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 1-3.**

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.

4. The Welfare State

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.

Fox, Cybelle. 2010. "Three Worlds of Relief: Race, Immigration, and Public and Private Social Welfare Spending in American Cities, 1929," *American Journal of Sociology*, 116(2): 453-502. **Introduction, pp. 459-61. Pp. 480-91.**

Recommended readings:

Goldberg, Chad Alan. 2007. *Citizens and Paupers. Relief, Rights, and Race, from the Freedmen's Bureau to Welfare*. 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

5. Deprivation and contention

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

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

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.

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.

6. Class conflicts

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**.

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, chapters 3-5, pp. 168-170 and pp. 182-190 of chapter 6**.

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.

8. State power

Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge: Cambridge University Press, **Chapter 1, chapter 2, chapter 3.**

Goodwin, Jeff, 2001. *No Other Way Out. States and Revolutionary Movements, 1945-1991*. Cambridge: Cambridge University Press. **Chapters 2-4.**

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.

9. Tidal waves

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

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

10. Collective action

Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge: Harvard University Press. **Introduction, Chapter 1: pp. 5-22, pp. 33-52; chapter 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.

Ermakoff, Ivan. 2008. *Ruling Oneself Out. A Theory of Collective Abdications*. Durham: Duke University Press. **Preface, chapter 6, chapter 8.**

Recommended readings:

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

Granovetter, Mark. 1978. "Threshold Models of Collective Behavior." *American Journal of Sociology* 83(6): 1420-1443.

11. Discussion of first drafts

12. Resources and opportunities (Nov 28)

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

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.

13. Frames (Dec. 5)

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.

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

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.

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. Cultural and ideological beliefs

14. Culture and Hegemony

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, 4, 5 & 7.**

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.

15. Unsettled Times

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

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

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.