



Department of Sociology

Sociology 624: Political Sociology

Credits: 3

Canvas Course URL:

Undergraduate course. General education.

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Office hours: by appointment

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, and/or preparing for the oral presentation.

COURSE DESCRIPTION

This course provides an introduction to social-scientific explanations of political processes, behaviors and outcomes. To this end, the focus will be on four main topics: state institutions, revolutionary events, processes of political mobilization, and political beliefs and preferences. Each one of these topics relates to a broad research question. (1) Which factors shape the formation and the design of state institutions? (2) What are the causes of revolutionary events? (3) How does political mobilization take place? (4) What do political beliefs do?

PREREQUISITES

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

COURSE REQUISITES

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 or by posting relevant questions and comments on the discussion board created for each session.

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 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 take notes on laptops perform worse on conceptual questions than students take took notes longhand.

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

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

Each paper is to be focused on one (and only one) required reading as listed in the syllabus. For instance, a response paper on Goodwin's analysis of contemporary revolutions in Southeast Asia should cover pp. 35-50 in chapter 2 and chapters 3-4, not pp. 35-50 only or chapter 3 only or chapter 4 only.

As indicated below (see "Directions for the response papers"), the structure of each response paper will have three sections.

Each response 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) next to the paper title.

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 recommend that you submit at least two papers before the mid-term exam so that you prepare best for the 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** () and the **enrollment key** (). Once you finish creating your profile, you will be logged in to Turnitin. The name **Political Sociology** 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 response papers

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

Section 1:

The first section identifies the key claims, spells out the main concepts, and describes the validation strategy if any. This section should be short and synthetic. One page should be enough.

It is crucial that section 1 of the response paper identify and clearly define key concepts. It is also crucial that it state the main points *in your own words*. The purpose of this exercise is to assess whether you clearly understood the concepts and the arguments under review. That is why simply quoting the reading will not be appropriate.

Furthermore, section 1 needs to be *precise and accurate*. If it states: “According to Adams, family ties matter for state construction,” and does not specify in which respects and how these ties matter, section 1 remains wanting. The same remark applies if the response paper makes basic interpretive mistakes. A sound rendering of the reading is a prerequisite for a good grade since sections 2 & 3 of the paper will be expected to comment on the reading.

Sound knowledge is always precise.

Section 2:

The second section of the response paper relates the reading to other required readings discussed in class.

How does the author(s)’s argument differ from, expand, challenge, or refine other required readings? To what extent does this argument contribute to the theoretical and empirical understanding of the issue under consideration given the other required readings discussed in class?

Section 3:

The third section provides a critical evaluation of the reading. This evaluation can be positive, negative or mixed.

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?

Again, these critical remarks should be precise and elaborated. Comments pitched at a high level of generality and stock sentences will not do. Related to this last point: drawing on generative AI to produce response papers will prove counterproductive and self-defeating given the mode of production of the “comments” generated by AI. Furthermore, the work on these papers should help you hone your analytical skills and enhance your preparation for the midterm and the final exams. Ideas emerge through the process of writing.

Both your analysis of the contribution of the reading and your critique of its strengths and weaknesses are your comments proper. Your comments will be graded in light of their relevance and the extent to which they are precise and well-informed. If section 3 states: “this reading is important” or “Skocpol is wrong” but does not elaborate these two assertions in light of specific points or examples, the comment does not fulfill its goal.

The paper should indicate page references whenever it refers to claims and concepts advanced in the required reading under consideration and the required readings already discussed in class.

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

3. One classroom 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. Do not hesitate to quote the reading to back up the points 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 your presentation, I will invite your fellow students to ask questions and make comments. I will also ask specific questions. You will then have the opportunity to respond.

Breakdown of the grade

The presentation will be graded as follows:

2 points for the organization of the presentation. Are the main points discussed in the presentation clearly outlined at the outset? Is the presentation clearly organized and easy to follow?

6 points for your critical assessment of the reading: are the claims made in the presentation regarding the reading, clear, relevant, well-grounded and documented?

2 points for the few sentences summarizing the content of the reading: are they precise and accurate?

The sign-up sheet for the presentations is available on Canvas: see the “Pages” tab. Once you have signed up for a presentation, I will assume that your commitment stands firm.

4. A mid-term examination (in-class, closed-book): 20 points possible.

This mid-term examination will be closed-book and in the form of a short answer and essay examination.

5. A final examination (in-class, closed-book): 30 points possible

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

The format of the final exam will be similar to the format of the mid-term exam.

GRADING

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.

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/>

LEARNING OUTCOMES

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:

Learn alternative ways of identifying political regimes and critically evaluate the methods used for this purpose.

Critically compare major sociological theories (e.g., rational choice, structuralist, contagion, social influence, class-based, organizational, processual and network analyses among others) used to explain political behavior, mobilization, and regime breakdown in democratic and authoritarian contexts.

Analyze the sociological correlates of political preferences, participation, and collective action.

Evaluate competing explanations for a variety of political phenomena drawing on classic and contemporary theoretical texts and empirical studies from both Western and non-Western contexts.

Develop and defend a critical position on political sociological texts through structured writing and oral presentations, focusing on the strength, coherence, and empirical grounding of the arguments.

Apply theoretical frameworks to empirical historical and contemporary political cases using evidence from course readings and independent analysis.

Engage in scholarly debate through informed classroom discussion, demonstrating preparedness, the ability to question assumptions, and respectful engagement with diverse perspectives.

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.

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

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

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.

Introduction

Recommended readings:

Weber, Max. 1994. "The Profession and Vocation of Politics," in *Weber: Political Writings*, edited by Peter Lassman and Ronald Spiers. Cambridge: Cambridge University Press.

Schmitt, Carl. 1996. *The Concept of the Political*. Translated by George Schwab. Chicago: The University of Chicago Press. Pp. 19-53.

Part I. States and regimes

State power: genesis

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 1-2.**

Democracy

Schumpeter, Joseph A. 1942. *Capitalism, Socialism and Democracy*. New York: Harper & Brothers. **Chapters XXI & XXII.**

Przeworski, Adam. 1991. *Democracy and the Market*. New York: Cambridge University Press, Studies in Rationality and Social Change. **Pp. 10-50**

Civic Culture

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.**

Weingast, Barry. 1997. "The Political Foundations of Democracy and the Rule of Law," *American Political Science Review*, 91: 245-263.

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.**

Schofer, Evan and Marion Fourcade-Gourinchas. 2001. "The Structural Contexts of Civic Engagement: Voluntary Association Membership in Comparative Perspective," *American Sociological Review*, 66(6): 806-828.

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

Authoritarian regimes

Ermakoff, Ivan. 2025, "Conceptualizing Authoritarianism," *Oxford Handbook of Authoritarian Politics*, edited by Anne Wolf. Oxford: Oxford University Press.

Gandhi, Jennifer. 2008. *Political Institutions under Dictatorship*. Cambridge: Cambridge University Press. Chapter 1

Ermakoff, Ivan and Marko Grdesic. 2019. "Institutions and Demotions: Collective Leadership in Authoritarian Regimes," *Theory and Society* 48(4): 559-587.

Recommended readings:

Schedler, Andreas. 2006. "The Logic of Electoral Authoritarianism," pp. 1-23 in *Electoral Authoritarianism: The Dynamics of Unfree Competition*, edited by Andreas Schedler. Boulder and London: Lynne Rienner.

Levitsky, Steven and Lucan A. Way. 2010. *Competitive Authoritarianism. Hybrid Regimes After the Cold War*. Cambridge: Cambridge University Press.

Geddes, Barbara, Joseph Wright and Erica Frantz. 2018. *How Dictatorships Work: Power, Personalization, and Collapse*. Cambridge: Cambridge University Press.

II. The Social bases of conflict

Deprivation, polarization

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

Lupu, Noam. "Party Polarization and Mass Partisanship: A Comparative Perspective." *Political Behavior* 37, no. 2 (2015): 331–56.

Class conflicts

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**.

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.**

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.

Analyzing Fascism

Lipset, Seymour M. 1960. *Political Man: The Social Bases of Politics*. Garden City, New York: Doubleday. **Chapter 5.**

Paxton, Robert. 2005. *The Anatomy of Fascism*. New York: Random. **Chapters 2 & 3.**

III. Regime changes

Insurrections

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. 501-537** 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.

State breakdown

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

Goodwin, Jeff, 2001. *No Other Way Out. States and Revolutionary Movements, 1945-1991*. Cambridge: Cambridge University Press. **Pp. 35-50 in chapter 2, chapters 3-4.**

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.

Revolutionary waves

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

Kuran, Timur. 1991. "Now out of never. The Element of Surprise in the East European Revolution of 1989," *World Politics* 44: 7-48.

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

Recommended readings:

Beck Colin. 2014. "Reflections on the revolutionary wave in 2011," *Theory and Society* 43(2):197–223.

Weyland, Kurt Gerhard. 2014. *Making Waves: Democratic Contention in Europe and Latin America since the Revolutions of 1848*. New York, NY: Cambridge University Press.

Arjomand, Said Amir. 2019. *Revolution: Structure and Meaning in World History*. Chicago: The University of Chicago Press

IV. Political mobilization

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.**

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.

Resources and opportunities

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

Frames

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. 1996. "A True American System of Finance: Frame Resonance in the U.S. Labor Movement, 1866 to 1886." *American Sociological Review*, 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.

Networks

Snow, David A., Louis A. Zurcher and Sheldon Eckland-Olson. 1980. "Social Networks and Social Movement: A Microstructural Approach to differential Recruitment," *American Sociological Review* 45: 787-801.

Gould, Roger. 1991. "Multiple Networks and Mobilization in the Paris Commune, 1871," *American Sociological Review*, 56: pp. 716-729.