

Collective Behaviour

SOC2350

Department of Sociology, University of Manitoba
CRN 15984

Tier 215

13:00-14.15 TR, Sept 7 – Dec 8, 2017

Holidays: Oct 5-9, Nov 13

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Office hours: Tuesdays 11:00-12:00.

Voluntary Withdrawal deadline: Nov 17

Welcome to SOC2350

We are grateful to begin this course by acknowledging that we are here together, as newcomers to and experts within the transnational and transhistorical communities of learners and scholars, in a society with public goods and ills, within a part of the sacred Earth biosphere, specifically in Treaty 1 territory, and that the land on which we gather is the traditional territory of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and the homeland of the Métis Nation.

I encourage students in this introductory collective behavior overview course to gain sociological literacy through their coursework here, and to use it, including by continuing considering the ways in which the deep-rooted, characteristic social conflicts, and the historical social movements of trust and cooperation, disruption and domination, institutionalization, compromise, and cooptation that we all construct our lives within, have intertwined and bound the experiences and development of the peoples who have lived and created this land and its potentials. Together we intend to reflect upon collective action as a fundamental human capacity, contributing to the larger forces of stasis and change determining our life chances, and as that capacity is distributed by struggles for power and development.

Per the historical development of this subfield, this course is taught as a social movements course, focusing on collective action for and in the context of social change. We will consider important group interaction dynamics, and our prestigious guest lecturer, Dr. Trine Oland of the University of Copenhagen, will present a focus on behavioural dynamics within the parameters of a state institution.

In order to help students prepare to navigate labour market relationships, with fuller human capacity within our historical and regional context, this course offers two complementary foci:

How Class Collectivities in Capitalism Organize the Social World: Social Movement Strategies & Institutionalized Collective Action, with a focus on law; and

How Challenger Collectivities Work toward Democratic Change: Disruption & Organization.

In order to understand the empirical, historical, regional Canadian social relationships and formation, within the larger scope of actual and real social relationships and formations, we use the comparative (historical and inter-regional) approach in this course.

Evaluation

Course Readings Journal

Keep a journal, in Seminar Questions format, in which you describe what each assigned reading says, explain what it means, and identify what is at stake. Explore issues emphasized by your professor in Learning Objectives, on UMLearn, in lecture, and in class discussions. Relate reading learnings to one another, and use them to plan your Applied & Extended Learning Project. Your course readings journal will be worth **30%** of your course grade. You will submit it twice over the course, Oct 3 for 15%, and on Dec 5 for 15% of this grade respectively.

The Nordic Egaliberte Social Formation: An Organizer's Timeline

On October 12, after the mid-term break, submit in class a timeline charting how the Nordic model was organized. Refer to Lakey 2016. **10%** of the course grade.

Applied & Extended Learning Project: Arts Students Power Structure Analysis and UMSU Platform and Strategic Analysis & Plan social change strategy

Design a power structure analysis and social change strategy for the Arts students to assume the collective power to influence UMSU budget allocation, the privatization or socialization of tuition and fees, and the disposition of the provincial post-secondary education budget to the university.

Form small groups, and divide campaign tasks. Map out UM Arts students' power structure, present in Poster Presentation, and include a Power Structure analysis in the final social change report, the Arts Students' UMSU Platform and Strategic Analysis & Plan social change strategy, see directions in UMLearn.

On Nov 16, there will be an in-class poster presentation of your Power Structure Analysis for **10%** of your course grade. The final product, the social change analysis and strategy is due December 7, will be worth **40%** of your grade.

Course Engagement

You will be graded on the thoughtful, scholarly, collegial quality of your classroom participation. This grade will partially reflect your timely engagement with (demonstrated comprehension and application of) the assigned course material, concepts, and findings. Engagement will be worth **10%** of your grade.

Further questions about engagement expectations in Arts at the university? See Dr. Fridell's "Learning to Learn" presentation in Syllabus & Support Docs under ToC, course UMLearn.

Required Books & Articles

A few required readings (articles & chapters, see schedule below) will be provided to you in electronic form on UMLearn. You are required to check in regularly to the course UMLearn page, and to download and read electronic reading assignments. The following books are also required, and available in the Bookstore. You are required to bring the assigned readings to class, to refer to during discussion, in support of your Course Engagement grade. The schedule below indicates the date by which you are expected to have read the assigned reading.

Blyth, Mark. 2002. *Great transformations: Economic ideas and institutional change in the twentieth century.* Cambridge University Press. 978-0521010528.

Glasbeek, Harry. 2017. *Class privilege: How law shelters shareholders and coddles capitalism.* Between the Lines Press. 9781771133074.

Lahey, George. 2016. *Viking economics: How the Scandinavians got it right—and how we can too.* Brooklyn: Melville House. 978-1-6129-621-3.

MacLean, Nancy. 2017. *Democracy in chains: The deep history the radical right's stealth plan for America.* Viking. 978-1101980965.

McAlevey, Jane. 2016. *No shortcuts: Organizing for power in the new Gilded Age.* Oxford University Press. 978-0190624712.

Schedule

Week 1: *Welcome & Introduction to Collective Behaviour in Treaty One Territory*

Read: **Staggenborg, Susan & Howard Ramos.** 2015. Chapter 5 “Indigenous Protest” in *Social Movements, Third Edition.* Oxford University Press. Available under Content in UMLearn course webpage.

See course UMLearn page (under Contents: Week One) for directions on how to approach this reading.

Week 2: *Grounding: Collective action behind Canada's social formation*

Sept 12

Discuss Staggenborg & Ramos.

Learning objectives: Canadian development history review; the concept of **social change**; introduction to the concept of **the contentious and cooperative social (collective) construction of society**; introduction to the concepts and vocabulary of Sociology's Social Movements subfield, to be applied within course.

Video: Tommy Douglas and the fight for public health care in Canada.

<https://www.youtube.com/watch?v=tG9pNoUwtT4>

Sept 14

Elite collective action in Winnipeg's social formation: Organization, resources, strategy and tactics

Kramer, Reinhold & Tom **Mitchell**. 2011. "Chapter 2: Who? Who? Who-oo?" pp. 36-69 in *When the State Trembled*. University of Toronto Press. ISBN 978-1-4426-1116-0. *How did Winnipeg's capitalist class organize to achieve their exclusive private property-based freedom?*

Watch: The essential role of the second leader: <https://www.youtube.com/watch?v=hO8MwBZI-Vc>. *How did Winnipeg lawyers serve as the (paid) Second Leader for its capitalist class in the early 20th century?*

Lecture: *Competing precept systems*: Delineating materialist v. idealist conceptions of **change**, the varieties of **freedom**, and the **distribution of misanthropy v. cooperation & credit** in conservative, liberal, & socialist collective action.

Learning objectives: Key regional history of collective action toward social formation; the second leader and the institution of the legal profession; political literacy: distinguishing core orientations of conservative, liberal, and socialist collective action; classic capitalist collective action strategies & tactical repertoire.

Week 3: *Comparative collective action and social formation: Organizing collective ideas, actions & institutions in conservative-liberalism and social democracy*

Sept 19: *Collective action institutionalized in conservative-liberal society:*

Elite collective action via state and private institutions of militarized policing and surveillance, and exoteric-esoteric tactics.

Gourevitch, Alex. 2015. "Police work: The centrality of labor repression in American political history." *Perspectives on Politics* 13(3): 762-773.

Anderson, Perry. 2007. Ch. 1 "The intransigent Right: Michael Oakeshott, Leo Strauss, Carl Schmitt, Friedrich von Hayek" pp. 3-28 in *Spectrum: From right to left in the world of ideas. Focus on Leo Strauss' exoteric/esoteric dualism tactic.*

Listen: Alex Gourevitch interviewed by Doug Henwood: http://shout.lbo-talk.org/lbo/RadioArchive/2017/17_05_25.mp3

Learning objectives: Reflect: How does policing serve as institutionalized elite strategy and tactics conserving or advancing the inegalitarian conservative-liberal society in this case study? How & why does conservative theorist Leo Strauss advocate developing and maintaining the social movement tactic of practicing dualist exoteric/esoteric communication?

Sept 21: *Capturing the state: Collective action for working class capacitation and social development*

Blyth, Mark. 2002. Chapter 4 “Building Swedish embedded liberalism,” P. 96-125

Lecture: *History does not end*: On collective confidence, abeyance, and the collective-action & social formation timescale, from Dr. Streunsee, through the clash of ideas & arms, to inegalitarian restoration in Scandinavia.

Learning objectives: On a timeline, identify the social movement strategies and tactics, and institutionalization, that democratic collectives in Scandinavian societies pursued to develop widespread social, political and economic capacitation. How does time, success, failure, and resilience contribute to democratic social change? What other resources and opportunities contributed to democratic social change in this case study?

Week 4:

Sept 26:

Lahey, George. 2017. Pp. ix-34 in *Viking Economics*.

Weeks 4-5: *An assessment of institutional worker behaviour toward newcomers*, featuring distinguished guest lecturer Dr. Trine Oland, University of Copenhagen.

Sept 28

Read: **Lahey**, George. 2016. Pp. 35-72 in *Viking Economics*.

“Welfare Work with Immigrants and Refugees in a Social Democratic Welfare State”: Dr. Oland reviews how the political environment for immigrant and refugee welfare work has changed from 1970 to 2014 in Denmark, and how the Danish context compares to other welfare states. Dr. Oland critically examines the historical project of welfare work as strengthening “the weak” (eg. newcomer citizens) for a collective project of human and social development.

Oct 3

Assignment due: Course Journal

Read Lahey, George. 2016. Pp. 73-129, 187-204 in *Viking Economics*.

“Critique and Welfare Work in the Margin”: In this examination of the delimited rationalities and collective behaviour of state institutional agents, Dr. Oland presents her research into how welfare workers both critically struggle against and accommodate their institutionalized role. Critical struggle is distinguished as on the one hand positivist critique, honing institutionalized immigrant and welfare refugee procedures “on the margins,” and on the other hand, as critique of the assumptions and trajectories of state work with immigrants and refugees.

Oct 5-10 Holiday, No class. Please read Blyth Ch. 5 for Oct 12.

Week 6: *The global patrimonial capitalist restoration: Elites organize social change in Anglo-America*

Oct 12

Assignment due: Nordic Social Formation, an Organizer's Timeline

Blyth, Mark. 2002. Chapter 5, pp. 126-151 "Disembedding liberalism: Ideas to break a bargain." In *Great transformations: Economic ideas and institutional change in the twentieth century*. Cambridge University Press. 978-0521010528.

Listen: *Democracy in Chains*, Doug Henwood interviews Nancy MacLean: http://shout.lbo-talk.org/lbo/RadioArchive/2017/17_06_22.mp3

Week 7: *Elite collective action: Establishing the foundation of ideas, the institution of law*

Oct 17: *The global patrimonial capitalist restoration: Elites organize social change in Anglo-America*

Blyth, Mark. 2002. Chapter 6, pp. 152-201 "Disembedding liberalism in the United States." In *Great transformations: Economic ideas and institutional change in the twentieth century*. Cambridge University Press. 978-0521010528.

Lecture: Economics (*oikos*) as *management*, from Wicksell and Myrdal at the Stockholm School to engineer/economist Buchanan at the Virginia Public Choice School: Recapturing the state for elites through the collective intellectual project of denying the public and stigmatizing and dismantling labor's institutions.

Oct 19

Glasbeek, Harry. Chapter 3 "Gaming the system," in *Class privilege*.

Lecture: Collective action and the influential role of Anglo Master-servant law.

Week 8

Oct 24: *Institutionalized elite collective action*

Glasbeek, Harry. Chapter 5 "The shareholder as toxin," Chapter 8 "The ideal abandoned," & Chapter 11 "The role of limited liability" in *Class privilege: How law shelters shareholders and coddles capitalism*. Between the Lines Press.

Oct 26: *Moving from advocacy & mobilization to organization for social change*

McAlevey, Jane. 2016. "Introduction" pp. **1-26**, and study the charts on pp. **52-70**, in *No shortcuts: Organizing for power in the new Gilded Age*. Oxford University Press. 978-0190624712.

Listen: “Organize Don’t Mobilize,” Doug Henwood interviews Jane McAlevey: http://shout.lbo-talk.org/lbo/RadioArchive/2017/17_03_30.mp3

Week 9: *Moving from advocacy & mobilization to organization for social change*

Oct 31

McAlevey, Jane. 2016. Chapter 4 “Chicago Teachers: Building a Resilient Union.” Pp. 101-142 in *No shortcuts: Organizing for power in the new Gilded Age*. Oxford University Press.

Listen: *Twitter & Teargas*, Nora Young interviews Zeynep Tufekci on the limits of technology-assisted mobilization: <http://www.cbc.ca/radio/spark/359-machines-that-smell-sickness-sarcastic-ai-and-more-1.4149678/twitter-and-tear-gas-1.4150336>.

Nov 2

Read: **McAlevey**, Jane. 2016. “Conclusion,” pp. 199-211 in *No shortcuts: Organizing for power in the new Gilded Age*. Oxford University Press.

Required *in place of* regularly-scheduled class: **6:30 pm** talk by Jane McAlevey at the downtown Winnipeg Public Library. Take notes to discuss Nov 7. Please sign in with me at the library for your Engagement grade. If you are unable to attend, use the class time to also read and report in your Course Journal on pp. 221-262, in Lakey, *Viking Economics*.

Week 10: Insurgency and social movement case study lessons from the U.S.

Nov 7: *The political process model: Resources and opportunities*

McAdam, Doug. 1982. “The Political Process Model,” pp. 36-59 in *Political Process and the Development of Black Insurgency, 1930-1970*. University of Chicago Press. ISBN 0-226-55552-6.

Watch: Keeanga Yamahtta Taylor, From BlackLivesMatter to Black Liberation.

<https://www.youtube.com/watch?v=nyE5n1nRJI&feature=youtu.be>

Learning objectives: The sociological conceptualization of Power Resources and Political Opportunity Structure in collective action.

Nov 9

Marom, Yotam. 2015. “What Really Caused the Implosion of the Occupy Movement—An Insider's View.” Alternet. *December 23*.

Guest speaker Ms. Chimwemwe Undi, UM Arts Alum & Robson Hall, “Art and Antiracist Social Movement in Winnipeg.”

Week 11: *The slavers you will always have with you: Conservative collective action, precepts, strategy and tactics*

Nov 14

McLean, Nancy. 2017. Pp. 1-25 in *Democracy in Chains*.

Brief lecture on **Losurdo**, Domenico. 2004. "Authority and freedom," Pp. 72-78 in *Hegel and the freedom of moderns*.

Nov 16

Assignment due: Poster presentation: A power structure analysis & social change strategy.

Week 12: *Why families pay tuition & fees to universities*

Nov 21

McLean, Nancy. 2017. Pp. 61-111 in *Democracy in Chains*.

Nov 23:

Guest Speaker: Mr. Niall Harney, UM Arts Alum & CFS, "Student Unions as Political Incubators."

Week 13: *Elite collective action in our time*

Nov 28

Final project workshop.

Nov 30

Chibber, Vivek. 2017. "Rescuing Class from the Cultural Turn," *Catalyst* 1(1): 27-55.

Watch video: Michelle Alexander, Naomi Klein, and Keeange-Yamahtta Taylor
<http://www.haymarketbooks.org/blogs/39-watch-michelle-alexander-naomi-klein-and-keeanga-yamahtta-taylor-in-conversation>

Week 14: *Insurgent collective action in our time*

Dec 5

Della Porta, D. 2015. Chapter 4 “Lo Llamam Democracia Y No Lo Es: A crisis of political responsibility,” pp. 110-156 in. *Social movements in times of Austerity: Bringing capitalism back into protest analysis*. Polity. 978-0745688596.

Assignment: Submit final Course Readings Journal

Dec 7

Assignment: Turn in final Applied & Extended Learning Project: The Arts Students’ UMSU Platform and Strategic Analysis & Plan social change strategy.

Course and university procedures and regulations:

Your Learner Disposition: Requirements and Evaluation

This course is an undergraduate text-focused seminar in a university. It is understood and expected that you have and are responsible for maintaining a greater-than-average interest in the material, an enthusiastic and collegial attitude toward both study and participation, and a firm and observable respect for scholarship and scholars. The expectation is that you will attend each meeting, study the reading thoroughly and in advance, do your assignments with dedication and on time (before their due date), and participate actively in class, with collegiality consistently demonstrated for your classmates and respect consistently demonstrated for your professor both in and out of class.

It should go without saying that students should make every effort to arrive on time for class; students who arrive late miss important class material, create a culture of disrespect for learning and the community of learners, and disrupt the class. If you miss the time reserved for class, your option is to ask a classmate to catch you up. Students who have studied and attended classes are warmly welcomed to visit the professor in her office hours.

Students are always expected to be respectful to their colleagues and to the professor during class discussions and in office hours. Disruption will initially result in the student being asked to leave the classroom; any disruption after that warning will result in the student being given the choice to avail himself or herself of the Voluntary Withdrawal date or (s)he may be subject to disciplinary action such as being debarred from the class.

Academic dishonesty

Students should acquaint themselves with the University’s policy on plagiarism, cheating, exam personation, (“**Personation at Examinations**” (Section 5.2.9) and “**Plagiarism and cheating**” (Section

8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at <http://www.umanitoba.ca/faculties/arts/student/index.html> . Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

Late penalty

No extensions will be given without medical documentation, or other documentation of comparable seriousness, that will normally be required to avoid a late penalty. Please be advised that a late penalty of 3% per day, including days on weekends, will be applied to all papers that are handed in after the specified deadlines.

If the student has a binding and documented reason to be absent from class on a specified date, the student must notify the professor as early as possible, so that if the reason is accepted by the professor, the student and professor can make substitute arrangements for the student to complete and submit assigned work.

Athletic championships & identity-group holidays

The university recognizes the right of all students to observe recognized holidays of their faith which fall within the academic year. If you will have to miss any classes or will require an extension for an assignment due to an athletic championship or identity-group holiday, please notify the professor at the beginning of the term or at least three weeks in advance of the relevant date.

Unclaimed term work disposal

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.