
COLLECTIVE BEHAVIOUR

SOC2350

Department of Sociology & Criminology, University of Manitoba, Fall 2019

CRN 18786, 3 credit hours

Tier 303

10:00-11:15 TR, Sept 4– Dec 6, 2019

Holidays: Oct 14, November 11-15

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Office hours: TBD.

Voluntary Withdrawal deadline: Nov 18

Welcome to SOC2350

We convene this course 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 the Lake Winnipeg Watershed, 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 behaviour 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.

Course Description and Objectives

Together we intend to study and reflect upon **collective action as a fundamental human capacity**, as that capacity is *distributed* by struggles for, and institutionalizations of, **power, sovereignty, recognition, and development**. We are studying how agential human collective action *contributes to* the forces of **stabilization and change**, and contributes to determining people's life chances.

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**. Our approach is sociological; we start from this foundation: *People change their world by organizing together*. The broad subfield questions are: *How and why does collective human agency change our world?* We will be studying a dominant form of collective action in our world, **class collective action**, and its products, including social orders and conflicts of **racialization, inequality, and equality**.

This course offers two complementary foci:

How Class Collectivities in Capitalism Organize the Social World and Life Chances: 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* social relationships and formation we observe, within the larger scope of *actual* empirical variations experienced by people across time and regions, and *real* (possible) social relationships and formations, we use the **comparative approach** in this introductory course. Understanding of *variation, probability, and possibility* in human social constructions and outcomes is built on methodical, social-scientific **historical and inter-regional comparison**. Comparative knowledge is particularly important when understanding collective action, as macro social construction unfolds over the large scale--over time and across social and physical space.

This course is a **subset of Political Sociology**, and contributes to sociological *macro* social-construction knowledge. It will also contribute to the knowledge of students interested in Law, Labour, Business, and Global Political Economy.

In contributing to Sociological and affine disciplinary knowledge, this course is also designed to contribute to the civil knowledge of two populations: 1) Arts students preparing to navigate the *majority laissez-faire* job and business markets; and 2) University students preparing to contribute as adult citizens to the ongoing social reconstruction of a democratic society. This course will help engaged students prepare to analyze and navigate labour market, community, and state relationships, with fuller human capacity within our historical and regional context.

Evaluation

Students can expect to receive their assignment and test grades two weeks after they are turned in to the professor.

3 Quizzes

Once a month, from September through November, an in-class quiz testing your timely familiarity with the assigned readings will be worth 20% each of your grade.

Final Paper

The Final Paper will be worth 30% of your grade. You will use course material to analyze and propose a **sociological, scholarly** thesis. Using descriptive headings and subheadings, the paper format will include the following sections, of which the Analysis and Recommendations require the most work:

- 1) Header with your name, date, and paper title
- 2) 1-2 paragraph **Synopsis** of the paper, including thesis question
- 3) **Context** section: Provide Background-- Discussion of the substantive social question in social, historical, current context.
- 4) **Analysis** section: Answer the thesis question in relation to the relevant course literature.
- 5) **Key messages**: One-sentence sound-bites derived from Context discussion, summarize what is at stake.
- 6) **Recommendations** section: Summarize and derive recommendations from Analysis.
- 7) References

Course Engagement

As exclusively, expertly judged by the professor, the quality of your engagement with the course, including the quality of your work and the respect shown for scholarship, the professor, in-class university-level learning, and your peers, will be worth 10% of your grade. You will be graded on the thoughtful, scholarly, collegial quality of your classroom contribution. This grade will partially reflect your timely engagement with (demonstrated comprehension and application of) the assigned course material, concepts, and findings. Further questions about engagement expectations in Arts at the university? Ask Dr. Fridell for her “Learning to Learn” presentation notes.

Grading Rubric

<u>Letter Grade</u>	<u>Percentage</u>	<u>GPA</u>	<u>Description</u>
A+	90-100%	4.5	Exceptional
A	80-89%	4.0	Excellent
B+	75-79%	3.5	Very Good
B	70-74%	3.0	Good
C+	65-69%	2.5	Satisfactory
C	60-64%	2.0	Adequate
D	50-59%	1.0	Marginal
F	49% or less	0	Failure

Required Books & Articles

Some required readings (articles & chapters, see Course 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 electronic reading assignments by September 30.

The following books are also required, and available in the Bookstore, as well as on 3-hour reserve at the Dafoe Library. You are required to bring the assigned readings to class, to refer to during discussion, in support of your Course Engagement grade. The Course Schedule below indicates the date by which you are expected to *have read* the assigned readings.

Linebaugh, Peter & Marcus **Rediker**. 2000. *The Many-headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*. Beacon.

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

Pistor, Katharina. 2019. *The Code of Capital: How the Law Creates Wealth and Inequality*. Princeton University Press.

Course Schedule

Week 1: *Welcome & Introduction to Collective Behaviour: Collective Action, Delegated-Institutionalized Collective Action, and Social Movements for Change*

Sept 5

Week 2: *Introduction to Social Movement and Delegated-Institutionalized Collective Action*

Sept 10: *Social Movement behind Canada's Social Formation*

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.

Matthews, H. 2019. "What the debate around Indigenous genocide says about Canada." *MacLean's*.

<https://www.macleans.ca/opinion/what-the-debate-around-indigenous-genocide-says-about-canada/>

Learning objectives: Canadian development history and current issues review; the 4-part conceptualization of **social change**; the concept of **sovereignty recognition** and **distribution**, and its contested relationship to institutions and states; 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.

Watch: Tommy Douglas and the strategic fight for public health care in

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

Initial extrapolative analysis: What will it "take to restructure and restore Canada's authority to govern all its peoples"?

Sept 12: *Collective-action Delegated and Institutionalized: The Policed Carceral Society*

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

Bowles, S. and A. **Jayadev**. 2007. "Garrison America."

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

Week 3: *Leadership in Collective Action: Recognizing Second Leaders and Feminized Leaders*

Sept 17:

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>.

Analyze: How did Winnipeg lawyers serve as the (paid) Second Leader for its capitalist class in the early 20th century?

Listen: Doug Henwood interviews Nancy MacLean on elite collective action: http://shout.lbo-talk.org/lbo/RadioArchive/2017/17_06_22.mp3

Learning objectives: Key regional history of collective action toward social formation; the Second Leader role, 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.

Sept 19: *Recognizing Feminized People's Collective Action Leadership*

Robnett, Belinda. 1996. "African-American women in the Civil Rights Movement."

Learning objective: Patriarchal feminization means discounting and making invisible crucial work, in order to direct the social distribution of benefits and costs. Robnett's study shows the importance of a gender lens for recognizing crucial actors, strategies, and resources in collective action.

Watch video: Michelle Alexander, Naomi Klein, and Keeanga-Yamahtta

Taylor <http://www.haymarketbooks.org/blogs/39-watch-michelle-alexander-naomi-klein-and-keeanga-yamahtta-taylor-in-conversation>

Week 4: *Collective Action: Are Contracts > Norms?*

Sept 24: *Historical Leadership in Antiracist & Anticolonial Collective Action*

Hogsbjerg's introduction to CLR James' *The Black Jacobins* at <http://isj.org.uk/clr-james-and-the-black-jacobins/>.

Sept 26: *Recognizing Institutionalized Collective Action: The English Common Law*

Pistor, Katharina. 2019. *The Code of Capital*, pp. 23-46.

Learning objectives: Understanding institutions—here law—as *delegated collective action*, actively ordering society; Understanding how institutions—here law—are continuously reconstructed to secure social order. Understanding how law secures wealth and inequality. Pistor suggests ways that law and states work to enable wealth and inequality.

Learning task: As you read Pistor over the upcoming weeks, **methodically identify and record legal and state methods that Pistor suggests are key to maintaining the capitalist wealth/inequality social order.** As you read, methodically analyze how *non-Anglo-American* societies' *civil* law distinctively organizes society compared to *English Common Law* societies. How has that distinction been undermined—What role have states played in legal globalization? Can you suggest *hypotheses* as to *why* that happened? As you read, use your *sociological imagination* to methodically analyze: *Why* might people want to change the English Common Law-based social ordering methods? Consider how English Common Law distributes benefits and costs sociologically. *Who* would want to change those methods? Under *what* conditions? Hypothesize: *How* do people change institutions, depending on whether those institutions direct status and resources to them or disrupt/dislocate/deplete them?

Week 5: *Collective Action through the Law in Anglo-American Societies*

Oct 1: *From Property Law to Corporate Law*

Pistor, Katharina. 2019. *The Code of Capital*, pp. 47-76

Oct 3: *To Spend with Borrowed Money: Laws for Capitalism*

Pistor, Katharina. 2019. *The Code of Capital*, pp. 77-107

Week 6: *Collective Action through the Law in Anglo-American Societies*

Oct 8: *Law as Capitalist Collective Action*

Pistor, Katharina. 2019. *The Code of Capital*, pp. 108-131

Oct 10: *Private Global Law & its State Enforcer, feat. Canada*

Pistor, Katharina. 2019. *The Code of Capital*, pp. 132-157

Week 7: *Collective Action through the Law in Anglo-American Societies*

Oct 15: 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>.

Oct 17: *Global Private Lawyers as Elite Collective Action Agents*

Pistor, Katharina. 2019. *The Code of Capital*, pp. 158-182.

Week 8: “Incumbent” Property Owners, Class Collective Action

Oct 22: *Capitalism as a Class Collective Action using Law and States*

Pistor, Katharina. 2019. *The Code of Capital*, Ch 9 “Capital Rules by Law,” pp. 209-234 (skip 205-208).

Video: Greta Thunberg’s Climate School Strike: https://www.youtube.com/watch?v=uRgJ-22S_Rs

Topical Extrapolation: Under what conditions, given what outcomes, might people need to organize to change such a socio-economic system? What sorts of changes does Pistor’s analysis suggest? Given the collective action we have studied in this class, do you think it is probable that capitalists, their lawyers, or their politicians would organize sufficiently to change the socio-material order produced through English Common Law? Greta Thunberg indicates that the **collective action problem** behind climate crisis (a part of the socio-material order) is not class relations, but generational. Do you agree? Why or why not? Or do you think Thunberg is being *strategic* in her comms/messaging?

Oct 24: *Challenger Strategy*

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 29:

McAlevey, Jane. 2016. Chapter 2 pp. 27-70 in *No Shortcuts: Organizing for Power in the New Gilded Age*. Oxford University Press.

Oct 31:

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

Week 10: *Egaliberte Insurgency and Social Movement: Recognizing and Assessing Political Opportunity Structure and Resources*

Nov 5: *The Political Process Model: Resources and Opportunities in 20th Century American Antiracist*

Organization

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=nyE5nl1nRJI&feature=youtu.be>

Learning objectives: Identify the Power Resources Distribution and Political Opportunity Structure in 20th century American antiracism collective action. Identify how organizers fitted Power Resources to Political Opportunities to change the political terrain in an antiracist way, including changing leading ideas, social networks, institutions, and popular discourse, political opportunities, and the power resources distribution.

Nov 7: *Social Movement Collective Action Resource: Emotional Intelligence and Discipline*

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

Analyze: What role do police/military *cultural resources* play in disrupting and dismantling social movement, such as anti-imperial insurgency?

Hypothesize: Why are *emotional intelligence and emotional discipline* a social movement organizing resource, in the context of police/military objectives to disrupt and dismantle social movement?

Watch: Policing antiracism: The FBI's COINTEL program to disrupt and dismantle the antiracist Civil Rights Movement (CRM) https://www.democracynow.org/2014/1/8/it_was_time_to_do_more

Week 11 Holiday

Week 12: *The Long Fight for Distributed Sovereignty: Antiracist Egaliberte Collective Action*

Nov 19

Excerpt from **Akuno**, K & A **Nangwaya**. 2017. *Jackson Rising: The Struggle for Economic Democracy and Black Self-determination*. Daraja Press. 978-0995347458.

Listen: Doug Henwood interviews Kali Akuno: http://shout.lbo-talk.org/lbo/RadioArchive/2017/17_11_16.mp3.

Nov 21:

Llinebaugh & Rediker, Ch 1 "The Wreck of the Sea-Venture."

Week 13: *The Long Fight for Distributed Sovereignty: Antiracist Egaliberte Collective Action*

Nov 26

Llinebaugh & Rediker, Ch 2 “Hewers of Wood and Drawers of Water.”

Wikipedia. “Timeline of Abolition of Slavery and Serfdom.”

Nov 28

Llinebaugh & Rediker, Ch 5 “Hydrarchy: Sailors, Pirates, and the Maritime State.”

Week 14: *The Long Fight for Distributed Sovereignty: Antiracist Egaliberte Collective Action*

Dec 3

Llinebaugh & Rediker, Ch 6 “The Outcasts of the Nations of the Earth.”

Sinclair, Niigaan. 2019. “Slave Trade Helped Build Manitoba’s Early Economy.” *Winnipeg Free Press*, July 26.

Dec 5

Llinebaugh & Rediker, Conclusion: “Tyger! Tyger!”

Assignment: Turn in coalated, paginated, hard copy of your Final Paper in-class.

Course and University Procedures and Regulations:

Class Conduct

Student participation and attendance are essential to one’s success in this course. 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 and disrupt the class. All cell phones must be turned off during class time, and observing scientific studies, all distracting technologies are discouraged. Students are expected to be respectful to their colleagues and to the professor during class discussions and in office hours. In addition to the fact that your performance *as a student* is evaluated by the professor, the course design, expectations and content are laid down by the professor only. Disruption and excessive and non-collegial talking will not be tolerated, and 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 may be subject to disciplinary action such as

being debarred from the class.

In the event that the student is unwilling to accept the professor's expectations for students in this theory course, the student is advised to avail her- or himself of the Voluntary Withdrawal date.

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://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.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 2 points per day, including days on weekends, will be applied to all papers that are handed in after the specified deadlines.

Exams may not be made up after the class each exam is distributed within. 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 professor can make substitute arrangements with the student to take the exam.

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.

Guidelines for Written Work

1. All written work is to be typed in 12-point print and in Times New Roman or equivalent font.
2. Your work will have one-inch margins and spacing will be at space-and-one-half.
3. On the top of the first page include your name, your student number, my name, and the number of the course. No cover pages, binders or assignment covers please.
4. Please use in-text citations, e.g. (Veblen 2007: 362) or (Fridell: June 3, 2009), to cite your work. Each assignment must include a bibliography that lists your references alphabetically by author. Your bibliography should follow the Chicago Style, APA, or American Sociological Association guidelines for in-text citations with a Works Cited list. Here are some examples of acceptable bibliographic formats:

Gleick, James. 1987. *Chaos: Making A New Science*. New York: Penguin Books.

Law, John. 2001. *Notes on the theory of the Actor Network: Ordering, Strategy and heterogeneity*. <http://www.comp.lancs.ac.uk/sociology/soc054jl.html>. Accessed March 13, 2010.

Veblen, Thorstein. 2007 (1894). "The economic theory of women's dress." pp. 361-362 in *Classical Sociological Theory*, edited by Michael S. Kimmel. New York: Oxford University Press.

Fridell, Mara. Lecture, "Sociological Theoretical Foundations: Commodity Fetishism." University of Manitoba, Winnipeg. June 3, 2009.

Ward, Steven. 1996. "Filling the world with Self-Esteem: A Social History of Truth-Making." *Canadian Journal of Sociology* 21(1): 1-23.

5. The maximum lengths recommended for each assignment do not include the bibliography.
6. Unless directly quoting, please use gender-inclusive language in your written assignments, even if your sources do not. However, please note that when quoting directly from other authors, you should not 'correct' their language to make it gender-inclusive.

Student Support Services

On-line paper writing guides include:

- Dartmouth writing guides: <http://www.dartmouth.edu/~writing/materials/student/>
- Purdue OWL: <http://owl.english.purdue.edu/owl/>

The University of Manitoba provides a number of support services to students that can help you to write your term papers, develop your study skills, or get through a stressful situation. Many of these services are described online at:

<http://www.umanitoba.ca/student>

If you're not already familiar with these services, I encourage you to spend some time getting to know about them; they can help you to improve your academic performance and to get the most out of your time at university. Some key resources include:

Aboriginal Student Centre 45 Curry Place (204) 474-8850 E-mail: asc@umanitoba.ca http://www.umanitoba.ca/student/asc	Disability Services 155 University Centre (204) 474-6213 / TTY: (204) 474-9790 Fax: (204) 261-7732 E-mail: disability_services@umanitoba.ca http://umanitoba.ca/student/resource/disability_services
Learning Assistance Centre 201 Tier Building (204) 480-1481 E-mail: miriam_unruh@umanitoba.ca http://umanitoba.ca/u1/lac	Student Counseling and Career Centre 474 University Centre (204) 474-8592 E-mail: lindenna@cc.umanitoba.ca http://umanitoba.ca/student/counseling
U1 Student Help Centre 205 Tier Building	

(204) 474-6209

E-mail: university_1@umanitoba.ca

<http://umanitoba.ca/u1>