

Collective Behaviour
University of Manitoba
Department of Sociology

SOC 2350 (A01), Winter 2010, 3 credit hours
MWF 9.30-10.20
301 Tier

Professor: Dr. Mara Fridell
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Important dates

January 6 (Wednesday): First day of class
January 15 (Friday): Meet in Dafoe library, by front desk
January 18 (Monday): Sign up for IGAI
January 19 (Tuesday): Last day to add course
January 22 (Friday): Quiz 1
January 29 (Friday): Sign up for Presentation topic
February 5 (Friday): IGAI due
February 12 (Friday): Quiz 2
February 15-19: Holiday, no class
February 22 (Monday): Presentation proposals due
March 10 (Wednesday): First project presentations; Take-home quiz 3 distributed
March 12 (Friday): No class
March 15 (Monday): Take-home quiz 3 due
March 19 (Friday): Last day to withdraw from the course
April 2 (Friday): Holiday, no class
April 9 (Friday): Last day of classes

Course content and objectives

In this course we will analyze and compare historical and contemporary collective behaviour, focusing on social movements—their domain, their political-opportunity structures, their goals, their forms, their frames, their repertoires, their outcomes and legacies, and how individuals are mobilized. This study will involve comparisons with intersecting gender, labour, anti-racism and anti-colonial movements, as well as community philanthropy and conservative social movement. Prerequisite: [a grade of "C" or better in SOC 1200 (077.120) or the former SOC 1201 (077.120)] or [a grade of "C" or better in both SOC 1211 (077.121) and SOC 1221 (077.122)].

Required Readings (at bookstore)

Issac, T.M. Thomas and Richard W. Franke. 2002. *Local Democracy and Development: The Kerala People's Campaign for Decentralized Planning*. Rowman & Littlefield.

Leondar-Wright, Betsy. 2005. *Class matters: Cross-class alliance building for middle-class activists*. New Society.

Odendahl, Teresa. 1990. "Elite Jewish Giving." Pp. 138-160 in *Charity Begins at Home: Generosity and Self-interest Among the Philanthropic Elite*. New York: Basic Books. (In-class handout.)

Piereson, James. 2005. "Investing in the Right Ideas: How Philanthropists Helped Make Conservatism a Governing Philosophy." *The Wall Street Journal*, May 27. On-line at <http://www.opinionjournal.com/extra/?id=110006723>.

Robnett, Belinda. 1996. "African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership and Micromobilization." *AJS* 101(6): 1661-1693. (In-class handout.)

Staggenborg, Suzanne. 2008. *Social movements*. Oxford: Oxford University Press.

Evaluation

Evaluation will be based on the following:

- Reading questions 10%
- 2 quizzes 10% each (total of 20%)
- Proposal, outline and annotated bibliography assignment 10%
- Presentations 25%
- IGAI 25%
- Attendance and engagement on presentation days, total of 10%.

Reading questions

Come up with two (2) questions from the week's assigned reading to stimulate sociological discussion. You will sign up in class for one day to introduce the two questions for the class on the day's reading. You are responsible for recording and remembering your day for introducing questions on the reading.

Informed Guerrilla Art Intervention (IGAI)

- 1) The purpose of this assignment is to help students gain further scholarly and activist experience using Dafoe Library resources, data showing how gender difference and inequality plays itself out in Canada, and collective action techniques. Each student will locate one type of data about women and men in the Canadian economy, see list under "Assignment topics and resources" section below. Since more than one student will be assigned to each topic, you may opt to work together if you like. On January 15 the class will meet Mr. Gary Strike in the Dafoe Library computer lab to review locating data. Find the most recent data available on the topic you are assigned. Where possible, disaggregate your data by province, income or wealth, race/ethnicity, citizenship status, disability, and/or age group. You can also show comparative data from other countries, or from

Canada over time. Make a guerrilla art project that presents this data in a manner that is easy to follow (e.g. a table or diagram). Incorporate the data in one or more forms of: chalk quotes, guerilla gardening, posters, map of area, hidden fortunes, notices, coupon poster, public chalkboard, slogan stickers, tags, installations, postcards, moss graffiti, miniature environments, wish tree, sound collage, banners, scavenger hunt, etc. See <http://www.kerismith.com/funstuff/guerilla.htm>. Also include the source of the data on the project (eg. the web address, date published and/or accessed, and the organization that produced the data). On February 5, bring a physical or on-line piece, photo, and/or result of your Informed Guerrilla Art Intervention to show in the class.

Presentation proposal

Each student will participate in a group of 2-3, researching and presenting in-depth on a subject area, listed under “Assignment topics and resources” section below. On January 29, students will sign up for an available subject from the list. If you have a unique idea or you want to modify or change your topic, you can fly it by me for approval. These subjects are chosen to allow you to explore a class idea in further depth, and present your findings from the literature to the class.

On February 22, you or your group will turn into me a proposal that includes a 1-2 paragraph synopsis of your project agenda, an outline of your presentation, and an annotated bibliography. An annotated bibliography is a bibliography that includes short (one paragraph) synopses of the theme or arguments of each cited work after each bibliographic entry.

The proposal will be about 3 pages long, space-and-a-half, 12 pt. Times New Roman (or similar) font, one-inch margins, paginated, spell-checked, edited, and copy-edited. The annotated bibliography will be single-spaced. Include the project title, your name and the course number at the top of the first page. Use APA, MLA or ASA citation style.

Presentation

I will assign you a slot in which you will present your research project. Please come to class on your presentation day prepared to discuss your findings, show your work on posterboard, in a brochure, in video or on Powerpoint, and/or involve the class in a topical exercise. You should plan on presenting for about 15 minutes, or make arrangements with me if your work will take longer to present. If you use Powerpoint or make a video, please email it to me.

Worth 25% of your course grade, the presentation will be evaluated on the basis of form (meets assignment requirements, includes accurate citations at the end) and content. Content includes descriptions and arguments that are clear, concise and logically structured; the presenter practices using a social science framework, provides course-related and relevant evidence, and demonstrates an appropriate awareness of the audience.

If you would like to write a paper for this project, please see me to make arrangements.

An attendance sign-up sheet will be passed around on every day in which your colleagues are presenting. 10% of your final course grade is determined by evidence of your support for your colleagues. If you miss any presentation days, you will get a 0.

Quizzes

You will be quizzed on your engagement with the readings (including the reading assigned for the quiz day). There are 2 quizzes worth a total of 20% of your course grade. No make-ups for missed quizzes.

Grading scale

A+ = 90 - 100%	C+ = 65 - 69%
A = 80 - 89%	C = 60 - 64%
B+ = 75 - 79%	D = 50 - 59 %
B = 70 - 74%	F = 0 - 49

Schedule (pp. 4-5)

Subject to change at professor's discretion

S = Social movements; I&F = Local Democracy; L-W = Class Matters

Week Date	Assignment	Topic
1 6/1		Welcome: Intro to collective action Street-fightin' man?
8/1	Robnett handout	
2 11/1 13/1	S 1-25	Film: <i>Human Behavior Experiments</i> Theories of collective action: Political Process & progressive mobilization; Strain & reactive mobilization.
15/1	Meet in Dafoe Library	Data sources at the library
3 18/1 20/1 22/1	S 26-42 Sign up for presentations Quiz 1	Mobilization, outcomes, media Film: <i>The Revolution Will Not be Televised</i>
4 25/1 27/1 29/1	S 55-70 Sign up for IGAI	Aboriginal protest Film: <i>The Fourth World War</i>
5 1/2 3/2 5/2	Odendahl (handout)	Mobilization & mobilization failure: Community-building & social control Situation tests, networks & the non-tragedy of the commons Film: Monbiot's Copenhagen interviews
6 8/2	I&F Ch. 1-2	The Kerala Local Democracy & Development Model

10/2		Repression, from Pinkerton Detectives to
12/2	Quiz 2	free speech cages
7		
15/2	Holiday, no class	
17/2	Holiday, no class	
19/2	Holiday, no class	
8		
22/2	S 123-136	Neoliberal v. global justice movement
24/2	Presentation 1&2	
26/2	Presentation 3&4	
9		
1/3	S 104-122	Environmental movement; Film: <i>Ingredients/Todmorden</i>
3/3		Fair trade movement and capitalist countermovement
5/3	Presentation 5&6	

Week Date	Assignment	Topic
10		
8/3	Presentation 7&8	
10/3	L-W 1-4, 10-25	Cross-class alliance building
12/3	No class	
11		
15/3	I&F Ch. 3, 8, 13	Local Democracy Challenges
17/3		Film: <i>The Take</i>
19/3	Presentation 9&10	
12		
22/3	Presentation 11&12	
24/3	L-W 64-87	Cross-class activist milieus
26/3	Piereson (on-line)	Conservative movement: Money & ideas
13		
29/3	Presentation 13&14	
31/3	L-W 92-105, 139, 146-151, 153-159	Cross-class work: Steps & strategies
2/4	Holiday, no class	
14		
5/4	IGAI	Informed Guerrilla Art Intervention
7/4	IGAI	showcase
9/4	IGAI	

Assignment Topics and Resources

Informed Guerrilla Art Project. Find comparative data on:

- 1) Labor Force Participation Rates
- 2) Unemployment Rates
- 3) Occupational Segregation
- 4) Median Earnings
- 5) Unionization Rates
- 6) Wealth Gap
- 7) Percentages of Children living with only one parent
- 8) Poverty Rates for Children
- 9) Poverty Rates for Households
- 10) Access to Daycare

Presentation projects

Carve out a modest, manageable portion of one of the following project suggestions. In addition to scheduled course readings, use one or two suggested sources to frame your project within an historical, theoretical, or comparative context, and include a description of the source's contribution to your issue in your annotated bibliography.

- 1) Report on contemporary food security movements (Eg. www.navdanya.org, foodnotlawns.net, Permaculture).
- 2) Report on neighborhood/community environmental (removing roads, guerrilla gardening, redesigning transport, etc.) collective actions. (Eg.
- 3) Report on gender budget collective action (<http://www.unpac.ca/gender/index.html>, see also Abramovitz & Morgen).
- 4) Report on gender-equitable economic alternatives collective action (http://unpac.ca/economy/ea_main.html).
- 5) Report on collective action to redress migrant farm labour exploitation by the Manitoba state (See UNPAC, Jennifer deGroot).
- 6) Report on collective action to address housing shortages, sanitation issues in Winnipeg.
- 7) History and POS analysis of the 1919 Winnipeg general strike (See Doug McAdam for framework).
- 8) Report on unisex bathrooms, the collective action project of queering public space (see D. Mitchell).
- 9) Report on the current transsexual liberation movement in Barcelona, Spain.
- 10) Report on transnational labour movement—political opportunity structure, repertoire.
- 11) Report on the historical or contemporary Bolivarian Revolution (see MRZine.org).
- 12) Report on gender & class identity, and the politics of social reproduction in the labour movement: the patriarchal status of working class men, and struggles to make the labour movement more inclusive.
- 13) Present a social movement history of the IWW or the Spanish Civil War.
- 14) Report on historical and contemporary state repression of anarchists, communists, environmentalists and/or socialists in Canada.

- 15) Compare red-green social movement alliances v. conservative-rural social movement alliances.
- 16) Report on international state sponsorship of regional religious fundamentalist movements since the 1970s.
- 17) Report on the Chamber of Commerce as an anti-environmental or anti-education/anti-business/wealthy tax collective action organization.
- 18) Analyze the conservative movement's US expansion through the SPN (State Policy Network) & Focus on the Family state-cell organizations (see Domhoff).
- 19) Analyze the neocon policy interventions in Latin America in the 1980s.
- 20) Report on the neocon movement in the US or Canada (see <http://www.cnas.org/>, Sourcewatch's on-line article on PNAC).
- 21) Analyze the role of American universities (econ, poli-sci & law departments and dean's offices) in disseminating and instituting conservative paradigms globally.
- 22) Report on the Republican organizing careers of Jack Abramoff, Grover Norquist and Ralph Reed (see Matt Taibbi's Rolling Stone article).
- 23) Analyze the use of post-modern and anti-colonial argumentation in conservative European social movements (See Rightweb's "Who are the 'Eurocons'?").
- 24) Report on conservative collective action by physicians, hospitals, insurers, and pharmaceutical industry in Canada and/or the US to prevent the institution of public health (See CBC documentary on Tommy Douglas.)
- 25) Report on the gendered, racialized conservative "welfare queen" neoliberal collective action of the 1980s-1990s—strategies, framing, outcomes (see F.F. Piven et al, Holmstrom). With social safety net gone, where is social wealth reallocated; how are economic growth benefits, risks, and costs distributed; what happens to imprisonment after the institution of a punitive framework; who subsequently loses work in neoliberal economic crisis; and what kind of work is left (see CCPA and CEPR)?
- 26) Report on neoliberals'/neocons' gendered immigration collective-action initiatives in the US, Sweden.
- 27) Report on how (gendered, racialized) violence is generated in the context of conflicts over resources in resource-rich, post-colonial infrastructure-poor regions (See K. Oliver, C.T. Mohanty, Gourevitch, 60 Minutes' *War Against Women* on-line, <http://www.isreview.org/issues/60/feat-africa.shtml>).
- 28) Report on gender frames, and social reproduction externalization outcomes in (conservative) militarizing cultures (See C. Enloe, C.T. Mohanty). Report on women's collective action undermining militarization. Consider US, Canada, or historically, Spain, Chile, Argentina.
- 29) Report on the abolitionist movement against contemporary slavery (See K. Bales, V. Malarek, Kathryn Farr).
- 30) Education for girls, iodized salt and fistulas: Report on modern trends in female-focused foreign aid campaigns. Compare the coalitions, research, motivations, goals, outcomes, contradictions.
- 31) Report on population control v. reproductive rights collective actions.
- 32) Report on movements to democratize the family, through collective supports for social reproduction, providing incentives for male nurturing. See history in Soviet

- Union, Japan, Scandinavia. See commentary by Ann Crittendon, Nancy Folbre, Viviana Zelizer.
- 33) Report on movements to address global housing insecurity, slum growth (See M. Davis, United Nations (UN) data).
 - 34) Create a website featuring an annotated bibliography of local or regional social justice organizations and their projects.
 - 35) Assess gender, racial and/or class inequalities graduates face; design a university- or Manitoba-based social movement for addressing those inequalities.
 - 36) Report on the history of & current issues within the women's movement in Canada.
 - 37) Report on the history of & current issues within the GLBT movement in Canada.
 - 38) Report on DAWN Canada--history, current disability issues.

Project Resources

- The HQ... section of the Dafoe library
- Sociology databases, see:
http://umanitoba.ca/libraries/elibrary/netdoc/subject_125.shtml
- Data at the library: <http://umanitoba.ca/libraries/units/datalib/>
- Statistics Canada: <http://www.statcan.gc.ca/start-debut-eng.html>
- Guerilla Art: <http://www.kerismith.com/funstuff/guerilla.htm>
- Institute for Women's Policy Research: <http://www.iwpr.org/index.cfm>
- UNPAC's Women & the economy: <http://unpac.ca/economy/index2.html>
- INCITE! Women of Color Against Violence. <http://www.incite-national.org/index.php?s=37>.
- Canadian Centre for Policy Alternatives (CCPA)
<http://www.policyalternatives.ca/>
- Center for Economic and Policy Research (CEPR, US-focus). www.cepr.net
- Rightweb. <http://www.rightweb.irc-online.org/>
- Domhoff's "Who Rules America?" <http://sociology.ucsc.edu/whorulesamerica/>
- Right Livelihood laureates.
http://www.rightlivelihood.org/laureates.html?&no_cache=1

Scholarly Conduct

- 1) For most course logistical information, you will first check the syllabus, and second check with a few classmates, before asking the prof for clarification.
- 2) Contact me **in person** in class first, at my office second, and *only if all else fails* by email. I will only respond to email questions that can be answered with a yes/no or at most in one sentence or two. Arrange to see me in person for questions requiring detailed answers. If you do not ask me a question in the email, I will not respond. If you have sent an urgent query by email and have not had a response within two *working* days, your email was never received (This often happens with university spam filters, esp. if you use an email account other than that provided by the U of M such as Hotmail or Gmail). Send the email again or drop by office hours or call.
- 3) If you plan on missing class this term due to religious holiday or athletic competition, please list your dates of absence and a brief statement of reason in a

- brief email you send to me by September 25. This is a class where we learn through the in-class experience. Excessive absences will result in me advising you to drop the course and instead take an on-line course.
- 4) Students are responsible for making their own arrangements with classmates to obtain any missed lecture notes.
 - 5) All of your electronic equipment must be left at home or turned off and stowed away in class.
 - 6) I encourage you to *engage* with this course now. Coming in late or leaving early, excessive chatting, as well as doing work for other courses, surfing the internet, or texting over this class will result in a modification of your final grade to reflect the low and disruptive quality of your engagement, and you may be invited to leave the classroom or drop the course. When you are not engaging productively and collegially in our class discussion, you are encouraged to *use your course notebook*.
 - 7) There is no extra credit or redoing a project for a better grade in this class, so if you are concerned about your grade, rigorously study the material as scheduled and work diligently on your projects. To optimize your performance, take advantage of university resources such as the **Learning Assistance Centre (201 Tier)**, **writing tutors** at the E. Dafoe Library and Learning Assistance Centre, the **Virtual Learning Commons**, and/or Disability Services (155 University Centre).
 - 8) Assignments are due *in class only* on the day they are due. No late assignments are accepted, and the student will receive a zero for any assignment turned in late. If you have difficulty meeting coursework deadlines, you are strongly encouraged to use the **Learning Assistance Centre (201 Tier)**.
 - 9) There are no make-ups for missed quizzes. Missed quiz = 0 points.
 - 10) Please contact me if you'd like to look at your quiz(zes). The quizzes will not be handed back to you, and you will not be permitted to keep any quiz material.
 - 11) As per University regulations, 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 be destroyed according to FIPPA guidelines.
 - 12) Due to university regulations, grades will not be emailed to individual students.
 - 13) Please inform me as soon as you can if you have a disability or a mad gift that can and should be accommodated.
 - 14) Academic dishonesty results in a 0 (F) on the assignment and F (CW) (for Compulsory Withdrawal) for the course. Academic dishonesty is a serious offence. Students should acquaint themselves with the University's policy on 'Plagiarism and Cheating' (Section 7.1) and 'Examinations: Personations' (Section 4.2.8) found in the University of Manitoba Undergraduate Calendar. Note: The Faculty of Arts reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

Student Resources

If you are feeling overly stressed about a class, you will need to go to your professor's office hours and clarify their and your expectations around the university course.

If you enjoy the topic, you should make it a point to go to the professor's office hours at least once to engage your professor in a short chat about relevant issues you are interested in. This allows you to establish a basic relationship, necessary for any recommendations you may need in the future.

Elizabeth Dafoe Library's **data** and **sociology librarian** is Gary Strike. It's smart to be on familiar, friendly terms with a librarian who can help you do better work. See: <http://umanitoba.ca/libraries/units/datalib/>.

For information on student supports available at U of M see: <http://www.umanitoba.ca/student/admissions/resources/supports.shtml>

The Learning Assistance Centre, 201 Tier. Provides individual consultations and workshops on test-taking, essay and term paper writing, and listening skills. The LAC website address is: <http://umanitoba.ca/student/u1/lac/>

Writing tutors operate out of **Elizabeth Dafoe Library** and the **Learning Assistance Centre**. Make an appointment or try to drop in. Hours are posted through the Learning Assistance Centre website and Elizabeth Dafoe Library website.

Virtual Learning Commons. Access writing tutors and Learning Assistance Centre resources on-line at www.manitoba.ca/virtualllearningcommons. The **Assignment Manager** generates a step-by-step timetable for preparing a paper or project.

Disability Services, 155 University Centre, can help students with test anxiety and other issues around learning, accessibility, and problems with instructors and other students.