

Collective Behaviour 24921
University of Manitoba
Department of Sociology

SOC 2350 (A01), Winter 2012, 3 credit hours
MWF 12.30-1.20 pm
Tier 308

Professor: Dr. Mara Fridell
Office: Isbister 301K
Office hours:, or by appointment
Email: fridellm@cc.umanitoba.ca

Important dates

January 4 (Wednesday): First day of class
January 17: Last day to add course
January 19: Sign up for presentation topic
January 25: Quiz 1
February 3: Presentation proposals due
February 17: Quiz 2
February 20-24: Holiday, no class
March 2 - April 4: Presentations
March 16: Last day to withdraw from the course
March 23: Quiz 3
April 4: Final test, Last day of class

Course content and objectives

In this course we will analyze and compare historical and contemporary collective behaviour within the framework of uneven economic development and crisis, focusing on the relations between elite and technocratic polity collective behaviour and social movements—their domain, their political-opportunity structures, their goals, their forms, their frames, their strategies and tactical repertoires, their outcomes and legacies, and how individuals are mobilized into ideal and action networks. 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:

- *Dr. Fridell's SOC 2350 Winter 2012 Reader*
- Varoufakis, Yanis. 2011. *The Global Minotaur: America, the True Origins of the Financial Crisis and the Future of the World Economy*. Zed Books. ISBN: 978-1780320144.

Evaluation

Evaluation will be based on the following:

- 3 quizzes: 10%, 12%, 12% (total of 34%)
- News Wednesday 6%
- Proposal, outline and annotated bibliography assignment 10%
- Presentation 15%
- Final test 25%

- Engagement in class, and attendance, active participation on presentation days, total of 10%.

News Wednesday

On most Wednesdays in January and February, 3 people will each be individually responsible for introducing to the class a news item pertaining to the Occupy movement, Arab Spring movements, European anti-austerity protest, or the Bolivarian movement, or on elite and technocratic efforts to impose austerity or socialize the costs of bank failures. Relating the news item to a collective behaviour concept and course readings, or engaging the class with a question, is encouraged. I will pass around a sign up sheet.

Presentation proposal

Each student will research and present in-depth on a collective behaviour subject area, listed under the “Assignment topics and resources” handout. On January 19, students will sign up for an available subject from the list. If you have a unique and appropriate collective behaviour research idea and you want to modify or change your topic, you can submit it to me for approval. These subjects are chosen to allow you to explore a class concept in further depth, and present your findings from the literature to the class.

On February 3, you 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 2-3 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 & Peer Support

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. If you use Powerpoint or make a video, please email it to me. There will be 2-3 presentations scheduled each day from March 2 – April 2.

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.

Attendance in this class is effectively mandatory. 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 in large part 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 3 quizzes worth a total of 34% of your course grade. **No make-ups for missed quizzes.**

Final Test

The final test for this course will assess your comprehension of course readings and concepts.

Grading scale

A+ = 90 - 100%

A = 80 - 89%

B+ = 75 - 79%

B = 70 - 74%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = 0 - 49

Schedule of Readings

Subject to change at the professor's discretion

Collective Behaviour Unit 1

Struggling Over the Good Life: Power, Debt, Class Compromises and States

Read for January 6:

Graeber, David. 2011. "On the Experience of Moral Confusion," pp. 1 -20.

Read by January 9:

O'Connor, Julia and Gregg M. Olsen, eds. 1998. "The Iceberg of Power below the Surface: A Preface," pp. xi-vi, and "The Three Political-economies of the Welfare State," pp. 123-153 in *Power Resources Theory and the Welfare State*. Toronto: University of Toronto Press. ISBN 0-8020-7171-6.

Read by January 13:

The Global Minotaur Chapter 1

Collective Behaviour Unit 2

For Fun & Profit: How Elite Collectivities Undertake Political Organization & the War of Hegemony

Read by January 16:

Kramer, Reinhold and Tom Mitchell. 2011. "Chapter 2: Who? Who? Who-oo?" pp. 36-69 in *When the State Trembled*. University of Toronto Press.

Read by January 20:

The Global Minotaur chapter 2 Laboratories of the Future.

Read by January 23:

Desai, Radhika. 1994. "Second-hand Dealers in Ideas: Think Tanks and Thatcherite Hegemony." *New Left Review*: 27-64.

Read by January 27:

The Global Minotaur chapter 3 The Global Plan.

Read by January 30:

Domhoff, G. William. 1990. Chapter 10. "The Decline of Disruption and the Return to Conservatism." Pp. 257-282 in *The Power Elite and the State: How Policy is Made in America*. New York: Adine de Gruyter. ISBN 0-202-30373-X.

Read by February 3:

The Global Minotaur chapter 4 The Global Minotaur.

Read by February 6:

Vogel, David F. 2003 (1989). "Chapter 7: Business Turns the Tide, 1977 to 1980," pp. 148-192 in *Fluctuating Fortunes: The Political Power of Business in America*. ISBN 1-58798-169-6.

Read by February 10:

The Global Minotaur chapter 5 The Beast's Handmaidens.

Read by February 13:

Caroll, William K. 2007. "From Canadian Corporate Elite to Transnational Capitalist Class." *Canadian Review of Sociology and Anthropology*.42 (2): 167-196.

Collective Behaviour Unit 3:

How Challenger Collectivities Struggle toward Human Flourishing: Critical Mass Mobilization, Political Process, Disruption & Building Alternative Relationships

Read by February 15:

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

Read by February 27:

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.

Read by March 2:

Fridell, Hudson and Hudson. 2008. "With Friends Like These: The Corporate Response to Fair Trade." *Journal of Radical Political Economics* 40(1).

Read by March 5:

The Global Minotaur chapter 6 Crash

Read by March 7:

Restakis, John. 2010. "Chapter 3. Co-operation Italian Style." in *Humanizing The Economy: Cooperatives in the Age of Capital*. New Society Publishers. ISBN 978-0-86571-651-3.

Read by March 9:

Restakis, John. 2010. "Chapter 4. The Emilian Model and the Socialization of Capital," 55 -86 in *Humanizing The Economy: Cooperatives in the Age of Capital*. New Society Publishers. ISBN 978-0-86571-651-3.

Read by March 12:

Loxley, John, Jim Silver & Kathleen Sexsmith. 2007. Chapter 1 "Community Economic Development" pp. 1-13 and Chapter 2 "The State of Community Economic Development in Winnipeg," pp. 14-23 in *Doing Community Economic Development*. Winnipeg: Fernwood Publishing. ISBN 978-1-55266-221-2.

Read by March 16

The Global Minotaur chapter 7 The Handmaidens Strike Back

Read by March 19

The Global Minotaur chapters 8 & 9

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Scholarly Conduct

- 1) Contact etiquette: For most course logistical information, you will **first check the syllabus**, and second check with a few classmates, before asking the prof for clarification. Contact me **in person** in class first, and if that won't be feasible, by email second. Arrange to see me in person for questions requiring detailed answers. Email questions should be formulated both parsimoniously and respectfully. 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, see me in class, or drop by office hours or call.
- 2) If you plan on missing class this term due to identity-group 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 February. This is a class where we learn through the in-class experience, and attendance is mandatory. Excessive absences will result in me advising you to drop the course and instead take an on-line course.
- 3) Students are responsible for making their own arrangements with classmates to obtain any missed lecture notes.

- 4) All of your electronic equipment must be left at home or turned off and stowed away in class.
- 5) 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 *write notes and doodle in your course notebook*.
- 6) There is **no** (0) 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).
- 7) 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)**.
- 8) There are **no make-ups for missed quizzes**. Missed quiz = 0 points.
- 9) 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.
- 10) 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.
- 11) Due to university regulations, grades will not be emailed to individual students.
- 12) Please inform me as soon as you can if you have a disability or a mad gift that can and should be accommodated.
- 13) 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 'Personation at Examinations' (Section 5.2.9) and 'Plagiarism and Cheating' (section 8.1) found online at: University of Manitoba Academic Calendar and Catalog – General academic Regulations Section 5 and Section 8.

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.