San Diego State University

Sociology 456: Collective Behavior Instructor: Tom Semm

Spring 2007

Class Meets: Office: NH232

M,W, F 1:00-1:50PM Phone: 594-5906

SH 258 e-mail: [psemm@mail.sdsu.edu](mailto:psemm@mail.sdsu.edu)

Office Hours:

M, W 12:00-1:00

Or by appointment

REQUIRED TEXTS:

Gourevitch, Philip. We Wish To Inform You.

Lewis, Sinclair. It Can’t Happen Here.

McAdam, Doug. Political Process and the Development of Black Insurgency (PP).

Stauber and Rampton. Weapons of Mass Deception.

Internet Assignments

COURSE DESCRIPTION:

This course is intended to give an overview of the study of collective behavior. It is divided into three parts. The first part examines classical theories of collective behavior and the social phenomena that classical theorists examine. Classical theorists focus on riots, disasters, fads, cults, crazes, and mass hysteria. The second part of the course examines contemporary theories of collective behavior and the phenomena they examine. The focus of contemporary theorists is social movements and their causes. The course will examine social movements in the U.S. and globally, including current anti-globalization movements. The third part of the course will explore the influence of theories of collective behavior on the development of propaganda. The focus will be on how the mass media is used as a instrument of “mass deception.”

EVALUATION PROCESS:

There will be three exams consisting of multiple choice, fill-in, matching, true/false and short answer questions. One exam can be missed on the date that it is given, but must be made up. There will also be two short papers (3 to 4 pages in length) assigned during the semester (see Course Schedule). A prompt will be given for each of the papers. The exams will make-up two-thirds of the final grade, and the papers one-third. Late papers will be accepted but with a grade deduction. Class participation (negative and positive) can significantly help or hurt a student’s final grade. Positive class participation consists of asking relevant questions and making relevant comments. Negative class participation consists of carrying on private conversations, reading the Daily Aztec, or engaging in non-class related technological interactions.

Regarding the papers. The prompt will give specific instructions for writing the paper. It is easy to download articles, reviews, and papers from the Internet.

If I suspect a paper of being plagiarized in this or any other way, I will give the student an F for the paper. The student then must prove that they wrote the paper.

**COURSE SCHEDLE:**

**WEEK TOPIC ASSIGNMENT**

**I. CLASSICAL COLLECTIVE BEHAVIOR**

Aug 27-31 Intro: Crowds and Riots McAdams Intro and Ch1

Sep 3-7 Disasters fair.org

Sep 10-14 Fads, Crazes, and Mass Hysteria Gourevitch PP 1-74

Sep 17-21 Cults Gourevitch PP 75-185

P**aper Assigned**

Sep 24-28 Genocide Gourevitch pp 186-274

**Paper due Fri Sep 28**

**EXAM # 1 MON OCT 1**

**II. CONTEMPORARY COLLECTIVE BEHAVIOR**

Oct 3-5 Political Process Theory McAdams Ch 2,3

Oct 8-12 Black Insurgency McAdams: Ch 5, 6

Oct 15-19 National Liberation Movements McAdams: Ch 7

Oct 22-26 Anti-Globalization Movements McAdams: Ch 8

**EXAM #2 MON OCT 29**

**II. COLLECTIVE BEHAVIOR AND PROPAGANDA**

Oct 29-Nov 2 Fascism It Can’t Happen Here

**Paper Assigned**

Nov 5-9 Fascism It Can’t Happen Here **Paper Due 11/9**

Nov 12-16 Right-Wing Populism publiceye.org

Nov 19-24 War Weapons of Mass Deception

Thanksgiving Break

Nov 26-30 War Weapons of Mass Deception

Dec 3-7 War Weapons of Mass Deception

**EXAM # 3 FRIDAY DEC 7**

San Diego State University

Sociology 456: Collective Behavior Instructor: Tom Semm

Spring 2006

Class Meets: Office: NH219

Thursdays 3:30PM-6:10PM Phone: 594-5906

Storm Hall 253 e-mail: psemm@mail.sdsu.edu

REQUIRED TEXTS:

Berlet and Lyons, Right Wing Populism In America (RWP)

Gourevitch, Philip. We Wish To Inform You

Hedges, Christopher. War Is A Force That Gives Us Meaning

Lewis, Sinclair. It Can’t Happen Here

McAdam, Doug. Political Process and the Development of Black Insurgency (PP)

REQUIRED FILM:

Battle of Algiers

COURSE DESCRIPTION:

The sociological discipline of collective behavior studies a wide range of social phenomena, from fads and crazes to social movements and revolutions. This course is intended to give an overview of the field of collective behavior. Some of the behavior that will be studied include riots, crowds during catastrophic events, fashion, cults, crazes, social movements, genocide, and war. The theories of collective behavior both classical and contemporary will also be a focus of the course. There will be an emphasis one of the most important and least studied social movements of the late twentieth and early twentieth-first century: right wing populism.

EVALUATION PROCESS:

There will be three exams consisting of multiple choice, fill-in, matching, true/false and short answer questions. Each exam might also have a longer essay question. There will also be four short papers (3 to 4 pages in length) assigned and due during the semester. A prompt will be given for each of the papers. The exams will make-up two-thirds of your final grade, and the papers one-third. The papers must be handed in on the day that they are due. Class participation (negative and positive) can

significantly help or hurt the final grade. Positive class participation consists of asking relevant questions and making relevant comments. Negative class participation consists of carrying on private conversations, reading the Daily Aztec, or engaging in technological social interactions.

Regarding the papers. The prompt will give specific instructions for writing the paper. It is easy to download articles, reviews, and papers from the Internet.

If I suspect a paper of being plagiarized in this or any other way, I will give the student an F for the course.

COURSE SCHEDLE:

Date TOPIC ASSIGNMENT DUE

Jan 19 Intro. to Collective Behavior

Jan 26 Crowds and Riots RWP: Intro and Ch 1

PP: Intro and Ch 1

Feb 2 Natural and Man-Made Disasters **PAPER 1 DUE**

Feb 9 Crazes and Cults RWP: Ch 12

Feb 16 Fads and Fashions **EXAM #1**

Feb 23 Mass Hysteria RWP: Chs 8 and 9

Mar 2 Genocide We Wish To Inform

**PAPER 2 DUE**

Mar 9 Black Insurgency PP: Chs 2, 3, and 4

MARCH 13-17 SPRING BREAK

Mar 23 Black Insurgency/ Anti- PP: Chs 6,7, and 8

Vietnam War RWP: 10

Mar 30 Free Speech Movement/ **EXAM #2**

Academic Freedom

Apr 6 National Liberation/ Anti- RWP: 14

Globalization Movements The Battle of Algiers

Apr 13 Fascism It Can’t Happen Here

RWP: 7

**PAPER 3 DUE**

Apr 20 Right Wing Populism RWP: 11,12,13 and 14

Apr 27 War War Is A Force

**PAPER 4 DUE**

May 4 **EXAM #3**

Collective Behavior: Study Guide #1

1. Collective Behavior: Introduction

a. Three areas of study: paradigm, subjects of analysis, social context.

b. Classical Theory and the Crowd: definition, psychology, participants, level of suggestibility.

c. Classical Theory and the Public: emergence, description, social psychology, public and democracy

d. McAdams: central tenet of classical theories, and their weaknesses..

2. Riots.

a. Definition and examples

b. Classical theory and riots: assumptions.

c. Contagion and Circular Reaction Theory: assumptions, argument, conclusions.

d. Social order riots: definition and example.

e. Possible essay question: Explain Tulsa as a social order riot and the ways in which it contradicts classical theory and riots.

3. Natural and Man-made disasters

a. Definition, characteristics, and examples (Buffalo Creek).

b. Collective behavior and natural disasters.

c. Disaster Research Center studies on collective behavior during natural disasters.

d. Hurricane Katrina: collective behavior and role of media (“Demonizing the Victims”)

4. Fads and crazes

a. Definition, characteristics, examples.

b. What social processes are at work, and what does it reveal about the mass media and collective behavior?

c. Definition, characteristics, examples.

d. Economic craze” patterns” , . com as an example.

e. Witch craze as an example.

5. Cults.

a. Definition, characteristics.

b. Examples: People’s Temple Christian Church, Heaven’s Gate

6. Mass Hysteria.

a. Definition and characteristics.

b. The Great Fear: fear(s) and threat(s), social psychology, influence direct and indirect, institutionalization.

7. Genocide.

a. Definition, international law, precedents, examples

b. Social preconditions to genocide: “evil other,” propaganda, economy, war, media.

c. Rwanda and genocide.

Collective Behavior: Exam #1

1.(t/f) Classical collective behavior’s analysis of crowds concludes that crowds are psychopathological.

2.(m/c) Classical collective behavior defines the crowd as all of the following EXCEPT:

a. spatially proximate b. spontaneous c. disruptive

d. face to face interactions e. none are exceptions

3.(t/f) The Ghost Dance because of its heavy emphasis on ritual is an example of a cult.

4.(m/c) Le Bon believes that the psychology of crowds is shaped by the:

a. Law of Common Interests b. Law of the Lowest Common Denominator

c. Law of Mental Unity d. Law of Rapaciousness and Greed

5.(t/f)) Le Bon believes that crowds display feminine characteristics.

6.(t/f) According to classical collective behavior, people from all social classes engage in crowd behavior.

7.(t/f) According to McAdams, all classical theories of collective behavior assume a pluralistic theory of power.

8.(t/f) According to McAdams, all classical theories of collective behavior argue that some type of social strain is the initial cause of collective action.

9.(t/f) According to McAdams, all classical theories of collective behavior conclude that collective behavior is irrational, a purposeless acting out.

10.(t/f) Blumer’s Circular Reaction theory offers a medical model as a way of explaining collective behavior.

11.(m/c) All of the following are ways that classical theory defines the public EXCEPT:

a. spatially proximate b. atomized c. mediated interactions

d. isolated e. none are exceptions

12.(m/c) All of the following are characteristics of the psychology of the public EXCEPT:

a. passive b. alienated c. fearful d. suggestible e. none are exceptions

13.(m/c) McAdams says that all collective classical collective behavior theories can be reduced to this formula \_\_\_\_\_\_\_\_\_ leads to \_\_\_\_\_\_\_\_\_\_\_ leads to \_\_\_\_\_\_\_\_\_\_.

a. normative ambiguity leads to social strain leads to collective behavior.

b. social strain leads to normative ambiguity leads to collective behavior.

c. social strain leads to pathological behavior leads to normative ambiguity.

14.(t/f) The classical definition of a riot is planned or spontaneous crowd violence.

15.(m/c) According to classical collective behavior, all of the following are characteristics of a riot EXCEPT:

a. arbitrary violence b. disrupts social order c. not purposeful

d. unplanned e. none are exceptions

16.(m/c) All of the following are characteristics of a social order riot EXCEPT:

a. targeted violence to property and person b. purposeful

c. disruptive d. spontaneous e. none are exceptions

17.(m/c) All of the following were given as examples of social order riots EXCEPT:

a. Tulsa riot b. Zoot Suit riots c. Watts riots d. Civil War Draft riots

e. none are exceptions

18.(m/c) The documentary we saw in class focused on a riot in which of the following cities?

a. Miami b. Chicago c. Birmingham d. Montgomery e. Tulsa

19.(m/c) Classical collective behavior theory would conclude that which of the following would be typical behavior of people during a disaster?

a. People would flee in panic b. Every person for themself

c. People would be more likely to engage in looting and violence

d. a and c e. all of above

20.(m/c) According to the Disaster Research Center, panic during a natural disaster is

rare. However, an example of just such a panic occurred during:

a. chemical leak in Bhopal b. Buffalo Creek flood c. Hurricane Katrina

d. none are examples

21.(t/f) According to the DRC, victims of natural disasters have only themselves to blame if they don’t follow orders to evacuate.

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22.(m/c) According to the “Daily Show,” the media loves one type of disaster better than others. It is a:

a. tornado b. earthquake c. plane crash d. hurricane e. tsunami

23.(m/c) The theory of collective behavior that argues that people will work with

others in a catastrophic situation (adaptive problem solving) is:

a. Adaptive Problem Solving Theory b. Circular Reaction Theory

c. Emergent Norm Theory d. Political Process Theory e. none of the above

24.(t/f) The above theory argues that “finding food for survival” is not transgressing norms (looting), but redefining the situation.

25.(t/f) The Now video we watched in class concluded that the damage a severe hurricane would do to New Orleans could not have been predicted.

26.(t/f) The Buffalo Creek disaster involved an unpredictable flash flood of the creek because of a severe thunderstorm.

27.(m/c) Consequences of the Buffalo Creek disaster were all of the following EXCEPT:

a. thousands of deaths b. destruction of towns c. social dislocation

d. long term trauma e. all of above

28.(t/f) According to the Disaster Research Center, looting and crime rates increase during and immediately after natural disasters because of a breakdown in social control.

29.(m/c) Hurricane Katrina confirmed which of the following conclusions of classical collective behavior?

a. widespread panic b. everyone for themselves c. increased violence and looting

d. all of above e. none of above

30.(m/c) Participants in the Ghost Dance rituals believed that it would:

a. bring back the buffalo b. bring back their ancestors

c. get rid of the white man d. a and b e. all of above

31.(t/f) A book called “The Witches Hammer” was a central component in creating the witch hunts in Salem.

32.(m/c) All of the following were examples of the institutionalization of the

witch craze EXCEPT:

a. A demonology, theory about witches that portrayed them as anti-Christian and

perverted, developed.

b. The pope encouraged inquisitions to target witches.

c. The Church authorized professional witch hunters.

d. The idea of due process was institutionalized in the witch trials.

e. none are exceptions

33.(t/f) The reasons given for suspecting and targeting women as witches was

that feminine characteristics created an opportunity for the witch to take possession

of a woman’s body.

34.(m/c) All of the following were social factors that led to and facilitated the witch craze EXCEPT:

a. Catholic Church’s use of fear to maintain power in the face of the threat of emerging

Protestantism.

b. Social change in Europe: decline of Feudal life and rise of industrialization.

c. Powerlessness of women.

d. Psychopathology of witch hunters and inquisitors.

e. none are exceptions.

35.(m/c) The charismatic leader of the Heaven’s Gate cult was:

a. Do b. Re c. Me d. Fa e. So

36.(m/c) All of the following were or are now considered cults EXCEPT:

a. Christianity b. Mormonism c. Puritanism

d. Scientology e. none are exceptions

37.(m/c) All of the following are characteristics of cults EXCEPT:

a. charismatic leaders b. apocalypticism c. rituals

d. brainwashing e. none are exceptions

38.(t/f) All the members of the People’s Temple Christian Church were poor, uneducated African Americans.

39.(m/c) All of the following are characteristics of a fad EXCEPT:

a. short time span b. non-utilitarian c. trivial

d. requires deep commitment e. none are exceptions

40.(m/c) All of the following are examples of fads EXCEPT?

a. coonskin cap b. streaking c. “my bad” d. Nehru jackets

e. none are exceptions

41.(m/c) All of the following are social processes at work with fads EXCEPT?

a. offers individuals group membership b. provides means for identity construction

c. the power of advertising d. reveals individual psychological problems

e. none are exceptions

42.(m/c) In ten days of April 1997, \_\_\_\_\_\_\_\_\_ million Happy Meals were sold with Teenie Beanie Babies.

a. 10 b. 20 c. 50 d. 75 e. 100

43.(m/c) The Twilight Zone episode that we watched in class was about:

a. limited access to a bomb shelter, entitled “The Shelter”.

b. strange occurrences, entitled “Monsters Are Due on Maple Street.”

c. irrational behavior of survivors after a nuclear war, entitled “Madness.”

d. only survivor of nuclear war is “smart” house, entitled “There Will Come Soft Rains.”

44.(m/c) The Twilight Zone that we watched in class was a metaphor for:

a. fear of communist subversion b. threat of nuclear annihilation

45.(m/c) All of the following are characteristics of mass hysteria EXCEPT:

a. widespread fear b. mass anxiety and paranoia

c. social order violence d. self-destructive behavior e. none are exceptions

46.(m/c) The threat of nuclear war and fear of nuclear annihilation had all of the following consequences EXCEPT:

a. people moving to “safer” locations b. families building bomb shelters

c. people having nightmares d. people taking tranquilizers e. none are exceptions

47.(t/f) The threat of nuclear war and fear of nuclear annihilation was reflected in popular culture in both horror and science fiction films.

48.(t/f) The threat of nuclear war and fear of nuclear annihilation was institutionalized in a permanent war economy that sustained an arm race that created even more powerful weapons of annihilation.

49.(m/c) The U.S. government tried to lessen the fear of nuclear annihilation in all of the following ways EXCEPT?

a. civil defense system b. cartoon character c. musical jingle

d. propaganda films e. none are exceptions

50.(m/c) The threat of nuclear war and fear of annihilation was self-destructive in which of the following ways?

a. contaminated Native American reservations and exposed native peoples to fallout.

b. intentional exposed American soldiers to radioactive fallout.

c. exposed many Americans to high levels of fallout.

d. a and b e. all of above

51.(m/c) Atomic Café showed \_\_\_\_\_\_\_\_ being subjected to radioactive fallout.

a. Native Americans b. dogs c. sheep d. pigs e. soldiers

52.(t/f) The second Great Fear was of communist subversion of the American way of life. Children were considered especially vulnerable, therefore teachers were watched closely.

53.(m/c) If the “communists” were successful, it would cost Americans their individuality, their freedom, and their ability to feel emotions and to love. This was reflected in:

a. Invasion of the Body Snatchers b. I Married A Communist

c. I Led Three Lives d. a and b e. all of above

54.(m/c) According to the FBI, a “communist” could be identified by all of the following EXCEPT:

a. wearing red b. reading material c. criticizing U.S. foreign policy

d. advocating social change e. none are exceptions

55.(t/f) During the Great Fear, homosexuality was associated with communist subversion of the “American way of life.”

56.(t/f) As a consequence of the HUAC hearings, the film industry instituted a red list

that kept people from working in the film industry.

57.(t/f) HUAC hearings involved little more than a public ritual where intimidated people “confessed” to a non-crime and then “named names” of other people who had committed no crime.

58.(m/c) Institutionalization of the fear of “communist” subversion involved all of the following EXCEPT:

a. Emergency Detention Act that allowed for the creation concentration camps in case of a national emergency.

b. creation of a Security Index of people to be arrested during a national emergency.

c. Taft Hartley Act which forced unions to rid themselves of “communists.”

d. none are exceptions

59.(m/c) The fear of “communist” subversion was self-destructive for which of the following reasons?

a. violated fundamental values of American society: freedom of thought and association.

b. violated constitutional protections: due process.

c. undermined workers rights.

d. a and c e. all of above

60.(t/f) Even though the word genocide did not come into existence until 1943, genocide had occurred previously. Columbus’s extermination of the native people of Haiti is an example.

61.(m/c) The word “genocide” was created by:

a. Churchill b. Morgenthau c. Roosevelt d. Lemkin

62.(m/c) All of the following are acts punishable as genocide according to the Convention EXCEPT:

a. killing members of a national, racial, or religious group.

b. creating conditions designed to bring about the destruction of a national, racial, or religious group.

c. prevention of birth within a national, racial, or religious group.

d. forcible transference of children from a national, racial, or religious group to another group.

e. none are exceptions

63.(m/c) Genocide is still going on in:

a. Sudan b. Ethiopia c. Cambodia e. Nicaragua

64.(t/f) Only Tutsis were targets of Hutus in the Rwandan genocide.

65.(m/c) The colonial empire that made ethnic division the cornerstone of its rule in Rwanda was :

a. Germany b. Belgium c. France d. Great Britain

Explain each of the social preconditions for genocide and give examples.

1. Ideology
2. Institutionalization
3. Economy

4. War

36.(m/c) The practices of race scientists involve all of the following EXCEPT:

a. cranial measurements b. nasal index measurements

c. weighing d. forehead measurement e. none of the above

37.(m/c) The above country (Q36) ruled Rwanda jointly with:

a. UN b. Catholic Church c. World Bank d. Congo

38.(m/c) France did all of the following EXCEPT:

a. send weapons to the Hutus. b. keep UN from condemning the genocide.

c. send troops to set up safety zones for Hutus.

d. help keep Hutu on Security Council. e. none of the above

61-70. Identify the characteristics of rights wing populism and give an example of

each.

Characteristic Example

a.

b.

c.

c.

e.

44.(m/c) All of the following are social factors that led to the .com craze EXCEPT:

a. indirect influence through media hype b. direct influence through social networks

c. awareness of a new technology

d. economic elite that manipulated IPOs to their benefit.

e. none of the above are exceptions.

45.(t/f) Virtually no .com would have gone public if the usual criteria had been applied:

profit, market share, established customers, etc.

46.(m/c) Which of the following are characteristics of repressive populism?

a. emphasis on the people b. anti-elite c. exclusive d. b and c e. all of above

47.(m/c) Which of the following are characteristics of progressive populism?

a. emphasis on the people b. anti-elite c. exclusive d. a and b e. all of above

48.(t/f)) Bacon’s rebellion is an example of a progressive populist movement because it involved most of the people of Virginia (tenants, blacks, servants) rebelling against the elite.

49.(m/c) The text refers to the American Revolution as a repressive populist movement for all of the following reasons EXCEPT:

a. it excluded women, slaves, and Native Americans

b. it was manipulated by a Colonial landowning elite

c. its class grievances were redirected towards the British

d. none of the above are exceptions

37.(t/f) The Second Great Awakening was an example of a \_\_\_\_\_\_\_\_ craze.

a. religious b. economic c. political d. diet

38.(t/f) It was not hard to get people to believe in witches in the Middle Ages in

Europe because they were very superstitious already.

17.(t/f) Even celebratory crowds can turn violent. An example was the 1945 VJ Day

celebration in San Francisco.

18.(m/c) The episode of “Eyes on the Prize” dealt with a riot in what city in 1980.

a. Los Angeles b. Detroit c. Miami d. Chicago

19.(t/f) The precipitating event for the riot was the accidental death of a drug dealer while in police custody.

20.(m/c) All of the following were social factors that led to the riot EXCEPT:

a. segregation b. urban renewal c. assassination of Martin Luther King Jr.

d. unemployment e. none of the above are exceptions

Study Guide: Exam #2

1. Fads.

a. Definition, characteristics, and examples.

b. Social processes at work.

c. Reveal about American society.

4. Modern theories of collective behavior.(PP)

a. New assumptions: power, goals, grievances, participants.

b. Resource Mobilization Theory: assumptions, arguments, weaknesses, strengths.

c. Political Process Theory: assumptions, arguments, weaknesses, strengths.

Terms: elite theory of power, indigenous organizations, cognitive liberation, formal movement organizations, iron law of oligarchy.

5. Black insurgency.(PP)

a. 1870-1930: system of oppression, economic, political, social, violence.

b. 1930-60: factors in breakdown in system of oppression and relative rise in power of black insurgency.

c. 1961-65: reasons for limited success of black insurgency.

d. 1966-70: reasons for decrease in black insurgency.

Terms: King Cotton, black migration, Cold War, urbanization, integration, tactics,

CONTELPRO.

6. Two of the following from Right Wing Populism.

a. McCarthyism had which of the characteristics of right wing populism?

b. What were the social factors that allowed for the emergence of the New Right in the 70s and 80s?

c. What were the cultural issues that were used to mobilize Christian evangelicals in the 70s and 80s.

e. New Right had which of the characteristics of right wing populism?

8. Right Wing Populism.

a. Typology: progressive and regressive populism and characteristics.

b. Examples: Bacon’s rebellion.

c. Christian Reconstructionists, Catholic Marianist Apocalyptics, Soft Dominionism

Exam #2

39.(t/f) The radical changes that occurred in theories of collective behavior were a result of:

a. the influence of social movements in America in the 60s/70s.

b. the influence of movements of national liberation worldwide.

c. the secular humanist conspiracy to take over universities and create “PC” theories.

d. a and b e. all of above

40.(t/f) The key factor in Resources Mobilization theory is the ability of indigenous organizations to mobilize resources.

41.(m/c) All of the following are assumptions of Resource Mobilization theory EXCEPT:

a. elite concept of power b. excluded groups have real grievances

c. collective behavior is rational pursuit of common interests

d. a and b e. all of above

42.(t/f) According to Political Process theory, the black insurgency did not emerge prior to the 1930s because of the lack of external resources.

43.(m/c) According to McAdams, the limits to Resource Mobilization theory are:

a. ignores the threat the movement poses to the status quo.

b. ignores the implications of partnership between excluded groups and the elite.

c. ignores the fact that excluded groups have some power, such as, power to disrupt.

d. a and c e. all of above

44.(m/c) All of the following are necessary factors for the emergence of a social movement according to Political Process theory EXCEPT:

a. increase in political opportunity and political breakdown in system of oppression/power.

b. existence of viable indigenous organizations.

c. social strain d. cognitive liberation e. none of the above

45.(m/c) According to Political Process theory, for a social movement to sustain itself ,it needs:

a. formal movement organizations b. external support

c. to avoid repression d. a and b e. all of above

46.(m/c) All of the following are factors in the breakdown of the system of oppression (1930-1960) of blacks and the rise of political opportunity for the black insurgency EXCEPT:

a. decline in importance of cotton to the American economy.

b. black migration c. Cold War d. urbanization of blacks

e. none of the above

47.(m/c) According to Political Process theory, the most successful time period of the black insurgency was 1961-65. The reasons for this were:

a. increasing influence of the black vote nationwide and regionally.

b. ongoing Cold War and wars of national liberation.

c. importance of the “Negro Question” in public opinion.

d. development of formal movement organizations.

e. all of the above

48.(t/f) Political Process Theory argues that the focus of the black insurgency (1961-65) was limited geographically (south) and substantively (integration as main issue).

49.(m/c) All of the following are reasons Political Process theory gives for the decline of the black insurgency from 1966-1970 EXCEPT:

a. white backlash which led to rightward shift in both the Democrat and Republican parties.

b. the increase in organizations and the “factionalizing” of the movement

c. disagreement over issues and tactics, such as, integration vs class, and violence vs non-violence

d. change in thinking among black people, more pessimistic.

e. none of the above

50.(m/c) COINTELPRO involved all of the following EXCEPT:

a. infiltration and disruption of black insurgent groups.

b. dirty tricks directed at black insurgent groups.

c. harassment: suborning perjury, lying under oath, falsifying evidence.

d. violence against persons and property.

e. none of the above are exceptions

51.-60. What were the social factors that allowed for the emergence of the New Right?

a.

b.

c.

d.

e.

61.-70. The New Right had which of the characteristics of Right Wing Populism?

Give and example.

Characteristic Example

a.

b.

c.

d.

e.

“It Can’t Happen Here” by Sinclair Lewis

Fascism is a total system that concentrates political power in big business and a strong centralized government (including a large military). Usually a single political party which identifies itself with the “nation” (viewed as an organic unity) and a charismatic leader are the “face” of the fascist state. Violence against opposition and designated scapegoats is used to gain and maintain power. However, more importantly, both for gaining power and maintaining power, is the use of propaganda. And the most important part of propaganda is a religious, or at least, quasi-religious mythology of the “nation.”

This mythology, in whole or part, depicts the nation as divinely ordained, presents a romanticized and idealized past, and offers a utopian view of the future.

The mythology is the main means of social organization and social control. It provides an identity for the people, gives meaning to their lives, and offers them membership in a community. It also legitimates the more onerous realities of the fascist movement and state, state violence. For example, practices like murder and torture are justified as a necessary means to achieve the nation’s destiny. Hannah Arendt, in her book “Origins of Totalitarianism,” refers to this mythology as a ”lying world,” and says that it is the necessary pre-condition to fascism. The goals of the “lying world,” according to Arendt, are to create a false world that is more attractive than the real world, and to eliminate the idea that a critical appeal to the real world (truth) is possible at all.

The novel by Sinclair Lewis was written in the 1930s when fascist movements had achieved power in Germany and Italy. Fascism was also popular in the U.S. However, most Americans believed, at the time and still today, that a fascist movement could not take power here. Lewis was not so sure. The novel is about a fascist movement taking power in America and its consequences for American institutions and for American people.

Questions to answer in paper.

1. Early in the novel, characters repeat the phrase “it can’t happen here.” Who are they and what are the reasons that they give.

2. Lewis is quoted as saying ‘when fascism comes to America it will have a Bible in one hand and a flag in the other.’ Is Windrip’s rise to power and subsequently his government based on religion and patriotism? Give examples.

3. What is Windrip’s political platform (lying world) and does it contradict the reality of life in his fascist state? If it does, how so?

Paper #1: Collective Behavior

Subject: Catastrophic events: Hurricane Katrina

1. How did the mainstream media frame their coverage of Hurricane Katrina and the aftermath? Requires specific examples from network news, cable news, and major newspapers (NY Times, LA Times, USA Today, Wall Street Journal)

2. How did the coverage portray the behavior of the people of New Orleans?

3. Did the coverage of the people of New Orleans confirm classical theory regarding crowd behavior during a catastrophic even?

4. Did following up coverage confirm or undermine the original portrayal?

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II. Collective Behavior: Crowds and Riots

A. Classical Theory: Gustave Le Bon

1. “The Crowd” 1895

2. aristocratic and anti-democratic

3. reactionary: no institutions legitimate

a. violate natural order

b. values and norms

B. Assumptions

1. natural order: God given

2. natural elite should rule: French aristocracy

3. Model: the crowd of the French revolution

4. All crowds are masses, including juries and legislative bodies

5. Crowds are pathological

C. Argument

1 crowds are shaped by “the law of mental unity”

a. people gather in highly emotional state

b. influenced by each other

c. act like a herd of animals stampeding: homogenous entity

2. characteristics

a. inferior races

b. feminine characteristics: emotional, irrational, impulsive

c. actions: disruptive, and inevitably violenct

3. members/characteristics

a. scum and rabble

b. lack of individual will

c. lack of reason

d. lack of judgment

e. stupid, suggestibility, impulsive, barbaric

3. cause

a. social change

i. industrialization iii. Mass society

ii. capitalism

b. new ideas: “Enlightenment”

i. considered a craze

ii. challenged “The Great Chain of Being”

society and institutions God given and

not subject to change

authority: The Church

Hierarchy: King and divine right

iii. affirmed

democracy:

people as soveriegn

govern themselves

reason and science were organizing principles

for social institution

iv. craze becomes ideology of Revolution and basis

of Western democracy

c. demagogues : Robespierre, Marat, Danton

d. occasions: weak king Louis XVI

9. Reality: Crowd and the French Revolution

a. bread riots: widespread hunger, but food available

b. Bastille: organized ans sustained project of tearing it down

c. force king to leave Versaille: poor and working class

d. kill prisoners: artisans and shopkeepers

e. National Assembly

f. Reign of Terror: highly organized

i. under martial law

ii. at war

iii.. used fear: enemies within, and without

10. Not very empirical

a. one crowd and it was many

b. ignored:

i. crowds celebrating coronations of elite

ii. crowds celebrating wedding Louis XVI and

Marie Antoinette

11. Missed insight: fear and collective behavior

a. political leaders

b. justify behavior by fear-mongering

c. collective behavior, not violence and destructive, but

i. passive and obedient ii. unquestioned acceptance

III. Collective Behavior: Contagion Theory

A. Gustave Tarde (1843-1904), Robert Park (1864-1944)

B. Assumption:

1. pluralist theory of power

a. no concentration of power

b. power is fluid, different groups at different times

c. democratic institutions provide venues for legitimate social action: electoral process, political groups including parties

d. coalitions form, break up, reform differently

2. Crowd is irrational and ultimately pathological

3. crowd acts in unified way:

E. Theory

1. medical model: disease analogy

2. social strain is initial cause:

a. industrialization: farm to factories

b. urbanization: rural to urban

c. mass society: gemeinshcaft to geselleshaft

3. reaction individuals experience: anomie, alienation, anxiety

4. crowds composed of those more alienated and anxious

4. they become

a. irrationality

b. heightened emotions

c. excitability

4. person or groups of persons “infect” others with mood of excitement

5. infection turns crowd into herd, act as one.

6. herd: disruptive, and irrational, not purposeful

7. Psychological: Acting Out

F. Blumer: Circular Reaction (A variation)

1. Herbert Blumer:

2. Assumptions: the same as Contagion

3. argument:

a. social strain causes problems for individuals

b.. like minded gather and interact

i. milling: moving about among others in aimless and random fashion

ii. collective excitement: symbolic cues

iii. social contagion: circular reaction that

heightens excitement

c. creates: restless crowd: that needs to act

d. action

i. irrational

ii. no purposeful activity

E. Classical theory: summary

1. Common ideas

a. DEVIANT: psychology of the mob

lynch mob)

b. CAUSE: social stress, social strain, breakdown

i. urbanization ii. industrialization

iii. mass society

c. EFFECT: ipsychic trauma: anxiety, discontent, and alienation

d. shared psychological state leads to collective action

e. collective action is psychological: “ACTING OUT”

i. interchangeable with riots, cults, crazes

ii. psychological not political

social strain--------- ambiguity, alienation, anomie----------collective action

F. CONVENTIONAL WISDOM:

1. Battle in Seattle

a. CNN:

i. WTO represents social change

i. no other reason

b. participants: “old hippies”, anarchist Ninjas, people dressed as Sea turtles

c. frustrated, acting out, no real political purpose

d. who was there? And how did they behave?

2. Conventional wisdom/classical theory vs empirical studies

a. homogenous diverse behavior

diversity of participants

b. destructive most crowds not destructive

conventional behavior

c. alienated less so

d. dregs not necessarily

e. social strain all the time

IV. Riots

A. Definition: spontaneous crowd violence

1. must be some level of violence to property or person

2. fairly large group (Civil Rights Act 1968: five people)

3. relatively spontaneous and unplanned

4. crowds out of control

B. classical theory and riots

1. inevitable

2. people are:

a. Le Bon: scum, or dregs of society

b. Blumer: alienated, anomic

3. Psychopathology of the mob

C. Examples

1. acting crowds and riots

a. purpose: protest working conditions

i. early industrialization and acts of enclosure

ii. 1909-1913 garment workers

iii. Homestead Steel Mill: lockout and strike

(9 strikers/ 7 detectives)

b. purpose: protest social conditions

i. urban riots (1968, Miami 1980)

ii.prisons (Attica)

iii.black GIs protesting selection for munitions

duty

c. purpose: protest anti-war

i. Civil war draft riots: largest civil insurrection

in US history (-civil war)

5 days, several thousand killed,

1/3 of black population forced out

NY major center of Confederate support

July 1863 Emancipation Proclamation

July Conscription lottery (loophole)

At Government and blacks

Killed in war

Loss of privilege(Irish)

Murdered, beat, burned blacks but

Also Republicans, and women and children,

And abolitionists

One crowd 50,000, 10,000, and 5,000

ii. Mid-sixties to 70s (Chicago 1968)

d. purpose: reinforce social order

i. Zoot Suit

segregation

fear mongering (pachucos)

culture shock (conflict): Zoot suits

pricipitating event: Sleepy Lagoon

ii. Chicago 1919

iii. E. St. Louis

v. during WWII (1943 250 incidences in 47 cities:

Detroit 30 hours, 34 dead, 9 white, 700 injured

vi. lynching

vii. Tulsa

viii. police riots ( Chicago 1968, Miami 2002, Seattle 1999)

viii. targets:

2. Expressive crowds turn to riots

a. VJ Day

i. San Francisco August 1945

ii. 11 deaths, 1000 injured , random rape and

property damage

b. World Series

i. Detroit 1984

ii. 20 injuries, little property damage

D. Why riots?

1. not inevitable

2. not unified

3. not dregs

4. Factors

i. convergence theory

ii. free time

iii. free of obligations

iv. gender (Triangle Shirtwaist, Lawrence)

v. age

vi. marriage

vii. employment

viii. attitude towards police

ix. ideology

x. ses

xi. ses and race

E. Urban Riots: 1964-68

1. 239, 50,000 arrested, 8,000 injured, 191 killed,

$210 million in damages

2. causes: Commission

i. low medium income

ii. high unemployment

iii. poverty

iv. decline in social services

v. discriminatory practices

vi. police violence

subsequently,

vii. large black population

viii. influence of media

I. Natural and Man-made disasters

A. Definition

1. single short term event (possible long term consequences)

2. traditionally unpredictable, ( as we will see predictable)

2. causes significant loss of human life, property or environmental damage

3.to some extent disrupts everyday life (large or small scale)

B. Examples

1. natural: Hurricane Katrina, earthquake Pakistan, Tsunami south

Asia, San Francisco Earthquake

2. human: Bhopal, Chernoble, Exxon Valdez, 9-11, Hiroshima and

Nagasake, Dresden, Buffalo Creek

C. Analysis

1. collective behavior of effected population (during, shortly,

2. response to situation: organizations, private

D. Hypothesize: classical theory/conventional wisdom

1. Wide spread panic: flee in terror (Le Bon or Contagion)

2. “every person for themselves:: survival instinct

3. mass looting, violence, robbery, rape, and murder

E. Conventional believe: disaster myths

1. panic

a. Disaster Research Center:

i. incredibly rare

ii. one exit

iii. example: Bhopal

b. news media and panic

i. “100,000 flee in panic”

ii. War of the Worlds: very few

2. “Every man for himself” not if there is time, immediate aftermath

a. engage with others in course of action

b. adaptive problem solving

c. help others

d. Hurricane Mitch: Nicaragua

3. Victim’s fault

a. “didn’t do the right thing”:National Students

b. example: Dateline: Atomic Bomb NYC

i. safe room to protect from fall out

ii. follow emergency instructions

iii. away from fallout

iv. “duck and cover”

4. Evacuation

a. most people don’t evacuate (1 in 4)

i. emergency shelters remain empty

ii. don’t blindly listen to authority

b. more predictable and dangerous

i. Cuba

ii. China

d. emergent norm theory (Turner)

i. crowd doesn’t transgress conventional norms

ii. unique situation

iii. conventional norms don’t fit (irrelevant, vague)

iv. crowd redefines situation

v. social constructs new norms and values

vi. “looting”

vii. burning books

viii. defining situation is example of collective adaptation to the situation

5. Disaster trauma

a. trauma and shock a minority

b. media promotes this

c. exception: Buffalo Creek a man-made disaster

5a. Buffalo Creek

a. Kai Erickson, “Everything in Its Path”

b. retaining pool: coal sludge

i. 100 tons of slag

ii. 130 million gallons of water

c. collapsed and destroyed

i. 16 villages

ii. killed 125

iii. 80% lost homes

iv. destroyed environment

d. 90% traumatized and long term

i. hopelessness

ii. despair

e. why?

i. whole community lost

ii. loss of trust with Pittstown Coal

5b. Chernobyl

a. April 26, 1986

b. core meltdown of reactor 4

i. temperatures reached 2000 degrees C

ii. blew 1000 ton top off

iii. fuel rods melted, graphite fire

iv. released radioactive contaminants

c. 400x the Hiroshima bomb

d. contaminated most of Europe, but mainly several million

people in Russia, Ukraine, and Belarus

e. still active, sealed in sarcophagus

f. collective behavior

i. no panic, no real knowledge of how bad

ii. w/in 36 hours 45,000 relocated from Pripyat

ii. w/in 10 days 130,000 relocated

iv. 1992 another 20,000

g. long term consequences

i. health (increased cancer 4,000 predicted)

(600,000 liquidators; firemen, soldiers exposed)

ii. pollution: water, forests, soil, plants,animals

iii. psychological

unprecedented disaster

uncertainty about health

loss of communities, social networks

resentment: inadequate info on extent (1989)

and no iodine

powerlessness

6. looting

a. infrequent and atypical

b. crime rate declines

c. disaster v civil disturbance v blackout

II. Natural disaster: Hurricane Katrina

A. Situation

1. Class 4 Hurricane

a. winds b. storm surge

c. flooding: dykes

2. 80% of city underwater

3. Widespread property damage and several thousand dead

4. aftermath: thousands trapped, no food or water

5. widespread violence and looting

B. media: Newspapers

1. NYT headline: “Despair and Lawlessness Grip New Orleans as

Thousands Remain Stranded”

2. NYPost: “Dodge City” with picture: military vehicle, with soldiers, weapons at the ready

3. USA Today: “Looters, they are like cockroaches!” wealth lady in

unaffected suburb

4. NYTimes (story); quoting NO Swat Commander: “armed groups terrorizing, gang rape . . .

5. WP: “Its Like Baghdad on a bad day” and “Troops Back from Iraq find

another war zone.”

C. media: television

1. CNN Lou Dobbs: City in Crisis, wide spread looting, even shoes

2. CNN Situation Room” increasing violence and snipers

3. Fox;

a. fire for the joy of arson (no support)

b. guys in pick up trucks with auto weapons (no support)

c. looting, murder and rape

4. Today Matt Lauer: “What are the rules of engagement”?

D. Weeks later

1. LA Times: no roving gangs, no wide ranging looting, no murders

at the Superdome 9/17

2. NY Times9/16: four violent deaths citywide during entire

period

3. Knight-Ridder”: Air Force, Coast Guard, Homeland Security,

Air National Guard not one confirmed sniping.

4. NO SWAT team: entered convention center once and rescued two

white women; no weapons, rape, or murder

5. WP: national guard virtually no violence at the convention center

6. police in white suburb turned back people trying to flee: fired over

there heads

E. On the spot

1. Fox: Shepard Smith: 100s huddled under freeway, organized, sharing,

no violence. Lots of anger

2. Geraldo: no violence at Convention center, no food, no water

3. Scarboro: no violence, no food, no water, no help

F. Myths

1. Panic 2. Everyman for himself

3. Blame the victim 4. Evacuation 5. violence and looting

G. Media and Natural disasters

1. Corporate media: profit

2. Corporate media: emphases

a. violent crime: “if it bleeds it leads”

b. natural disasters

3. Consequences

a. limited humanitarian response

b. easy: appealed to racial stereotype

H. Hurricane Katrina: natural or human disaster

V. Populism

A. Definition: celebration of the people and anti-elitism

B. Typology

1. Progressive

a. concept of people is inclusive

b. shared grievances

c. target: elite power structure which is perceived is the cause

of grievances

c. example:

i. Populist Movement 1870s-1890s

farmers , tenants, laborers

included blacks (originally)

supported other labor movements

elite: bankers, merchants, railroads

by 1892: 2 million

culture: music, books, poems, schools,

local political associations

downfall: electoral politics and affiliation

with Democratss

ii. Rolling Thunder

2. Repressive

a. concept of people is exclusive: race, religion, gender

i. Bacon’s rebellion

ii. American revolution

iii. Ku Klux Klan

b. shared grievances

i. Bacon’s rebellion

ii. American Revolution

c. controlled by elite

i. American Revolution

ii. Bacon’s rebellion

d. mis-direction target:

i. fantasy “Jewish Conspiracy,” “World Order,”

Masons, Illuminati

ii. excluded minority: Catholics

C. Right Wing Populism

1. sub-category of repressive populism

2. usually a backlash movement: some change in society

3. characteristics

a. producerism: those that produce (work), parasitic elite, parasitic non-workers

i. American Revolution

farmers as workers (working the land)

large landowners as parasitic, NA

ii. KKK

b. scapegoating

i. elite redirect causes of real grievances, or problems to

scapegoats

ii. KKK: Republicans, carpetbaggers, and scalawags

iii. Anti-Chinese movement: problems including plague

“Heathen Chinee”

iv. British and carpetbaggers stirring up black slaves

c. demonization: parasites less than human

i. KKK and black men

ii. Chinese: magical powers and sexual predators

iii. Christian Reconstructionist: secular elite that is in

service of Anti-Christ

c. conspiracism: parasites engaged in effort to undermine society

i. KKK: Northern elite and Republicans

ii. Catholic Marianist Apocalytics: Jews, secular humanists

iii. Pat Robertson: Illuminati

iv. American Revolution: wicked British

d. apocalyptic narratives: righteous struggle between Good and Evil

i. Christian Reconstructionist: post-millenialists

ii. American Revolution: English siding withCatholics and Pope

II. Bacon’s rebellion

A. Example of repressive populist movement 1676

B. Target

1. Virginia elite

2. large British lanowners

C. who?

1. rebellion by “outsider” element of planter class, the elite.

2. grievances:

a. high taxes b. favoritism

c. monopoly d. Indian policy

3. appealed to popular grievances

a. poor farmers b. indentured servants

c. bonded black laborers

4. According to governor: 6 out of 7 (“infected), or most of colony

D. Goals

1. Declaration of the People

2. complete extermination of Indians

3. attacked, killed, and enslaved friendly Indians

E. End

F. Repressive movement

1. exclusion by race

2. anti-elite, but really wanted to maintain status quo, just include

more into elite

G. Social Construction of the White Race

1. created fear that poor whites and blacks have class in common

2. created racial hierarchy that gives a little economic and cultural

privilege to whites.

II. Ku Klux Klan

A. Backlash

1. loss of Civil War

2. Reconstruction

a. 14th and 15th Amendment

b. political equality

3. threat of social and cultural equality

B. Formed in Pulaski, Tenn 1865-66

1. by Confederate soldiers

2. N. B. Forrest was first Grand Wizard

3. secret society with hierarchy

4. norms

5. one of many: Knights of the White Camelion, Red Shirts, Southern

Cross

C. Who?

1. whites

2. all social classes

D. Targets

1. black men and women who stood out

2. Republicans

3. “carpetbaggers” and “scalawags”

4. murdered (lynching and burning), torture, rape

5. 1868-1871 1500 murdered

E. Threats

1. poor whites: break down of color barrier might mean loss of what

little privilege they had

2. demonization: black male as sexual predator

3. black equality, northern elite, and military would destroy old way

4. conspiracy: Republicans fomenting discontent among blacks

F. Klan

1. Good vs Evil

2. Collective Rebirth

G. Why repressive populism

1. exclusive

2. demonization

3. conspiracy

4. apocalyptic

III. Anti-Chinese movement

A. Backlash

1. Chinese brought over to build railroads

2. After railroads: 20-25% of CA labor force

3. Nationwide but mainly in CA

4. beat and killed Chinese, burned homes

and businesses

B. who?

1. whites

2. working class

3. including unions

C. Targets

1. Chinese men

2. women (but not many, mostly sex slaves)

D. Demonization

1. “heathen Chinee” who were unassimilable aliens

2. stereotype

a. naggurs

b. crafty schemers

c. magical powers

d. parasites

e. sexual predators

f. women: sluts

3. scapegoating: blamed for outbreak of plague

E. Program

1. ban Chinese men from labor

a. whites only unions

b. segregated work

2. riots/pogroms

a. Rock Springs (killed 28 miners)

b. 1885-86 pogroms

3. extended to other Asians

a.1882 Chinese Exclusion Acts

b. other immigration acts

F. Why repressive?

1. exclusive by race

2. scapegoating

3. demonization

4. real grievances but not real target

IV. Right Wing Populism (craze): Christian Reconstructionism

A. Traditions

1. post-millenialists

2. early Calvinism

3. conservative Presbyterians

B. Tenets

1. U. S. Constitution is codicil to Christian biblical law.

2. laws of OT “Biblical Law”; basis of reconstructing society

3. Bible is governing text for all areas of life

a. government

b. education

c. law

d. along with pornography, homosexuality, and abortion

C. Biblical world View

1. abolish public services, including schools

2. abolish labor unions, civil rights, workplace safety, environment

3. only men from the biblically correct churches and “in submission”

4. administration: local government, church, and family

5. wife and children “in submission” to husban

V. RWP: Catholic Marianist Apocalyptics

A. Background

1. pre-liberal

2. Marianist: role of Virgin Mary

3. Father Coughlin

B. Tenets

1. In apocalyptic End Times

2. Direct struggle with Satan

3. Threat of One World Order:

a. Jews, secular humanists, abortionists

b. big auto programming computer

4. Anti-Christ is here and in command

VI. Soft Dominionism

A. Background

1. pre and post millinealists

2. antiabortion

B. Tenets

1. need for Biblical influence: theories, laws, actions, and institutions

2. social moral evils: abortion, infanticide, euthanasia, adultery, fornication, homosexuality, bestiality, sexual entertainment,

. . . evolutionism

3. Commitment Sheets of submission

4. county militias

5. Chrisitian courts

C. Influence Christian Coaliation

I. Fads

A. Collective behavior of public directed towards acquiring, participation, or using the latest thing.

B. Characteristics

1. short term (volatile)

a. influence both direct and indirect

b. might not disappear

2. millions involved

3. unconventional

4. non-utilitarian

5. trivial area of life

6. doesn’t require a significant commitment, or have significant

consequences

C. Examples

1. products: coonskin caps, hoola hoops, pet rock, cabbage patch

dolls, beanie babies, pokemon cards, Furby

(short term: cabbage patch 1984-85 $1.2 billion 1986 decline)

2. activities: bungee jumping, macarana, , streaking, dungeons and

dragons

(short term: streaking Jan-May 1974)

3. words and phrases: dig it, man, cool, dude, not, my bad, hip

4. look: Nehru jackets

5. Disney cartoons

D. Why study? (If trivial)

1. general processes at work in society

2. reflects what a society is like

E. What processes are at work?

1. symbolic group membership (v gemeinschaft)

2. identity: “with it”

3. separateness

4. age

5. indirect influence

a. advertising:

b. entertainment

c. news

d. McDonald’s and Beenie Babies

i. avg week 10 million Happy Meals

ii. 10 days April 1997 100 million (in Teenie Beanie Baby)

iii. 4 meals for every one three to nine year old

F. What does it tell us about our society?

1. Disposable income/credit

2. power of media to shape experience

3. Mass mediated communities: community of beenie baby owners

I. Crazes

A. Definition: collective behavior that involve a public’s intense participation in an unconventional activity

1. influence: indirect and direct

2. requires significant commitment: “your life” or “most important part”

3. long term and or lasting impact

4. common areas: economic, religious, expressive/aesthetic, and recreational

5. can become institutionalized

B. Examples:

1. recreational: tennis craze, running craze, triathalon craze, diet

2. economic: stock market (.com), pyramid schemes (Ponzi)

3. religious: Second Great Awakening (1800-1830)

a. charismatic itinerant preachers

b. converting

c. camp meetings

4. Ghost Dance

a. end of culture for Indians

b. prophet: Wovoka (Pauite)

c. plains Indians heard

d. ritual: dancing, chanting would bring back

buffaloes, ancestors, get rid of white man

e. spread rapidly

5. witch craze

C. Economic craze: pattern

1. collective awareness of product, commodity, area

2. frenzied speculation

3. inflated value

4. bust

5. financial ruin, loss of confidence in market

D. Example: .com craze (investing in on-line businesses)

1. the emergence of internet and idea of internet as marketplace

2. emergence of .com businesses

3. indirect influence: media hype

a. .com can’t fail

b. no more stores

4. direct influence: social networks

5. going public

6. venture capitalist seek out .com with nothing but a name

a. offices b. resources c. salaries

4. encouraged to go public: sell stock

5. venture capitalist finds investment bank that underwrites this

6. investment bank hires brokerage house to run the IPO

7. brokerage firm privileges certain customers include venture capitalist

8. media hype, both news, business news, and experts (many with ties

to brokerage houses.

9. IPO: stocks prices soar

a. initial investors sell make millions

b. employees of .com can’t sell for year

c. public invited in

10. oops! No there there

11. good example: network of powerful interests can use indirect

influence to create craze

E. Witch Craze 14th century t0 1650

1. Craze that becomes institutionalized

2. fear of, hunt for, trial, and execution of witches

3. mainly Germany, Switzerland, and France

4. initial circumstances

a. superstitious culture

i. witches, demons, gargolyes

ii. inhabited forests and mountains

iii. witches could be good or bad

b. witches all bad: Satans servants

i. rumor

ii. bookd

5. Institutionalization

a. demonology about witches developed in 14th century: Satan’s

i. Witches sabbath: huge orgy

ii. orgies, mocking Christianity, eating children’s flesh

iii. perverted sexual behavior and seduction

iv. books The Witches Hammer

b. John XXII: encourage inquisitions to target

Jews and witches

i. witch hunters

ii. trials

iii. punishment

6. consequences

a. 200,000 to 500,000 burned, drowned, beheaded, strangled or

hanged

b. whole villages burned

c. “thousands and thousands of stakes

d. burn the host to kill the witch

7. targets

a. 85% to 90% women

b. in the beginning old single

c. in the end young married

8. Why women?

a. feminine characteristics created opportunity for witch

to take possession of body

b. including insatiable sexual appetite

9. Cause

a. Power: Catholic Church uses fear of witches to maintain control

over changing society

b. social change threaten way of life of average person

II. Cults (negative connotation: brainwashing and bizarre rituals)

A. Definition (a lot to do with labeling, scholars and public): relatively small

group that is highly organized around unconventional religious or utopian

beliefs

B. Characteristics

1. charismatic leader: “eyes”, “gaze”, “intensity”, “power”, divine

2. “story”: ultimate concern

a. salvation or utopia

b. an evil that must be fought and overcome

c. immediate or imminent

3. strict behavioral norms: clothes, eating, interactions, sex, language

4. limited contact outside, including family

5. requires sacrifice to greater or lesser degree

6. can become institutionalized: Christianity

C. Examples: Heaven’s Gate, People’s Temple Christian Church, Branch

Davidians, Aum Shinrikyo (teach the truth about the creation and

Destruction), Falun Gong

C. Example: People’s Temple Christian Church

1. charismatic leader: Jim Jones

a. religious family

b. preacher

c. faith healer

2. story: messianic socialism or populist communalism

a. religion and politics combine could make a better world

b. Jonestown: “promised land”, a progressive community

c. sources: social gospel, Bible, utopianism, socialism,

3. People’s Temple early

a. organized along traditions of black Church

b. San Francisco, black community early 70s

i. social activism

ii. free health care, social services

4. Progressive community to cult

a. strict behavioral norms

i. no dissent

ii. coercive work

iii. loyalty tests

iv. guards

v. punishment: verbal abuse and physical

b. continual indoctrination

i. loudspeakers

ii. “father”

c. limited or no contact with outsiders, include family

6. commitment: mass suicide

a. Control through fear

b. Willingness to die for what they believe

c. best thing in their lives

d. suicide, murder (1978-900)

D. Heaven’s Gate

1. Charismatic leader

a. Marshall Herff Applegate (Bo and Do)

b. Bonnie Lu Nettles (Peep and Ti)

c. members: men and women avg 47 years of age

2. Story

a. different Evolutionary Levels (Earth is Human Level)

b. Heaven’s Gate refers to leaving human to level above

“Kingdom of Heaven”

c. Jesus is the embodiment of one from higher level

d. Life on earth is preparation where one acquires the right to

get a boarding pass

e. Lucferians, evil space aliens, want the truth to remain hidden

use their power to shape our behavior through conventional

norms

d. killed Jesus

e. Do is from higher plane, must follow him or wait for another

race to develop

f. Hale-Bopp is marker, brief windo of opportunity to higher level

g. Holy text: “How and When Heaven’s Gate May Be Entered”

2. Behavioral norms

a. clothes, eating, haircuts

b. group activity

c. interpersonal social interactions

d. space age vocabulary

e. rejection of materialism

f. celibacy, abstinence from beer and alcohol

3. no or limited outside contact, but fans of Star Trek and X Files

4. commitment: suicide (39 in 1997)

V. Fashion

A. Definition: style or custom in given area, usually dress (include cosmetics, jewelry) and manners that changes over time or, simply, fluctuation in styles.

B. Partly collective behavior, but partly institutionalized

C. Collective behavior

1. spontaneous

2. unpredictable

3. non-utilitarian

4. originates in everyday interactions

D. Institutionalized

1. Multi-billion dollar business

a. designers

b. magazines

c. advertising

2.. patterned change

E. Examples: style of clothes: dress, pants, skirts, dress length, suits, hats, colors,

How worn? Layering, what they cover. Hair: style, color. Jewelry: Shoes.

Wife beaters.

4. Fashion is not universal?

a. traditional cultures: not fashion as we have defined it

i. clothing in every day his determined by

work, environment and tradition (hierarchy and gender)

ii. celebrations and festivals defined by religion and

culture

iii. defined and unchanging

b. European aristocracies

i. upper class: some fashion (Louis XVI: hairstyles)

ii. some copying from middle class (if it existed)

iii. Sumptuary laws: gold, silver, silk

5. Fashion and consumer society

a. Fashion emerged at beginning of twentieth century

i. industrialization

ii. urbanization

iii. national markets

iv. advertising

v. scientific developments: new fabrics

b. consequences

i. consumer: Doctrine of Mass Consumption

create a consumer for goods

idea of “modern” (changing times and

keeping up with the times)

New social role and norm

ii. increased wages

ii. layaways, installment and credit

iii. leisure time

Democratization of consumptions

iv. sexual revolution

v. peer group

changing gender norms

and direct influence

c. fashion (as defined emerges)

i. pursuit of continually changing styel

ii. industry: patterned change

Assignment: Paper #2 We Wish to Inform You

1. Summarize the genocide in Rwanda (April-July 1994): precipitating event, genocide

(targets-extent), and the role of colonialism.

2. In what ways did the genocide reflect classical collective behavioral theory regarding crowd violence; in what ways was the genocide social order violence (planning, organization, media)?

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4. Summarize the main ways that the international community failed: include U.S.,

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France, U.N., and humanitarian organizations.

I. Mass Hysteria

A. Definition: collective behavior that involves a significant segment of a society

In irrational responses to perceived threat.

B. Characteristics

1. Widespread fear

2. violence: group, crowd (at some point institutional)

3. self-destructive behavior (fear turned inward)

4. institutionalized

a. necessary for protection

b. self-interested political ends

5. influence

a. direct: rumor, gossip, authority figures

b. indirect: books, tv, studies, movies

A. Is it possible for a country to go crazy? What would it look like?

1. Twilight Zone “Monsters Are Due On Maple Street”

2. characteristics

a. perceived threat

b. widespread fear

c. psychological effects: anxiety, paranoia, depression, delusion,

nightmares

d. vigilante violence against suspected enemies

e. self-destructive behavior

f. institutionalization for protect.

II. Mass Hysteria: The Great Fear

A. Where? When? What?

1. US

2. Late 40s through 1950s

3. two fears:

a. nuclear war

b. communist subversion of America

c. they fed upon each other

4. connection with the War on Terror?

B. Nuclear War

1. Threat:

a. nuclear war with the Soviet Union

b. fueled: atomic bomb

c. subsequently an arms race: destroy the planet many times over

1945-6,1950-373, 1955-33,267,1986-69,075

2. Fear: nuclear annihilation

a. psychological problems

i. nightmares

ii. anxiety

iii. depression (fatalism)

iv. tranquilizers

b. people would move

c. build bomb shelters

d. cellars and basements stocked for long term survival

3. Fear and popular culture (reflected and exacerbated it)

a. Horror Films: monsters are created by exposure to radiation

(Rodan, Beast From Twenty Thousand Phantoms, Them, Godzilla)

b. Science Fiction films: raised questions about technology and

human survival.

(Forbidden Planet, The Day the Earth Stood Still,

c. television: Twilight Zone: “The Shelter,” “Time Enough to Last”

d. science fiction writers: (Ray Bradbury “The Veldt”, “ There Will Come Soft Rains”)

4. Institutionalization

a. permanent war economy

b. arms race

c. propaganda/ therapy

i. Civil Defense System: warning, shelter, drills

ii. Government sponsored films: dtiches, walls, picnic cloth, duck and cover and Bert the Turthl

e. Atoms for Peace

i. Ike speech: 1953

ii. Traveling exhibits, nuclear power

5. Self-destructive

a. MAD

b. production: mining: Navajo Nation

c. development: communities

d. testing: Atomic soldiers , Radioactive Indians, Radioactive citizens

e. testing: chemical and biological 1951-1969

D. Communists everywhere (not just spies, not just espionage)

1949 J. Howard McGrath Att. General “Communists in America are everywhere-- in factories, offices, butcher stores, on street corners, in private businesses. And each carries in himself the germ of death for society.”

1. Who?

a. godless people

b. for whom human life has no value (even theirs)

c. intent on destroying the American Way of Life

d. frequently “homosexuals”

2. Means

a. infiltrate all institutions and gain positions of authority

b. media, unions, churches, schools, government, unions,

civil rights groups

c. brainwashing (lies, deceptions, half-truths, subversive actions)

3. If they are successful?

a. lost our freedoms

b. lost our individuality (everyone would be the same)

c. no private feelings, emotions

4. Fueled by:

a. rumor, gossip

b. Church sermons: Billy Graham “moral termites from within”

c. schools

d. organizations and groups: civic (DAR, League of Women Voters , veterans: American Legion, VFW, youth: Scouts)

e. women’s magazines: Communism and women’s role

4. Popular culture: movies

a. science fiction: same theme aliens invade take us over, we look

the same but are worker ant slaves with no memory of who we are.

(They Came From Outer Space, Invaders from Mars, Invasion of the Body Snatchers)

b. Anti-Communist films: narrative depiction of fear

I Was A Communist for the FBI, Big Jim McLain, I Married

A Communist, My Son John)

5. Popular culture: television

a. I Let Three Lives 1953-1956

b. Westerns

6. Popular culture: pulp fiction

a. Mickey Spillane by 1953 17 million copies

b. Kiss Me Deadly

7. cartoons:

a. Captain America

b. Lil Abner

8. consequences

a. anxiety, paranoia (suspicion), loss of self

b. vigilance: identify and report strange or suspicious behavior

i. reading material

ii. critical of US policy

iii. advocate of social change

c. anti-communist crowd violence

d. anti-gay violence

D. Institutionalization of Fear

1. Goals: capitalize on the “great fear”

a. Republicans recapture of power

i. strong against communists

ii. identify Democrats or liberals as communists

b. international business; foreign policy

c. domestic policy

i. control labor

ii. racial status quo

d. Democrats response: were tougher than you

2. Means:

a. HUAC 11947 (heir 1938 640 organizations, 483 newspapers,

280 unions)

i. communist influence in entertainment industry

ii. power of Congress: hears for legislation

iii. friendly witnesses (John Wayne, Ronald Reagan,

Robert Taylor, Robert Taylor)

Motion Picture Alliance for the Preservation of

American Values

General unsupported claims

Specific accusations

Suspicions

iv. unfriendly witnesses “Hollywood Ten”

refuse to answer

violation of rights

contempt

v. ‘black list”

vi. those who followed knew that they could go to jail,

not work

vii. public ritual:

confession: not a crime

atonement: naming names

viii. no due process

ix. no proof of influence

x. no legislation

b. Truman EO9835: loyalty and security program for federal employees

i. discover disloyal Americans

ii. loyalty boards, security checks, and loyalty oaths

(anonymous accusations, secret evidence, paid informers)

iii. 6.6 million

c. laws

i. Internal Security Act of 1950

register organizations that are security threats

(sympathetic association, donations, expression)

ii. Emergency Detention Act + Security Index

iii. Immigration and Nationality Act 1952

iv. Taft Hartley Act

d. FBI

i. larger and larger

ii. warrantless secret investigation

iii. infiltration of liberal and leftist organization

iv. COINTELPRO 1956-71

v. cooperation with organizations

e. McCarthy and McCarthyism

i. McCarthy

ii. Feb 9,1950

iii. Subcommitte

government

State Department

iv. means: accusation, guilt by association, guilt by

publicity

v. John Service

vi. never found a communist, but ruined many lives

vii. McCarthy and the media

reported every accusation on page one

Chicago Tribune

E. Self-destructive

1. Violate fundamental values

a. freedom of speech

b. freedom of association

2. Violate institutional protections

a. due process

b. guilt by association

3. Manipulation of people by fear undermines very idea of democracy

a. foreign policy

b. domestic policy: labor and civil rights (“Operation Wetback”)

c. military industrial complex

I. Genocide and Collective Behavior

A. Genocide, Collective Behavior, and Rwanda

1. Unique:

a. tens of thousands, maybe hundreds of thousands, participated

in the killing.

b. statistically one killer per family

2. Usually

a. Holocaust

i. highly organized

ii. cooperative institutions

iii. Hitler’s Willing Executioners

iv. majority: “some are guilty all are responsible”

b. Sadam and the Anfal

3. Sudan and Darfur

B. Background

1. Recognizing the crime (not recognized)

a. 1915 Henry Morgenthau ambassador to Turkey

b. Turkish genocide of Armenians

c. “race murder” Churchill “in the midst of a crime without a name”

d. earlier examples

i. Australians in Aborigines and Tasmania

ii. Columbus and the Taino iii. U.S. and British

iv. Belgium and the Congo

2. One person to name the crime and establish international law

a. First use: Raphael Lemkin “Axis Rule in Occupied Europe” 1943

b. began in 1929

i. international law that would prohibit destruction of nations, races, religious groups

ii. precedent is piracy

c. used the terms

i. barbarism: premeditated destruction . ..

ii. vandalism: destruction of culture

d. cover: mass deportation, lowering birth rate, economic exploitation, starvation, mass executions

e. imply: moral judgment

f. “genocide”

i. Greek

ii. Latin

3. Making it a crime: Genocide and the War Crimes Trials

a. Nuremberg Trials based on indictments against German leaders and organizations

b. Japanese War Crimes Trials: International Military

Tribunal for the Far East

4. Indictments

a. Crimes against the Peace

i. waging an aggressive war

ii. in violation of international treaties

iii. most serious crime “crime of the collective”

b. War crimes in all occupied countries

i. waging “total war” methods of combat and

occupation in violation of the laws and

customs of war

ii. Rules of Aerial Warfare Hague 1923

iii. no wanton destruction of cities, towns, or villages, destruction of private property, or injury to non-combatants

iv. German bombing of cities: “inhuman barbarism that has profoundly shocked the conscience of humanity”

v. murder and torture of civilians Rape of Nanking

vi. treatment of prisoners of war

c. Crimes against humanity in occupied territories

i. murder, enslavement, deportation and other inhumane acts

ii. “conducted deliberate and systematic genocide , the

extermination of racial and national groups, against the

civilian populations of certain occupied territories

d. conspiracy

i. General Plan

ii. a, b, and c

4. New precedents

i. no political, economic, military or othe considerations shall serve as an excuse or justification

ii. law of individual responsibility

not superior orders

not acts of state

iii. rejection of preemptive war as defense

5. Old powers: national sovereignty

D. Convention on the Prevention and Punishment of the Crime of Genocide.(1948)

1. any of the folowing acts committed with intent to destroy in whole or

in part, a national, ethnical, or religious groups, such as

a. killing members of the group

b. causing serious bodily or mental harm to members

c/. deliberately inflicting on the group the conditions of life calculated to bring about its physical destruction in whole or in part.

d. imposing measure intended to prevent births within the group

e. forcibly transferring children of the group to another group

2. motives not relevant as defense

a. security threat

b. necessity

3. prevention

a. any signer many call on U.N. to take action

b. disputes taken to International Court of Justice

4. punishment

a. persons (rulers, officials, private citizens)

b. signers laws to give effect, esp punishment

c. international penal tribual when necessary

5. US opposition: sovereignty, ‘entangling alliances,” 1988

E. Universal Declaration of Human Rights

F. International Criminal Court

1. standing tribunal to try war crimes, crimes against humanity,

and genocide

2. governments have jurisdiction first

G. New precedents

1. rights vs national sovereignty

2. mandatory collective action to stop and punish

H. Still genocide

1. Cambodia (1975-78)

2. E. Timor (1975-80)

3. Iraq-Anfal

4. in 70s

a. Nigeria Ibo 1 million

b. Pakistan killed 1 -2 million Bengalis

5. Darfur

II. Social pre-conditions to Genocide

A. Ideology: Evil “other:

1. group:

a. homogenous identity

b. identity: determining factor in who they are

c. racial anti-semitism, Tutsis

2. demonized

a. inhuman

b. evil

c. Tusis were “cockroaches”, Jew were “vermin”

3. existence was a threat

a. Jewish conspiracy

4. extermination: necessary no other solution

B. Propaganda

1. social organizations: government, church, schools, small groups

2. mass media

3. conventional wisdom: reality

C. Economic conditions

1. Depression, inflation, high unemployment

2. scapegoating: blame the other

D. War

1. authoritarian: breakdown of democratic institutions

2. following war: destruction of social and cultural institutions, norms,

and roles

III.. Genocide and Rwanda

A. History

1. Rwanda was settle by cave-dwelling pygmies

whose descendants are calle the Twa peoples

a. marginalized and disenfranchised

b. make up today less than 1%

2. Tutsis and the Hutus

a. little is really known about their migrations

b. Hutus could be Bantu, Tutsis could be Nilotic

3. Tutsis and Hutus

a. share the same language Kinyarwanda( second

most widely spread in Africa next to Swahili)

b. follow the same religion

c. intermarry

d. interact economically, politically, and socially

4. Political culture

a. small chiefdoms

b. chiefs were called Mwamis

i. some Hutu some Tutsis

ii. fought toghere in Mwamis armies

5. through heredity Hutus could become Tutsis and

vice versa

6. hierarchical with complex and highly organized

a. multi-layered military, political, civil

b. chiefs, sub-chiefs, sub-sub chiefs governors,

deputy governor

c also priests, tax collectors, clan leaders,

army recruiters

7. 1860 Rwabugiri came to power as Mwami

a. Tutsis in power

b. better off economically from this arrangement

c. feudal arrangements: Tutsis aristocrats, Hutus vasssal

d. no universal distinction

B. Importance of Appearance

1. Hutus were stocky, round-faced, dark-skinned,

flat-nosed, thick-lipped, and square-jawed;

2. Tutsi lanky and long-faced, lighter skinned, narrow

nosed, thin lipped narrow chin

3. nature proved countless exceptions

4. however, ethnic ideology emerging, ideology of

antagonistic opposites

C. Race Science and the Importance of Appearance

1. John Hanning Speke 1863

a. Africa a world of "sorry Negroes" who could

possibly be save by England" brought out of the

darkness

b except for the "superior race' that he found

i. identified the Tutsis because of their

appearance

ii. must be lost Christians Hamitic myth

(son of Noah, cursed to be slave\_

2. Colony of Germany East Africa 1885

3. Germany set up a colonial government of indirect

rule: 1897-1921

a. kept Tutsis in power

b. reinforced their power over the Hutus

c. clearly defined as opposing ethnic identities

G. Belgian colonial rule: 1921

1. Rwanda given to Belgium after WWI

a. Belgium sent military and admininstrative personnel

b. an army of churchmen Rwanda most Catholic

country in Africa

c. ethnic division cornerstone of colonial rule

4. race scientists

a. weighing Rwandans

b. measuring cranial capacity

c. measuring noses (nasal index), foreheads

d. they discovered Tutsis superior, Hutus 'coarse"

and 'bestial"

5. Belgium and Roman Catholic Church: joint rule

a. organizing Rwandan on ethnic lines: apartheid

b. unlimited power of Tutsis

i. Hutu labor and taxation

ii. identity cards which labeled ethnic

identity

iii. Hutu forced labor \*Belgian Congo

c. RCC schools discriminated

i. taught ethnocentrism

d. opportunities declined in all areas

e. Belgians made ethnicity the defining feature of

Rwandan existence

H. Rwandan Independence

1. Post WWII: Un Trusteeship

2. Hutu Manifesto 1957

a. argument for democracy

b. send Tutsis back to where they came

c. Hutuness

3. not democracy simply reversal

4. Nov 1, 1959 wide scale violence against Tutsis after

death of Hutu activist "The wind of destruction"

5. Belgian Col Logiest "revolution"

6. Hutus in power: reversal

a. disenfrancish Tutsis

b. take their homes and propert

c. organize more violence

6. Jan 1961 Belgium declares Rwanda a republic and

independence in 1962

7. UN: not a democracy, a racial dictatorship, and there

will be consequences

6. 1963: “self defense units killed 14,000.

I. Post-Independence to 1990

1. accelerating violence

2. France insinuates itself trying to expand its African empire

J. 1990

1. RPF invades

2. retaliation: all Tutsis are accomplices

3. Kangura newspaper: “wake up”

i. Hutu power

ii. Ten Commandments of the Hutus

4. Oct 11 massacre at Kibiliar

K. 1993 Arusha Accords

1. power sharing

L. April to Mid-July: Genocide not war (Dallaire)

1. attempt to exterminate the Tutsi

a. cockroaches

b. “God wants you to die”

c. men, women, and children

d. moderate Hutus

2. planned and highly organized

a. lists drawn up

b. weapons stored (40 million tons by 1992, 500,000 machetes)

c. units trained

d. plan: kill Belgian peacekeepers

e. . state radio Radio Mille Collines directed the slaughter, identifying targets and locations

f. DIA: May 9, not spontaneous

3. spontaneous and coerced participation: hundreds of thousands of Hutus

a. under the banner of Hutu Power and

b. the slogan"Do your work"

c. most killing done by machetes

4. Drs killed patients, teachers killed students, students

killed students, ministers killed their congregation,

neighbor killed neighbor, family member killed family

5. examples

M. World Remanined Silent -1

1. Jan 1994 Gen Dallaire: informer

1. UN commander told Kofi Annan what was going to happen and that he could stop it with 5000

2. Kofi Annan then head of UN Peacekeeping said don't

intervene, in fact, tell Haybiarama

3. Immediately Hutus killed and mutilated a contingent

of Belgian peacekeepers who did not resists

4. UN for all practical purposes disappeared, however Dallaire was

able to save

N. World Remained Silent -2

1. Presidential Decision Directive 25

a. 16 factors for consideration

b.

2. also urged others not to get involved, demanded pull out.

3. would not use the word genocide because that

would mean keeping our word (359)

4. when other countries realizing it was genocide

were ready to send troops

a. Albright delayed vote

b. US delayed further by withholding promised

weapons

5. the agenda

a. Arusha Accords

b.

N. The world helped - 1 - France

1. Hutu and France had close ties after Belgians

left in 1959

2. France funneled arms to keep Hutus in power and

aid the killing

3. kept UN from condemning the atrocity

4. both US and France kept Rwanda ambassador on

Security Council

5. Sent troops to set up safety zone Operation Turquoise

safety for Hutu

F. World helped - NGOs

1. RPF was the group that stopped the slaughter, formerly

exiled Tutsis

2. As Hutu -genocidaires - fled to Uganda and Belgian Congo

3. NGOs set up humanitarian centers for them

4. Centers run by Hutu Power and served as staging

areas to attack and kill Tutsis

G. How can this problem be solved

1. over 100,000 Hutus in prison

2. Tutsis return home, Hutus in their house

3. Neighbors killed their relatives

III. America and Genocide in the Twentieth Century

A. Leaders:

1. cost -benefit analysis

2. negative consequences of failed intervention would be more harmful to

career than not intervening.

B. American policy

1. no troops to prevent genocide or stop on-going genocide

2. no use of unilateral economic or political pressure

3. spin the genocide

i. two-sided (civil war or traditional hostility)

ii. intervention would cause more harm than good

iii. avoid using the term “genocide”

C. Support of genocidal regime

1. unilateral political support for regime

2. undermine multilateral political, economic, and military efforts

3. provide economic aid to regime

4. provide military aid to regime

I. Collective Behavior (II)

A. Radical change in theory beginning in 60s/70s

1. Assumptions

a. concept of power

i. not pluralism

ii. elite and variations

b. participants: integrated

c. nature: challenge to power and social arrangements

2. argument

a. reject social strain as primary causal factor in collective

behavior

b. collective behavior is long term historical/social

3. focus

a. social movements

b. revolution

B. Influence on theorists

1. domestically: social movements of 1960ss/70s,especially the

civil rights movement (black insurrection)

a. definitions: popular movement to change social arrangements

b. examples:

i. feminist or women’s rights movement

ii. AIM

iii. UFW

iv. Anti-Vietnam War movement

v. environment

vi. gay rights

vii. anti-poverty

viii. occupational safety and health

ix. Free Speech

c. meaning for theory

i. groups had real grievances

ii. shut out of the political system

iii. collective behavior as tactic (not crowditis)

2. internationally

a. national liberation: popular movements to liberate nation from colonial control

b. examples

i. Vietnam

ii. Algeria

iii. Nicaragua

iv. Angola and Mozambique

v. Indonesia

vi. Congo

C. New assumptions, new questions, new theories

1. New causal explanations: If social strain is present all the time, what are the factors that give rise to a social movement?

2. What are the factors that make a movement successful, fail?

II. Value Added Theory (Smelser)

A. Collective behavior: panics, riots, social movements

B. Evidence: Freud, earlier collective behavior theory, and some protests

C. Assumptions

1. Pluralist theory of power

2. collective behavior is irrational

3. collective behavior is psychological: crude, excessive, impatient

4. no positive social change

D. Theory (structural -funtional)

1. structural conduciveness

a. social change in institutions

b. change opening for collective action

2. structural strain

a. exceptions (stability is rule)

b. ambiguities, deprivation, conflict

3. generalized beliefs

a. irrational cognitive responses: paranoid and hysterical

b. only psychologically unstable participate

4. Precipitating factors: events or actions

5. mobilization

6. Temporary breakdown in social control

E. Weaknesses

1. not empirical 2. Social strain

II. Resource Mobilization Model

A. Assumptions

1. reject pluralist concept of power

2. affirm : elite concept of power

a. concentration of power in hands of few

b. other groups are excluded

3. social movements not irrational

a. excluded groups have real grievances therefore is political

b. traditional institutions and avenues are closed

c. rational collective pursuit of common interests

B. Argument

1. Social strain

a. necessary but not sufficient condition to explain social movement

b. more or less consistent for aggrieved groups

2. cause: social resources available to groups

a. movement: arises with increase in resources

b. increase is immediate pre-condition

3. key factor: role of elites

a. external sponsors: foundations, government agencies, organizations

b. external resources:

i. material

ii. non-material: legitimacy, trust, authority

4. Success: powerless excluded groups must establish linkage with

elite sponsors

a. 60s protest

b. UAW

C. Weaknesses

1. Ignores social movement as challenge to powerful

a. challenge to the social order: power arrangements

b. why would elite groups support social movement?

2. Consequences of partnership

a. transform the movement to reform

b. cost-benefit analysis: balance goals with interests of

benefactors

3. Ignores power of mass based social movement

a. emphasizes limits: money, votes, access

b. disrupt the normal functioning of society

c. indigenous resources

i. church and civic groups

ii. leadership

4. Empirical ?

5. . ignore change of view

i. unjust

ii. can be changed

D. Strengths

1. emphasis on the political

2. emphasis on rationality

3. need for external groups

4. organizations: formal and informal

II. Political Process Theory

A. Two goals

1. develop a general theory of social movements

a. avoids the weaknesses of classical theory

b. uses “the black insurgency” as the empirical model

2. explain the rise, success, and failure of the black insurgency

1930-1970.

B. Success

1. political process theory is accepted as the paradigm for

explaining social movements

2. excellent account ( empirical) of the insurgency

C. Political Process Theory: Assumptions

1. reject pluralist model of power

2. modified elite model

a. elites hold power and control institutions

b. elites are not homogenous

c. differ in goals

d. strategy and tactics to achieve goals or to confront

social movements

3. . excluded groups

a. powerless within normal political processes

b. necessary to act extra-institutionally and unconventionally

4. social movements are rational

a. excluded groups have real grievances

b. insurgency is common action to achieve goals

5. social movement are long term political/historical processes

6. social strain, psychology, and resources are inadequate to explain

social movements

a. social strain: always present

b. psychology: participants most integrated into community

c. resources:

i. not direct connection

ii. maybe an inverse relationship

D. Political Process theory: (emergence (Argument )

1. breakdown in system of oppression that creates “political opportunity”

a. social change: domestic or external

b. opportunities to define and achieve goals

2. indigenous organizations

a. infrastructure: buildings to equipment

b. basis: membership, leadership, interaction

3. cognitive liberation

a. delegitimation: system no longer perceived as just

b. system no longer perceived as inevitable

c. belief in the power to change things

d. “framing”

E. PP: sustaining the movement

4. sustaining organizational strength

a. need to build new organizations

b. formal movement organizations

5. need external support

F. Threats

1. iron law of oligarchy

2. cooptation by external support groups

3. repression

a. strength vs weakness

b. divided or unified elite

c. tactics: how radical

d. goals: how transformative

II. Black Insurgency: 1876-1930

A. No conditions present

1. no political opportunity

2. weak organizations

3. no cognitive liberation

B. System: 1876-1930

1. economic

a. 90% of blacks in south

b. system of debt bondage

c. benefited Northern and Southern elites

2. political

a. Jim Crow

b. no help from either party

3. segregation

3. legal: Fourteenth Amendment

4. violence:

a. Ku Klux Klan 1920s

b. sundown towns

c. lynching

C. breakdown of the system

1. economic

a. King Cotton and its decline

b. Northern and southern elites different interests

2. black migration

3.. urbanization

4. external

a. WWII: freedom and equality vs tyranny and racial oppression

b. Cold War: doesn’t look good

D. Consequences

1. increasing political opportunity

a.factionalizing of northern and southern elite

i. importance of black vote in North

ii. different emphasis on international policy

b.limite federal “support”

i. support for limited equality

ii. Trumans Civil Rights Commission

iii. lynching is murder

2. Indigenous groups: increasing size and resources

a. Black church

b. Black colleges

c. civil rights groups

3. Cognitive liberation

a. system is unjust, by its own standards

b. can be overthrown

III. Heyday: 1961-65

A. Political opportunity: further factionalizing of elite

1. black vote in North

a. 1950-1965 2 million to NY, CA, IL

b. 1960 black vote decided election for Democrats

2. continued cold war

a. doesn’t look good

b. wars of national liberation

3. public opinion

a. Negro question

b. white liberal support

B. organization: creation of formal movement organization

1. new organizations

a. CORE, SNCC, SCLC

b. used leaders and members and systems of indigenous organizations

c. indigenous organizations being displaced

2. consensus

a. focus; geographical

i. south

ii. 70% of movement actions in south

b. focus: issues

i. integration

ii. equal access to social resources and institutions

c. consequences

i. concentration of resources

ii. movement consensus on goals

d. tactics

i. non-violent direct action

ii. .examples: sit-ins, freedom rides, jail-ins, voter egistration

iii. provoked violent reactions from white segregationists

C. Changed thinking

D. Responses: white segregationists, federal government , external resources

1. federal government

a. neutral, but

b. civil rights laws

i. Civil Rights Acts of 1964 and 1968

ii. Voting Rights Act of 1965

2 white liberal organizations

3. white segregationists

IV. Decline 1966-1970

A. Context

1. urban riots

2.proliferation of organizations

B. Political Opportunity

1. backlash and polarization

a. riots

b. white suburbs threatened: not in my backyard

2. both parties to the right: Wallace supporters

a. law and order

b. other problems

C. decline in organizational strength

1. proliferation of organizations

2. disagreement over goals

a. integration

b. class: institutional racism and discrimination, include violence

i. poverty

ii. unemployment

iii. urban squalor

iv. discrimination: housing, education, jobs

v. police violence

3. disagreement over tactics

a. non-violence

b. violence

4. change in geography

D. change in thinking

E. Responses: white conservatives and liberals, government

1. decrease in support except for NAACP

2. federal government: government control

a. expenditures at all levels: weapons, training, manpower

b. COINTELPRO

i.

c. Black Panthers

3. consequences:

a. organizations and self-defense

b. resources absorbed

I. Social Movements 1960s/70s

A. black insurgency: influence (AIM, New Left-SDS, Free Speech Movement, Anti-Vietnam, Feminism.

B. How so?

1. cognitive liberation

a. view institutions and social arrangements of American society

through prism of the bi

i. questions of legitimacy

ii. hypocrisy

b. limited success of bi but example that change was possible

2. tactics: disrupt the system

a. AVW:

i. disrupt the draft: draft cards to draft offices

ii. stop flow of troops

iii. mass protests and arrests

b. American Indian movement:

i. occupation of Alcatraz, BIA, Wounded Knee

ii. Self-defense

c. New Left (SDS )

i. elite universities

ii. occupy universities buildings and offices

iii. SDS at Columbia

university and Vietnam war

university and workers

university and society

university and Harlem

3. Direct connection

a. BI and AVW

i. SNCC

ii. MLK

b. BI and AIM

c. BI and FSM

d. Feminism, BI, SDS, VAWM

I. Movements of National Liberation (Post-WWII)

A. Liberation from colonialism

B. Colonialism: global system

1. dominant or First World countries: W. Europe

2. subordinate or Third World countries: all others

a. Asia:include China and Japan

b. Middle East: Post WWI and Great Britain

c. Africa: Berlin 1885

d. Latin America

3. goals of system

a. cheap resources

b. labor: forced and slave

c. markets

4. means

a. conquer

b. control political system

c. transform economic and other social systems

d. change cultural practices

e. ideology: “white mans burden”

B. collapse

1. WW II

a. Atlantic Charter

b. destruction of western nations

2. Post WWII:

a. some independence

b. movements of national liberation

i. hypocrisy of Atlantic Charter

ii.

c. examples

i. Vietnam

ii. Algeria (“The Battle of Algiers”)

iii. Indonesia

iv. India

v. Congo

3. U.S. post WWII foreign policy

a. reorganize tw as service sector

b. containment of communism

c. view mnl as communist

C. Vietnam

1. French colony since

2. WWII

a. Viet Minh: Ho Chi Minh

b. ally

3. 1945 Movement of National liberation

a. Declaration of Independence

i. grievances against the French

ii. based on US

b. organized resources for own benefit

i. land reform

ii. education, health care

c. letters to U.S. asking for recognition

d. U.S. ignores

4. French return

a. US. ships take French troops back

b. U.S supports French: politically and economically

5. French-IndoChina War: 1946-1954

a. French and Francophile elite fight the people

b. U.S. supports: weapons and money

c. U.S. covert support 1953

(Bright Shining Lie, The Quiet American)

d. Geneva Peace Accords

6. U.S. War I.

a. U.S. support dictator: money, arms, training,

“advisors”

b. Diem

i. political oppression

ii. economic policy

iii. religious persecution

7. early movement resistance

a. indigenous organizations: Viet Cong

b. insurgency

i. assassinations

ii. guerrilla attacks on government

forces

iii. Buddhist monks

8. response

a. forced relocation

b. government attacks on Buddhist monks

c. incarceration of suspected insurgents

9. American War II 1964 - (Gulf of Tonkin)

a. NV attack U.S. destroyer

b. massive build-up

c. bombing, napalming, search and desroy,

Agent Orange

d. goal: kill

10. Resistance

a. increase protest: Buddhist monks

b. growing insurgency

c. NVR

d. jungle warfare

i. mazes of trails

ii. mazes of tunnels

11. Tet 1968

a. three month battle

b. undermined U.S. claims

II. Neo-colonialism/anti-globalization movements

A. TW still economically dependent

B. world system: economic imperialism

C. Goals: same but more complex

D. Means

1. debt

2. servile elites

3. “structural adjustment” (privatization)

4. trade agreements

5. force

E. Resistance: Anti-globalization

1. people of TW vs own governments

a. econcomic arrangements

b. relations with WB, IMF, MNC, FW

c. trade agreements

2. means:

a. not wars

b. World Social Forum

i. F and TW organizations

ii. strategies and alliances

c. organized protests:

i. WB, IMF. WEF, FTAA

ii. 50,000 (Seattle) to 200,000 (Milan)

d. small groups: sweatshops to toxic dumps

f. countrywide protests, marches, general strikes

i. Argentina

ii. Bolivia

iii. South Africa

g. Landless Peasants Movement: Brazil

I. Fascism

A. Fascist movement

1. emerged as political force in 1920s and 1930s

a. Germany: Nazi

b. Italy: Fascist

c. other Euro countries

i. Portugal: Clerical Fascism

ii. Spain: Falange

iii. England, Ireland, Norway

d. Japan

e. U.S.

i. Father Coughlin

ii. groups: Black Legion, Defense of

Christian Faith, Silver Legion, Silver Shirts

2. It Can’t Happen Here

a. Windrip: Huey Long (11% of popular vote)

b. Sarason: Gerald L.K. Smith

i. Share the Wealth

ii. $5000 per family

iii. guaranteed income

c. Coghflins plan

i. National Union for Social Justice: “organized lobbby for the people” against “the mighty lobbies of wealth.”

ii. Sixteen principles

3. General

a. nationalistic

b. nostalgia

c. rascist

i. Gobineau: Essay on the Inequality of

the Human Race

ii. 1903 Protocols of the Elders of Zion

d. fear based: external and internal threats

e. totalitarian

B. Political Process Theory and Fascism

1. political opportunity

a. economic crises (Global/Germany)

b. undermined global capitalist elite

c. rise of communism

2. cognitive liberation

a. legitmation crises

i. WWI

ii. corrosion of “traditional” values

b. change is possible

i. return

ii. mass psychology

3. indigenous organizations

a. infiltrated government, education, legal

b. church

4. formal movement organizations

a. parties

b. parallel government

c. paramilitary

d. youth organizations

5. external support: coalition with wealthy elite

C. “Lying world”: both movement and power structure

1. what is a “lying world”

a. it’s a lie

b. appeals to many (all things to all people)

c. critical point: reality has no longer the power to

contradict

i. destruction of language

ii. freedom=sacrifice, peace=war, attack =self-defense

2. Mythology of the “nation”

a. unique among nations

b. “sacred” destiny : need to recapture past

c. ordained by God.

i. Italy: Roman Empire

ii. Germany: Thousand Year Reich

iii. Spain: Golden Age of Spanish Empire

d. the people = das Volk (Wagner’s Operas, Herman the Chief)

i. included/excluded: legitimate “descendants” of past and

heirs to future

ii. producerism

iii. not democratic: not shape their own destiny accept their

part in “sacred destiny”

e. leader

i. trust and faith

ii. patriotism

iii. if goals aren’t meant: blame the

enemy

f. enemies

i. scapegoats: communists, socialists,

Jews

ii. demons involved in conspiracy

iii. apocalyptisism

iv. never ending need for enemies

h. war

i. valorization, sanctification of war

ii. marshal values: sacrifice, obedience, respect for

authority

iii. depends on war

“we” are ‘threatened’

“we” need to defend ourselves

those criticising the war are with the enemy

i.. mass media:

i. reinforces lying world

ii. system of propaganda

iii. little or no way to get outside lying

world

C. Power arrangements in fascist country

1. strong centralized government

a. hierarchical

b. dictatorship

i. Il Duce

ii. Fuhrer

iii. Caudillo

c. single political party and the party =nation=

represents all

i. National Socialist German Workers

Party

2. centralized and highly concentrated economy

a. government controlled

b. large corporations dominate the economy

c. merging of economic and political power goals

i. capitalist/expension: Nazis/Lebensraum

d. beneficial to corporations: expansion, resources

3. military is dominant and privileged institution

a. security from enemies: internal and external

b. disproportionate share of resources

c. disproportionate influence on policy: military solutions

d. military values: obedience, respect for authority, courage,

heroism: Italy “believe, obey, fight”

e. universal male conscription

f. takes a dominate place in cultural life: rituals, ceremonies,

holidays (reinforces lying world)

4.. Legal System: police, courts

a. loss of civil liberties: threat

b. “creating” , pursuing, and trying enemies

of the state

c. severe penalties

5. Education

a. legitimates the power structure: history as myth

b. spread the ideology

c. fascist values

d. eliminates critique: disrupt classes, harass deviant teachers and professors

6. Marriage and Family

a. nuclear family

b. women in domestic sphere

c. procreation is service to country

I. Fascism

A. Power arrangements in fascist country

1. hierarchical and highly centralized government

a. single group (party) controls executive, legislative, and judicial (Madison: tyranny)

b. leader in whom most of the power is

institutionalilized

2. centralized and highly concentrated economy

a. large corporations dominate the economy

b. merging of economic and political power

and interests

3. military is dominant and privileged institution

a. disproportionate share of resources

b. disproportionate influence on policy

c. takes a dominate place in cultural life

i. admiration, respect, glorification, rituals, ceremonies, events

ii. values: courage, respect for authority, obedience

B. Story: central figure is the nation

1. Not an ideology: system of ideas that legitimates power structure while concealing it

2. belief system: country is unique with special destiny that is ordained by God.

3. story: the present with reference to mythologized

past and romanticized future

a. Italy: Roman Empire

b. Germany: Thousand Year Reich

c. charismatic leader is identified with destiny

d. U.S: the indispensable country

4. story is supported by rituals and symbols to reinforce story

5. story is usually, anti-labor, anti-institutionalized religion, anti-intellectual, anti-homosexual, anti-feminism

6. story identifies threats that must be fought and overcome

a. internal = on-going terror

b. external = on-going war

7. Individual and the story

a. provides individuals identity

i. purpose and meaning to life: “We”

ii. an escape from taking responsibility

iii. patriotism is highest calling

iv. criticism of country’s policies or leader is treason

b. highest calling: unquestioning service to country

c. story is more attractive than the truth

5. provides a shared identity for populace

a. “moral boundaries”

b. emotional solidarity

E. Mass Media

1. highly concentrated ownership (integrated within the above

power structure)

2. controlled by the power structure

3. Creates a “lying world” (ideology): propaganda

a. reinforces mythology

b. reports claims without critique

c. denies evidence and facts that contradict

F. Legal System

1. loss of civil liberties: justified on the grounds of practical

necessity

2. no due process: bias, partial, secret, habeus corpus,

accusers, secret evidence and testimony

G. Education

1. legitimates the power structure

2. spread the ideology

3. fascist values

4. eliminates critique: disrupt classes, harass deviant teachers and professors

H. Marriage and Family

1. nuclear family

2. women in domestic sphere

3. procreation is service to country

I. Depends on war

1. perpetual war makes selling the ideology easier.

a. “we” are ‘threatened’

b. “we” need to defend ourselves

c. those criticising the war are with the enemy

2. war conceals real social problems that are not being addressed by those in power

I. Fascism

A. Power arrangements in fascist country

1. hierarchical and highly centralized government

a. single group (party) controls executive, legislative, and judicial (Madison: tyranny)

b. leader in whom most of the power is

institutionalilized

c. **US:**

**i. Republican party**

**ii. “imperial presidency”**

2. centralized and highly concentrated economy

a. large corporations dominate the economy

b. merging of economic and political power

and interests

**c. US:**

**i. 500 corps/shared monopolies/shared ownership**

**ii. political system/campaign financing,**

**lobbying, judicial, regulatory**

3. military is dominant and privileged institution

a. disproportionate share of resources

b. disproportionate influence on policy

c. takes a dominate place in cultural life

i. admiration, respect, glorification, rituals, ceremonies, events

ii. values: courage, respect for authority, obedience

**d. military**

**i. 56% of discretionary funding**

**ii. mi complex: lobbying, campaign financing, resources, bases, equipment**

**iii. movies, tv shows, rituals, ceremonies, vocabularies**

B. Story: central figure is the nation

1. Not an ideology: system of ideas that legitimates power structure while concealing it

(US: free market capitalism + democracy)

2. belief system: country is unique with special destiny that is ordained by God.

(indispensable nation, beacon on the hill, New Jerusalem)

3. story: the present with reference to mythologized

past and romanticized future

a. Italy: Roman Empire

b. Germany: Thousand Year Reich

c. charismatic leader is identified with destiny

d. **manifest destiny, war between good and evil/ George Bush**

4. story is supported by rituals and symbols to reinforce story

5. story is usually, anti-labor, anti-institutionalized religion, anti-intellectual, anti-homosexual, anti-feminism

6. story identifies threats that must be fought and overcome

a. depends on war

b. **US: communism, terrorism**

7. Individual and the story

a. provides individual identity

i. purpose and meaning to life: “We”

**(United We Stand)**

ii. an escape from taking responsibility

**(GWB is commander in chief, our leader)**

iii. patriotism is highest calling

**(your with us or with the terrorists**)

iv. criticism of country’s policies or leader is treason

**( criticizing the war is giving aid and comfort to**

**the enemy)**

b. highest calling: unquestioning service to country

c. story is more attractive than the truth

**(“lying world”: Freedom vs Grand Inquisitor)**

5. provides a shared identity for populace

a. “moral boundaries” **(US: US VS THEM**)

b. emotional solidarity

E. Mass Media

1. highly concentrated ownership (integrated within the above

power structure)

2. controlled by the power structure

3. Perpetuates the “lying world” (ideology): propaganda

a. reinforces mythology

b. reports claims without critique

c. denies evidence and facts that contradict

**d. (Corporate media in US)**

F. Legal System

1. loss of civil liberties: justified on the grounds of practical

necessity

2. no due process: bias, partial, secret, habeus corpus,

accusers, secret evidence and testimony

3. **US: Patriot Act, “enemy combatants**”

G. Education

1. legitimates the power structure

2. spread the ideology

3. fascist values

4. eliminates critique: disrupt classes, harass deviant teachers and professors

5. US: listing professors, Churchill, science, religion in school

H. Marriage and Family

1. nuclear family

2. women in domestic sphere

3. procreation is service to

c. charismatic leader is identified with destiny

d. highly nationalistic

i. patriotism is highest calling

ii. criticism of country’s policies or leader is treason

e. unquestioning service to country

2. dependence on rituals and symbols to reinforce ideology

3. usually, anti-labor, anti-institutionalized religion, anti-intellectual, anti-homosexual, anti-feminism

4. identifies threats that must be fought and overcome

5. provides a shared identity for populace

6. provides individuals identity

a. purpose and meaning to life

b. an escape from taking responsibility

I. Right Wing Populism: Too Close For Comfort

A. RWP movements: continuous and significant

1. Not extremist:

a. American Revolutionary movement

b. Jacksonian populism: dominant political force from

1828-1860.

c. Ford’s “Producerism”: 1923 front runner for

Presedency

d. McCarthyism

e. George Wallace: American Independent Party

f. Christian Right

2. Significant influence on “mainstream” thought

a. McCarthy

b. Wallace influence the “Southern

Strategy”

b. Christian Right influence on Republican

party and foreign and domestic policy

c. Christian Right influence on Democrats

3. Dangerous

a. populist but anti-democratic

i. exclusionary

ii. anti-minority rights

b. racist: demonization

c. easily coopted by elite (scapegoating, conspiracist)

d. don’t solve real problems

e. violent

4. Why do people join?

a. fear of change: traditionalism, nostalgia

b. fear of losing privilege and status

c. economic hardship and uncertainty

d. disillusioned with political system

II. Right Wing Populism: 1970s to present

A. Most important movement

1. shaping institutions

2. shaping laws

3. shaping political spectrum

4. shaping daily live

B. New Right

1. Neo-conservatives

2. Christian right

3. popular base:

a. evangelical/fundamentalist Protestants

and conservative Catholics (mainly middle class)

b. white working class (semi-skilled and unskilled)

C. Backlash movement

1. liberation movements: civil rights, women’s movement,

AIM, Gay rights

2. economic crisis 1970s

a. recession

b. oil embargo

c. competition

d. Vietnam

e. Bretton Woods

3. cultural change

a. abortion, homsexuality, sexuality

D. Ideology

“ Secular humanists (aka liberal elite, or godless Communists, pro-terrorist who hate America) control society. They want to undermine our freedoms by imposing “big government” (New Deal liberalism and the U.N.) on us. They also are trying to undermine traditional American values (God, family, and country) and way of life (the joys of high level consumption ). The secular humanists want to replace those traditional values with liberal values: abortion, homosexuality, sexual promiscuity (aka sex education), social welfare culture, and impose politically correct lifestyles on us all.

“We want to put God back into American institutions (political, legal,education), reassert the values of family and support the American way of life.”

D. Political Process and RWP 1970s

1. (Emergence)Political Opportunity

a. govt: elections won't make difference

i. only 25% thought govt would do right

ii. 60% leaders don't care about us

iii. 83% leaders don't tell the truth

iv. pres and Congress 13% approval

v. 65% of Americans oppose military aid abroad

allows dictators to maintain control

vi. no more interventions even in NATO,

Mexico

b. economy

i. corporations too powerful

ii. business18% approval

c. military

i. no more weapons

ii. 29% approval

d. 55% alienated

2. Indigenous organizations

a. church

b. private schools

c. corporations

d. think tanks

3. cognitive liberation:

a. legitimation crisis

b. 21st Century and Millenialism

c. Crisis of Democracy

4. (Continuation) formal movement organizations

a. grass roots: Christian Coalition, Focus on the

Family

b. mega-churches

c. more think tanks

i. web sites

ii. magazines

iii. newspapers

d. television networks

i. CBN

ii. 700 Club

e. radio networks and stations

f. publishing/book stores

5. External resources

a. Foundations: Four Sisters

i. $1 billion to top 20 think tanks

ii. Bradley, Scaife ($350 million),

Richardson, Olin + Coors and Koch

b. Corporations

Goals:

1. Neo-conservative

a. role back New Deal

b. Free market

c. U.S. as global power

2. Christian Right

a. Free market:

i. anti-New Deal: welfare

ii. anti-social welfare

c. theocracy

d. converting world to Christianity

D. Success

1. Republican Party and Democratic (Welfare Reform, Drug War)

2. Policy

a. economic

i. tax

ii. regulation

b. education

i. sex education

ii. religion inschool

iii. law schools, science schools

c. mass media

i. concentration

ii. decency

d. foreign policy

i. Middle East

ii. Israel: Chrisitian Zionists

e. health

i. women and reproduction

ii. global aids

iii. global birth control

f. family

i. anti-gay agenda

g. science: research, theory

I. Fourth paper (optional, not extra credit).War Is A Force That Gives US Meaning

A. Hedges says: “The enduring attraction of war is this . . . It can give us a purpose, a meaning, a reason for living.” In what ways does war do this, according to Hedges?

B. What does Hedges mean by ‘the myth of war”? What does the myth and why is it necessary?

II. Extra Credit

A. View V For Vendetta. Describe the government in the movie. How is fear used as a means of social control (include use of media)? Is it a fascist government (lying world,etc)?

B. Describe and anaylze the forms of collective behavior on May 1. You may do your observation from your couch in front of your tv. How does the media cover it?

I. Academic Freedom Movement

A. Universities are “liberal”

B. 50,000 professors hate America, identify with the terrorists

And try to indoctrinate their students.

C. Solutions

1. spying and report on professors

2. laws to define what can be taught in class

3. hire conservative professors

D. Real goals: eliminate academic freedom