

**POLS 4541 – The Politics of Collective Action: Theory and Strategy**

**Class Time: T/TR 12:45 – 2:00pm**

**Classroom: Baldwin 102**

**Instructor: Jeffrey M. Glas, PhD**

**Contact Information:**

Office Hours: By Appointment, Online Only

Email: [jeffrey.glas@uga.edu](mailto:jeffrey.glas@uga.edu)

**I. Course Description**

Collective action is the central subject of political science. The questions of political science, of politics, concern the who, what, when, where, why, and how of collective action. The collective under consideration varies within and across subfields of political science. A national polity is a collective. As are local polities, legislative bodies, bureaucracies, courts, political parties, interest groups, trade associations, neighborhoods, even corporations. Within each of these collectives lies the potential for political conflict.

This course offers students an interdisciplinary perspective to questions about how and why individuals come together to solve the social/economic/political problems faced by their communities understanding why these efforts either succeed or fail, and strategies for overcoming collective action problems. Upon successful completion of this course, you should:

- (1.1) Learn to think in a more nuanced and scientific way about politics and government.
- (1.2) Understand the fundamental collective action problems faced by political groups.
- (1.3) Articulate common strategies groups employ to manage or overcome the collective action problems they face.
- (1.4) Explain the conditions under which individuals are more or less likely to cooperate in social dilemmas.
- (1.5) Apply these lessons groups commonly found in political, economic, and social spheres.

**II. Course Requirements and Graded Evaluation**

**(2.1) Required Text**

As a “no-cost” class you are not required to purchase a textbook or any other reading material for this class. That said, we do have a robust reading list for the semester. Beginning on page four of this syllabus you will find a detailed reading and assignment schedule for the course.

## (2.2) Course Assignments

Learning is an active exercise. Students at all levels of learning and accomplishment benefit when they are actively engaged with course material. Your grade in this class will be assessed through a series of five writing assignments, each building upon the last. In the first of these, you will identify and explain the details of a collective action problem of your choosing. In your second paper, you will identify and outline public policies that sought to address the problem you have chosen. The third writing assignment involves identifying groups of people with an interest in resolving your collective action problem followed by a fourth paper that involves detailing strategies for pooling these groups together and advocating for policy reform. Your final paper will stitch together the preceding four and finish with a discussion of the challenges your strategy will likely face in the American political environment.

Here are some important dates for these assignments and the rubric I will follow for your final grade:

Item	Weight	Date
<i>Research Topic Paper</i>	10%	February 4 <sup>th</sup>
<i>Policy/Literature Review</i>	20%	February 25 <sup>th</sup>
<i>Clientele Group Paper</i>	20%	March 18 <sup>th</sup>
<i>Group Strategy Paper</i>	20%	April 8 <sup>th</sup>
Final Paper	30%	May 3 <sup>rd</sup>

## (2.4) Grading

All grades (including final grades) will be assigned following the system depicted below:

A	=	94-100	C+	=	78
A-	=	90	C	=	74
B+	=	88	C-	=	70
B	=	84	D	=	60 – 69
B-	=	80	F	≤	59

## III. Class Policies

### (3.1) Disability Disclosure Statement

Abled-ness should not impede your intellectual development. Please get in touch with me (Dr. Glas) about any accommodations you need in the classroom and for exams. We have some amazing resources for you here at UGA. For testing accommodations please contact the Disability Resource Center (DRC) as soon as possible. For more information please check out the DRC's website ([www.uga.drc.edu](http://www.uga.drc.edu)). The DRC is located at 825 Lumpkin Street (Clark-Howell Hall) and can be contacted by phone at 706.542.8719.

### (3.2) Student Athletes

Representing our university in athletics places some unusual scheduling obligations on you. Please get in touch with me (Dr. Glas) about your schedule so we can make sure you are able to achieve in the classroom as well as on the field or in the arena.

### (3.3) Absences

John Lennon once said, “Life happens while you’re busy making other plans.” Attending class is critical for your success in this class. Participation is a significant portion of your grade and there is a significant amount of course content that we will cover in our class meetings and breakout sessions. Absences will be excused for legitimate reasons (and I am reasonable).

Please do not come to class if you are ill. The UGA Health Center ([www.uhs.uga.edu](http://www.uhs.uga.edu)) is located at 55 Carlton Street (across the street from Ramsey).

### (3.4) Missed/Late Assignments

Missed assignments are awarded a grade of zero. Late assignments will be accepted with a penalty of ten (10) points for each calendar day late.

### (3.5) Cheating and Academic Misconduct

Violations of the academic dishonesty rules are grounds for receiving an “F” in the course as well as possible expulsion from the university. If you have any questions about what constitutes cheating, academic misconduct, or plagiarism, please examine the university policy and /or ask the instructor.

### (3.6) Problems and Emergencies

If a problem or emergency arises that prevents you from attending an exam or coming to class, you should contact me (Dr. Glas) as soon as possible.

### (3.7) Policy on Disruptive Behavior

- 1) Turn communication devices to silent...or turn them off entirely.
- 2) Be polite during class discussion.

### (3.8) Withdraw Policy

Be advised that the last day to withdraw from a course without failing is Thursday, March 24<sup>th</sup>. All students who withdraw after this date will receive a “WF”.

## IV. Course Schedule

### Unit I: Why Groups?

#### Week 1 – January 11<sup>th</sup> and 13<sup>th</sup> – Perspectives on Government and Politics

Syllabus

#### Week 2 – January 18<sup>th</sup> and 20<sup>th</sup> – Oh, the Humanity?

Latham, E., 1952. The group basis of politics: Notes for a theory. *American Political Science Review*, 46(2), pp.376-397.

Fukuyama (2011), “The State of Nature” (see eLC)

Bowles and Gintis (2011), “A Cooperative Species.”

**\*\*\*January 17<sup>th</sup> – MLK Day – No Classes\*\*\***

### **Week 3 – January 25<sup>th</sup> and 27<sup>th</sup> – Collective Action and Public Goods**

Colomer (2011). “The Public Good” (see eLC)

Heath, J., 2006. The benefits of cooperation. *Philosophy & Public Affairs*, 34(4), pp.313-351.

### **Week 4 – February 1<sup>st</sup> and 3<sup>rd</sup> – Collective Action Problems**

Readings TBD

**\*\*\*February 4<sup>th</sup> – Research Topic Paper Due\*\*\***

### **Week 5 – February 8<sup>th</sup> and 10<sup>th</sup> – The Logic of Collective Action**

Olson (1965), “A Theory of Groups and Organization” (see eLC)

“Group Size and Group Behavior” (see eLC)

## **Unit II: Who Cooperates?**

### **Week 6 – February 15<sup>th</sup> and 17<sup>th</sup> – Social Capital**

Putnam, R.D., 1994. Social capital and public affairs. *Bulletin of the American Academy of Arts and Sciences*, pp.5-19.

Richey, S., 2007. Manufacturing trust: Community currencies and the creation of social capital. *Political Behavior*, 29(1), pp.69-88.

### **Week 7 – February 22<sup>nd</sup> and 24<sup>th</sup> – Prosociality & Altruism**

Bowles and Gintis (2011), “The Evolution of Altruism in Humans.”

Bolsen, T., Ferraro, P.J. and Miranda, J.J., 2014. Are voters more likely to contribute to other public goods? Evidence from a large-scale randomized policy experiment. *American Journal of Political Science*, 58(1), pp.17-30.

**\*\*\*February 25<sup>th</sup> – Policy/Literature Review Due\*\*\***

### **Week 8 – March 1<sup>st</sup> and 3<sup>rd</sup> – Trust and Reciprocity**

Wilson, R.K. and Eckel, C.C., 2011. Trust and social exchange. *Cambridge handbook of experimental political science*, pp.243-57.

Carlin, R.E. and Love, G.J., 2013. The politics of interpersonal trust and reciprocity: An experimental approach. *Political Behavior*, 35(1), pp.43-63.

Schweitzer, M.E., Hershey, J.C. and Bradlow, E.T., 2006. Promises and lies: Restoring violated trust. *Organizational behavior and human decision processes*, 101(1), pp.1-19.

**\*\*\*March 3<sup>rd</sup> – Semester Midpoint\*\*\***

### **Week 9 – March 7<sup>th</sup> – 11<sup>th</sup> – Spring Break**

**\*\*\*No Classes\*\*\***

### **Week 10 – March 15<sup>th</sup> and 17<sup>th</sup> – Group Bias**

Whitt, S. and Wilson, R.K., 2007. The dictator game, fairness and ethnicity in postwar Bosnia. *American Journal of Political Science*, 51(3), pp.655-668.

Habyarimana, J., Humphreys, M., Posner, D.N. and Weinstein, J.M., 2007. Why does ethnic diversity undermine public goods provision?. *American Political Science Review*, 101(4), pp.709-725.

Gavrilets, S., 2015. Collective action problem in heterogeneous groups. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 370(1683), p.20150016.

**\*\*\*March 18<sup>th</sup> – Clientele Group Paper Due\*\*\***

### **Week 11 – March 22<sup>nd</sup> and 24<sup>th</sup> – Culture**

Gächter, S., Herrmann, B. and Thöni, C., 2010. Culture and cooperation. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 365(1553), pp.2651-2661.

**\*\*\*March 24<sup>th</sup> – Withdrawal Deadline\*\*\***

### **Week 12 – March 29<sup>th</sup> and 31<sup>st</sup> – Neuroscience and Cooperation**

Van Den Bos, W., McClure, S.M., Harris, L.T., Fiske, S.T. and Cohen, J.D., 2007. Dissociating affective evaluation and social cognitive processes in the ventral medial prefrontal cortex. *Cognitive, Affective, & Behavioral Neuroscience*, 7(4), pp.337-346.

### **Unit III: The Politics of Collective Action**

#### **Week 13 – April 5<sup>th</sup> and 7<sup>th</sup> – Labor Unions**

Olson (1965). “The Labor Union and Economic Freedom.”

Chava, S., Danis, A. and Hsu, A., 2020. The economic impact of right-to-work laws: Evidence from collective bargaining agreements and corporate policies. *Journal of Financial Economics*, 137(2), pp.451-469.

**\*\*\*April 8<sup>th</sup> - Groups Strategy Paper Due\*\*\***

#### **Week 14 – April 12<sup>th</sup> and 14<sup>th</sup> – The Environment**

Ostrom (1990), “Analyzing Long Enduring, Self-Organized, and Self-Governed CPRs”

Ostrom, E., 2010. A multi-scale approach to coping with climate change and other collective action problems. *Solutions*, 1(2), pp.27-36.

Lubell, M., Vedlitz, A., Zahran, S. and Alston, L.T., 2006. Collective action, environmental activism, and air quality policy. *Political Research Quarterly*, 59(1), pp.149-160.

Adger, W.N., 2010. Social capital, collective action, and adaptation to climate change. *Der klimawandel*, pp.327-345.

### **Week 15 – April 19<sup>th</sup> and 21<sup>st</sup> – Political Parties**

Selection from Cox and McCubbins (2005) (see eLC)

Koger, G., Masket, S. and Noel, H., 2010. Cooperative party factions in American politics. *American Politics Research*, 38(1), pp.33-53.

Clarke, A.J., 2020. Party Sub-Brands and American Party Factions. *American Journal of Political Science*, 64(3), pp.452-470.

### **Week 16 – April 26<sup>th</sup> and 28<sup>th</sup> – Voter Turnout**

Riker, W.H. and Ordeshook, P.C., 1968. A Theory of the Calculus of Voting. *American political science review*, 62(1), pp.25-42.

Morton, R.B. and Ou, K., 2019. Public voting and prosocial behavior. *Journal of Experimental Political Science*, 6(3), pp.141-158.

### **Week 17 – May 3<sup>rd</sup> – So...Where Are We?**

Gilens, M. and Page, B.I., 2014. Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on politics*, 12(3), pp.564-581.

McFarland, A.S., 2018. Interest groups and the policymaking process: Sources of countervailing power in America. In *The politics of interests* (pp. 58-79). Routledge. (see eLC)

**\*\*\*May 3<sup>rd</sup> – Final Paper Due\*\*\***

**\*\*\*May 4<sup>th</sup> – Star Wars Day/Reading Day\*\*\***

## CORONAVIRUS INFORMATION FOR STUDENTS

UGA adheres to guidance from the University System of Georgia and the recommendations from Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidance [here](#). The following information is based on guidance last updated on December 29, 2021.

### Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

### How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

### What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

### What do I do if I test positive for COVID-19? (Isolation guidance)

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receives a positive COVID-19 test: Everyone, **regardless of vaccination status**, should:

- Stay home for 5 days.
- If you have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

### What do I do if I have been exposed to COVID-19? (Quarantine guidance)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked\*\*) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
  - You do not need to quarantine at home and may come to class.
  - You should wear a mask around others for 10 days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
  - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

\*\* “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck](https://dawgcheck.uga.edu/) (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.

### **Well-being, mental health, and student support**

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

### **Monitoring conditions:**

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office. For the latest on UGA policy, you can visit [coronavirus.uga.edu](https://coronavirus.uga.edu).