

CULTURES OF SOLIDARITY

Spring 2013



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Cultures of Solidarity can be taken for 8, 12 or 16 credits. The core 8-credit program is described below. Students who wish to take the program for 12 or 16 credits should be involved in research, documentary media, community service or an internship with a community organization.

Weekly Schedule

<p>8 Credit Students <u>Tuesday 6pm-10pm, E-1105, E-2107</u> <u>Thursday 6pm-10pm, E-1105, E-2107</u></p>	<p>12 or 16 Credit Students <u>Tuesday 2pm-5pm, E-2107</u> <u>Tuesday 6pm-10pm, E-1105, E-2107</u> <u>Thursday 2pm-5pm, E-2107</u> <u>Thursday 6pm-10pm, E-1105, E-2107</u></p>
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Readings (in order)

- Edwin Dolan, "Alienation, Freedom and Economic Organization" (available on Moodle)
- Judith Butler, ""Bodies in Alliance and the Politics of the Street" (Moodle)
- Pavel Arseniev, "A Poem of Solidarity and Alienation" (syllabus, pp.6-7)
- Marx, Karl, *Capital Vol. 1*, Ch. 6, "The Sale and Purchase of Labor Power" (PDF on Moodle)
- Marx, Karl, *Economic and Philosophical Manuscripts of 1844*, "Estranged Labor" (PDF on Moodle)
- Sennett, Richard, *The Corrosion of Character* (available in TESC Bookstore)
- Miller, Ethan, "Solidarity Economics" (PDF on Moodle)
- Curl, John, *For All the People: Uncovering the Hidden History of Cooperation, Cooperative Movements and Communalism in America*. Introduction and Part 1, Ch. 1 ("Early Cooperation in America") and Part 2, Ch. 15 and 16, "Cooperatives and Communalism, Early Communalist Movements," (PDF on Moodle)

- Gibson-Graham, J.K., *A Postcapitalist Politics* (TESC Bookstore)
- Butler, Judith, *Precarious Life*. “Violence, Mourning and Politics” (PDF on Moodle)
- Restakis, John, *Humanizing the Economy*, ch. 5 (“Social Co-ops and Social Care”) (PDF on Moodle)
- Morrison, Roy, *We Build the Road as We Travel*, excerpt (PDF on Moodle)
- Gibson, Graham, “Post-Development Possibilities for Local and Regional Development (Moodle)
- Lavaca Collective, *Sin Patron* (in TESC Bookstore)
- Sitrin, Marina, *Horizontalism*, excerpts (PDF on Moodle)
- Wilpert, “An Assessment of Venezuela’s Bolivarian Revolution at 12 Years.” (<http://venezuelanalysis.com/analysis/5971>)
- Rosales, “Venezuela’s 21st Century Socialism and the Difficult Journey from ‘Me’ to ‘Us.’” (<http://venezuelanalysis.com/analysis/6218>)
- Weisbrot, Ray and Sandoval, “The Chávez Administration at 10 Years: The Economy and Social Indicators” (PDF on Moodle)
- Larrabure, Manual, “Praxis, Learning and New Cooperativism in Venezuela” (PDF on Moodle)

Assignments

1. WEEKLY SEMINAR PAPERS:

A seminar paper is a short essay, 2 pages in length. For this assignment you are asked to prepare carefully, as follows:

READING: Read the text carefully. If it’s a challenging text, read it twice or more. You’d be surprised how much more sense the text makes in the second or third round of reading.

DOCUMENTING YOUR READING: Take notes. We recommend keeping your reading notes in a notebook, not simply underlining or highlighting in the text. Notes can be brief, but should include keywords and page numbers.

SEMINAR: Take time before seminar to identify specific themes and issues that you want to discuss. You may bring these in the form of comments, quotes or questions. Make sure that your questions are designed to generate discussion, not simply gain information that you could find yourself through on-line research.

PREPARING TO WRITE: After the seminar, make some notes about your developing ideas for approaching the text. Identify a key issue or theme that you want to focus on in the paper. Collect quotes that seem relevant to you and review your lecture notes for support. Take the time to really flesh out your ideas. Develop a line of thinking about the theme you chose. What is it? How would you explain it? What makes it significant?

OTHER IDEAS or QUESTIONS YOU MIGHT CONSIDER:

- What is the author’s thesis or agenda?
- How does the text connect with program theme(s)?
- Can you test out the author’s thesis? If it is true, then what else should be true?
- What are some other ways to explain the author’s point using your own examples?
- Relate author’s notions or evidence to personal experience.
- Explore arguments or points that are unclear or difficult.
- Is there sufficient evidence to support the author’s argument?

Seminar papers should be well-written and free of spelling errors and typos. Seminar papers should be double-spaced (no additional space between paragraphs, please), using Times New Roman 12-point type. You may use Chicago, MLA or APA format, but be consistent. Cite frequently. Use quotes but be

sure to interpret and explain them in your own words after citing. The best writing will generally avoid “dropping in” entire quotes, but will rather embed quotes as part of the author’s own analytical narrative.

Two double-spaced pages is not a lot of writing. You will need to be clear about your focus and concise in discussing it. Avoid “fillers” that take up space without articulating an idea.

Seminar papers are due the Tuesday or Thursday AFTER we complete the reading. This gives you the opportunity to incorporate ideas and clarity gained in the seminar discussion into your paper.

2. RESEARCH PROJECT:

Project Proposal

Everyone will complete a concise (1-2 page) proposal for a research project. The proposals will be due Thursday of week 4. Each proposal should include:

- A description of the research you will undertake and the project you will produce for the faculty to evaluate (a research paper, another product)
- Your research question: what is it you want to learn through doing this project
- A bibliography of sources you intend to consult
- How this project is connected to the work of the program
- How it will develop your own capacity for scholarship and research

Default Option for your research Project

Students may opt to complete a research paper as their final project. Guidelines for the research paper are as follows:

- The paper should use a social theoretical framework drawn from our readings to analyze/critique a particular group’s “culture of solidarity,” which you have researched thoroughly. The group may *not* be one that we studied in class; you must choose, and independently research, a different group or social organization.
- Length: 10-12 typed pages, *not* including references (double spaced, 12-point font, 1-inch margins).
- Sources: a minimum of 5 *academically acceptable* sources (e.g., peer reviewed journals, texts by reputable authors, etc.). You have the option to replace one source with an interview that you conduct with a member of the organization.
- Citation Style: You may choose between MLA, APA, or Chicago Styles for your citation format. We expect you follow the style guidelines strictly, whichever style you choose.
- College-level Writing: Papers should be free from grammar and spelling errors, should display coherent organization, and should articulate and defend a clear thesis about the subject matter.

Alternate Options

Proposals for other forms of research project work may be considered at the discretion of the faculty. For consideration, proposals must meet the following minimum guidelines:

- Proposals should concisely describe, *specifically*, the research you will undertake and the project you will produce for the faculty to evaluate.
- Proposals for documentary video projects, must document your skills and previous experience in video production and editing.

- Alternative research project proposals will still be subject to the “Sources” requirement, as outlined above.
- Acceptance of alternative proposals is solely at the discretion of the faculty, and may require approval of both program faculty members.

PLEASE NOTE: You should not view the “alternate option” as a way to “get out of” college level writing work. Students who demonstrate competent college-level writing in their seminar papers are much more likely to have such a proposal approved. Students who deliver sub-standard seminar papers may be required to complete the research paper in order to help them further develop writing skills, even if they propose a reasonable alternative. You may be asked to submit research papers from previous programs as part of your proposal, if there are any doubts about your writing skills.

3. Self-Evaluation and Faculty Evaluation

Class Schedule

This schedule is subject to change to better meet the needs of program participants, including the addition of and/or alteration of readings and noted class activities. Students are responsible for noting schedule changes that are announced in class and posted online.

Wk	DATE AND TOPIC	READINGS & ASSIGNMENTS DUE
Week 1	Tuesday, 2 April Introduction to the Program <i>Reflections on Solidarity: (Anne, John and Micheal)</i>	
	Thursday, 4 April: <i>Solidarity and Alienation (Anne, John and Micheal)</i> <i>Warmup for Marx—Basic Concepts (John)</i>	Dolan “Alienation, Freedom and Economic Organization Butler, “Bodies in Alliance and the Politics of the Street” Arseniev, “A Poem of Solidarity and Alienation”
Week 2	Tuesday, 9 April <i>Capitalism as a Social Process (John)</i> Close-reading Workshop on Marx (Seminar)	Marx, “The Sale and Purchase of Labor Power”
	Thursday, 11 April <i>The Concept of Alienation (John)</i>	Marx, “Estranged Labor”
Week 3	Tuesday, 16 April <i>Fragmented Lives in the New Capitalism (Anne)</i>	Sennett, The Corrosion of Character (Preface and Chapters 1-4)
	Thursday, 18 April <i>Time, Narrative and Alienation (Anne)</i>	Sennett, The Corrosion of Character (Chapters 5-8 and Appendix)

Week 4	Tuesday, 23 April <i>Cooperative Histories and Principles—non-Capitalist practices in a capitalist society</i> (Micheal)	Miller, “Solidarity Economics” Curl, “Early Cooperation in America” and “Cooperatives and Communalism: Early Communalist Movements”
	Thursday, 25 April <i>Panel of Local Cooperatives</i>	See organizational websites Research Project Proposals Due
Week 5	Tuesday, 30 April <i>The Concept of Capitalocentrism and A Post-Capitalist Politics</i> (John)	Gibson-Graham, <i>A Post-Capitalist Politics</i> , Introduction – p. 100
	Thursday, 2 May <i>A Post-Capitalist Politics</i> (John) OPTIONAL ACTIVITY: Co-op Conference, Saturday, May 4 th at St. Martin’s Pavilion	Gibson-Graham, pp. 127-End.
Week 6	Tuesday, 7 May <i>Solidarity in Post-9/11 America</i> (Anne) <i>The Community Economies Project</i> (Micheal)	Butler, “Violence, Mourning and Politics” Restakis, “Social Co-ops and Social Care” (PDF)
	Thursday, 9 May <i>Writing Workshop</i>	Bring your thesis statement, outline, and bibliography of sources to class.
Week 7	Tuesday, 14 May <i>Mondragon: Alternatives to Capitalist Economic Development</i> Film: BBC Mondragon documentary	Morrison, <i>We Build the Road as We Travel</i> , excerpt (PDF)
	Thursday, 16 May <i>Mondragon</i>	Gibson-Graham, <i>A Post-Capitalist Politics</i> , Ch. 5 Gibson-Graham, “Post-Development Possibilities for Local and Regional Development” (Moodle)
Week 8	Tuesday, 21 May <i>Argentina</i> (John) Film: Avi Lewis and Naomi Klein, “The Take,” 2004	Lavaca Collective, <i>Sin Patron</i> , pp. Reading: <i>Sin Patron</i> , pp. Sitrin, <i>Horizontalism</i> , excerpts
	Thursday, 23 May <i>Argentina</i> (John)	Reading: <i>Sin Patron</i> , pp. Sitrin, <i>Horizontalism</i> , excerpts

Week 9	Tuesday, 28 May <i>Venezuela: Solidarity as a Foundational Social Principle (Anne)</i> Possible Film Screening: Dario Azzellini and Oliver Ressler, <i>Venezuela from Below, 2004</i>	Wilpert, “An Assessment of Venezuela’s Bolivarian Revolution at 12 Years.” Rosales, “Venezuela’s 21 st Century Socialism and the Difficult Journey from ‘Me’ to ‘Us.’” Weisbrot, Ray and Sandoval, “The Chávez Administration at 10 Years: The Economy and Social Indicators”
	Thursday, 30 May <i>Venezuela: Post-Capitalist Experiments Solidarity in Post-9/11 America: Openings and Closings</i> Film: Hillary Adler, “La Misma Masa,” 2012	Laburre, “Praxis, Learning and New Cooperativism in Venezuela” Barta-Cole, “Becoming Ant”
Week 10	Tuesday, 4 June PRESENTATIONS	Final Projects Due
	Thursday, 6 June PRESENTATIONS/ POT LUCK	
	EVALUATION CONFERENCE WEEK Week of 10 June – 17 June	Self-evaluation and faculty evaluation Please do not leave the area until you’ve completed your conference with your seminar faculty.

Pavel Arseniev: A Poem of Solidarity and Alienation

*We remember, we preserve our faithfulness to the event.
Forty years like forty days.*

Return to your classrooms:
They are fireproof.
No, a spark will not set them ablaze.
All measures have been taken,
More or less in earnest.

Just in case (of fire) we ought
To install alarms in the body, too.
For a fire in one head
Can always spread to another,
And then the whole town will go up in flames.
And this is why we need:
The qualitative isolation of individuals;
A fire alarm system;
A simple three-digit telephone number,
Which probably is also meant to remind us of our loneliness
And the impossibility of solidarity.

Return to your classrooms.
They are noise-proof and humidity-free.

They are simply made
For fruit investigations
Of noise and humidity.
Where else but the classroom
Can we draw up isotherms and decibel scales?
Where else but the classroom
Can we draw competent conclusions about these phenomena?

Return to your classrooms.
The splendid art deco façade
Makes them proof against the confusion of the street.
They are proof against all that stupidity and vexation—
The daily murders of ethnic minorities;
Fluctuations in the price of oil;
The grumbling of the homeless;
The bill clubs of the regime—
All that “centralized postmodernism.”

Only in the classroom can the researcher’s righteous indignation
Be focused without brain drain, without leaks,
On a thick description of all violations and abuses of rights.
To send the system a silent reproach.
It is not my reproach, it is nobody’s, for none of us,
In essence, is all that indignant.
As we raise our voices merely to the muteness of reproach,
Keeping our hands busy with the expert fuck-you in our pockets.

Return to your classrooms.
They are also proof against these sorts of provocations.
In the classroom you’ll always find a wise moderator,
A responsible party
Whose broad liberal soul
(You got to understand him, too) will never go so far as
To question its own legitimacy.
You don’t want to join the fighting under the carpet,
But you leave the carpet itself intact
And the possibility that you’ll be called on it.
When you’re called, there’ll be nothing to complain about.
Return to your classrooms:
It really isn’t the month of May.

23 March 2008

The poem was first read in public at the New Street University in Saint Petersburg, Russia. The Street University was conceived by graduate students at the European University in Saint Petersburg to protest the mysterious closure of the university by fire inspectors. The session on March 23rd was the third such event, and like the previous two, it featured speakers and audience members from both academic and general communities. The university was re-opened, but the Street University remained in session.

<http://chtodelat.wordpress.com/2008/04/24/new-street-university-a-poem-of-solidarity-and-alienation/>