

# GV101

## Introduction to Political Science

### Week 11: Interest Groups and Social Movements

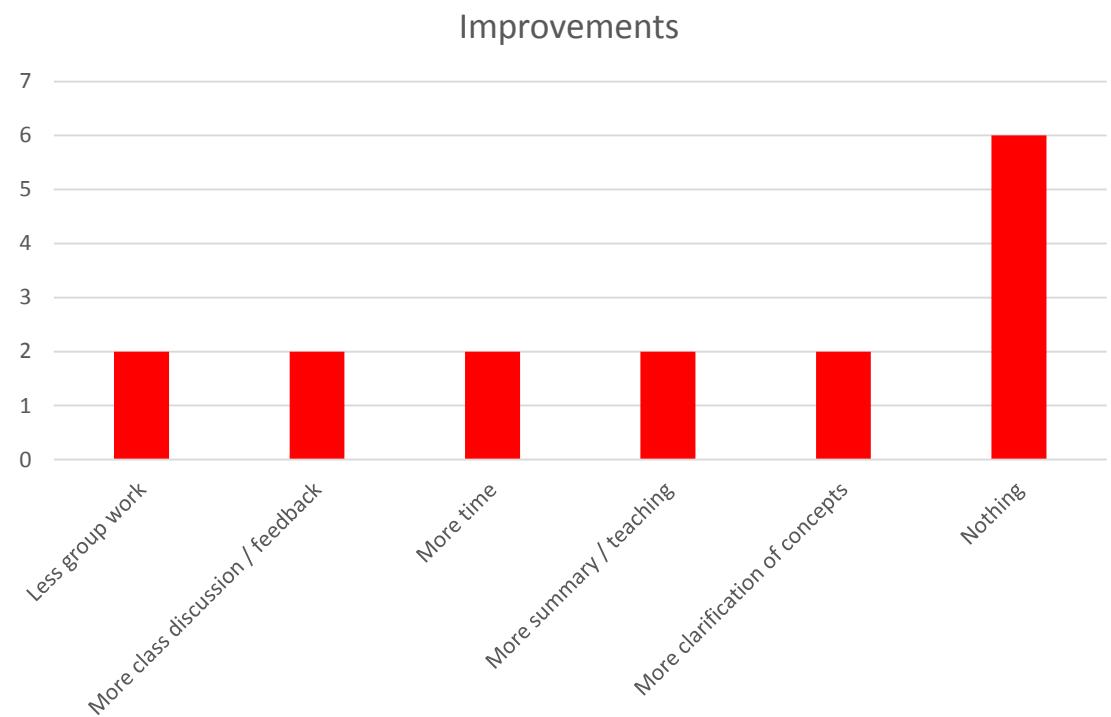
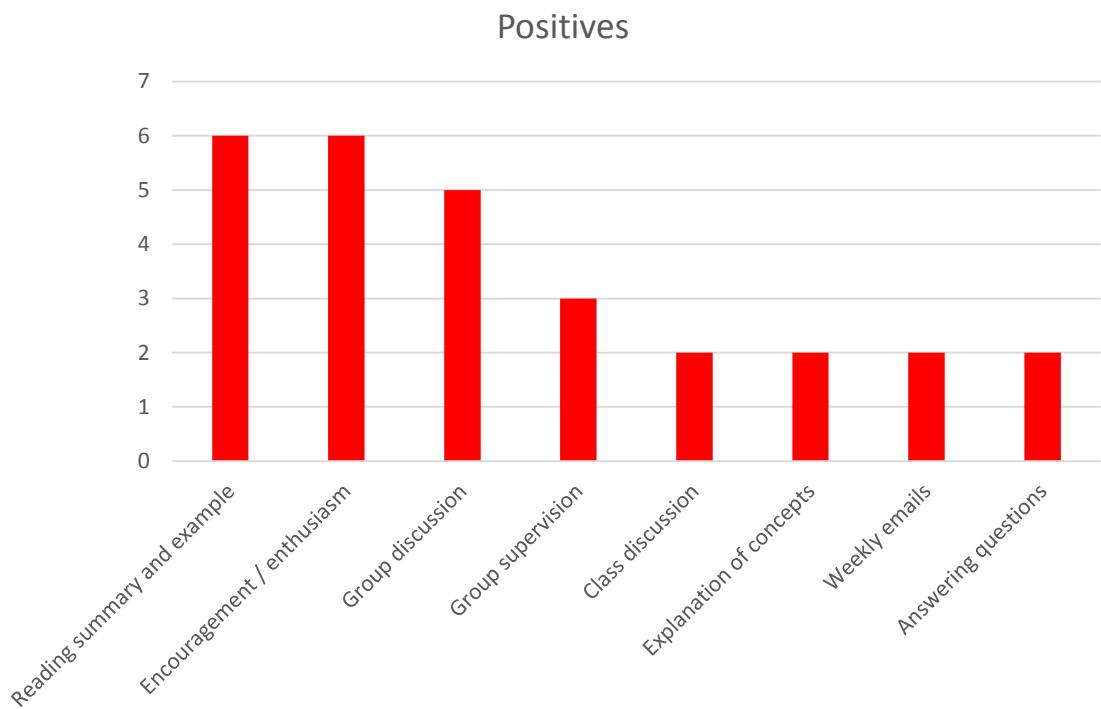
Classes, Monday 20 January 2020

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# Feedback Survey Summary



# Essential Reading Overview

- Clark, Golder, and Golder provide definitions of public goods (nonexcludable and nonrival), and give an abbreviated overview of Olson's classic work on the collective action, in which recipients of public goods are incentivised not to contribute to their provision because of the low likelihood of their action being pivotal (especially in large groups).
- Thies and Porche identify economic (Olson, vulnerability to downturns, veto players (ratchet effect), fiscal crises and terms of trade, stage of development) and political (federalism, size of upper chamber constituency, party fragmentation, elections, and EU membership) reasons for the confounding persistence of agricultural subsidies. Using country data, show that some economic factors, and more political factors, affect the level of subsidies.

# Group Task on Interest Groups and Social Movements

- Review the context for the pensions dispute on the handout, the details of your actor (which you will be given), and the details of the other actors (which you can find along with the handout, here: [GV101 > Course Information and News Forum > Joe Greenwood's Classes > Week 11 Interest Groups and Social Movements](#)). You have 10 minutes for this part of the task.
- Following the above:
  - One member of the union group may approach the lecturers to try and convince them to join the union, including answering any questions they have (3 minutes);
  - Each lecturer must decide whether to join the union and submit their decision to me so that I can reveal the proportion of the workforce who are union members (2 minutes);
  - One member of the union group may approach their members (non-members will move to a different table) and try to convince them to support a strike, including answer any questions that they have (3 minutes);
  - The employers' organisation may issue a public statement explaining why it opposes the strike, which may appeal directly to the lecturers (2 minutes);
  - Each member of the union must decide whether to vote and, if so, whether to support strike action and submit their decision to me so that I can reveal the strike ballot outcome (2 minutes);
  - In light of the strike ballot, and the risk of increased liability, the employers' organisation must decide whether or not to actively support a pension fund revaluation (3 minutes).

# The Group Task in the Real World

- The University and College Union (UCU) managed to reach the 50% turnout requirement at 41 of 64 institutions, with mean support for a second strike standing at 78% in those institutions.
- UCU now plans to re-ballot academic staff who are members of the union at the 23 institutions (including LSE) that did not reach the 50% turnout threshold, and they remain in dispute with the Universities UK (UUK), the employers' organisation, over pension contributions.