Banner/Catalog Information (Coversheet)

1. ____New Course or ___X__ Revision of Existing Course

2. Course prefix and number: _EIU 4123G_________________________________________

3. Short title: _Movements/Crowds/Violence ____________________________

4. Long title: _Social Movements, Crowds, and Violence_____________________________

5. Hours per week: _3_ Class   _0_ Lab   _3_ Credit

6. Terms: ___ Fall   ___ Spring   ___ Summer   _X_ On demand

7. Initial term: ___ Fall   ___ Spring   ___ Summer   Year: _2017_

8. Catalog course description: _A theoretical and empirical assessment of the origins, development, tactics, and consequences of recent social movements and social movement participants. Crowd behavior and violence will be specifically included as they relate to social movements._

9. Course attributes:

   General education component: _senior seminar________________________________________

   ___ Cultural diversity ___ Honors ___ Writing centered   _X_ Writing intensive ___Writing active

10. Instructional delivery

    Type of Course:

    _X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship ___ Performance   ___ Practicum/clinical ___ Other, specify: ________________

    Mode(s) of Delivery:

    _X_ Face to Face   _X_ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction________________

11. Course(s) to be deleted from the catalog once this course is approved. _none__________

12. Equivalent course(s): _none___________________________________________________

   a. Are students allowed to take equivalent course(s) for credit?   ___ Yes   _X_ No

13. Prerequisite(s): _75 hours_____________________________________________________

   a. Can prerequisite be taken concurrently?   ___ Yes   _X_ No

   b. Minimum grade required for the prerequisite course(s)?   _N/A_

   c. Use Banner coding to enforce prerequisite course(s)?   _X_ Yes   ___ No
d. Who may waive prerequisite(s)?

___ No one    _X_ Chair    ___ Instructor    ___ Advisor    ___ Other (specify)

14. Co-requisite(s): __none________________________________________________________

15. Enrollment restrictions

   a. Degrees, colleges, majors, levels, classes which may take the course: _All but sociology majors_

   b. Degrees, colleges, majors, levels, classes which may not take the course: _Sociology majors_

16. Repeat status: _X_ May not be repeated    ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: _X_ Standard    ___ CR/NC    ___ Audit    ___ ABC/NC

19. Special grading provisions:

___ Grade for course will not count in a student’s grade point average.

___ Grade for course will not count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in:

________________________________________________________________

___ Credit hours for course will be removed from student’s hours toward graduation if student already has credit for or is registered in: ______________________________________

20. Additional costs to students:

   Supplemental Materials or Software _N/A_________________________________

   Course Fee _X_No ___Yes, Explain if yes____________________________________

21. Community college transfer:

___ A community college course may be judged equivalent.

_X_ A community college may not be judged equivalent.

   Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ___Course is required for the major(s) of ____________________

___Course is required for the minor(s) of ____________________

___Course is required for the certificate program(s) of ______________

_X_ Course is used as an elective

2. Rationale for proposal: This is an existing course that we wish to revise and approve for online delivery. Offering the course online will accommodate off-campus and distance students and those with work schedules that might otherwise prevent them from taking the course.
3. **Justifications for (answer N/A if not applicable)**

   **Similarity to other courses:** This course does not duplicate any current offerings.

   **Prerequisites:** 75 hours – university requirement

   **Co-requisites:** N/A

   **Enrollment restrictions:** Sociology majors excluded per senior seminar requirements

   **Writing active, intensive, centered:** WI – This course is writing intensive. Several small, reflective writing assignments are required. The course also requires a formal, analytical paper and at least one draft of the paper is submitted by the student, read and commented on by the instructor, and resubmitted by the student after revision. The written component of the course is at least 35% of the course grade.

4. **General education assurances (answer N/A if not applicable)**

   **General education component:** This course successfully fulfills the definition and objectives of a senior seminar in that it takes a cross-disciplinary approach to a topic of major importance; and it encourages self-reflection and synthesis of material learned in both major and general education classes, as well as throughout the students’ extra-curricular and social experiences. Activities for the course give students the important practice of communicating in an effective, reasoned and ethical manner over topics concerning the origins, participation, development, tactics, and consequences of social movements.

   **Curriculum:**
   a. This course meets the Critical Thinking Component of the Undergraduate Learning Goals by requiring students to read, analyze, and evaluate diverse perspectives on the origins, participation, development, tactics, and consequences of social movements. In addition, students are required to interpret and critique tactics, value and consequences of social movements, and to reflect upon their own beliefs and create defensible arguments of their own. In order to do this, students must learn not only to recognize the arguments of others, but also to see the implications of their views and of one’s own position. As part of this, students will give a presentation in both traditional and online formats of this course. (CT-1,3,5,6)

   b. This course meets the Writing and Critical Reading Component of the Undergraduate Learning Goals by requiring students to write critical and reflective papers on the origins, participation, development, tactics, and consequences of recent social movements. Students are required to respond to multiple perspectives, to evaluate arguments and to write clearly and coherently in short writing assignments and a research paper. (WCR-2,3,4,6,7)

   c. This course meets the Speaking and Listening Component of the Undergraduate Learning Goals by requiring students to articulate, discuss and assess different perspectives regarding the origins, participation, development, tactics, and consequences of social movements. As part of this, students will complete short writing assignments and a research paper. (SL-1,2,3,4,5,7)

   d. This course meets the Quantitative Reasoning Component of the Undergraduate Learning Goals by requiring students to critically evaluate quantitative methodologies and data and construct cogent arguments utilizing quantitative material in required course readings, short writing assignments and research paper. (QR-4,5)

   e. This course meets the Responsible Citizenship Component of the Undergraduate Learning Goals by requiring students to reflect upon and evaluate diverse ideas. In addition, they will be challenged to identify the social and ethical value of social movement participation in civic life. Citizenship is enhanced when students think deeply about their own personal perspectives about important social issues and examine the extent to which they become social activists or social movement participants in an ever-changing social world. (RC-1,2,3,4)

   **Instruction:**
   Skills from the CT, WCR, SL, QR and RC learning goals are taught routinely in this course. The focus of the course is theoretical and empirical assessment of the origins, participation, development, tactics, and consequences of social movements. This requires reading, interpreting and understanding
the arguments of others; analyzing those arguments in terms of their implications; and creating and defending one’s own position against the view of the strongest opponent. Writing and speaking require articulating and intelligently discussing one’s position and producing written work that is both mechanically sound and convincing. It presents the structure and creativity of a good argument. Since social movements are such an integral part of the lives of people everywhere and a critically important part of any society, a study of their value and meaning requires engaging with diverse ideas and perspectives. Moreover, the ethical justification of these ideas is open to question and argument; the results certainly applied beyond the classroom.

Assessment:
Assignments, projects and exams directly assess noted skills from the CT, W&CR, S&L, QR and RC Learning Goals and this assessment determines a student’s grade in the course.

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: The Sociology and Anthropology Department already offers several online classes and there is increasing demand for more online offerings. There is also an increasing demand for online senior seminar courses. We wish to begin offering this senior seminar online as well as face-to-face.

Instruction: Students will be able to access audio and/or video recordings and other instructional materials through an online course management system (e.g. D2L). Assignments, research papers, discussion postings, and quizzes/exams will be completed or submitted within the course management system. Feedback from the instructor can be provided by phone, email, online discussion boards, and through video chat, when applicable. All faculty who deliver this course online are/will be OCDI (or appropriate equivalent) trained.

Integrity: The course syllabus includes a statement about academic dishonesty. EIU has software (e.g. Turnitin) that will be utilized to deter academic misconduct by students and their written work will be checked automatically for plagiarism after being submitted in the course management system, where applicable.

Interaction: Lecture portions of the course will be delivered via video- and/or audio-recorded lectures posted in the online course management system. The instructor and students will also communicate with each other through interactive discussion board postings. The instructor and students will also be able to stay in communication with one another through e-mail and chat functions provided by the course management systems (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: EIU4123G, Social Movements, Crowds, and Violence

2. Catalog description: A theoretical and empirical assessment of the origins, development, tactics, and consequences of social movements and social movement participants. Crowd behavior and violence will be specifically included as they relate to social movements.

3. Learning objectives.
   a. Recognize, analyze and evaluate the ways in which social movements impact and influence the human experience, both locally and globally, in written and verbal responses. (CT-1,3,5,6, WCR-2,3,4,6,7, QR-4,5, SL-1,2,3,4,5,7)
   b. Describe the diverse origins and tactics of social movements, evaluate the participation of members, and understand key differences in theoretical to social movements, both verbally and in writing assignments. (WCR-2,3,4,6,7, SL-1,2,3,4,5,7)
   c. Evaluate diverse perspectives on the social and ethical value of social movement participation in civic life. This involves understanding the students’ own views and the views of others. (RC-1,2,3,4, WCR-2,3,4,6,7)
4. Course materials.

5. Weekly outline of content.

**Week 1** Overview and Introduction to Social Movements
Reader article #1: Introduction by Jeff Goodwin and James Jasper

**Weeks 2 and 3** Origins
Reader article #2: The Women’s Movement by Jo Freeman
Reader article #3: The Gay Liberation Movement by John D’Emilio
Reader article #4: Occupy Wall Street by Ruth Milkman, Stephanie Luce, and Penny Lewis
Reader article #5: The Egyptian Revolution by Manuel Castells

**Week 4 and 5** Recruitment and Support
Reader article #6: The Free-Rider Problem by Mancur Olson
Reader article #7: Recruits to Civil Rights Activism by Doug McAdam
Reader article #8: Who are the Radical Islamists by Charles Kurzman
Reader article #9: Women’s Mobilization into the Salvadoran Guerilla Army by Jocelyn S. Viterna

**Week 6** Retention
Reader article #10: Generating Commitment among Students by Eric L. Hirsch
Reader article #11: Sustaining Commitment among Radical Feminists by Nancy Whittier
Reader article #12: True Believers and Charismatic Cults by Janja Lalich
Reader article #13: Are Frames Enough? by Charlotte Ryan and William A. Gamson
Reader article #14: The Emotional Benefits of Insurgency in El Salvador by Elisabeth Jean Wood
Reader article #15: Classic Protest Songs: A List

**Week 7** Organization
Reader article #16: Social Movement Organizations by John D. McCarthy and Mayer N. Zald
Reader article #17: Transnational Environmental Activism by Paul Wapner
Reader article #18: The Transnational Network for Democratic Globalization by Jackie Smith
Reader article #19: Meeting Arenas by Christoph Haug

**Week 8 and 9** Tactics, Strategies and Goals
Reader article #20: Tactical Innovation in the Civil Rights Movement by Aldon Morris
Reader article #21: Armed Struggle in the South African Anti-Apartheid Movement by Gay Seidman
Reader article #22: Suicide Bombing by Robert J. Brym
Reader article #23: Everyday Life, Routine Politics, and Protest by Javier Auyero
Reader article #24: The Emotion Work of Movements by Deborah B. Gould
Reader article #25: Tactical Repertoires: Same-Sex Weddings by Verta Taylor, Katrina Kimport, Nella Van Dyke, and Ellen Ann Anderson

**Week 10 and 11** Institutional Influence and Interaction With others
Reader article #26: Farmworkers’ Movements in Changing Political Contexts by J. Craig Jenkins and Charles Perrow
Reader article #27: Movements in the Media by Edwin Amenta, Neal Caren, Sheera Joy Olasky, and James E. Stobaugh
Reader article #28: What Shapes the West’s Human Rights Focus? by James Ron, Howard Ramos, and Kathleen Rodgers
Reader article #29: The Quest for International Allies by Clifford Bob
Reader article #30: Global Corporations, Global Unions by Stephen Lerner
Week 12 and 13 Decline
Reader article #31: The Decline of the Women’s Movement by Barbara Epstein
Reader article #32: The Dilemmas of Identity Politics by Joshua Gamson
Reader article #33: The Repression/Protest Paradox in Central America by Charles Brockett
Reader article #34: Counterinsurgency by Ian Roxborough

Week 14 and 15 Social Change
Reader article #35: Defining Movement “Success” by William A. Gamson
Reader article #36: How Social Movements Matter by David S. Meyer
Reader article #37: Environmental Justice by David Naguib Pellow and Robert J. Brulle
Reader article #38: Understanding Revolutions: The Arab Uprisings by Jack A. Goldstone
Reader article #39: Why Nonviolence Sometimes Fails: China in 1989 by Sharon Erickson Nepstad

Week 16 Final Exam

6. Assignments and evaluation, including weights for final course grade.
   a. Discussion Questions Papers: Students are required to complete the reading assignments and submit responses to the discussion questions. (10 points x 10 submissions=100 points) (28.5% of final grade)
   
   b. Poetry/Song/Historical Leader presentation: Students are responsible for creating and delivering a class presentation. They will a) provide information about a representative social movement poem or song; and b) provide a critical analysis of the work …OR …
   They will a) provide information about a social movement leader; and b) provide a critical analysis of their leadership and work (50 points) (14.5% of final grade)
   
   c. Research Paper: Students are required to complete a five to eight page paper that offers an in-depth analysis of the origins, participation, development, tactics, or consequences of a social movement. They may also analyze goals of the social movement, examine the different ways the social movement has been framed over time, evaluate the life cycle of the social movement, examine visible manifestations of the movement in society, or discuss the importance of the social movement in civic life today. (draft 50 points, final 50 points=100 points) (28.5% of final grade)
   
   d. Midterm and cumulative final exam (50 points *2=100 points) (28.5% of final grade)

7. Grading scale.
100-90 A, 89-80 B, 79-70 C, 69-60 D, 59-0 F
8. Correlation of learning objectives to assignments and evaluation.

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<th>Discussion Questions Papers (28.5%)</th>
<th>Poetry/Song/Historical Leader presentation (14.5%)</th>
<th>Research Paper (28.5%)</th>
<th>Exams (28.5%)</th>
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<tr>
<td>a. Recognize, analyze and evaluate the ways in which social movements impact and influence the human experience, both locally and globally, in written and verbal responses. (CT-1,3,5,6, WCR-2,3,4,6,7, QR-4,5 SL-1,2,3,4,5,7)</td>
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<td>b. Recognize, identify and articulate diverse origins, participation and tactics of social movements and social movement participants, as well as theoretical explanations of social movements, both verbally and in writing assignments. (WCR-2,3,4,6,7, SL-1,2,3,4,5,7)</td>
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<td>c. Explain and evaluate the social and ethical value of social movement participation in civic life. This involves understanding the students’ own views and the views of others. (RC-1,2,3,4, WCR-2,3,4,6,7)</td>
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Date approved by the department or school: November 4, 2016
Date approved by the college curriculum committee: November 11, 2016
Date approved by the Honors Council (if this is an honors course):
Date approved by CAA: December 8, 2016
CGS: Not applicable