

Eastern Illinois University
New Course Proposal
SOC 4720: Sociology of Social Movements

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** SOC 4720
 2. **Title:** Sociology of Social Movements
 3. **Long title:**
 4. **Class hours per week, lab hours per week, and credit:**
3-0-3
 5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☐ On demand
 6. **Initial term of offering:** ☐ Fall ☐ Spring ☐ Summer **Year:** 2009
 7. **Course description:** This course surveys sociological approaches to the study of social movements. Topics include mobilization and recruitment, organization and tactics, identity and ideology, as well as the historical context in which social movement activism takes place. Case studies of specific movements will be presented.
 8. **Registration restrictions:**
 - a. **Identify any equivalent courses:** none
 - b. **Prerequisite(s):** SOC 1838G or permission of instructor
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites:** none
 - e. **Repeat status:** ☒ Course may not be repeated.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: N/A
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: N/A
 9. **Special course attributes:** none
 10. **Grading methods:** ☒ Standard letter
- Instructional delivery method:** ☒ lecture

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**
 1. Identify the relationships between organizational structure and social change strategies
 2. Describe the impact that social movements have had and continue to have in American politics and culture
 3. Analyze the role that ideology has played in the emergence, mobilization, outcomes, and decline of social movements
 4. Describe how social movements can be a source of collective identity

5. Apply the sociological imagination to the study of social movements

a. **Not a general education course**

b. **Not a graduate-level course**

1. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Objective	Daily participation & responses to discussion questions	Book Review	Midterm	Final Exam	Research Paper
Identify relationship between structure and strategies	X		X	X	
Describe outcomes	X			X	X
Describe role of ideology	X		X	X	
Understand identity in social movements	X		X	X	
Apply the sociological imagination		X			X

2. **Explain how the instructor will determine students' grades for the course:**

Book Review 10%

Midterm 25%

Final Exam 30%

Research Paper 35%

3. **Not technology-delivered**

4. **Not numbered 4750-4999**

5. **Not writing-active, writing-intensive, or writing-centered**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course is designed for 150 minutes per week across a regular semester of fifteen weeks.

Week One Course Overview: History of the development of the sociology of social movements
No assigned readings

Week Two Defining Social Movements
Luther Gerlach. "The structure of social movements: Environmental activism and its opponents," in *Waves of Protest*, Jo Freeman and Victoria Johnson (eds.)

Week Three The Civil Rights Movement: Origins and mobilization
Sweet Land of Liberty? The African-American Struggle for Civil Rights in the Twentieth Century?

Week Four	The Civil Rights Movement: Recruitment & Biographical Availability <i>Sweet Land of Liberty? The African-American Struggle for Civil Rights in the Twentieth Century?</i>
Week Five	The Civil Rights Movement: Ideology & Structure <i>Sweet Land of Liberty? The African-American Struggle for Civil Rights in the Twentieth Century</i>
Week Six	The Civil Rights Movement: Outcomes <i>Sweet Land of Liberty? The African-American Struggle for Civil Rights in the Twentieth Century</i>
Week Seven	Midterm Exam
Week Eight	The New Right: Origins and mobilization <i>Women of the New Right</i>
Week Nine	The New Right: Recruitment and biographical availability <i>Women of the New Right</i>
Week Ten	The New Right: Ideology and Structure <i>Women of the New Right</i>
Week Eleven	The New Right: Outcomes <i>Women of the New Right</i>
Week Twelve	The Civil Rights Movement & the New Right: Assessing the movements Doug McAdam. "The decline of the Civil Rights Movement" in <i>Waves of Protest</i> , Jo Freeman and Victoria Johnson (eds.) Victoria Johnson. "The strategic determinants of a countermovement: The emergence and impact of Operation Rescue blockades," in <i>Waves of Protest</i> , Jo Freeman and Victoria Johnson (eds.)
Week Thirteen	Strategies & Protest Jo Freeman. "A model for analyzing the strategic options of social movement organizations," in <i>Waves of Protest</i> , Jo Freeman and Victoria Johnson (eds.) Book Review due
Week Fourteen	Organizational Forms of Social Movements Jo Freeman. "On the origins of social movements," in <i>Waves of Protest</i> , Jo Freeman and Victoria Johnson (eds.) Suzanne Staggenborg. "The consequences of professionalization and formalization for the pro-choice movement," in <i>Waves of Protest</i> , Jo Freeman and Victoria Johnson (eds.)
Week Fifteen	The Role of Identity John Green. "The spirit willing: Collective identity and the development of the New Christian Right," in <i>Waves of Protest</i> , Jo Freeman and Victoria Johnson (eds.) J. Craig Jenkins. "The transformation of a constituency into a social movement revisited: Farmworker organizing in California," in <i>Waves of Protest</i> , Jo Freeman and Victoria Johnson (eds.)

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The current structure of offering SOC 4700 Collective Behavior results in extremely limited coverage of social movements as one topic among many in one semester that is primarily devoted to the collective behavior side of the collective behavior/collective action divide. Within sociology these two subfields have grown substantially, in both theory and research, and thus warrant separate, semester-long courses. It is difficult to do justice to either subfield with the current structure and students do not benefit from a rushed engagement with these rich literatures. In addition, sociology majors would benefit from expanding electives at the 4000-level.

a. Not a general education course

b. Not technology delivered

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course will require substantive engagement with challenging primary and secondary materials, in addition to the expectation that students will learn to apply theoretical models covered in the course, thus, the aims of the course warrant a 4000 level.

Engaging in the sociological analysis of social movements requires a basic understanding of society, stratification, and institutions, therefore SOC 2710G Introduction to Sociology is a prerequisite for this course (or by permission of the instructor).

3. If the course is similar to an existing course or courses, justify its development and offering. This course does not duplicate existing courses within the university. There is some coverage of social movements in courses offered by the Sociology Department, SOC 4700 (Collective Behavior) and one General Education course, EIU 4123G (Social Movements, Crowds, and Violence). SOC 4700 offers limited coverage of social movements. The emphasis of EIU 4123G is on strategies of protest and collective behavior rather than an exploration of the sociological subfield of social movements. Additionally, CMN 3210 (Rhetorics of Protest, Movement, and Resistance) focuses on western rhetoric as used by social movements but does not offer social analysis of movements, per se.

a. Does not substantially duplicate the content of an existing course

b. No existing course(s) will be deleted.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

Course will count as an approved elective for sociology majors and minors.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

M. Eugenia Deerman or another qualified sociology faculty member.

2. Additional costs to students:

None

3. Text and supplementary materials to be used (Include publication dates):

Jo Freeman and Victoria Johnson, eds. 1999. *Waves of Protest: Social Movements Since the Sixties*. Rowman and Littlefield Publishers.
Rebecca Klatch. 1987. *Women of the New Right*. Temple University Press.
Robert Cook, 1998. *Sweet Land of Liberty? The African-American Struggle for Civil Rights in the Twentieth Century*. Addison Wesley Longman Publishers.

PART VI: COMMUNITY COLLEGE TRANSFER

"A community college course will not be judged equivalent to this course."

PART VII: APPROVALS

Date approved by the Department of Sociology and Anthropology: 9-24-07

Date approved by the College of Sciences Curriculum Committee: 10-19-07

Date approved by CAA: 11-8-07