

Eastern Illinois University
Revised Course Proposal
EIU 4123G, Social Movements, Crowds, and Violence

Agenda Item #16-102
Effective Summer 2017

Banner/Catalog Information (Coversheet)

1. New Course or 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 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 Writing intensive Writing active
10. **Instructional delivery**
Type of Course:
 Lecture Lab Lecture/lab combined Independent study/research
 Internship Performance Practicum/clinical Other, specify: _____
Mode(s) of Delivery:
 Face to Face 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 No
13. **Prerequisite(s):** 75 hours
 - a. **Can prerequisite be taken concurrently?** Yes No
 - b. **Minimum grade required for the prerequisite course(s)?** N/A
 - c. **Use Banner coding to enforce prerequisite course(s)?** Yes No

d. Who may waive prerequisite(s)?

No one 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: 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: 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 No Yes, Explain if yes _____

21. Community college transfer:

A community college course may be judged equivalent.

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 _____

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.

Goodwin, Jeff and James M. Jasper. (Editors). 2015. *The Social Movements Reader: Cases and Concepts*. 3rd Edition. Wiley-Blackwell Publishing.

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.

	Discussion Questions Papers (28.5%)	Poetry/Song/Historical Leader presentation (14.5%)	Research Paper (28.5%)	Exams (28.5%)
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)	X	X	X	X
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)	X	X	X	X
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)		X	X	

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