

FAYETTEVILLE STATE UNIVERSITY
College of Arts and Sciences
Department of Social Sciences

LOCATOR INFORMATION

Semester: Fall 2011

Course Number & Name: SOCI 422 Collective Behavior Social Movements (Sect. D-1)

Number of Semester Hours of Credit: 3:0

Total Contact Hours: 37.5

Time Class Meets: Online Class

Instructor: Dr. H. Griffiths

E-mail: hgriffit@uncfsu.edu

Office Location: Taylor Science, Rm 210-A

Office Phone: 910-672-2972

NOTE: I do not have a cell phone and I cannot return long distance calls from my office.

Office Hours: If you want a quick response to a question, I recommend sending me an e-mail. If you really want personal contact, send me an e-mail to schedule a phone call. E-mail me anytime. I will respond within 24 hours, M-F. If I do not respond in any way to an e-mail within 48 hours, I probably did not get your e-mail, please send it again.

Faculty webpage (includes ASA citation model): <http://faculty.uncfsu.edu/hgriffit/>

Important Dates

Classes Begin

Exam One

PowerPoint Due

Last day of classes

Exam Two

E-MAIL POLICY

FSU provides each student, free of charge, an e-mail account that is easily accessible via the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. **Students are responsible for reading their e-mail on a regular basis to remain aware of important class and university information.**

The university maintains computer labs for students use, and these are available for checking e-mail. Students making inquiries via e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account.

Rule and regulations governing the use of FSU e-mail may be found at:

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

COURSE DESCRIPTION

Study of human behavior as expressed through group behavior, especially the forces that precipitate change in the social order, such as crowds, mobs, mass behavior, public opinion, social movements, revolutions, and social planning.

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

TEXTBOOK

Miller, David. 2000. *Introduction to Collective Behavior and Collective Action*. Second Edition. Prospect Heights, IL: Waveland Press.

COURSE OBJECTIVES

Student Learning Outcomes:

Upon completion of the program, students should

- Be able to explain how social factors influence interactions and social behavior
- Be able to explain how social interaction and individuals influence society.
- Be able to make course-focused oral presentations to an audience.
- Be able to identify critical ethical issues in social research such as confidentiality, informed consent, and minimization of risk to subjects.

COURSE ARRANGEMENTS

Teaching techniques are in the form of questions and answers and discussions.

- a) Students will respond to one main discussion board question (approximately 300-500 words) each week, and react to the post of at least one other student.
- b) Posts will receive Full Credit (10 pts) Half Credit (5 pts) or No Credit (0 pts).
- c) Each student will create an original Powerpoint presentation. This presentation will be due on **November 10**.
- d) Students are encouraged to work ahead, since they may correct work in response to instructor comments up to the actual due date.

BEFORE YOU READ ANY FURTHER

- 1) The course involves reading and writing assignments. As with any online course, the amount of time spent in the classroom engaged in discussion will be replaced with time spent in the “Virtual” classroom writing responses and responding to your classmate’s work. If you are not prepared to work in a writing intensive environment, consider taking a traditional face-to-face-class.
- 2) **A STUDENT WHO IS NOT EXTREMELY SELF-MOTIVATED WILL NOT PERFORM WELL IN AN ONLINE CLASS.** Ask yourself: will I remember to check in and complete assignments every week? Will I be able to learn from reading and writing without the additional explanation offered via lecture and verbal interaction? If the answer is no, **DO NOT TAKE AN ONLINE COURSE.**
- 3) If you still believe you are ready to take an online course, remember that it is up to you to contact the instructor if any problems develop. I will work with you to ensure your success in my online class. If, however, you experience barriers to your success and fail to contact me ASAP I will not be able to help you. If you consistently fail to meet the expectations outlined in the syllabus, **DO NOT e-**

mail, call, or visit my office in the last month of the semester hoping to make up work you have neglected.

- 4) I expect most of the people who choose an online environment to be well prepared for the rigorous demands of the format, to have the necessary technology at hand (with a back-up easily accessible), and to have the necessary technical knowledge to use all the tools available to you. If you do not meet these expectations, please contact me as early as possible so we can decide together what you need to do to successfully complete this course.
- 5) I am teaching both online and traditional classes. I read everything you write. In order to keep up with all the reading, I will generally only comment that your work is ok or fine unless you post something really spectacular. Comments that require you to make a correction will be simple and focus on what should be improved.

NOTE:

- 6) Attendance will be based on student participation in class exercises, assignments, projects, and “Discussion Board.”
- 7) Student who do not interact with the course by (a) responding to a discussion board post OR (b) e-mailing the instructor OR (c) taking a quiz in the first two weeks of classes will receive an X grade and be dropped from the course.
- 8) There will be two (2) exams, fourteen (14) quizzes, and thirteen (13) discussion topics. Dates and times of testing are specified in the course outline and will also be announced via email and “Announcements” on Blackboard. Please familiarize yourself with **make-up policy** described below. There will be no deviation from this policy.
- 9) **Quizzes are available Monday-Friday and must be completed** by midnight, after reading text chapters assigned for that week.
- 10) Discussion forums will be posted each week and students are required to participate. Discussions that are posted after the deadline WILL NOT be graded.
- 11) **WARNING:** Do not attempt to do a quiz if you aren’t ready, because once you open a quiz you must complete it!!
- 12) Tests will be made available from **5AM to 11PM (Eastern Standard Time)** on scheduled dates. All tests will be timed and each student must take them within the specified time. **The tests MUST be submitted at least 5 minutes before the allowed time expires otherwise the computer will fail to grade and score your test and you will be assigned a zero score. In such an event, you have yourself to blame and no one else.**
- 13) No student shall attempt to print any test. Any such attempt will be recorded by the computer and communicated to the instructor. Please refrain from such act. The penalty for such a behavior is a zero score for that particular test!
- 14) Finally, students should regularly check the My Grades section of blackboard. If you believe you have successfully completed work but the grade is missing, it is the responsibility of the student to contact the instructor. If you believe a quiz or test has a typo, it is the student to bring that typo to the attention of the instructor.

COURSE REQUIREMENTS

- Sociology often involves sensitive topics such as religion, politics, lifestyle choices,

sexual preference and crime. Respect the instructor and each other. Students who insult others and students who are disruptive on the boards will be asked to withdraw from the course. Make-up tests will be allowed only if there is a legitimate reason for missing a test (e.g. hospitalization) and **can be taken only at the instructor's discretion**. Each excuse must be supported by appropriate documentation or proof. You must give me prior notification and receive my approval for your absence, or in case of an unforeseen situation, you must notify me within a week after the missed test. Otherwise, you will receive a zero score on the missed test. At MY DISCRETION **The format for make-up tests will be essay questions.**

NOTE: Unless you are hospitalized, there will be no make-up for quizzes and discussion forums!!!

I expect you to adhere strictly to deadlines for class exercises and assignments.

Quiz Schedule

Under Course Assignment, there is a "Quizzes" folder. In addition to the Class Preparedness Quiz, there are chapter quizzes. These quizzes are True or False only, and provide a way for the student to review the chapter/section they have just read. There are ten questions. Results are submitted automatically. Quizzes must be completed by the discussion board due date (the last day of that week by midnight). THERE ARE NO QUIZ MAKE-UPS!

Do one quiz per week, after each assigned chapter is read.

Class Preparedness Quiz

Quiz 1 (Chapt 1)

Quiz 2 (Chapt 2, page 19-29)

Quiz 3 (Chapt 2, value-added theory, page 30-37)

Quiz 4 (Chapt 2, page 38-55)

Quiz 5 (Chapt 3)

Quiz 6 (Chapt 4)

Quiz 7 (Chapt 5 and 6)

Quiz 8 (Chapt 7)

Quiz 9 (Chapt 8)

Quiz 10 (Chapt 10 and 11)

Quiz 11 (Chapt 12 and 13)

Quiz 12 (Chapt 15)

Quiz 13 (Chapt 16)

Academic Dishonesty/Attendance Policy (See Appendix B and C)

Fayetteville State University's policy on academic dishonesty and attendance will be enforced. Please refer to the Student Handbook.

COURSE COMPETENCIES

SOCI 422 (Collective Behavior Social Movements) to the development of SDPI competencies 6.1, 6.2, 6.3.

EVALUATION CRITERIA

Course Grade (See Appendix B and C)

The course grade is based on two (2) exams, fourteen (14) quizzes, thirteen (13) discussion topics posted in one (1) main discussion board, and one (1) powerpoint assignment. Tests cover materials from the textbook and lecture notes. The format of the tests will be multiple choice, true/false, short answer, matching and essays.

I do not distribute grades over e-mail. Grades are available under My Grades on Blackboard. If you are unable to interpret your grades, e-mail me to arrange a phone conference.

Requirements	Points
Exam 1	100
Exam 2 (not cumulative)	100
Main Discussion Board	130
Powerpoint presentation	80
Quizzes	140
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Total Possible Points	550

Accumulation of your total earned points, divided by total possible points for the course will determine your course grade.

Total Earned Points
_____ X 100 = Your Semester Score

Total Possible Points

Grading Scale

A = 92-100 B = 83-91 C = 73-82 D = 64-72 F = 63 and below

COURSE OUTLINE: This schedule and test dates are flexible and are subject to change.

Week One, August 18-19

- Read syllabus
- Explore the course site
- After exploring the course site, take the Class Preparedness Quiz
- **Post in first main board, e-mail professor with any questions. Due August 19, midnight.**
- Please post a picture, and some interesting details about yourself, to the My Homepage section, accessible under Course Tools.

Week Two, August 22-26

- Read Chapter One
- Quiz One
- Post in Second Main Board, Due **August 26**, midnight.
- Powerpoint presentation topic selected, See Appendix A-1, Post your understanding of your topic in Powerpoint Discussion Board.

Week Three, August 29-September 2

- Read Chapter Two, page 19-29
- Quiz Two
- Post in Third Main Board, due September 2, midnight.

Week Four, September 6-September 9

- Read Chapter Two, Value-Added Theory, page 29-37
- Also Read Chapter Two notes, posted under Course Documents
- Quiz Three
- Post in Fourth Main Board, due September 9, midnight.

Week Five, September 12-September 16

- Read Chapter Two, Perspectives of Collective Behavior, page 38-54
- Quiz Four
- Post in Fifth Main Board, due September 16, midnight.
- Create an outline for your Powerpoint presentation. Post DETAILED outline in Powerpoint Discussion Board.

Week Six, September 19-September 23

- Read Chapter Three
- Quiz Five
- Post in Sixth Main Board, due September 23, midnight.
- Post Powerpoint sample slides, demonstrating your progress on the project

Week Seven, September 26-September 30

- Read Chapter Four
- Quiz Six
- Post in Seventh Main Board, due September 30, midnight.
- Post the YouTube clip you plan to use and explain why you think it is applicable...**before your post the clip, ask yourself: “Would I show this clip to a ten-year old? Would I show this clip to my grandmother?” If the answer is no, then e-mail it to me and let me decide if the clip is appropriate.**

Week Eight, October 3-7

- Read Chapter Five and Six
- Quiz Seven, include both Chapter Five and Six
- Post in Eighth Main Board, Due October 7, midnight
- Post your preliminary version of the Powerpoint presentation.

Week Nine, October 10-October 14

- Prepare for your first exam by reviewing Chapters one-six.
- Respond Anonymously to the Midterm Evaluation Board
- **Exam One October 14.**

Week Ten, October 19-October 21

- Read Chapter Seven
- Quiz Eight
- Post in Ninth Main Board, Due October 21, midnight.

Week Eleven, October 24-October 28

- Chapter Eight
- Quiz Nine
- Post in Tenth Main Board, Due October 28, midnight

Week Twelve, October 31-November 4

- Read Chapter Ten and Eleven
- Quiz Ten
- Post in Eleventh Main Board, Due November 4, midnight

Week Thirteen, November 7-10

- Post final version of Powerpoint presentation AND deliver to my digital dropbox **November 10.**
- If you are a graduating senior, PLEASE INFORM ME BY November 10

Week Fourteen, November 14-18

- Read Chapter Twelve and Thirteen
- Chapter Ten and Twelve, Quiz Eleven
- Post in Twelfth Main Board, Due November 18, midnight

Week Fifteen November 21-November 23

- Read Chapter Fifteen,
- Chapter Fifteen, Quiz Twelve
- Post in Thirteenth Main Board, Due midnight November 23

Notify professor of any completed work without a grade.

Week Sixteen, November 28-December 2

- Read Chapter Sixteen
- Chapter Sixteen, Quiz Thirteen, Due midnight **December 2**

December 5

- **Final Exam**

Teaching and Reading Strategies

Classes will involve open discussions, mini-projects, and researching information on the Internet. Reading assignments should be completed prior to class discussion so that you have the necessary information to understand classroom discussions.

Appendix A Clipography Powerpoint Presentation DO NOT EVER USE WIKIPEDIA

Each student shall create an original Powerpoint Presentation consisting of no less than 20 slides and no more than 45 slides for the purpose of introducing other students to important Collective Behavior Social Movement concepts. This is worth 70 points.
IF YOU HAVE ANY CONFUSION, POST IN THE DISCUSSION BOARD.

1. Select the theme of your presentation. For example, you may choose to focus on “Jonestown” or “Hip Hop Fashion” or “Hurricane Katrina.”
2. Select the 20 concepts you plan to use. You should be able to explain how you chose the concepts you did, i.e. in what way are these concepts thematically related? You should include a slide that explains the logic behind the concepts you are grouping together.
3. Prepare a Powerpoint slide by creating an overall look.
4. Review clip websites such as YouTube, and find clips that illustrate the concepts you are using. For example, if you wanted to illustrate the concept “Craze” from page 187 of your text, you would title the slide Craze, you would embed a clip that illustrates a Craze, and pair the clip with a (1) brief definition of craze (with citation) and explanation of how exactly the clip illustrates the concept. See the example under Course Documents.
5. Complete your work in accordance with the timeline in the syllabus, and ask another student for their opinions on your work.
6. Once you have started your thread in the Powerpoint Board, please reply to your post every time you add a new component. I should be able to click on your thread and see all the work you have done on this project.
7. On November 11 , Post your work in the board AND deliver to my digital dropbox.

Students should focus on incorporating the following elements into their presentations:

- A consistent style, including background color, font, and no less than 28 point lettering. (5 points) NOTE: Your **bibliography font can be smaller than 28**, but it should be at least 18 pts. Your bibliography will not be counted towards your page limit.
- TWENTY Course Concepts (60 pts, 3 pts per concept)
 - 1 pt for correctly pairing concept with video
 - 1 pt for accurately describing concept

- 1 pt for accurately citing and referencing concept AND video (review the sample slides under Course Documents and check the External Links section for citation instructions)

Correctly grouping concepts (10 pts)

Correct grammar, spelling (5 points)

Selected Bibliography/Resources

Austin, Curtis J. 2006. *Up Against the Wall: Violence in the Making and Unmaking of the Black Panther Party*. Fayetteville, AK: University of Arkansas Press.

Buechler, Steven M.. 2000. *Social Movements in Advanced Capitalism: The Political Economy and Cultural Construction of Social Activism*. Oxford University Press.

Dobratz, Betty A. and Stephanie L. Shanks-Meile. 1997. *The White Separatist Movement in the United States*. Baltimore: The Johns Hopkins University Press.

Freeman, Jo and Victoria Johnson, (eds.) 1999. *Waves of Protest: Social Movements Since the Sixties*. Rowman & Littlefield.

Goodwin, Jeff and James M. Jasper. 2003. *The Social Movements Reader: Cases and Concepts*. Malden, MA: Blackwell Publishing.

Johnson, William A., Richard P. Retting, Gregory M. Scott and Stephen M. Garrison. 2006. *The Sociology Student Writer’s Manual*. 5th Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.

Katzenstein , Mary Fainsod. 1998. *Faithful and Fearless: Moving Feminist Protest Inside the Church and Military*. Princeton University Press.

McAdam, Doug and David A. Snow,(eds.) 1997. *Social Movements: Readings on Their Emergence, Mobilization, and Dynamics*. Roxbury Publishing Company.

McCarthy, John D. and Mayer N. Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory.” *American Journal of Sociology* 82(6): 1212-1240.

Morris, Aldon D. Morris. 1981. “Black Southern Student Sit-In Movement: An Analysis of Internal Organization.” *American Sociological Review* 46:744-767.

Reed, T.V. 2005. *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle*. Minneapolis: University of Minnesota Press

5. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

6. NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Social Studies Standards	NCATE Standard(s)	Assessment(s)
1. Social studies teachers have a	Content Knowledge	Exams; Quizzes;

broad knowledge of content.		Journal Article Analysis; Classroom Discussions
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Exams; Quizzes; Journal Article Analysis; Classroom Discussions

7. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.

National Council for the Social Studies Standards	Assessment (s)
1.1 Culture and Cultural Diversity.	Exams; Quizzes; Classroom discussions; In-class exercises.
1.5 Individuals, Groups, and Social Institutions.	Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment.
1.9 Global Connections.	Exams; Quizzes; Classroom discussions; In-class exercises.

8. NCDPI CORE STANDARDS

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Core Standards	Assessment(s)
1. Teachers know the content they teach.	Exams; Quizzes; classroom Discussions; In-class exercises.
6. Teachers respect and care about students	Classroom discussions; In-class exercises

9. NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

NCDPI Diversity Standards	Assessment(s)
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Exams; Quizzes; Journal article analysis; Classroom discussions; In-class exercises; Reflective assignment; Case studies.

10. TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

NCDPI Technology Standards	Technological Applications Used in this Course
1. Teachers demonstrate a sound understanding of technology operations and concepts.	Internet; Blackboard; Email; PowerPoint; Grade book.

11. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

Professional Competence		Professional Responsibility	
X	Appreciates and engages in self-reflection		Dresses appropriately for the setting
X	Shows a commitment to ongoing learning	X	Is punctual
X	Desires to learn and apply new technologies	X	Attends class regularly and participates in class
X	Is receptive to new ideas and feedback	X	Completes assignments and tasks in a timely manner
X	Writes and speaks clearly and effectively	X	Willing to go beyond required assignments
	Uses culturally sensitive language when communicating with families		Shows imitative and motivation
Professional Dispositions and Qualities		Professional Integrity	
X	Believe all children can learn	X	Displays high and ethical professional standards
X	Understands the culture of students and their families	X	Is honest and dependable
X	Values and respects diversity and individual differences	X	Is courteous and respectful
X	Demonstrates flexibility and adaptability	X	Has a positive professional attitude
	Treats all students fairly and equitably	X	Accepts and uses constructive criticism
X	Is sensitive to the feelings of others	X	Maintains emotional control and appropriate behavior
X	Interacts appropriately and positively with others		

