

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

LOCATOR INFORMATION

**Semester:** Spring 2012

**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](mailto:hgriffit@uncfsu.edu)

**Office Location:** Taylor Science, Rm 210-A

**Office Phone:** 910-672-2972

When you call my office, please leave your name, your phone number, and specify the course name and section you are calling about. I check my phone three days a week, and your **FSU e-mail** is the preferred means of communication for this class.

**Office Hours:** If you want a quick response to a question, I recommend sending me an e-mail from your **FSU account**. If you really want personal contact, send me an e-mail from your **FSU account** (not the Blackboard message center) to schedule a phone call. E-mail me anytime. I will respond within 24 hours, M-F, even if the response is only "I received your e-mail." 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 and sociological sources):

<http://faculty.uncfsu.edu/hgriffit/>

Important Dates

Classes Begin	January 9
MLK, Jr. Holiday	January 16
Exam One	
Spring Break	March 3-March 9
Holiday	April 6
PowerPoint Due	April 15
Last day of classes	April 27
Exam Two	April 30

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 (1<sup>st</sup> Floor); 910-672-1203.

## **TEXTBOOK**

Miller, David. 2000. *Introduction to Collective Behavior and Collective Action*. 2<sup>nd</sup> ed. Prospect Heights, IL: Waveland Press.

NOTE: Yes, the textbook is old. A new edition is scheduled for release in Fall 2012. With all its flaws, this is the only textbook available that covers the content we need to cover. If you have a suggestion for a better textbook, pass it along.

## **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**

**BEFORE YOU READ ANY FURTHER, Review the Online Class Guidelines Folder, under Course Information**

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) according to the criteria posted under Course Information.
- c) Each student will create an original Powerpoint presentation. This presentation will be due on April 15.
- d) Students are encouraged to work ahead, since they may correct work in response to instructor comments up to the actual due date.
- e) Attendance will be based on student participation in class exercises, assignments, projects, and "Discussion Board."

- f) Students 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.
- g) 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.
- h) **Quizzes are available Monday-Friday and must be completed** by midnight of the week it is assigned.
- i) Discussion forums will be posted each week and students are required to participate. Discussions that are posted after the deadline WILL NOT be graded. **WARNING:** Do not attempt to do a quiz if you aren’t ready, because once you open a quiz you must complete it!!
- j) 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.**
- k) 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!
- l) 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’s responsibility 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.
- I do not distribute grades over e-mail. If you are unable to understand your grades as they are listed in the Blackboard gradebook, please e-mail to arrange a phone call.

### **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.

<b>Requirements</b>	<b>Points</b>
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, January 9-13**

- 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 January 13, midnight.**
- If you identify a typo or inconsistency please notify me. I will give one extra credit point for each typo you find. Of course, as students find typos I will correct them, meaning the sooner you get started, the greater your chance of finding something.

### **Week Two, January 17-20**

- Read Chapter One
- Quiz One
- Post in Second Main Board, Due **January 20**, midnight.

- Powerpoint presentation topic selected, See Appendix A-1, Post your understanding of your topic in Powerpoint Discussion Board.

### **Week Three, January 23-27**

- Read Chapter Two, page 19-29
- Quiz Two
- Post in Third Main Board, due **January 27**, midnight.

### **Week Four, January 30-February 3**

- 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 **February 3**, midnight.

### **Week Five, February 6-10**

- Read Chapter Two, Perspectives of Collective Behavior, page 38-54
- Quiz Four
- Post in Fifth Main Board, due **February 10**, midnight.
- Create an outline for your Powerpoint presentation. Post DETAILED outline in Powerpoint Discussion Board.

### **Week Six, February 13-17**

- Read Chapter Three
- Quiz Five
- Post in Sixth Main Board, due **February 17**, midnight.
- Post Powerpoint sample slides, demonstrating your progress on the project

### **Week Seven, February 20-24**

- Read Chapter Four
- Quiz Six
- Post in Seventh Main Board, due **February 24**, midnight.
- Post the YouTube clip you plan to use and explain why you think it is applicable...**before you 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, February 27-March 2**

- Read Chapter Five and Six
- Quiz Seven, include both Chapter Five and Six
- Post in Eighth Main Board, Due **March 2**, midnight
- Post your preliminary version of the Powerpoint presentation.

### **Spring Break, March 3- March 11**

**Week Nine, March 12-16**

- Prepare for your first exam by reviewing Chapters one-six.
- Respond Anonymously to the Midterm Evaluation Board
- **Exam One March 16.**

**Week Ten, March 19-23**

- Read Chapter Seven
- Quiz Eight
- Post in Ninth Main Board, Due **March 23**, midnight.

**Week Eleven, March 26-30**

- Chapter Eight
- Quiz Nine
- Post in Tenth Main Board, Due **March 30**, midnight

**Week Twelve, April 2-5 (April 6 is a holiday)**

- Read Chapter Ten and Eleven
- Quiz Ten
- Post in Eleventh Main Board, Due **Thursday April 5**, midnight

**Week Thirteen, April 9-13**

- Post final version of Powerpoint presentation by Midnight, April 15
- If you are a graduating senior, PLEASE INFORM ME BY April 13
- Read Chapter Twelve and Thirteen
- Chapter Ten and Twelve, Quiz Eleven
- Post in Twelfth Main Board, Due **April 13**, midnight

**Week Fourteen April 16-20**

- Read Chapter Fifteen,
- Chapter Fifteen, Quiz Twelve
- Post in Thirteenth Main Board, Due **midnight April 20**

**Notify professor of any completed work without a grade.**

**Week Fifteen, April 23-27**

- Read Chapter Sixteen
- Chapter Sixteen, Quiz Thirteen, Due midnight **April 27**

**April 30**

- **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 80 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 April 15, Post your work in the board.

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)
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1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Exams; Quizzes; 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)
<b>1.1 Culture and Cultural Diversity.</b>	Exams; Quizzes; Classroom discussions; In-class exercises.
<b>1.5 Individuals, Groups, and Social Institutions.</b>	Exams; Quizzes; Journal article analysis; Classroom discussions; Reflective assignment.
<b>1.9 Global Connections.</b>	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.

<b>NCDPI Technology Standards</b>	<b>Technological Applications Used in this Course</b>
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.

<b>Professional Competence</b>		<b>Professional Responsibility</b>	
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
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
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		

