

SOCIOLOGY 3141-581
Social Movements in U.S. Society
Syllabus: Spring 2020

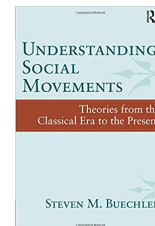
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Office Hours: By Appointment

Required Texts

Understanding Social Movements, Steven Buechler
ISBN-10: 1594519161
ISBN-13: 978-1594519161

Social Movements, Susan Staggenborg
ISBN-10: 0199363595
ISBN-13: 978-0199363599

Globalization and Social Movements, Valentine Moghadam
ISBN-10: 1442214198
ISBN-13: 978-1442214194



Course Description

This course considers theory and research about American social movements. It emphasizes leadership, ideology, recruitment, strategy, organizational dynamics, public response, and reasons for success or failure. Over the course of the semester, we will examine past and present social movements in the United States. We will cover a range of sociological theories and examine how and why social movements develop, succeed, fail, and change over time. In accomplishing this, we will address the components of social movements that structure their success or failure: organizational structures, tactics, ideologies, resources, discourse framing, fields of action, political opportunity structures, control agents, etc. Historically, we have been concerned about the impact of social movements, empowered by the presence of social movements, and transformed as a country by the success and evolution of social movements (i.e., environmental protection, civil rights, abortion rights, animal rights, gun rights, immigration rights, economic inequality). Social movements serve as mechanisms that promote social change and are factors in our political process.

Recommended prerequisite: SOCY 3001

Communication

Check CANVAS and your CU email account regularly for announcements relevant to the class. I will read and respond to email Monday through Friday from 8-5. **Please include “SOCY 3141” in the subject line of all email correspondence.** This will ensure that your email gets top priority! I respond to all email within 24 hours (excluding weekends and holidays).

Class Environment - Netiquette

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember.

- Always think before you write. In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
- Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
- Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
- Make sure that you are using appropriate grammar and structure. In other words, I don't want to see anyone writing “R U” instead of “are you”.
- Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.

Technology Requirements

You need a consistent, high-speed Internet connection to view the videos and the other content in this course. When you take quizzes, I recommend you use either a desktop computer or a laptop in a quiet location with a secure connection. I do NOT recommend using an iPad or other mobile device to take a quiz. If you have access to a high-speed wired connection, that's preferable to a wireless connection. I also recommend that you have the latest versions of Adobe Flash, Adobe Reader, and QuickTime installed on your computer.

Microsoft Windows

- Windows XP (Service Pack 2), Vista, or Windows 7 and above
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones
- Mozilla Firefox browser is recommended with Java and cookies enabled (Internet Explorer 10 and 11 are not supported by CANVAS)
- Sun Java Runtime Environment (JRE)

Macintosh

- Mac OS X (Lion 10.7 and above)
- Minimum 2GB RAM
- High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
- Working soundcard and speakers/headphones

- Mozilla Firefox browser is recommended with Java and cookies enabled
Sun Java Runtime Environment (JRE) - I use Safari and it works fine for me, most of the time.

Course Objectives

This course has measurable course objectives. Weekly quizzes are focused on concepts and becoming familiar with the subject material (reading material), see attached Bloom Taxonomy, level 1 (Knowledge) and level 2 (Comprehension). As you progress through the course and increase your knowledge of the topic, objectives will become more challenging and be written from a level 3 (Application), and level 4 (Analysis) position. As you continue to increase your knowledge of the topic, the objectives are focused more on levels 5 (Synthesis) and level 6 (Evaluation). The paper assigned is designed to meet level 3-6 objectives. This means, as you move through the course, the quizzes and exams will become more challenging. The assigned paper is designed to measure your ability to analyze, synthesize, and evaluate the course material.

Below is an example of measurable objectives using Bloom’s Taxonomy Verbs (attached).

- Define the basic elements of the assigned readings. Level 1
- Explain the importance of each component the assigned readings. Level 2
- Apply concepts. Level 3
- Examine/Analyze and apply course material. Level 4 and 5
- Evaluate, apply and assess course material. Level 6

Grading

There will be 2 short thought papers, 7 quizzes, and 4 exams during the semester. Grades will be determined on a “points” basis. Grades are assigned according to University standards:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

2 Papers = 100 pts each for a total of 200 pts
 7 Quizzes = 10 pts each for a total of 70 pts
 4 Exams = 100 pts each for a total of 400 pts
 Total Class Points = 670

**** I do not accept late assignments.**

****There are no extra credit opportunities in this class.**

This is an online class. All quizzes and exams are delivered online (CANVAS). As a result, you need to become familiar with the Desire2Learn (CANVAS) website immediately. If there are technical problems, please call ITS at 303-735-4357. To access CANVAS, go to <https://learn.colorado.edu>; Login with you Identikey. Your courses can be accessed from the "My Courses" section on "My Home."

Quizzes and Exams

There are 7 quizzes (approx. weekly), each worth 10 points. You need a reliable Internet connection. There will be 5 randomized, multiple-choice questions on each quiz. No two quizzes will have the same questions. You will have 10 minutes to take the quizzes. You will have a 48-hour window of availability to take the quiz, BUT you will only have 10 minutes to complete the quiz once you have started the quiz. **You will see one question at a time, and you must answer the question before you move forward to the next page - you cannot go backwards and review the questions.**

There are 4 multiple-choice exams, each worth 100 points (see above). Once again, you need a reliable Internet connection. Each exam will consist of 25 randomized, multiple-choice questions. No two exams (two students) will have the same questions. You will have 60 minutes to take the exam. You will have a 48-hour window of availability to take the exam, BUT you only have 60 minutes to complete the exam once you have started the exam. **You will see one question at a time, and you must answer the question before you move forward to the next page - you cannot go backwards and review the questions.**

While this may seem like “open note” testing, it is not. You must study and know the material well because the questions are application based. **To be clear: the quizzes and exams are NOT designed to be open book/open note.** You do not have time to look up questions during the quizzes and exams. It is also up to you to keep up with the time (there is a running clock on CANVAS as you take the test that says how much time you have left). You will be locked out of the quizzes and exams when your time runs out.

And, once again, YOU NEED TO BE SOMEWHERE WITH A RELIABLE INTERNET CONNECTION! You can only access the quizzes and exams once, and if your Internet drops, you will be locked out of the test. If your home Internet is not reliable, you need to go somewhere else to take the exam (e.g., the library).

Papers

There are 2 papers required in this class. This assignment is an opportunity to demonstrate your mastery/understanding of the material. There are four opportunities (section 1, 2, 3 and 4) to select from - pick two (your choice). Once you have selected the section/s that interest you, focus on a current event (for example, an issue covered in the New York Times, Washington Post, the Atlantic, Daily Camera, Denver Post, etc.).

Next, using the concepts covered in the section you selected, analyze the issue you selected and develop an argument for how the issue can be understood using a sociological framework. **You must use a minimum of 4 concepts in each paper - failure to clearly use 4 concepts will result in “0” for the assignment.** All of the concepts must be clearly defined (in your own words) and used appropriately.

The papers are due the same week as the section exam (by Saturday at 11:59 pm). There will be a dropbox available for paper submissions. You need to plan ahead for how you are going to write your papers. Thought papers are designed to test your knowledge of the assigned material. These papers carry the same weight as an exam and are graded accordingly. Failure to demonstrate knowledge of the material will result in failure.

Length and Format

800-1000 words, double-spaced.

Use 11-point font, Times New Roman with 1-inch margins.
 Put your name at the top of the first page; no cover page is necessary.
 Put page numbers on all pages.

Citations

Simply cite the source of your topic in parentheses (e.g., New York Times, Title, Date) and the page number of the concepts/sources of the material used (from the book) in parentheses. A source is necessary - there must be a foundation for your analysis/argument! For the analysis portion of your papers, refer only to sources/concepts we have used in class. You do not need to provide a separate reference list - do not use information that you have found “online”.

Grading rubric for papers

- Grammar, formatting, and structure (intro, supporting paragraphs, conclusion) 20 pts
Papers should have a clear and concise introduction outlining the argument and concepts used in the paper.
- Correct introduction and use of concepts 40 pts
**Failure to use 4 concepts will result in a “0.”*
- Comprehensive analysis of topic (using concepts) - see Bloom's Taxonomy 40 pts
A comprehensive analysis clearly defines the issue using the sources/concepts from class and offers a discussion of how to better understand the issue from a sociological perspective.

Topics and Schedule:

Date	Topic/Reading	Read (textbook)	Online
01/20	Introduction/Syllabus		Syllabus
	Social Movements - Preface	vii-viii	Wk 1 Slides
	Social Movements - Chapter 1	1-13	
	Social Movements – A Primer (video)		Video
01/26	Social Movements - Chapter 2	14-30	Wk 2 Slides
	Social Movements - Chapter 3	31-57	
	Quiz (quizzes are open Thurs. - Sat.)		Quiz 1
02/02	Understanding Social Movements - Introduction	1-5	Wk 3 Slides
	Understanding Social Movements - Chapter 1	9-23	
	Understanding Social Movements - Chapter 2	25-40	
	Understanding Social Movements - Chapter 3	41-55	
	Collective Action and Social Movements		Video
	Quiz (quizzes are open Thurs. - Sat.)		Quiz 2

Date	Topic/Reading	Read (textbook)	Online
02/09	Understanding Social Movements - Chapter 4	59-74	Wk 4 Slides
	Understanding Social Movements - Chapter 5	75-90	
	Understanding Social Movements - Chapter 6	91-106	
	Section One Papers Due		Papers Due
	Exam (exams are open Thurs. - Sat.)		Exam 1
02/16	Understanding Social Movements - Chapter 7	109-124	Wk 5 Slides
	Understanding Social Movements - Chapter 8	125-140	
	Understanding Social Movements - Chapter 9	141-156	
	Quiz (quizzes are open Thurs. - Sat.)		Quiz 3
02/23	Social Movements - Chapter 4	58-70	Wk 6 Slides
	Social Movements - Chapter 5	71-92	
	Social Movements - Chapter 6	93-110	
	Section Two Papers Due		Papers Due
	Exam (exams are open Thurs. - Sat.)		Exam 2
03/01	Social Movements - Chapter 7	111-136	Wk 7 Slides
	Quiz (quizzes are open Thurs. - Sat.)		Quiz 4
03/08	Social Movements - Chapter 8	137-166	Wk 8 Slides
	Social Movements - Chapter 9	167-187	
	Quiz (quizzes are open Thurs. - Sat.)		Quiz 5
03/15	Globalization and Social Movements - Chapter 1	1-29	Wk 9 Slides
	Globalization and Social Movements - Chapter 2	31-60	
	Section Three Papers Due		Papers Due
	Exam (exams are open Thurs. - Sat.)		Exam 3
03/22	SPRING BREAK		
03/29	Globalization and Social Movements - Chapter 3	61-98	Wk 10 Slides
	Globalization and Social Movements - Chapter 4	99-132	
	Quiz (quizzes are open Thurs. - Sat.)		Quiz 6
04/05	Understanding Social Movements - Chapter 10	157-173	Wk 11 Slides

Date	Topic/Reading	Read (textbook)	Online
	Understanding Social Movements - Chapter 11	177-193	
04/12	Understanding Social Movements - Chapter 12	193-209	Wk 12 Slides
	Understanding Social Movements - Chapter 13	211-227	
	Quiz (quizzes are open Thurs. - Sat.)		Quiz 7
04/19	Globalization and Social Movements - Chapter 5	133-170	Wk 13 Slides
	Globalization and Social Movements - Chapter 6	171-201	
	Globalization and Social Movements - Chapter 7	203-216	Wk 14 Slides
04/26	Review Week		
	Section Four Papers Due (DUE 05/01)		Papers Due
	FINAL EXAM (DUE 05/01)		Exam 4

CU Policies:

Disabilities

If you qualify for accommodations because of a disability, please submit a letter **from Disability Services** within the **first two weeks of class** so I can address your needs. Disability Services determines accommodations based on *documented* disabilities. Contact: 303-492-8671; e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarizing, aiding academic dishonesty, fabricating, lying, bribing, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students found in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For other information on the Honor Code, see: <http://www.colorado.edu/policies/honor.html> and <http://www.colorado.edu/academics/honorcode>

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me within **the first two weeks** of the semester if religious observance will cause you to miss a class, test, or assignment. See

http://www.colorado.edu/policies/fac_relig.html

Discrimination and Harassment

Any student who believes s/he has been the subject of discrimination or harassment based on race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available regarding discrimination or harassment, see <http://www.colorado.edu/odh>

This syllabus is subject to change during the semester to better fit the needs of our class. All changes will be discussed in class and noted on CANVAS.

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	<ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value