The mission of Concord University is to improve the lives of our students and communities, through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement. (See Mission, History, and Future for the full Mission statement.)

Course Prefix, Number and Title: SOC 321 – Social Movements

Course CRN #: 20010

Section #: 1HW

Semester Taught: Spring 2025

Credit Hours: 3

Course Day and Time: MW 1-1:50

Building and Room Number: Admin 310

Professor: Katie Nutter-Pridgen

Office Location: Admin 209

Office Hours: TBA

Email: kpridgen@concord.edu

Phone: 304-384-6026

College/Department Website: https://www.concord.edu/Academics/College-of-Professional-Studies/Department-of-Social-Work/Department-of-Sociology.aspx

Course Description/Rationale: Discussion of collective behavior, movements, and activism from a sociological point of view. Examination of characteristics of social movements and evaluation of their success or failure. Particular emphasis on social movement theories, including classical approaches such as resource mobilization and political opportunity and incorporating newer cultural theories such as framing, culture, and emotions.

Power concedes nothing without a demand. It never did and it never will.

Frederick Douglas

Tell me and I forget. Show me and I remember. Involve me and I understand.

Xun Kuang, 312-230 BCE Confucian philosopher, Revised version

As we learn about the sociology of social movements, we will explore power and democracy, both of which are central to the social sciences in general, and Sociology in particular. What is unique about the class is that it is designed to do democracy. Instead of just reading about

social change, students learn about power and democracy by doing it. Of course, we will still use "book knowledge," but my hope is that this knowledge will be challenged by what you're learning in your social action projects, and that you will develop a more critical and deeper understanding of public issues and community change through action and reflection. Therefore, this course is an action-oriented, solutions-based, course on community activism.

All students will be involved in social action. This will require a minimum of 1½ to 2 hours per week of community work (25 hours minimum over 15 week, with 13 hours or more DOING something, that is, tabling, postering, giving organization raps, marches, rallies, etc). If you do not do more than 25 hours a week, you will not receive higher than a C on the overall portfolio grade, since it is difficult to do reflection if you are not doing social action. Of course, if you want to do more community work, that is great.

It will be possible to do your social action on campus, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your community projects, so you will be able to do some of your organizing in class. Early in the semester, you will brainstorm various social action projects, and then you will choose one to work on. The requirements for the project are: (i) that you have a minimum of 3 students on your team, (ii) you have passion for the issue, and (iii) your project tries to change some type of policy. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective…or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on and can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

One last thing: this is a Sociology course, so you should know something about one of the most famous American sociologists, C. Wright Mills. Mills once said that "*personal troubles* cannot be solved merely as troubles but must be understood in terms of *public issues* - and in terms of the problems of history making." For example, if in a nation, there is just a small minority of the population in poverty, then it is the individual's personal trouble, and for its relief we properly look to the character of the person and her or his skills. But if in that nation, there are 40 million people in poverty (like in the United States), then that is a social problem, and relief must come from a change in social structure (i.e., the arrangement of society). Mills called this approach to understanding reality the *sociological imagination*, which we will use throughout this course!

Course Management System: Blackboard Ultra

Hardware/Software Needed: Computer (desktop or laptop) with reliable Internet connection

Text requirements:

CHANGE! A Student Guide to Social Action, 2nd edition (2023) by Scott Myers-Lipton, published by Routledge. ISBN 9781032418025

Social Movements, 3rd edition (2021) by Suzanne Staggenborg, published by Oxford. ISBN 9780197515280

Both are provided through eFollett program, check your email for "brytewave"

Concord University Educational Goal(s): Personal, Civic, Cultural, and Global Competence: Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

National Standards: Courses in Sociology are based on the Sociological Literacy Framework (SLF), recommended for undergraduates by American Sociological Association (ASA).

Specific Learning Outcomes:

1. Summarize key issues and debates within social movement scholarship, including social movement theories;
2. Analyze different social movements and how they impact change in societies, both locally and globally;
3. Conduct issue development, build power, and perform campaign and evaluation plans;
4. Conduct research (historical analysis, power map, target analysis), work with the media, and implement various strategies and tactics in an effort to achieve a set demand.

Course Requirements:

- For each class meeting, bring paper, pen or pencil, and a device you can use to access the Internet (ie: smart phone, laptop, tablet, etc.).
- Attendance, participation in class, submitting work on time, and keeping in touch with your group will be *crucial*.
- Quizzes and the Final Presentation will be given in class.
- Group Weekly Reports are due by email to kpridgen@concord.edu on Fridays.
- Readings listed should be completed before class on Mondays.

Expectations about communication: The most up-to-date course information and announcements will be available on Blackboard.

- I respond to emails on weekdays 10-4 and often at least once in the evening hours.
- I will respond to your email within 24 hours.
- You are expected to check the course Blackboard site (announcements) and your CU email daily.
- You are also expected to read the syllabus and contact me if you have any questions or concerns.

Due Dates: Work submitted on Blackboard is due before 11:59pm.

Quizzes will be given in class on Mondays. Make-up quizzes are due within two weeks of when they are given in class.

Personal Weekly Reports are due on Blackboard on Fridays.

Group Weekly Reports are due on Fridays and should be emailed to kpridgen@concord.edu by your group facilitator for the week.

Portfolios will be due on Blackboard on Feb 7, Feb 28, Mar 28, and Apr 25.

Final Presentations will be during regularly scheduled class time the last week of classes. You will need to attend BOTH DAYS (Mon Apr 28 and Wed Apr 30) to earn a grade for your group's final presentation. Campaign Notebooks are due after your Presentation.

The Campaign Notebook will not be accepted after Thurs May 8 at 5pm.

Make-up Policy, Late Work:

If you miss a quiz FOR ANY REASON (including University-approved absences, coming to class late, etc.), you will need to complete the make-up quiz on Blackboard within 2 weeks. Make-up quizzes are accepted for 2 weeks after their original due date (the date they are given in class) with no penalty; quizzes more than 2 weeks late cannot be completed for credit.

Portfolios submitted after the due date may be penalized up to 25% if they are less than one week late, up to 50% if they are more than one week late and portfolios will not be accepted for credit at all once they are 4 weeks late.

Personal Weekly Reports and Group Weekly Reports will only be accepted until the Monday after they are due and will not be accepted for credit at all once they are three days late.

If you miss a day of class:

- It is up to you to contact another student to see what you missed.
- Communicate with your group members to let them know you will be missing class, report on your most recent task, and find out what you need to do next for your group's campaign.
- Complete a make-up quiz on Blackboard (in the next 2 weeks) IF you missed one.
- You do not need to contact me unless you miss multiple days of class in a row.

Note that while I will take attendance for most classes, your grade is based on your *participation* in class. Participation can be speaking to the large group, but it also means talking during small groups/pairs, making eye contact with others, and not doing non-class things during class time. The number of points you earn for your participation grade will NOT be one to one with your attendance points – showing up to class everyday increases your likelihood of a good participation grade, but if you do not *engage* in class (and especially if you act as a distraction to others), you may not earn any credit for that day. Conversely, if you miss multiple class sessions, it will be difficult to earn full credit on participation.

I will include three 'free' days – days you can miss class, no questions asked/no excuse provided – and I won't count those absences against your participation grade. This means if you are sick (or need a mental health day), you won't need to worry about missing class. (University-approved absences, where the university has sent me an official letter/email, do NOT count toward your three free days.)

Work must be submitted before Thurs, May 8 at 5pm to be included in your final grade.

Cheating: Don't cheat. This includes – but is not limited to – plagiarism (the use of any work from books, articles, other students, the Internet, or other sources that are incorrectly cited). All written work must be your own original content and in your own words. Do not use ChatGPT or other AI or AI-assisted services. If you have questions about citations, plagiarism, or cheating, please ask me. Penalties for minor violations will be determined by the instructor; repeated or flagrant cheating may subject the student to further penalty, including (but not limited to) removal from the course.

Assignment Details:

Quizzes - There will be brief IN-CLASS quizzes during some classes (usually on Mondays) over the assigned reading(s) for that week. Missed quizzes can be made up on Blackboard (with no penalty) within two weeks of when they are given in class. Note that make-up quizzes will not necessarily be the same questions/format as the original in-class quizzes.

Portfolios – You will build a portfolio with your responses to specific questions assigned from the CHANGE! Book. See Blackboard for details about which questions to answer and which ones to skip.

Participation – Your participation grade contains three parts, each one about one third of your final participation grade:

1. Personal Weekly Reports – each week, you will provide information about your progress and your role(s) in your group;
2. Attendance and participation during class;
3. Self-evaluations and evaluations from your group members at the end of the semester.

Group Weekly Reports – Each week, your group will choose a different person to be the meeting facilitator; this person will need to email kpridgen@concord.edu information about the group's progress. Details about how to report this information available on Blackboard.

Final Presentation and Campaign Notebook – detailed in CHANGE! Text and on Blackboard.

Grading Policy and Scale:

Quizzes (10 x 5 points each)	= 50 points
Portfolios (4 x 25 points each)	= 100 points
Participation (weekly reports, attendance, self and group evals)	= 100 points
Campaign Notebook	= 100 points
Final Presentation	= 50 points
Total Points Possible	= 400 points

The total number of points earned will determine the final letter grade according to the grading scale below.

Letter Grade	Points Needed
A	350+
B	300-349
C	275-299
D	250-274
F	Less than 250

Course Timeline:

The schedule of topics could be edited and may change throughout the semester; the most up-to-date schedule, with required readings, can be found on Blackboard. Readings are from CHANGE! By Scott Myers-Lipton unless otherwise indicated.

Date	Topic	Reading (tentative)
Jan 13-17	Introduction to Class	Syllabus
Jan 22-31	Issue Development	Ch 1 (Quiz 1 Jan 27)
Feb 3-7	Choosing an Issue and Building a Team (Ch 6)	Ch 2 (Quiz 2 Feb 3)
Feb 7	*Portfolio 1 due: Ch 1 #1-8; Ch 2 #1-3*	
Feb 10-14	Building Power	Ch 4 (Quiz 3 Feb 10)
Feb 17-21	Strategies and Tactics	Ch 7 (Quiz 4 Feb 17)
Feb 24-28	Target Meetings (Negotiation)	Ch 5
Feb 28	*Portfolio 2 due: Ch 1 #9-10; Ch 4 #1-4; Ch 7 #1-2 and 4*	
Mar 3-7	Research; Plan for Break	Ch 5 (Quiz 5 Mar 3)
Mar 10-14	Spring Break	
Mar 17-21	Group Meetings	Ch 8 & 9 (Quiz 6 Mar 17)
Mar 24-28	Campaign Kickoff/Campaign Plan	
Mar 28	*Portfolio 3 due: Ch 2 #4-6; Ch 4 #6-7; Ch 5 #1-5; Ch 8 #4*	
Mar 31-Apr 4	Campaign Evaluation (Notebook)	Ch 10 (Quiz 7 Mar 31)
Apr 7-11	Group Dynamics	Ch 6 (Quiz 8 Apr 7)
Apr 14-18	Change Theory	Ch 3 (Quiz 9 Apr 14)
Apr 21-25	Course Conclusion	Ch 11 (Quiz 10 Apr 21)
Apr 25	*Portfolio 4 due: Ch 3 #1-3; Ch 5 #6-9/10-12; Ch 6 #1*	
Apr 28-30	Group Presentations	

Thurs May 8 5pm Last Day to Submit Work for Class, including Campaign Notebooks

IMPORTANT NOTICES FOR STUDENTS

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Misconduct and Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are automatically eligible to receive text message alerts on their cell phones or email alerts. Please go to Emergency Alerts and Updates on the CU website to learn more about the Omnilert System or contact the IT Help Desk for further assistance (Call 304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. You may access additional information on the Office of Public Safety webpage.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

> University Closure: No students or employees are to report.
> Classes Cancelled: Students do NOT report BUT employees are expected to report to work at their normal time.
> Operating on an Inclement Weather Delay: Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule.
> **Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Academic Resources

The Center for Academic and Career Development is ready to assist any student with academic or personal concerns, tutoring, study skills, time management, major and career exploration, and much more. The Center for Academic and Career Development is located in room 202 of the Jean & Jerry Beasley Student Center. Students can stop by the CACD Monday through Friday, 8:00 am until 4:00 or by appointment. The CACD may be reached by calling (304) 384-6074 or emailing cacd@concord.edu.

The drop-in tutoring schedule is posted online shortly after the beginning of each semester. Additional academic tutoring resources are available online and on-demand from the Tutoring Services page of the CU website.

Student Health Center

The Student Health Center provides students with basic level medical care for acute minor illness or injury on a walk-in basis. The Student Health Center is located in the Rahall Technology Center Atrium. The center is open Monday through Thursday from 8:30 to 2:30 PM and Friday from 8:30 to 12:00 PM. The Student Health Center may be reached at 304-384-6355.

Mental Health Resources

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by licensed mental health professionals, graduate students, and student employees. Appointments are available Monday through Friday from 8:00 AM – 4:00 PM in person and via a secure telehealth platform for those students residing in West Virginia. Students may call the counseling center at 304-384-5290 or email the Center at counseling@concord.edu to schedule an appointment. For further information and additional resources go to https://www.concord.edu/student-life/student-health-wellness/counseling-center. An additional service, BetterMynds is available 24/7 during the school year, during holidays and semester breaks for both crisis counseling and ongoing counseling appointments via a secure telehealth platform. This platform can provide counseling services to students located outside of the state of WV. They also provide a variety of educational workshops focused on mental health topics. To register for this service, go to Telehealth counseling BetterMynds link.pdf and follow the prompts. Counseling services are free of charge to all registered students.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-5289 or https://www.concord.edu/Student-Life/Title-IX.aspx. Reports to Campus Security can be made at (304-384-5357).

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information on the Technology Services webpage.

Syllabus Disclaimer: "This syllabus is subject to change based on the needs of the class. Please check it regularly."

"Lauren's Promise"
I will listen and believe you if someone is threatening you.

For more information about Lauren's Promise, see the Lauren McCluskey Foundation website at www.laurenmccluskey.org

Basic Needs Assistance

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in

the course, is urged to contact the Dean of Students, Anna Hardy (amhardy@concord.edu or 304-384-5378), or the Center for Academic & Career Development (cacd@concord.edu or 304-384-6074), for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him or her to provide any resources that she or he may possess. More information can be found at www.concord.edu/basicneeds

(Adapted from Dr. Sarah Goldrick-Rab's Basic Needs Security statement)

Resources for Student Needs

The **CU Food Pantry**, stocked with non-perishable food and toiletry/hygiene items, is located on the second floor atrium of the Rahall Technology Building. This space is open 24/7, and students may help themselves to what they need.

The **CU Free Pantry**, located on the ground floor of the Student Center (lockers in back hallway area between Subway area and the McNair office), also has free items such as school supplies, toiletries, and grab-and-go food items.

The **Gap Fund** is an emergency grant fund dedicated to providing small awards to undergraduate CU students who find themselves in a financial situation that may lead to their dropping out. Complete a short application including an explanation of the need for the emergency grant (and any relevant documentation). Examples of what constitutes allowable expenses include medical expenses, living expenses, transportation, childcare, and schooling costs (not including textbooks).

The **CU Professional Clothing Closet** is located in the back of the Game Room/Commuter Lounge on the ground floor of the Student Center. It provides students a place to access professional clothing for interviews and other professional events, completely free of cost.

Textbook library – The CACD has some books that are available for temporary loan. Student Support Services (SSS) also has a textbook loan library available for SSS participants. There also may textbooks on reserve in the library.

Laptop loans/computer labs – Technology Services and the CACD have a limited number of laptops that are available for students to borrow. SSS has some laptops available for loan for their participants and a computer lab located in the study lounge in the Student Center. Additionally, there are computer labs open to all students in multiple academic buildings, the library, the Game Room/Commuter Lounge (Student Center), and the Rahall atrium (2nd floor). The Rahall atrium is the only small lab open 24/7.