Code # HSS10 (2014)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

[x]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[ ]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

|  |
| --- |
| [x] **New Course or** [ ]  **Special Course (Check one box)***Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*  |

|  |  |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

SOC 3463

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Collective Behavior

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Examines various types of unusual group behavior, such as panics, riots, protests, fads, urban myths and legends, and millenarian groups.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

no

b. Why?

N/A

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall, Spring, Summer

10. Contact Person (Name, Email Address, Phone Number)

Leslie McCallister, lmccallister@astate.edu; 972-3145

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The offering of Collective Behavior increases the number of SOC electives available to students, and fills a noticeable gap in our Sociology curriculum. It will also be available to CRIM students. It complements the substantive areas of current faculty (Collective Behavior, Social Movements) and the courses offered (Terrorism as a Social Movement). Students will be introduced to the main types of collective behavior (consumers and collective behavior; hysterias; violent/destructive collective behavior); students will attain the ability to identify the theoretical frameworks underlying collective behavior; and students will apply collective behavior theories to contemporary examples of collective behavior.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course in also timely in view of the recent protests both domestically and internationally (i.e. 99%; Ferguson; Hong Kong). Students are definitely aware of collective behavior, as news of protests, panics, riots, etc. regularly permeates media. This course adds to that awareness by introducing students to theoretical explanations of collective behavior and giving them the chance to critically evaluate different types of collective behavior. This course is designed to explore the major ideas that have been applied to the understanding of collective behavior, using historical and contemporary examples.

c. Student population served.

Undergraduate students in Criminology, Sociology, BSIS, and the ASU degree centers

d. Rationale for the level of the course (lower, upper, or graduate).

Upper-level, 3000. Our department offers electives related to family, gender, and aging, but we have a noticeable lack of other subject areas, such as collective behavior, medical sociology, and sports. This course will begin to address this gap by introducing students to collective behavior, and will build on knowledge gained in lower-level courses (Intro to Soc, Social Problems).

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Each grouping below represents one week segments; for example, Cha One & Two would be covered in Week One

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| Overview of the course; Cha OneCha Two |
|  |
| Cha Three—Emergent Norm Perspective |
| Flash Mobs |
|  |
| Cha Four—Value Added Theory (VAT) |
| Application of VAT (stock-market crash of ’29 and ’00) |
|  |
| Cha Six—Individualist Approaches to CB |
| Cha Seven—General Categories of CB |
|  |
| Continue Cha Seven—Application of theories to CB |
| Panics—Article, “Panic at ‘The Who Concert Stampede”; War of Worlds |
|  |
| Finish Panics; Overview of Student Presentations; **Review for Exam One** |
| **EXAM ONE** |

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| --- |
| Cha 11—Fads, Fashions, & CrazesApplication & Student Presentations; **Analysis Assignment I Due**  |
|  |
| Cha Nine—Images, Miracles, & Apparitions |
| Cha Eight—Riots Application & Student Presentations;  |
| Cha Ten—Rumors, Urban Myths, and Urban LegendsApplication & Student Presentations **Analysis Assignment II Due** |
| **EXAM TWO** Application & Student Presentations |
| Cha Twelve—MillennialismApplication & Student Presentations; **Analysis Assignment III Due** |
| Moral Panics (materials provided) |
| **Project Workday** |
|  |
| **In-Class Project Workday; Student Presentations****Final Projects Presentation; Last Day of Class** |

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Oral presentation assignment; three papers (analysis assignments); two exams; final project

18. Special features (e.g. labs, exhibits, site visitations, etc.)

NA

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This course can be taught by Dr. Leslie McCallister, Dr. Tom Ratliff, and Dr. Matthew Costello. It will be offered in a traditional classroom or CVN; no additional faculty or supplies are required.

20. What is the primary intended learning goal for students enrolled in this course?

Students will identify examples of and differentiate between the main types of collective behavior—consumers and collective behavior; hysterias; and violent/destructive collective behavior

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Locher, David A. 2002. *Collective Behavior.* Upper Saddle River, New Jersey: Prentice Hall

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 12

22. High-Impact Activities (Check all that apply)

[ ] Collaborative assignments

[ ] Research with a faculty member

[ ] Diversity/Global learning experience

[ ] Service learning or community learning

[ ] Study abroad

[ ] Internship

[ ] Capstone or senior culminating experience

[ ] Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Identify and describe various types of collective behavior

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Each course component has an application component, where students find outside examples/materials related to that component, and bring them to class for discussion. As a class, we evaluate this material and discuss it; this prepares students to gather information and create their own presentations, which begin approximately week 7. (25 points)

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Oral Presentation related to a type of collective behavior. Rubric provided by instructor—competency in communication skills, command of content graded and constructive use of media to present the information

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Critically evaluate types of collective behavior using relevant theoretical perspectives

Learning Activity:

The text does an outstanding job of explaining the different theoretical perspectives. To ensure that students are prepared for the written assignments, in class we read the article “Panic at the Who Concert” and discuss, in class, how to apply Value Added Theory and Emergent Norm Perspective (two of the main theories) to this collective event. We do the same activity with different stock market crashes. In addition, students can submit their paper prior to the due date, and I give written feedback that students can incorporate into their final draft. (three papers assigned; 50 points each)

Assessment Tool:

Written paper assignment. Rubric provided by instructor that assesses the following components:—a description of the collective event, application of a theoretical perspective to that event, and a critique of theoretical perspective’s application to that event.

**Outcome #3**:

Apply collective behavior theories to contemporary examples of collective behavior

Learning Activity:

Throughout the semester, students read articles, watch video clips, discuss, in class, collective events using different theoretical perspectives, and prepare a presentation discussing an example of collective behavior. All of these activities culminate in the final project—students apply what they have learned to either a media analysis of a collective event, or they create a board game.

Assessment Tool:

Students will have two options to meet this learning outcome: the creation of a board game applying material learned to examples of collective behavior; OR conducting an examination of media coverage of a specific collective behavior. The instructor will provide a rubric for each option. Final project—board game or media analysis (100 points)

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

[ ] Minimally
[ ] Indirectly
[x] Directly

* 1. Thinking Critically

[ ] Minimally
[ ] Indirectly
[x] Directly

* 1. Using Technology

[x] Minimally
[ ] Indirectly
[ ] Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

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| Major in Criminology (cont.) **Bachelor of Arts** A complete 8-semester degree plan is available at http://registrar.astate.edu/.**Electives (select 21 hours from the following):** CRIM 2043, Community Relations CRIM 2253, Criminal Investigation CRIM 2263, Criminal Evidence and Procedure *If not used for major core course requirement.* CRIM 3323, Juvenile Delinquency CRIM 460V, Special Problems CRIM 470V, Internship GEOG 3603, World Regional Geography GEOG 3643, Introduction to Cultural Geography GEOG 3703, Political Geography GEOG 3813 Introduction to Geographic Information Systems GEOG 4623, Environmental Management GEOG 4643, Geography of Arkansas HIST 3583, History of Law Enforcement POSC 3113, American Municipal Government POSC 3143, State and Local Government POSC 3183, Criminal Law and the Constitution *If not used for major core course requirement.* POSC 4533, Environmental Law and Administration PSY 3413, Adolescent Psychology PSY 4533, Abnormal Psychology SOC 2223, Social Problems SOC 3273, Social Stratification **OR** GEOG 3683 Economic Geography SOC 3353, Minority Groups **SOC 3463 Collective Behavior**SOC 4003, Perspectives on Death and Dying SOC 4063, Sociology of Disasters SOC 4073, Sociology of Family Violence **OR** SW 4213, Introduction to Domestic Violence SOC 4203, Social Deviance SOC 4223, Urban Sociology **OR** GEOG 4223 Urban Geography SOC 4233, Social Organization SOC 4243, Social Theory SOC 4253, Rural Sociology SOC 4263, Terrorism as a Social Movement SOC 4273, Population and Demography SOC 4323, Applied Research SOC 4343 Geographic Information Systems for the Social Sciences SOC 4363, Environmental Sociology SW 3323, Substance Abuse: Intervention and Treatment SW 3343, Child Abuse and Neglect  |

Major in Sociology (cont.)

**Bachelor of Arts**

A complete 8-semester degree plan is available at <http://registrar.astate.edu/>.

**Electives (select 18 hours from the following):**

ANTH 2233, Introduction to Cultural Anthropology

CRIM 3263, Criminology

CRIM 3323, Juvenile Delinquency

GEOG 3643, Introduction to Cultural Geography

GEOG 3703, Political Geography

GEOG 3813, Introduction to Geographic Information Systems

SOC 3003, Sociology of Gender

SOC 3213, Sociology of Intimate Relationships

SOC 3223, Sociology of Families

SOC 3273, Social Stratification **OR**

GEOG 3683, Economic Geography

SOC 3293, Social Behavior

SOC 3313, Sociology of Sexuality

SOC 3333, Sociology of Health & Illness

SOC 3353, Minority Groups

SOC 3363, Sociology of Religion

SOC 3373, Technology and Society

**SOC 3463 Collective Behavior**

SOC 4003, Perspectives on Death and Dying

SOC 4053, Today’s Families

SOC 4063, Sociology of Disasters

SOC 4073, Sociology of Family Violence

SOC 4203, Social Deviance

SOC 4213, Childhood and Adolescence

SOC 4223, Urban Sociology **OR**

GEOG 4223, Urban Geography

SOC 4233, Social Organization

SOC 4253, Rural Sociology

SOC 4263, Terrorism as a Social Movement

SOC 4273, Population and Demography

SOC 4323, Applied Research

*If not taken to satisfy the core requirement.*

SOC 4343, Geographic Information Systems for the Social Sciences

*If not taken to satisfy the core requirement.*

SOC 4353, Sociology of Aging

SOC 4363, Environmental Sociology

SOC 460V, Special Problems

SOC 470V, Internship

**Sociology (SOC)**

**SOC 1013. Making Connections Sociology** Required course for first semester freshmen. Core content includes transition to college, academic performance skills, problem solving, critical thinking, self management, group building skills, and university policies. Content related to the departmental majors is also included. Fall.

**SOC 2213. Introduction to Sociology** Human society and social behavior. Fall, Spring, Sum­mer. (ACTS#: SOCI 1013)

**SOC 2223. Social Problems** Application of sociological concepts and methods in the analysis of current social problems in the United States, including family and community disorganization, delinquency and crime, mental illness, and intergroup relations. Cross listed as SW 2223. Fall, Spring, Summer. (ACTS#: SOCI 2013)

**SOC 3003. Sociology of Gender** Origins, acquisition, structure, and change of gender roles in contemporary society, examined in terms of impact upon both the individual and society. Cross listed as WGS 3003. Fall, Spring, Summer.

**SOC 3213. Sociology of Intimate Relationships** Aspects of close social relationships, roles, power, love, conflict, and change. Cross listed as WGS 3213. Fall, even.

**SOC 3223. Sociology of Families** Emphasizes the sociocultural factors influencing the structure and development of marriage and the family. Fall, Spring, Summer.

**SOC 3273. Social Stratification** Examination of causes and consequences of social inequality with a focus on class, status, power and privilege, particularly in American society. Spring, Summer.

**SOC 3293. Social Behavior** Factors influencing behavior in social situations. Spring.

**SOC 3313. Sociology of Sexuality** Examines sexuality from a sociological perspective, focus­ing on the social construction of sexuality and the moral and political controversies that surround it. Demand.

**SOC 3333. Sociology of Health and Illness** Social causation of diseases, social definition of health and illness, social aspects of healing and rehabilitation, the nature of health professions, and the delivery of health care services. Demand.

**SOC 3353. Minority Groups** Examines race, ethnicity and other bases for minority status in society, focusing on social inequality and the social construction of minority and majority group statuses and relations. Fall, Spring, Summer.

**SOC 3363. Sociology of Religion** Examines the relationship of religion to society, focusing on the functions and dysfunctions of religious systems on other social institutions. Demand.

**SOC 3373. Technology and Society** This course will critically examine how technology has changed the society in which we live. In doing so, we will explore how technologies are introduced, who benefits from their implementation, the risks involved with technologies, and how technology can be controlled. Spring.

**SOC 3381. Social Statistics Laboratory** Laboratory associated with SOC 3383. Two hours per week. Corequisite, SOC 3383. Fall, Spring.

**SOC 3383. Social Statistics** Central concepts and techniques of conducting descriptive and inferential analysis employed in quantitative investigation to understand social processes and phe­nomena. Prerequisites, MATH 1023 or higher level math course. Corequisites, SOC 3381 Social Statistics Laboratory. Fall, Spring.

**SOC 3463 Collective Behavior.** Examines various types of unusual group behavior, such as panics, riots, protests, fads, urban myths and legends, and millenarian groups. Fall, Spring, , Summer.

**SOC 4003. Perspective on Death and Dying** A multidisciplinary overview of major themes and perspectives on dying, death, and bereavement, including historical, cultural, social, and psychological aspects. Medical, legal and ethical issues. Grief and bereavement. The death system. Violent death, disasters and megadeath. Beyond death. Prerequisite, minimum of 60 hours. Summer.

**SOC 4053. Today’s Families Interdisciplinary Approaches** An interdisciplinary course de­signed to promote a critical approach to examining the family and its role in society. Prerequisite, 12 hours of coursework in Interdisciplinary Family Minor or instructors permission. Cross listed as ECH 4053, NRS 4053, PSY 4053. Spring.

**SOC 4063. Sociology of Disasters** Discusses socio-cultural aspects of natural and human made disasters, with an emphasis on social causes and consequences. Spring, even.

**SOC 4073. Sociology of Family Violence** An overview of the causes, prevalence and conse­quences of child abuse, intimate partner violence, and elder abuse. Fall, odd.

**SOC 4203. Social Deviance** Describes and explains the violation of social norms. Spring.

**SOC 4213. The Sociology of Childhood and Adolescence** Examination of childhood and adolescence, not only in the contemporary U.S., but also historically and cross culturally, with an emphasis on children as actively involved in the creation and reproduction of childhood and ado­lescence and social change within their societies. Fall.

**SOC 4223. Urban Sociology** History, structure, function, growth, location, land use, and problems of movement, and city region relationships. NOTE, SOC 4223 and GEOG 4223 are equivalent courses. Credit may be received for only one of the courses. Fall, Summer, even.

**SOC 4233. Social Organization** Concepts and principles of social organization and disorganiza­tion and the disruptive effects of social and cultural dynamics upon the individual, family, community, nations, and world. Summer.

**SOC 4243. Social Theory** Examination of the context, content and contributions of sociological thinkers up to the early 20th century. Fall, Spring.

**SOC 4253. Rural Sociology** Multidimensional examination of the range of rural places, people, institutions, cultures, economies and change, with a focus on the United States and Ar­kansas. Spring.

**SOC 4263. Terrorism as a Social Movement** Examines domestic and international terrorism, including history of terrorism, philosophical and religious ideologies justifying terrorism, social, politi­cal, economic, psychological, and legal impacts of terrorism, terrorist groups, motives and tactics, and methods of counter-terrorism. Prerequisite, minimum of 60 hours. Dual Listed SOC 5263. Fall, Spring, and Summer.

**SOC 4273. Population and Demography** Basic concepts and measures of the three central demographic processes of fertility, mortality and migration and introduction of contemporary popula­tion related issues. Spring, Summer, odd.

**SOC 4293. Methods of Social Research** Overview of quantitative and qualitative tools used in the social sciences to analyze relationships among social variables. Fall, Spring.

**SOC 4323. Applied Research** Techniques for analyzing social science data using the Statistical Package for the Social Sciences and other data analysis systems. Prerequisites, SOC 3383 and 4293, or equivalents. Fall, Spring.467

*The bulletin can be accessed at http://www.astate.edu/a/registrar/students/*

**SOC 4333. Sociology of Youth Subcultures** Sociological study of youth subcultures from American, British and new subcultural perspectives, plus a range of historical and contemporary youth subcultures. Also covers various analytic topics such as identity, resistance, style, music, response, and consumption. Prerequisite, SOC 2213. Demand.

**SOC 4343. Geographic Information Systems for the Social Sciences** An introduction to the applied analysis of social and environmental geographic data. Includes a discussion of geographic data, maps, and conducting applied geographic analysis. Prerequisites, SOC 3383, SOC 4293 or POSC 3003 or PSY 3103 and PSY 3123 or QM 2113 and QM 3113 or AGRI 3233 and AGRI 4233 or TECH 3773 and TECH 4813. Fall.

**SOC 4353. Sociology of Aging** Survey of theories, methodologies, concepts, and major research findings regarding the aging of individuals and societies, using the U.S. as a central example. Fall.

**SOC 4363. Environmental Sociology** This course explores how our views of nature and the environment are socially constructed. In this context, we will examine how numerous environmental issues are created and exacerbated by social issues. We will also investigate actions that will reduce our ecological footprint. Demand.

**SOC 4373. Sustainable Development in Modern Society** This course will introduce students to the concept of sustainable development. In our investigation of what a sustainable community would look like, issues such as development paradigms, human environment interactions, and politics will be discussed on local, national, and international scales. Permission of instructor required. Demand.

**SOC 460V. Special Problems** Individually directed problems in sociology and criminology for juniors and seniors. Must be arranged in consultation with a professor, and approved by the depart­ment chair. Fall, Spring, Summer.

**SOC 4703. Internship** Combines supervised work experience with study of selected agencies and organizations. Must be arranged with the professor and approved by the department chair. Fall, Spring, Summer.v