Instructor: Kathryn Caldera  
Email: kcaldera@umassd.edu  
Dates: January 22 through May 8  
Time and Place: Sat 9-12 in 215 LARTS

Course Description

Social movements are collective efforts through which people unite to affect some form of social change. Social movements helped bring about the end of slavery, legalized women’s suffrage and the 40-hour week, and made clean water a human right, among many other social benefits we now take for granted. The ability of citizens to organize themselves into goal-oriented social movements is an essential element of a functioning democracy. Studying the ways in which movements form and accomplish their goals (or not) allows us to interrogate various theories regarding the nature of power, political authority and legitimacy, and the relationship between human agency and historical change.

This course explores the origins, dynamics, and consequences of social movements from a sociological and anthropological perspective. While the emphasis is on progressive movements, we also examine several contemporary conservative movements and their impact both on people in the U.S. and around the world. Over the semester we will examine the emergence of the temperance and anti-slavery movements in the nineteenth century, the women’s movement in the twentieth century, labor movements, the civil rights and Black Lives Matter movements, environmental and health movements, the neoliberal revolution, the Tea Party movement, and pro-life and pro-choice movements.

We are scheduled to meet once per week for three hours. Because three hours of lecture would be deadly for you and for me, this course will be conducted as a seminar. In seminars students share some of the responsibility for presenting the readings and facilitating discussions. Each week two or three students will take turns presenting the readings with assistance from the professor. You will be graded on these presentations. Students not presenting a reading will be graded on their participation in ensuing discussions. There will also weekly written summaries and a midterm and a final exam.

Prerequisites: Sociology 101, Anthropology 111, or equivalent

Required texts available for purchase in the UMD bookstore

Additional readings will be posted on myCourses, free of charge.
Required technology:

- A functioning computer and regular electronic access to myCourses
- A functioning UMD email account

Course Credits: 3 units of credit

Course Objectives

Upon successful completion of the course the student will be able to:

- describe significant social movements of the nineteenth and twentieth centuries.
- evaluate the impact of such movements on American society.
- describe examples of women’s participation in the labor and civil rights movements
- explain how black women’s participation in the feminist movement advanced all women’s understandings of their rights
- describe the diverse motivations and goals that activists bring to movements
- evaluate the reasons social movements succeed or fail.
- develop analytic, writing, public speaking, and discussion skills

Time Considerations: The rule of thumb for undergraduate college courses is that students spend at least two hours outside of class for every hour in a classroom. Since we will meet for three hours each Saturday, you should expect to devote a minimum of six hours each week to homework. It is essential that you set aside sufficient time to complete all of the reading and coursework assigned.

Methods of Instruction and Evaluation

Readings: The assigned readings are organized by topic in the course schedule. Readings not included in your purchased texts will be available for download on myCourses in the relevant module inside the topic under Course Content.

Presentations: Each week the assigned readings will be presented by students. Presentations should take no longer than ten or fifteen minutes. Upon completion of the presentation the responsible student will pose questions to facilitate discussion. Study guides will be available to assist both presenters and discussants. Depending on the number of students enrolled in the course, students will have an opportunity to present two to four readings over the term. Presentations will account for 20% of your course grade.

Discussions: The goal of discussions is to share what we know, ask questions, make mistakes and learn from them, help our colleagues, and learn from each other. Discussions are graded and constitute 20% of your course grade.
Study Guides: Study guides, numbered by topic and week, can be found on myCourses inside each numbered module. Study guides identify key concepts from the readings, and provide a list of questions to help us make sense of each reading. Study guides are to be completed each week but are not turned in for a grade. They are a heuristic device, which means you use them to "guide" you through the readings, identify key concepts and issues, prepare presentations, prepare to discuss each reading, and compose your summary response papers.

Summary Response Papers: Students are asked to write ten short papers that summarize that week’s readings. Since there are eleven sets of readings you can skip one, although you will still be responsible for knowing that material for the exams. Summary response papers are meant to be short (3-5 pages double spaced), concise explanations of the readings (and films if applicable) that help you review the course material each week. They also allow me to give you feedback and clear up any lingering misconceptions or answer any questions you may have. The study guide questions can serve as an informal outline your summaries if you wish, but how you compose them is up to you. Summary response papers constitute 20% of your semester grade.

Exams: The take-home midterm and final exams account for 40% of your course grade (20% each). They will consist of short essay questions addressing the assigned readings and films. The midterm will cover the first half of the course, and the final the last half. They are not cumulative. You will have one week to complete each. I recommend that you hold on to your summary response papers, completed study guides, and discussion posts (corrected if necessary), and use them to help you compose short essays for the exams.

<table>
<thead>
<tr>
<th></th>
<th>20% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>Participation in discussions</td>
<td></td>
</tr>
<tr>
<td>Summary response papers</td>
<td></td>
</tr>
<tr>
<td>Midterm and final exams</td>
<td>40% of grade</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Course grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>95—100</td>
<td>A</td>
</tr>
<tr>
<td>90—94</td>
<td>A-</td>
</tr>
<tr>
<td>88—89</td>
<td>B+</td>
</tr>
<tr>
<td>83—87</td>
<td>B</td>
</tr>
<tr>
<td>80—82</td>
<td>B-</td>
</tr>
<tr>
<td>78—79</td>
<td>C+</td>
</tr>
<tr>
<td>73—77</td>
<td>C</td>
</tr>
<tr>
<td>70—72</td>
<td>C-</td>
</tr>
<tr>
<td>68—69</td>
<td>D+</td>
</tr>
<tr>
<td>63—67</td>
<td>D</td>
</tr>
<tr>
<td>60—62</td>
<td>D-</td>
</tr>
</tbody>
</table>
Attendance is mandatory. Since each class meeting is the equivalent of three hours, or one full week of coursework, one absence is the equivalent of three absences. More than one absence during the semester will result in a failing grade.

### General University policies

**Incomplete Policy:** According to the university policy, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me, or the Dean of Student Affairs and state your reasons for the incomplete in writing. We will then decide on a course of action.

### Academic Integrity

**Academic Honesty:** All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty. A student found responsible of academic dishonesty is subject to severe disciplinary action and may include dismissal from the University. The procedure for responding to incidences of academic dishonesty may be found in Section III of the Student Handbook.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students. Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.
The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth. For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.

http://www.umassd.edu/studentaffairs/studenthandbookintroduction/studentconductpolicies/academicintegritypolicy/

**SafeAssign** is a plagiarism detection service that evaluates the originality of students’ work by comparing their electronic documents to online sources and the SafeAssign databases. Students should be aware that suspect assignments (e.g., those without drafts, without works cited pages, or with large departures in style) will be submitted to SafeAssign by the instructor for the purpose of detecting possible plagiarism. Submitted assignments will be included in the UMass Dartmouth dedicated databases of assignments. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process during this term and in the future. Students must provide an electronic copy of their assignment to the instructor for submission to the service when plagiarism is suspected, in order to receive a grade on the assignment and to avoid possible sanctions.

### Student Resources

**Center for Access and Success**: In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me at the beginning of the semester and provide the appropriate paperwork from the Center for Access & Success, Liberal Arts (LARTS), Room 016 Phone: 508.999.8711.

**Tutoring**: If you are having difficulty with this (or any) class, first speak with your professor and then contact:

- The Academic Resource Center (ARC) for support: **Academic Resource Center**, Liberal Arts – Room 7, phone: 508.999.8708, fax: 508.910.6404

- The **Writing and Reading Center in LARTS 220**. Students may visit the website at umassd.edu/wrc, or call (508-999-8710), or stop by to inquire about hours or make appointments.

- Students may also access the online tutoring system by selecting the "etutoring.org" button under "Course Tools" on the home portal page, select "UMass Dartmouth" at the etutoring.org site, and then log on with your UMD password. Response time can be up to 48 hours, so plan ahead for this mode of writing assistance.

**Technical Help**: If you are in need of technical assistance contact: **The IT Service Desk** is available to students. Claire T. Carney Library, lower level, 508.999.8884 (x8884) or via email. Regular semester schedule:
Sunday 12:00 pm – 2:00 am  
Monday through Thursday 7:30 am – 2:00 am  
Friday 7:30 am – 11:00 pm  
Saturday 9:30 am – 1:00 pm

Students living in the Residence Halls may also contact the **Residential Technology (ResTech) Support Center:** Visit ResTech in Elmwood Hall, lower level  Call the ResTech Help Line at 508.999.8040 (x8040). **MyCourses:** UMass Dartmouth has several ways for you to get technical support

- **Self-Service Knowledge Base:**
  [http://stuknowbase.umassd.wikispaces.net/Welcome](http://stuknowbase.umassd.wikispaces.net/Welcome)

- **On-Campus myCourses Student Help Line**  
  **Monday – Friday, 8am-5pm**  
  [508-999-8505](tel:508-999-8505), or [myCoursesHelp@UmassD.edu](mailto:myCoursesHelp@UmassD.edu)

- **Off-Hours and Holiday Help,** Open 24hrs  
  [888-989-7074](tel:888-989-7074), or [umd.echelp.org](http://umd.echelp.org)

**Other issues:** The Office of the **Dean of Student Affairs** (Campus Center, Suite 221, 508.999.8640) is available to assist students dealing with special circumstances not covered by the resources above.