1. Required Text


Other assigned readings relevant to essays and the discussions (made available on the course website).

2. Course Prerequisites

SOC 100 *Introduction to Sociology* or SOC 150 *Social Problems*.

3. Course Description

Collective behavior is a sociological term that covers spontaneous actions, including fads, crazes and rumors (in social media, images, ideas or events that go “viral”) and the dynamics of crowds, panics, and disasters, and relatively more structured collective behavior, from cults to social movements to collective evildoing to revolutions, through which people attempt to change established social norms.

The course takes a comparative/global perspective to study episodes of collective behavior and action that occur during and are constitutive of periods of social change. In so doing, it provides a useful introduction to the wider field of social movements.
Topics covered include:

- unstructured social behavior in crowds
- collective violence
- behavior in disasters
- collective preoccupations
- social movements
- sociological theories that have been developed to explain collective behavior

4. Course Expectations

The coursework consists of careful study of the Textbook and external resources of your choosing, which provide the essential background to this field, enhanced by means of interactive discussions with fellow classmates, research for several written essays, and assignments conducted by using the world wide web. You are graded on the nature and extent of your participation in discussions, on the written work you submit, and on your relative success in midterm and final quizzes.

Successful completion of the course will enhance your ability to:

- Achieve a basic understanding of this fundamental aspect of sociology;
- Recognize the diversity of collective behaviors in a society;
- Interpret and synthesize information and ideas;
- Analyze and evaluate arguments;
- Select and apply scientific and other appropriate methodologies;
- Communicate clearly, precisely, and in a well-organized manner;
- Learn to recognize various patterns of social structure, such as norms, roles, relationships, and institutions;
- Become familiar with research methods; and
- Develop a further understanding of sociological theory.

5. Course Structure, Assignments, and Evaluation

The course structure follows the structure of the textbook. The semester has 15 “Chapter Weeks”, with each week beginning on a Monday and finishing on the following Sunday (11:59 pm CT).

During each Chapter Week I expect you to follow a traditional study routine – reading the chapters, pondering the issues, answering the questions, and learning the key words – so that you gain some insight into and understanding of the subjects under discussion. On occasion, you may also need to watch a video.

Important Note: As an online course is supported by computer technologies, and technical difficulties in the route between the course site and your desktop, laptop, tablet or smartphone may occur, don’t wait until the last moment to complete your work – the work period is 7 days, beginning on Monday, not late on Sunday afternoon or evening. There are no Extra Credit opportunities in this course.
Assignments and Activities

Each week (in the course Content section) is a document titled “Assignments and Activities”. This document outlines what you need to accomplish each week (for example, reading assignments, an essay, online discussions, and videos) and the deadlines you must meet.

The Assignments and Activities documents also summarize the most important ideas conveyed in the chapter. As some of the quiz questions may derive from this material, make sure you read the entire assignment text carefully.

Evaluation

Internet Activities  (two @ 10 points each = 20 points total or 7% of course grade)

During the semester you will have two internet activities. Activity 1, assigned at the beginning of the semester, is due by March 20, 2016. Activity 2 will be assigned at midterm and will be due at the end of week 15.

Activity 1: Find a newspaper or internet news article that focuses on some type of recent collective behavior activity. The activity must have occurred sometime during the previous three months. Submit an analysis and interpretation of the event. Note: you must apply and explicitly discuss one of the valid collective behavior theories in this document.

Activity 2: This activity will be assigned during the middle of the semester; its subject will depend on the course of world events up to that time.

Quizzes (two @ 30 points each = 60 points or 21.5% of course grade)

There will be two 30 point quizzes (short-answer and multiple choice) during the course, one at midterm and one as a final. The quizzes will be available for you to take on-line and must be completed within a 40 minute time period. This works out to approximately 1.5 minutes per question. Any quiz that is not completed within the 40 minute limit will receive a zero.

Quiz 1, at midterm, covers chapters 1-5 and 10-11; you make take it online any time between Monday, February 26 and Sunday, March 4 (11:59 pm CT).

Quiz 2, a final, covers chapters 7 and 12-16. You may take it online any time between Monday, April 23 and Monday, April 30 (11:59 pm CT).

Important notes:

These are not open-book quizzes.

Grades and feedback are available (in the Dropbox) one-two weeks after submission.
Online Discussion Board Assignments (six @ 10 points each = 60 points or 21.5% of course grade)

You are required to participate in online discussions with your classmates. I will post questions for you to respond to almost every week. You will need to respond thoroughly to my questions (for a maximum of 5 points) by Thursday 11:59 pm and then respond briefly to at least 1 of your fellow group's posts no later than 11:59 pm (CT) on Sundays. This discussion board participation is worth up to 10 points each week.

Feedback and grades will be returned within one week after the conclusion of the discussion topic. Grades and feedback can be found in the Grades section of the course and will be designated by “Discussion#,” where the “#” will be replaced by the discussion number.

<table>
<thead>
<tr>
<th>Posting a response to instructor’s question by Thursday at 11:59 PM CT</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantiveness of initial posting. You must include a citation from your text and any assigned article.</td>
<td>4 points</td>
</tr>
<tr>
<td>Responding to peer posting</td>
<td>1 point</td>
</tr>
<tr>
<td>Substantiveness of peer posting response. You must include a citation from your text or other source.</td>
<td>3 points</td>
</tr>
<tr>
<td>Reading all other peer postings</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Important Note: Discussions can be a bit difficult, as you have to know something of the subject in order to discuss it (thus, the emphasis on reading each week’s chapter and doing some work in the online student learning center).

In order to get your points,

- be sure your responses are of substance and do not wait until the last minute to make your posts,
- Be sure to check in with the discussion board frequently as the discussions may be helpful to your study of that week’s topic (the idea is for you to take away sufficient information that you can go on the web and find resources that will help you with your task), and
- **Be sure to include material from the relevant assigned article and the section of the textbook.**

A Caution: You should not be surprised that certain answer types will get no grade points in discussions:

- Simply parroting someone else’s statement (that is, using the same ideas/words as an answer – like a talking parrot does when you speak to it).
  - If you respond by simply agreeing/disagreeing, e.g.: “I agree/disagree with X’s statement that rioting causes deep social disruption” **and you don’t add any new information that is not in the original poster’s text, you get no grade points.**

- Copying someone else’s post.
  - For example, **you get no grade points** for making the same point as someone has in a previous post, **if you don’t add any new information beyond the original poster’s text.**
**Research Essays** (seven @ 20 points each = 140 points or 50% of course grade)

You must write seven research papers (minimum of 1000 words each, not counting the bibliography) relating to the supplemental readings or videos, addressing related themes in the textbook. Each essay has specific questions to answer and guidelines to meet, so make sure you look at each essay’s guideline document. Although short, these papers should be a well-reasoned and presented discussion of the question or task. You must include a bibliography; you may follow the rules of your preferred essay format (e.g. MLA, SAA) – but you must follow a recognized writing style and format.

**Important Note:** This is your chance to earn grade points – offer ideas and reasoned opinions on the subject under discussion, not paraphrased content out of the book or article. For this reason:

- write straightforward discursive text, with correct grammar and spelling – while I value creative writing, the goal here is to present your analysis and interpretation of the subject;
- do not express an opinion without citing the evidence backing it up, otherwise it is meaningless – your ideas and opinions are reflected in how you address the material, not by simply stating “I think…”; and
- to foreground the evidence you present, please write in the third person.

After comparing the class essays, I will score each one on several qualities, each with a maximum possible point total:

- quality and originality of answer, logic and thoroughness of discussion/presentation, word count, and accuracy of grammar and spelling: 10 points;
- inclusion of direct quotes and other information from the relevant textbook chapter in your discussion (and bibliography): 3 points;
- inclusion of direct quotes and other information from the relevant article/video in your discussion (and bibliography): 4 points; and
- inclusion of direct quotes and/or information from external sources (e.g., websites) in your discussion (and bibliography): 3 points (Wikipedia - or similar sites that collect data from other sources – is not a valid primary source).

**Feedback and grades will be returned within one to two weeks after the deadline. Consult the Grades section of the course and find the relevant essay number (Essay #1 through #7).**
**Evaluation Summary**

Points for participation and assignments as follows: 1) two internet activities = 7% of the course total; 2) two quizzes = 21.5%; 3) six online class discussions = 21.5%; and 4) seven research essays = 50%.

Feedback and grades will be returned within one-two weeks after the submission deadline.

Grading Scale (points): A = 280-252; B = 251-224; C = 223-196; D = 195-168; F = 167-0

Grading Scale (percentage): A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = less than 60%.

**Course Evaluation Policies**

I do not accept late submissions. If your request is due to extenuating circumstances which are medically related, you will be required to submit supporting documentation.

Policies and procedures covering this course are detailed in the *Internet Study Student Handbook*.

I do not offer Extra Credit in any form

**Weekly Schedule**

**A Typical Week:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Start of week. Read assignments and Activities posted on the Content page. Read online discussion topic and participate in discussion forum.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Open for independent work and discussion.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Open for independent work and discussion.</td>
</tr>
<tr>
<td>Thursday</td>
<td>Respond to initial online discussion posting.</td>
</tr>
<tr>
<td>Friday</td>
<td>Open for independent work and discussion.</td>
</tr>
<tr>
<td>Saturday</td>
<td>Open for work.</td>
</tr>
<tr>
<td>Sunday</td>
<td>All weekly assignments due by 11:59 CT Sunday night.</td>
</tr>
</tbody>
</table>

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Discussion/Exercise (Monday-Sunday)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong>  &lt;br&gt; January 8 - 14</td>
<td>Introduction - Collective Events and Social Life</td>
<td>Ch.1</td>
<td>Introduce yourself&lt;br&gt; <em>Internet Activity 1 Assigned</em></td>
</tr>
<tr>
<td><strong>Week Two</strong>  &lt;br&gt; January 15 - 21</td>
<td>Perspectives on Collective Behavior and Action</td>
<td>Ch. 2</td>
<td><em>Online Discussion 1</em></td>
</tr>
<tr>
<td><strong>Week Three</strong>  &lt;br&gt; January 22 – 28</td>
<td>Theories on Collective Behavior</td>
<td>Articles 1-3</td>
<td>Essay 1 Due&lt;br&gt; Compare at least two theories</td>
</tr>
<tr>
<td><strong>Week Four</strong>  &lt;br&gt; Jan 29- Feb 4</td>
<td>Studying Collective Behavior And Collective Action</td>
<td>Ch.3</td>
<td>Essay 2 Due&lt;br&gt; Watch <em>Triumph of the Will</em></td>
</tr>
<tr>
<td><strong>Week Five</strong>  &lt;br&gt; Feb. 5 - 11</td>
<td>Rumor and Communication</td>
<td>Ch.4</td>
<td><em>Online Discussion 2</em>&lt;br&gt; Include material from Buckner article</td>
</tr>
<tr>
<td><strong>Week Six</strong>  &lt;br&gt; Feb. 12 – 18</td>
<td>Mass Hysteria</td>
<td>Ch. 5</td>
<td>Essay 3 Due&lt;br&gt; Hillsborough or Who concert</td>
</tr>
</tbody>
</table>
| Week Seven  
Feb 19 - 25 | Individuals and Disasters  
Ch. 10  
Article 6 | Essay 4 Assigned  
Katrina or Mexico Earthquake |
| Week Eight  
Feb. 26-March 4 | Organizations, Communities,  
And Societies in Disaster  
Ch.11 | Midterm Exam (Feb. 26 - March 4)  
Essay 4 Due |
| Week Nine  
March 5 - 11 | Spring Break |
| Week Ten  
March 12 - 18 | Fads and Fashion  
Ch.7  
Article 7 | Online Discussion 3  
Include material from Streaking article  
Internet Activity 1 Due |
| Week Eleven  
March 19 – 25 | Individuals and Riots  
Ch. 12 | Online Discussion 4 (Vancouver riots clip) |
| Week Twelve  
Mar. 26-April 1 | Organizational...Responses  
to Riots  
Ch. 13  
Article 8 | Essay 5 Due  
LA Riots |
| Week Thirteen  
April 2 - 8 | Protest  
Ch.14  
Article 9 | Online Discussion 5  
Include material from Solidarity article |
| Week Fourteen  
April 9 - 15 | Social Movements as  
Collective Behavior  
Ch. 15  
Video | Essay 6 Due  
Watch Berkeley in the 60’s |
| Week Fifteen  
April 16 - 22 | Social Movements as  
Collective Action  
Ch. 16 | Online Discussion 6  
Internet Activity 2 Due |
| Week Sixteen  
April 23 - 29 | Agency and Human Behavior  
Agency  
Articles 10-11 | Essay 7 Due(compare agency & other theory)  
Final Exam (open April 23-29) |

6. **Contacting the Instructor/Instructor Availability**

If you may have questions or concerns, you can contact me using the course email address (but not the course pager) or by my USD email address: Brian.Molyneaux@usd.edu. I will be happy to respond and will do so within a reasonable time (from instantly to around 48 hours, depending on my schedule and my proximity to a computer).

7. **Study Suggestions**

How can you successfully complete this course? The following guidelines will help you achieve your goals.

**Read your syllabus.** The lesson introduction and reading assignment are your “lecture” for a lesson. I suggest reading the introduction twice, before beginning your assignment and then once again after reading the chapter to help clarify key points.

**Read each text assignment carefully.** Many students find it helpful to take notes as they read and reread their assignments. In these notes, include any points that are unclear or about which you have questions. If you cannot find the answers to these questions, feel free to e-mail me.

**Refer to outside sources to supplement your text and help you understand the course material – ideally, primary sources (that is, ideas or information from their original authors or sources**
contemporary with the time period you are studying, as you might find in a range of publications, from sociology journals and books to newspapers or magazines). This is important, as later, secondary sources, might misrepresent the original. With this caution in mind, you may also consult social histories, dictionaries, encyclopedias, and the World Wide Web. Note that websites that summarize information from other places, such as Wikipedia, Answer.com or digital versions of CliffsNotes, do not count as original sources.

Ask questions by e-mail. Since we will not be meeting each week as we would in a course taken in residence, I cannot see the puzzled look on your face when a concept is unclear. Please feel free to ask me to clarify anything you do not understand.

Important Note: Set aside time for the class. If you choose to take online courses, you to take full responsibility for completion. No-one is front of you, actively teaching, and no-one is looking over your shoulder! You need self-discipline and time management, as it is very easy to fall behind if you miss deadlines. Set aside regular time each week to study, just as you would for a course taken in residence. If you make such a commitment, you should have no trouble completing the course successfully.

8. Technical Standards and Issues

To take the course successfully, you will need to use a computer with the appropriate technology to access D2L. Of course, if you are reading this now, you probably do! If you need other technological help, contact the ITS Help Desk at 877-269-6837, 605-677-5028, or through the HelpTicket system: https://usd-web.usd.edu/technology/information-technology-services/helpdesk/requests/.

Please remember that it is up to you to sort out any technological problems, so test the system as soon as you sign up and before the first Monday of the course. Please be aware that the D2L system is not perfect either (e.g., see suggestions on the D2L site about using a Firefox browser if you have Internet Explorer 10+ on your computer, and comments about the server being either slow or down at certain times). So make sure in advance that you have the right computer and know the quirks of the system.

I also expect you to save and back up any files you create out of D2L for this course as you work on them. Your word processor will have several options for doing this. The simplest is to hit that little floppy disk icon (or other icon for saving a document) on your word processor now and again. You can usually recover a document that you have saved at least once, but if you have not saved a version, it’s gone (well, there are programs that will find data outside files on a hard drive)! We have all had the horror of computer hang-ups, crashes and other glitches, and so you are forewarned – no ‘virtual dog/cat ate my virtual homework’ excuses allowed.

9. Continuing and Distance Education Assistance

The Division of Continuing and Distance Education (CE) also offers a comprehensive guide and other guides/ aids to the many student services available to distance learners:

http://www.usd.edu/continuing-and-distance-education/student-resources.cfm
University Course and Exam Policies

Early Alert and Deficiency Grades

University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings and/or received a grade of D or less on the midterm exam.

Instructor Initiated Drop

An Instructor Initiated Drop will take place if the student has not submitted required coursework as per the syllabus schedule. A student may also be dropped by the instructor for plagiarism or cheating as per College of Arts and Science policy.

Incomplete

The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. The student must have completed all course requirements except for the final examination to be considered for the grade of Incomplete. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

Course Evaluation

Students may be asked to evaluate the course using the institutional form as per the directives of the University.

University’s Academic Dishonesty Statement

University Statement on Dishonest Assignments:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
• Assigned a reduced grade for the course.
• Dropped from the course.
• Failed in the course.

Academic Dishonesty: acts of dishonesty, including, but not limited to, the following:

1. Cheating, which is defined as, but not limited to, the following:
   a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;
   b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
   c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but not limited to, the following:
   a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
   b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service.

4. Furnishing information known or believed to be false to any institutional official, faculty member, or officer.

5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentations of degrees awarded or honors received.

6. Tampering with the election of any institutionally recognized student organization.

7. Claiming to represent or act in behalf of the institution when not authorized to represent or to act.

Goals of the South Dakota System General Education Requirements

This class fulfills the following Goals of the South Dakota System General Education Requirements:

GOAL #3: Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

<table>
<thead>
<tr>
<th>1. Identify and explain basic concepts, terminology and theories of sociology from different spatial, temporal, cultural and/or institutional contexts</th>
<th>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply selected sociological concepts and theories to contemporary issues</td>
<td>Bi-Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</td>
</tr>
</tbody>
</table>
3. Identify and explain the social or aesthetic values of different life ways and segments in society

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</th>
</tr>
</thead>
</table>

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of the following Learning Outcome:

5. The allocation of human or natural resources within societies

6. The impact of diverse philosophical, ethical or religious views

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weekly discussions, weekly readings, 2 internet activities, 2 multiple choice exams and 7 essays</th>
</tr>
</thead>
</table>

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)
E-mail: disabilityservices@usd.edu

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](http://www.usd.edu/diversity).