# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **POL 347 Political Activism and SOcial Justice** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Robyn Linde** | [Home department](#home_dept) | **Political Science** | | |
| A.4. [Context and Rationale](#Rationale) | **From the American Civil Rights movement to #BlackLivesMatter, grassroots mass movements for social justice have been critical driving forces for social and political change. Social movements can raise popular awareness and sway public opinion, influence lawmakers, help set the political agenda, shape law and governance, and affect global civil society. This course will complement existing offerings by linking the history of American political protest with protests around the world. Through a specific focus on nonviolent political activism, the course will examine protest movements from Gandhi to the more recent movements of March for Our Lives and Black Lives Matter. The course will also be updated each time it is taught to ensure relevance to the current political climate.**  **Because social movements are increasingly moving into virtual space (twitter, Instagram, tumblr, etc.) in addition to public spaces, recent movements are best studied through guided online exploration. As a result, a hybrid format provides the flexibility to take advantage of online learning while relying on in-person meetings to “check in” with students through the semester.** | | | | |
| A.5. [Student impact](#student_impact) | **The course would introduce students to movements for social and political change by nonstate actors.** | | | | |
| A.6. [Impact on other programs](#impact) | **The course would complement and expand current political science offerings and used for POL (but it is not a writing emphasis course). It can also be used in the INGOs program and CUS.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **No new faculty needed** | | | |
| [*Library*:](#library) | **No additional library resources needed.** | | | |
| [*Technology*](#technology) | **No additional technology resources needed.** | | | |
| [*Facilities*](#facilities): | **No additional facilities resources needed.** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **POL 347** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Political Activism and Social Justice** |
| B.4. [Course description](#description) |  | **Students explore nonviolence as a strategy for change through international and national social movements since World War II.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Minimum of 30 completed college credits** |
| B.6. [Offered](#Offered) |  | **Spring**  **Alternate Years** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Hybrid** |
| B.12.[Categories](#required) |  | **Restricted elective for major/minor for Political Science and INGOs**  **And Elective for anyone else** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Class participation | Exams | Presentations | Papers |**  **| Projects** |
| B.16. [Redundancy statement](#competing) |  | **No redundancy** |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Contextualize major social movements in history |  | Quizzes, exams, class reports, class project(s) |
| Identify major theories of social change and apply these approaches to social movements throughout history |  | Exams, class reports |
| Draws links and commonalities between social movements throughout history |  | Exams, class reports, class project(s) |
| Critically analyze and evaluate the application of social change theories to social movements and instances of social change. |  | Exams, class reports, class project(s) |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Introduction: What is social justice?    1. Beginnings    2. Where are the radicals?    3. The myth of violence    4. CASE STUDY: Indian movement for self-rule 2. Why Protest? Denmark and the American Civil Rights Movement    1. Denmark    2. Civil Rights Movement 3. Who Protests? How do they protest? Who keeps faith? 4. Tactics I    1. Gene Sharp    2. CASE STUDY: Argentina and Chile: Resisting Repression 5. Tactics II: Music, art and political protests    1. Music    2. Art/Performance:    3. CASE STUDY: ACT UP: Fight back, fight AIDS 6. Recent movements    1. Otpor    2. Arab Spring    3. Black Lives Matter    4. Women’s March, #MeToo and #TimesUp    5. March for Our Lives 7. Synthesis:    1. The power of nonviolent protest    2. The myth of violence returns |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Robyn Linde | Program Director of INGOS |  |  |
| Michelle Brophy-Baermann | Chair of Political Science |  |  |
| Earl Simson | Dean of Arts and Sciences |  |  |