

Syllabus

Sociology 540: Social Change

Fall 2008

Contact Information

Instructor	Office, Phone & Email
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Course Description

Social change is a story of hope, achievement and sometimes despair, depending on your perspective and the context. As sociologists, we unpack social changes stories. We identify dimensions and sources of change. We locate patterns across the histories and develop theories of social change. The very idea of social change applies to all spheres of social life from the family to the economy. And for those interested in leading social change, sociologists and other social scientists have developed and tested strategies for effecting social change.

In this seminar we will focus on change as it relates to technology, natural disaster, youth culture and education. We will study social change and its relationships to race, class, gender, (dis)abilities and national origin. Later in the semester we will have opportunities to explore social change as it relates to substantive areas that are of special interest to students in the seminar. Depending on your interests in either teaching or practicing sociology, you will be asked to “repackage” material for either undergraduate education or applied sociological work. Official Catalog Description: Social change in making of the modern/postmodern world. Agents of change. Transforming institutions and social relations.

Learning Outcomes

After completing this course, you should be able to demonstrate the following course learning outcomes, as well as progress toward final department and university learning outcomes:

Course Learning Outcomes

1. Describe, compare, contrast and evaluate dimensions, sources and theories of social change
2. Describe, compare, contrast and evaluate central sociological methods and considerations for studying social change
3. Articulate the relationships of race, class, gender, (dis)abilities and national origin to particular social change sociohistories including natural disasters, technologies, youth culture and higher education
4. Apply social change knowledge to meet a social change goal or use it as content for lessons plans for teaching sociology of social change

Department Learning Outcomes

1. A solid foundation in sociological theory

University Learning Outcomes

1. Effective oral and written communication
2. Critical and creative thinking skills in acquiring a broad knowledge base, and applying it to complex issues
3. Competence in a major area of study

Course Readings and Resources

Required Books

- Altbach, Philip G., Berdahl, Robert O. & Gumpert, Patricia J. 2005. (2nd Edition) *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore: The Johns Hopkins University Press. (Education)
- Fothergill, Alice. 2004. *Heads Above Water: Gender, Class and Family in the Grand Forks Flood*. Albany, NY: State University of New York Press. (Natural Disaster)
- Haenfler, Ross. 2006. *Straight Edge: Hardcore Punk, Clean Living Youth, and Social Change*. Rutgers University Press. (Culture)
- Margolis, Jane and Fisher, Allan. 2003. *Unlocking the Clubhouse: Women in Computing*. Boston: MIT Press. (Gender & IT Education)
- Rogers, Everett M. 2003. *Diffusion of Innovations*. New York, NY: Free Press. (Diffusion Theory)
- Vago, Steven. 2004. *Social Change* (5th Edition). Upper Saddle River, NJ: Pearson Prentice Hall. (Theory)
- Wajcman, Judy. 1991. *TechnoFeminism*. Malden, MA: Polity (Technology and Change)

Additional Readings

- Wajcman, Judy. 1991. *Feminism Confronts Technology*. University Park, PA: Pennsylvania State University Press. (Technology and Change) – Class Selected Chapter – Book on Library 2-hour Reserve
- Pryor, J. H., Hurtado, S., Saenz, V. B., Santos, J. L., & Korn, W. S. (2007). *The American Freshman forty year trends, 1966-2006*. Los Angeles: Higher Education Research Institute. (Higher Education)

Student Selections: Later in the semester I will give you class time to explore in small groups readings that you would like to share with the entire class. As a group we will decide on the articles and schedule our collective reading.

Supplemental Resources

- The Institute for the Study of Social Change (UC Berkeley) <http://issc.berkeley.edu/>
- Directory of Social Change Organizations <http://www.socialchangewebsites.com/>
- Interaction Institute for Social Change (Consulting Firm) <http://www.interactioninstitute.org/>
- Midwest Academy (Training for Change Organizations) <http://www.midwestacademy.com/>

Grade Considerations

Components and Weight

- Participation (30%)
Your attendance and participation are critical to the success of this course. Our meeting times serve as a forum for all of us to discuss the readings and their application to our own lives and goals for social change. As a member of this class, you have a responsibility to yourself and other members of the class to come prepared, participate, listen, ask questions, challenge omissions and offer alternative frameworks. I will offer guidance for your process of discovery.
 - Attending all classes: C
 - Attending all classes and making thoughtful contributions pretty regularly: B
 - Attending all classes and making thoughtful contributions consistently: A
- Research Paper (30%)
You will develop a 15-20 page research paper that explores social change as it relates to an area of special interest. Use this as an opportunity to develop a chapter of your thesis/project and/or to develop a foundation for future teaching and/or applied work on a topic that you care about. All papers should be double spaced, follow ASA style (Complete Guides in TA Room, Short Guide on Sociology Web site) and be very well written (this means at least one or two strong writers have actively edited your paper. If your editor has not made a substantial “red presence” upon your pages, he/she has not likely been a strong editor. To help you keep on schedule, two annotated bibliographies (10 sources each) will be due early in the term.
- Essays and Applications (8) (40%) see below

Grading Scale

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69	D = 63-66	D- 60-62	F = 0-59

Minimum Grade

Sociology graduate students must earn a grade of B or above to meet degree requirements. The grade of “B-” is a failing grade for graduate students and triggers probation or graduate school suspension.

Estimated Outside Class Time

Students hoping to earn an “A” in this class can anticipate spending an average of 12-16 hours each week on outside class activities: reading, writing, editing, researching and thinking about material in preparation for our three-hour class meetings. I encourage you to schedule and use this preparation time starting in the first week so that you can make the most of this seminar.

Late Work and Extra Credit

As a general rule, late work will not be accepted and I do not assign extra credit assignments. *However, it is always best to communicate with me about a life crisis or medical issue.*

Response Essays and Sociology Applications

By the end of the semester you will have completed 6 responses and 2 applications. Notice on the schedule that I list “11” dates for essay or teaching/practicing application assignments. This means that I have built in three “sick/mental health releases.” Anticipate that you may be more likely to need these release days later in the semester: Plan to regularly turn in assignments early in the term. *As these assignments are meant to prepare you for class discussions, and given the built in releases, no assignments will be accepted late.* All assignments should be in 10-12 point font, well organized and free from grammatical and spelling errors.

Response Essays

In 3-5 pages synthesize key ideas and compare/contrast them to other readings. Offer a critique and raises questions. Critiques should be sociological, but may certainly employ your “sociological imagination” (Mills) as you connect structure/history to (auto)biography.

Teaching Application

Prepare a lesson plan based on the readings or some aspect of the readings. Use resources in the Teaching Assistants’ Office (BSS 539) to help you with ideas. The lesson plan should include the following:

1. Title
2. Learning objectives
3. Lecture notes
4. Interactive Learning Exercise
 - Title
 - Activity Objective
 - Materials Needed
 - Time Allocations
 - Directions
 - Copy of Handouts or other Materials for Students

Practicing Sociology Application

Based on the readings, prepare an action proposal that resembles one that might be submitted on behalf of an organization or agency. The main purpose of this assignment is to help you become familiar with the basic format for writing grant proposals and contracts, while facilitating the translation of social change research into action plans. Note that for most “real” proposals, your research summary would likely be much shorter and your program description much longer. The proposal should include the following:

1. **Executive Summary:** less than one page based on points 2-5 below
2. **Description of the Problem:** Consider your own practice track placement or a (local) social problem with which you are familiar.
3. **Research Summary:** Synthesize in 3-5 pages course readings that support your approach to addressing part of the problem. This summary should be in lay language written at a level that could be understood by most high school students.
4. **Program/Action Description:** One page describing a program or action that you are proposing to developed to address the problem and effect change. Think small and clear.
5. **Action Timeline:** Bulleted action plan placed on an appropriate timetable.
6. **Project Budget:** While a grant proposal requires a detailed budget and narrative, I would like you to address in a paragraph or two key financial considerations and resources needs. Think small and consider existing community resources on which you might build. What organizations could make “in kind” contributions to your program?

Students with Disabilities

This syllabus was designed using recommended practices for creating accessible word documents. If you have suggestions regarding improving the accessibility of this document or other content for this class, please contact me. Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. <http://www.humboldt.edu/~sdrcl/>

Add Drop Policy

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. <http://www.humboldt.edu/~reg/regulations/schedadjust.html>

Emergency Evacuation

Please review the evacuation plan for the classroom posted on the orange signs and review http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or www.humboldt.edu/emergency

Academic Honesty

Students are responsible for knowing policy regarding academic honesty: http://studentaffairs.humboldt.edu/judicial/academic_honesty.php or <http://www.humboldt.edu/~humboldt/catalogpdfs/catalog2007-08.pdf>

Attendance and Classroom Behavior

Students are responsible for knowing policy regarding attendance and disruptive behavior: http://studentaffairs.humboldt.edu/judicial/attendance_behavior.php

Social Change Course Schedule

Week	Date	Class Focus & Readings to be Discussed	Assignments Due
1	August 27	Vago Ch 1 & 2 Conceptualization, Frameworks Paper Topics and Annotated Bibliography Syllabus Changes? http://www.pbs.org/wgbh/pages/frontline/kidsonline/	
2	September 3	Vago Ch 3 & 4 Patterns, Spheres (pp. 85-189) Rogers Ch 1-4 (pp 1 – 167) Decide on Week 5 Jigsaw Topics	Essay or Application
3	September 10	Vago Ch 5 Duration (pp. 190-231) Rogers Ch 5-8 (pp. 168-364)	Essay or Application
4	September 17	Vago Ch 6 Reactions (pp. 232-278) Rogers Ch 9-10 (pp. 365 – 435)	Annotated Bibliography I
5	September 24	Vago Ch 7 Impact (pp. 279-313) Rogers Ch 11 (pp. 436- 471) Wajcman 2004 (1-130) Technofeminism Wajcman 1991: Present One with Jigsaw Production -- Industrial (27-53) Reproductive Technology (54-80) Domestic Technology (81-109) Built Environment (110-136)	Essay or Application (On non- jigsaw readings)
6	October 1	Vago Ch 8 Costs (pp. 314-356) Vago Ch 9 Strategies of Change (pp. 357-399) Margolis & Fisher (pp. 1- 153) IT Clubhouse	Essay or Application
7	October 8	Haenfler (1-219) Straight Edge	Essay or Application
8	October 15	Vago Ch 10 Assessment (pp. 400-436) Fothergill Ch 1-5 & Appendix (pp. 1-104; 223-238)	Essay or Application

9	October 22	Fothergill Ch 6-10 (pp. 105-222) Organize for Student Selected Readings Jigsaw	Essay or Application Annotated Bibliography II
10	October 29	Altbach et. al Ch 1-5 (pp. 1-160) Higher Education – The Setting	Essay or Application
11	November 5	Altbach et. al Ch 6-9 (pp. 163-283) Higher Education – External Forces	Essay or Application
12	November 12	Altbach et. al Ch 10-12 (pp. 287-365) Higher Education – Academic Community	Essay or Application
13	November 19	Altbach et. al Ch 13-18 (pp. 369-536) Higher Education --- Central Issues	Essay or Application
14	November 26	<i>Thanksgiving</i>	<i>Have a Great Break</i>
15	December 3	Student Selected and Facilitated Readings Jigsaw	
16	December 10	Research Paper Presentations	
Finals	December 17 3 – 5 p.m.	Research Paper Presentations	Research Papers