	Department of Sociology, Social Work and Family Sciences
	SOC4010 Social Change
	3 Units
Fall 2020	

Meeting day: Tuesday	**Instructor: Dr. Jamie Gates**
Meeting time: 3:00 -5:30pm	**Phone: 619 849 2659**
Meeting location: Zoom Classroom	**Email: jamiegates@pointloma.edu**
Final Exam: Week of Nov 24	**Office location and hours: Zoom Office Hours, TBA**

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

This course explores sociological perspectives on the structure and nature of social change in contemporary societies. Students will develop a theoretically informed understanding of socio-historical processes of social change through a comparative analysis of past and present movements to create change. Attention will be given to the dominant forces of change, including nation-states, corporations, the military-industrial complex, institutions of civil society and technological innovation. Special attention will be given to the how the organizing, activism, and momentum of social movements change history.

COURSE LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- describe basic principles and processes of social change as understood by sociologists and anthropologists

- compare and contrast 3 basic sociological theories of how and why social change happens

- make use of and evaluate common social scientific research methods for understanding social change

- identify multiple historically situated and politically contested drivers (causes) of social change in multiple settings

- articulate the relationship between how our individual actions shape change and how the choices we have or make are often constrained by social forces and conditions beyond our control (agency vs. structure)

- Evaluate the strengths and weaknesses of at least three contemporary social movements that created (or are creating) broad cultural and societal changes

Topics	**Social Movement Case Studies**
Theories of social change	Anti-Apartheid Movement
Micro vs macro change	Civil Rights Strategies, Tactics and Legacy
Gradual change vs convulsive change	Anti-Human Trafficking
Social Science methodologies for studying social change	Racial Disparities in the Criminal Justice System
Social movements	US Immigration Reform

Media and Social Change

Law, Law Enforcement and systemic social change

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3.0 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE EXPECTATIONS:

1. Comprehensive reading of text and assigned materials.

2. Active participation in classroom discussions and activities.

3. Demonstration of the ability to apply foundational knowledge and principles to contemporary social circumstances.

4. Successful and timely completion of assignments, course projects and exams.

5. Faithful attendance as defined by the PLNU Attendance Policy.

COURSE ASSIGNMENTS AND SCHEDULE

1. SOCIAL MOVEMENTS COURSE PROJECT – 30%

For the Signature Assignment in the class, students from SOC4020 Social Change will develop a profile of a social movement designed to teach the rest of the class the possibilities and challenges associated with intentional attempts to bring about social and cultural change in the last 30 years.

Students will be able to select the social movement they choose to study, pending it is unique to the class and approved by the professor.

Project Priorities

- Theoretical analysis

- Quantitative and qualitative data (statistics and stories)

- Evidence of institutional and ethnographic causes and effects

- Analysis that includes micro and macro perspective

- Evaluation of the strengths, weakness, opportunities and threats to the movement

Project Components - APA FORMAT

1. Annotated Bibliography (20%)

- No fewer than 7 academically credible **sources** per group member, 15 minimum per group

    - academic = peer reviewed journal articles; academic press books; formal research reports, etc.)

    - at least three sources of solid research describing the movement

    - at least three sources of solid research critically evaluating the movement's outcomes

- No fewer than 3 key web-based digital sites (websites, blogs, vines, twitter feeds, Facebook pages, etc.) that are key to understanding the movement

- All annotations are required to be 4-6 sentences per entry; ½ summative, ½ evaluative. See the following guidelines on how to write summative and evaluative annotated entries: Annotated Bibliography Guidelines

2. Profile (5-8 pages; 30%)

    - Social/cultural history of what the movement is/was trying to address

        - Social history, sometimes described as the 'history of the people', or 'history from below', emerged as an alternative to conventional political history, both in terms of its objects of interest and its belief in deep-rooted economic and social factors as agents of historical change.[1] (Links to an external site.) No social movement arises in a vacuum. Give the social and historical context for the rise of the social movement you are profiling.

        - Your brief social/cultural history should be the narrative that accompanies the Timeline listed below.

    - Summary of key leadership and leadership dynamics. While in a stakeholder analysis you are often referencing groups as actors, who are the key personalities that one needs to know about to understand the movement? What roles did they play?

    - Timeline of key events, accomplishments, setbacks, etc. This timeline should be a graphic summary of your brief socio-cultural history of the movement. Use creative digital timeline tools.

3. Critical Analysis - (5-8 pages; 30%)

    - Citing theoretical frameworks and lessons learned from class, use the following tools to frame your critical analysis of the strengths, weaknesses, opportunities and threats that faced the movement you profile

        - Stakeholder Analysis/map: Use this Stakeholder Analysis Toolkit as a guide to do you own stakeholder analysis prior to your SWOT analysis

        - SWOT Analysis: Use this SWOT Analysis summary to frame your own analysis of your movement's strengths, weaknesses, opportunities and threats.

4. Video Presentation (20%)

   o A 10 minute online video presentation will serve to summarize and teach fellow students lessons learned about social change through your case study. Presentations will be peer-reviewed.

   o Multi-media is encouraged (Prezi, PowerPoint, short video clips, lecture, etc.)

   o Creativity is encouraged

2. ONLINE DISCUSSIONS AND ASSIGNMENTS – 40%

Online discussions and assignment will be critical for your learning in this course. Full participation will enhance your learning and the learning of your peers.

3. EXAMS (MIDTERM AND FINAL) – 20%

Two exams will help the professor know how students are engaging with course content and comprehending reading and assigned materials. Each exam will be a cumulative essay exam requiring both short and long essays. More specific guidance on exams will be given in class.

4. ATTENDANCE/PARTICIPATION – 10%

Education in our setting is strengthened by learning in community. It is important to show up for our Zoom sessions every week prepared for class, and to fully participate in our online discussions and assignments. Consistency is expected as your presence enhances the group learning environment, and the group enhances your learning. Your attendance/participation grade will be based on the quality and quantity of your participation over the entire course.   See the university attendance policy below.

REQUIRED TEXTS

Lewis, John (2018). March, Volume 1 (Links to an external site.). Marietta, GA: Top Shelf Productions.

Foot, Kirsten (2016). Collaborating Against Human Trafficking (Links to an external site.). Lanmah, MD: Rowman & Littlefield Publishers.

Noble, Trevor (2000). *Social Theory and Social Change* (Links to an external site.)*.* New York: Palgrave Macmillan.

Additional readings from various sources will be required throughout the semester as assigned. All reading except for the texts above will be available on the course eclass site.

ASSESSMENT AND GRADING

Course Requirements:

General requirements include:
1. Comprehensive reading and viewing of texts and assigned materials.
2. Active participation in online discussions and activities.
3. Demonstration of the ability to apply foundational knowledge and principles to contemporary social circumstances.
4. Successful and timely completion of assignments, course projects and exams.

Course Grading System:

Grade Determination

Online Discussions and Assignments		**400**	A	93 -100
Social Movement Course Project		**300**	A-	90 – 92.9
Annotated Bibliography	60		B+	87 – 89.9
Profile	90		B	83 – 86.9
Critical Analysis	90		B-	80 – 82.9
Digital Presentation	60		C+	77 – 79.9
Exams		**200**	C	73 – 76.9
Midterm	100		C-	70 – 72.9
Final	100		D+	67 – 69.9
Attendance/Participation		**100**	D	63 – 66.9
Total		**1000**	F	0 – 62.9

American Psychological Association Style (APA)

Academic writing is a disciplined way of writing designed to speak clearly and concisely to a community of scholars with an agreed upon style of writing. Disciplines differ in their writing conventions, and as you learn to speak and write from different perspectives, you learn the conventions of those perspectives. As practice in learning how to write using conventions unique to a particular discipline, publisher or employer, this course requires you to use the American Psychological Association's professional Style Guide. As with any publisher or employer that will require you to morph your writing

style to their conventions, be sure to use APA citation style in your lists of citations as well as in the body of your text.

[APA Style Guide (Links to an external site.)](#)

Late Policy

All assignments are expected to be turned in by the scheduled due dates for full credit. Assignments turned in after the due date will lose 10% per day after the assigned due date and time. Late days are counted in 24-hour periods. Submitting between 5:01pm on the due date and 5pm the next day is one day late, and so on.

You are given 3 self-granted extensions which you can use to give yourself extra time without penalty. You may use all three days on one assignment, or a day each on up to three separate assignments. Choose these extensions wisely, as

Instructor-granted extensions are only considered after all grace days are used and only given in highly exceptional situations. You will need to contact the professor in person if requesting this extra level of extension. Students often go to great lengths to meet deadlines and conserve self-granted extension days: pull all-nighters, ignore other classes, miss events they wanted to attend, work when feeling poorly, submit unpolished assignments, or even cancel key time with friends and family. It would not be respectful of their efforts to hand out extra days to students who were less committed to meeting deadlines or not as cautious in conserving grace days. If asking for an instructor-granted extension, you will be expected to legitimize how all of your grace days were used, and make a compelling case for additional accommodation beyond the grace days everyone else receives. We use this information to find an appropriate balance between providing relief to you and maintaining fairness to others.

Remember, late work handed in when you have run out of self-granted extensions is discounted 10 % per day late.

(ideas in this late policy borrowed from Stanford, [https://stanford.edu/class/ee365/late.html (Links to an external site.)](https://stanford.edu/class/ee365/late.html))

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State AuthorizationLinks to an external site.](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic PoliciesLinks to an external site.Links to an external site. for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu (Links to an external site.) (Links to an external site.) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or

face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic PoliciesLinks to an external site.Links to an external site. in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition
A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development Links to an external site.Links to an external site.

Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* Links to an external site.Links to an external site.information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.