	Department of Sociology, Social Work and Family Sciences **SOC4020 Social Change** **3 Units**
Fall 2025	

Meeting day: Thursday	**Instructor: Dr. Jamie Gates**
Meeting time: 3:00 -5:15pm	**Phone:** 619 849 2659
Meeting location: Rohr 112	**Email: jamiegates@pointloma.edu**
Final Exam: Dec 18, 3pm	**Drop-in location and hours:** Rohr Sociology 107, or via Zoom Tuesdays, 11am-12pm, Thursdays, 3-4pm or by appointment

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

PLNU's Department of Sociology, Social Work, and Family Sciences exists to nurture servant scholars who critically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

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

Theories of social change

Micro vs macro change

Gradual change vs convulsive change

Social Science methodologies for studying social change

Social movements

Social Movement Case Studies

Anti-Apartheid Movement in South Africa

Civil Rights Strategies, Tactics and Legacy

Abolition and anti-Human Trafficking

Criminal Justice Reform

Gun Rights and Gun Legislation

Movements For and Against Abortion

Migration and Immigration Systems

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.

REQUIRED TEXTS

Claiborne, Shand and Michael Martin (2019). Beating Guns: Hope for People Who Are Weary of Violence.Links to an external site. Ada, MI: Brazos Press.

Holland, Jennifer. (2020). Tiny You: A Western History of the Anti-Abortion MovementLinks to an external site.. Oakland, CA: University of California Press.

Gates, Jamie (In Process). San Diego's Movement to Counter Sex Trafficking: A Memoir. Los Angeles: Berry Powell Press

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 Canvas site.

COURSE ASSIGNMENTS

1. ATTENDANCE/PARTICIPATION

In university surveys, students by far prefer learning in community (even on Zoom) than in a fully digital mode. The general expectation is that everyone will attend and fully participate in the class sessions we have during the semester. Special accommodation can be made for those with extenuating circumstances, but all effort should be made to join us for these synchronous sessions. Full participation in the online components of the course is also expected, but the grade for that participation is captured in each of those assignments.

See the university attendance policy below.

2. ONLINE DISCUSSIONS AND ASSIGNMENTS

Online discussions and assignment will be critical for your learning in this course and for your preparation for in-class activities. Full and on-time participation will enhance your learning and the learning of your peers.

3. CLASS CO-FACILITATION

Students will work in randomly assigned groups to assist in the facilitation of the course material for their assigned week. Students will work in small groups to help co-facilitate two class sessions during the semester. Each Class Co-Facilitation Team will turn in a class co-facilitation plan and evidence of implementation for each time they co-facilitate.

4. SIGNATURE ASSIGNMENT - SOCIAL MOVEMENT PROJECT

A Signature Assignment is a complex course project that brings together multiple strands of learning content and styles to amplify the core lessons of the course. For the Signature Assignment in this class, students from SOC4020 Social Change will develop a profile, sociological analysis and presentation 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. Students are encouraged to choose something that they are deeply curious and/or passionate about. The movement must be clearly defined and must have a significant amount of social science research to support the project. If you're needing some inspiration, check out this long crowdsourced list of movements:
https://en.wikipedia.org/wiki/List_of_social_movementsLinks to an external site.

Project Priorities

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    - Project should demonstrate knowledge of sociological theory and analysis (the sociological imagination)
    - Project should include both quantitative and qualitative data (statistics and ethnographic data)
    - Analysis that includes micro and macro perspectives
    - Analysis should include a summary and evaluation of the contributions of the key stakeholders both for and against the movement
    - Analysis should include an evaluation of the strengths, weaknesses, opportunities and threats to the movement

- Presentation should be creative, interactive and concise, taking into consideration diverse learning styles.

Social Movement Project Components

1.

    1. Summary of a Movement to Profile
    2. Annotated Bibliography
        - No fewer than 15 academically credible **sources**
            - academic = peer reviewed journal articles; academic press books; empirical social science 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
        - In addition, 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 sources are to be annotated. 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 Download Annotated Bibliography Guidelines
        - APA Citation StyleLinks to an external site. is expected.
    3. Profile (6-8 pages)
        - 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.

4. Critical Analysis (4-6 pages)

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    - Use theoretical frameworks and lessons learned from class to sociologically analyze the movement you studied. Apply a sociological theory like Functionalism, Conflict Theory or Symbolic Interactionism (or others learned in class) to the subject and show how that theory explains the topic.

    - Analyze your topic using common sociological and anthropological themes such as gender, social class, race, ethnicity, structures and their functions, power dynamics, the social construction of symbolic interaction, etc.

    - Use the following tools to help guide your critical analysis of stakeholders involved in the movement, as well as the strengths, weaknesses, opportunities and threats that faced the movement you profiled

        - Use this Stakeholder Analysis Toolkit

as a guide to do your own stakeholder analysis prior to your SWOT analysis

- Use this SWOT Analysis

summary to frame your own analysis of your movement's strengths, weaknesses, opportunities and threats.

5. Final Social Movement Project Report (10-14 pages + Annotated Bibliography)
    0. Students will turn in the final written report for their project as a revised combination of the Profile, Critical Analysis and Annotated Bibliography, a final version tied together narratively with the structure of a research paper.

5. SOCIAL MOVEMENT PRESENTATION

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    - Each student will have 1/2 hour in class to present their findings, using quality pedagogical techniques to help the class learn important lessons about the sociology of change from the case study.
    - Each student will submit a Project Presentation Plan for feedback in advance of the presentations.
    - Multi-media is encouraged (Prezi, PowerPoint, short video clips, lecture, etc.)
    - Creativity and participatory pedagogies are encouraged.
    - Presentations will be peer-reviewed as part of the grade.

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:

Attendance/Participation	
Online Discussions and Assignments	
Class Co-Facilitation	
Class Co-Facilitation Plan 1	25
Class Co-Facilitation Implementation 1	7
Class Co-Facilitation Plan 2	25
Class Co-Facilitation Implementation 2	7
Social Movement Project	
Summary of a Movement to Profile	10
Annotated Bibliography	40
Profile	50
Critical Analysis	50
Final Social Movement Project Report	10
Social Movement Project Presentation	
Presentation Plan	25
Presentation	75
Total	

Grade %	**Determination**
A	93 -100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	63 – 66.9
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 GuideLinks 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.htmlLinks to an external site.)

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 Authorization 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 Policies. 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. 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 Policies. 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

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* .information.

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