Sociology 316: Survey of Social Change and Globalization (Online, ETH focus)

SYLLABUS

Fall 2016 (9/5/2016 – 12/20/2016) Instructor: Alexandra Springer, PhD

Class meeting time: Online (Mon.-Sat. no set times, but due dates!)

Office hours: Virtual Office hours via Zoom (see also detailed

instructions on how to join virtual office hours via your Android, PC, Mac etc.) and/or anytime per e-mail, or by

appointment

E-mail: <u>aspringe@hawaii.edu</u> (preferred way to contact me)

Course website: https://laulima.hawaii.edu/portal

additional information at http://aspringer.weebly.com

Virtual Office Hours

I will have virtual office hours via scheduled Zoom meetings. I will be in my Zoom room every Thursday from 1:00pm – 2:00pm (HI time). The name of the room is "Dr. Springer Virtual Office Hours"

Join from PC, Mac, Linux, iOS or Android: https://cccconfernow.zoom.us/j/174219178

Or iPhone one-tap (US Toll): 14086380968,174219178# or 16465588656,174219178#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 174 219 178

International numbers available: https://ccconfernow.zoom.us/zoomconference?m=Veo-

w0XrCQVYe4zqzgW1MwflF_S-ExVK

Online

This online course is similar to any traditional face-to-face course in some ways, yet different from it in others.

Difference: You do not have to find parking. If you own a computer at home, you can even stay in your pajamas while participating in class. You can choose your own seat and even bring a pillow if it makes you more comfortable. You can eat and drink during an online class and you can answer your cell phone. Best of all you can work late at night or early in the morning – anytime that is most convenient for you.

Similar: You still have to do all the readings and you do have to participate in class. It is not possible to hide in the back of the room in an online course. If you do not actively participate in the course, you will not pass this class.

Course Description

What does it mean to be "modern" or to live in the "developed" part of the world? This course explores the causes, processes, and consequences of social change with an emphasis on the social, economic, political and cultural dimensions of globalization. It surveys the shift from modernization theories to the conceptualization of globalization.

Student Learning Objectives

- 1) Acquire a basic knowledge of the theories, dimensions, sources and impacts of social change
- 2) Use a historical and comparative approach, focusing on national and international social changes to provide insights into the global changes occurring now
- 3) Strengthen clear and effective written communication skills
- 4) Strengthen critical thinking skills

E-Focus Hallmark

"This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments."

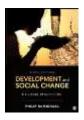
Readings

All of the readings will be from the required texts. You might receive additional small reading assignments (which will be posted on Laulima under "Modules"). Complete reading assignments **prior** to the weekly discussions. The first book by Alvin So will lay the foundation for the McMichael book in which multiple ethical issues will be addressed through weekly discussions and assignments.

Required Books



So, Alvin. 1990. Social Change and Development: Modernization, Dependency, and World-System Theories. London: Sage Publications.



McMichael, Philip. 2016. *Development and Social Change: A Global Perspective*. 6th Edition. Thousand Oaks, CA: Sage Publications, Inc.

Required Computer Software (all free downloads)

You may need some basic pieces of software installed on your personal PC, or available on the UH campus lab computers:

QuickTime for all videos in streamed format (http://www.apple.com/quicktime)
Any modern web browser (e.g. Firefox - http://www.mozilla.com/en-US/firefox/)
Adobe Flash Player (e.g. http://www.adobe.com/products/flashplayer/)

Course Components (Overview)

Discussions: You are expected to contribute well-thought-out questions and responses to the discussion list. You must contribute at least three times a week (see detailed information under *Discussions* below)

- 1) Assigned Readings: You should enter the discussions having read/viewed all the assigned material.
- 2) Assignments: There will be weekly assignments covering the topic for that week (see detailed information under Assignments below)

Grading (Summary)

Discussion Questions:

Answers to Discussion Questions:

Assignments:

Midterm:

Final Exam:

Total points possible:

56 points possible

120 points possible

20 points possible

30 points possible

282 points (=100%)

Grade	Percent	Grade	Percent
\mathbf{A} +	= 97-100	C+	= 77-79
\mathbf{A}	= 93-96	C	= 73-76
A-	= 90-92	C-	= 70-72
\mathbf{B} +	= 87-89	\mathbf{D} +	= 67-69
В	= 83-86	D	= 63-66
В-	= 80-82	D-	= 60-62
		\mathbf{F}	= < 59

Detailed Class Structure and Grading Procedures

Discussions

- This is a major part of the class. In Laulima under "Discussion and Private Messages" you will find the "Discussions" forum. When you click on this link you will see topics for every week of this semester corresponding to your weekly reading assignments.
- Every student is required to <u>raise one "critical thinking" question a week</u>, based on the readings. In addition, every student has to <u>reply to at least two "critical thinking"</u> <u>questions a week</u> posted by other students. This means every student is required to post at least three times a week, on at least two different days/dates of the week. (In a classroom this would look like this: during a week of class you ask one question and you address two questions raised by your classmates). You need to <u>post your "critical thinking question"</u> <u>by Wednesday</u> of each week in order to give you (and your classmates) enough time and flexibility to address the questions posted by others. If you don't post during a week you will lose the points for that week. There is no make-up discussion by over-participating the following week since the topic changes every week.
- It is not considered participating in a discussion when you "just post" comments at the end of the week. A discussion should be an extended, interactive communication between the instructor and all students throughout the week dealing with the particular topic of the week.
- I will provide you with an example of a "critical thinking" question and a few sample "responses" for which you would receive full credit. This will give you an idea about the expected quality of the questions and answers/responses.

Discussion Grading (the "Critical Thinking" Question)

The weekly discussion <u>question</u> will be graded according to this matrix.

HIGH <<<<<<			
4 points	3 points	2 points	1 point
The raised question	The raised question	The raised question	The raised question
highlights the crucial	highlights the crucial	highlights some	does not highlight
elements of the ideas	elements of the ideas	elements of the	the elements of the
and points of the	and points of the	ideas and points of	ideas and points of
readings as well as less	readings. The	the reading but	the readings.
obvious ones. The	question	missed major	The question does
question demonstrates	demonstrates that the	points. The	not demonstrate that
that the material has	material has been	question	the material has been
been read and thought	read and thought	demonstrates that	read and thought
about.	about.	the material has	about.
		been read and	
		thought about.	

There are fourteen (14) weeks to raise a question. Since you need to raise one (1) question a week, it is possible to earn a total of fifty-six (56) points for the "Critical Thinking" questions.

Discussion Grading (the "Answers/Responses" to your Classmates' Questions)

Your weekly (two) answers/responses will be graded according to this matrix.

HIGH <<<<< <<			
2 points	1.5 points	1 points	0 point
The answer fully	The answer	The answer addresses	The answer does
addresses the	addresses the	the question, but is	not address the
question and	question and	short and	question or/and
demonstrates	demonstrates	demonstrates very	reflects no or little
creative thought	thought about the	little thought about	thought of the
about the ideas of the	ideas of the	the ideas of the	ideas of the
readings	readings	readings	readings

There are fourteen (14) weeks to answer a question. Since you need to reply to two questions a week you can earn a possible of four (4) points a week, or fifty-six (56) points total for the 'answer/response' part.

Assignments (Ethical Focus)

Every Wednesday I will be posting an assignment question covering the readings (topics) for that week. The answer/response has to be 400 words or more and is due Saturday midnight (HI time). While you are allowed to 'chat' to others about the assignment question, I will not accept identical answers. You will find these assignments under <u>"Tests & Quizzes"</u> in Laulima

Please use this ethical decision-making framework below in order to analyze and deliberate upon contemporary ethical issues discussed in each week (adapted from https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/)

a. **Recognizing an Ethical Issue** (by raising the following questions)

- Could this decision or situation be damaging to someone or to some group?
- Is this issue about more than what is legal or what is most efficient? If so, how?

b. Getting the Facts:

- What are the relevant facts of the case?
- What facts are not known?
- Can I learn more about the situation?
- Do I know enough to make a decision?
- What individuals and groups have an important stake in the outcome?
- Are some concerns more important? Why?
- What are the options for acting?
- Have all the relevant persons and groups been consulted?

c. **Evaluating Alternative Actions** (by asking the following questions)

- Which option will produce the most good and do the least harm? (The Utilitarian Approach)
- Which option best respects the rights of all who have a stake? (The Rights Approach)
- Which option treats people equally or proportionately? (The Justice Approach)
- Which option best serves the community as a whole, not just some members? (The Common Good Approach)
- Which option leads me to act as the sort of person I want to be? (The Virtue Approach)

d. **Making a Decision and Testing It**: Considering all these approaches, which option best addresses the situation?

• If I told someone I respect which option I have chosen, what would they say?

e. Acting and Reflecting on the Outcome

- How could my decision be implemented with the greatest care and attention to the concerns of all stakeholders?
- How can I as an individual contribute to this outcome?

Grading – AssignmentsYour <u>assignments</u> will be graded according to this rubric

	HIGH <<<<<			
	10-8 points	7-5 points	4-2 points	1-0 points
Sociological ideas and critical thinking	The answer fully addresses the question and demonstrates creative thought about the ideas of the readings.	The answer addresses the question and demonstrates thought about the ideas of the readings.	The answer addresses the question, but demonstrates very little thought about the ideas of the readings.	The answer does not address the question or reflects no or little thought of the ideas of the readings; or no assignment submitted.
Identifies ethical issue(s)	Clearly identifies the inherent ethical choices and implications involved in a professional and/or contemporary situation. Specifies the decision-makers and stakeholders. Integrates clear descriptions of relevant ethical ambiguities/dilemmas into the overall analysis.	Identifies/names the inherent ethical choices and implications involved in the professional and/or contemporary situation. Clearly describes relevant ethical ambiguities/ dilemmas.	Identifies some of the professional and/or contemporary ethical issues or identifies what is legal/illegal or acceptable/unacceptable. Recognizes relevant ethical ambiguities/dilemmas but does not clearly describe them.	Does not identify the ethical issue(s) or realizes something is not "right" but does not clearly identify the professional and/or contemporary ethical issues at play. Sees issues mostly in "black and white" terms.
Deliberates responsibly using ethical tools, processes, and/or frameworks	Draws upon frameworks, principles, and/or code of ethics to develop pertinent arguments and/or positions. Develops and presents alternate arguments/ positions. Discusses and/or debates ethical issues with sensitivity to others' perspectives and the context while also defending own	Draws upon frameworks, principles, and/or code of ethics to develop pertinent arguments and/or positions. Debates and/or discusses ethical issues with sensitivity to others' points of view and different perspectives	Describes the frameworks, principles, and/or code of ethics that can be applied. Comfortable discussing ethical issues from own point of view, but may have difficulty seeing different points of view.	Unclear about the frame works, principles, and/or code of ethics to be applied, Fails to acknowledge multiple viewpoints or embraces contradictory viewpoints. May discuss ethical issues but unclear on own position and/or the effects of different perspectives
Forms sound ethical judgments	Makes a reasoned judgment that takes into account an array of arguments and perspectives. Evidence of a logical, systematic decisionmaking process.	Makes a judgment that considers and is sensitive to multiple perspectives Evidence of a logical, systematic decision- making process	Makes a judgment/ decision but may not take into account multiple perspectives. Partial or flawed use of a systematic decision- making process.	Does not specify a resolution or judgment or decision.

There are twelve (12) assignments. The maximum points you can earn are 120 points for this part of the course.

Midterm

At the end of week four, we will have the midterm (see schedule at the end of this syllabus). I will be posting a midterm question covering the readings (topics) for week 4. You can use any material (additional books if you like) to answer the question (with appropriate citations). The midterm answer/response has to be **500 words or more** and is due Saturday midnight (HI time). While you are allowed to 'chat' to others about the midterm question, I will not accept identical answers.

Grading – Midterm

Your <u>midterm</u> will be graded according to the same rubric as above (see Assignment grading), but will be worth more points.

HIGH <<<<<			
20-16 points	15-11 points	10-6 points	5 to 0 points

There is one (1) midterm. The maximum possible are twenty (20) points for this section.

Final

Our final exam is due in the last week (see schedule at the end of this syllabus). I will be posting a Final Exam question on 12/12/2016 covering the readings (topics) for the last week (from the book: McMichael Chapters 10). Again, you can use any additional material to answer the question, but your response needs to demonstrate that the course material has been read. The Final Exam answer/response has to be **750 words or more** and is due by **Saturday midnight** (12/17/2016; HI time). You have to take the final exam to be considered for a final grade.

Grading – Final Exam

Your <u>final exam</u> will be graded according to the rubric above (see Assignment grading), but will be worth more points.

HIGH <<<<<			
30-24 points	23-17 points	16-10 points	9-0 points

There is one (1) final exam. The maximum possible are thirty (30) points for this section.

Missed Assignments, Midterm and Final

Since you have multiple days to take/submit an assignment, the midterm, and an entire week for the final there is no reason to miss an assignment, the midterm, or the final. No make up exams are allowed. If you don't take the final exam you will not be considered for a passing grade.

This is an online class and I will not accept excuses that your computer did not work. Make sure you have access to another computer in case that yours 'acts up' in any way.

Policies

Kokua (Students with Disabilities)

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

Academic Integrity

You are expected to understand and comply with the University's Policy of Academic Integrity. The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. Violations of the Student Conduct Code may result in suspension or expulsion from UH, receiving a failing grade for the course or being referred to the UH Dean of Students for University disciplinary action. If you are unclear on what constitutes cheating or plagiarism please refer to the catalog or by visiting the website http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm.

Plagiarism

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code: Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

University of Hawai'i at Manoa Student Conduct Code (1992), p. 6

It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake" is not considered a valid excuse when it comes to plagiarism.

Schedule

Week	Торіс	Readings	Assignments /Exams
	Introduction		
1 (9/5-9/10)	Introduction to Social Change	So Alvin, Chapter 1	A#1 due 9/10
	The Modernization School		
2 (9/12-9/17)	The Modernization Perspective; The Classical and New Modernization Studies	So, Chapter 2, 3,4 Huntington (posted)	A#2 due 9/17
	The Dependency School		
3 (9/19-9/24)	The Dependency Perspective; The Classical and New Dependency Studies	So, Chapter 5, 6, 7	A#3 due9/24
	The World-System School		
4 (9/26-10/1)	The World-System Perspective; World-System Studies at the Global Level; World-System Studies at the National Level	So, Chapter 8, 9, 10	Midterm due 10/1
	Development: Theory and Reality		
5 (10/3-10/8)	Development: History, Politics, Theory	McMichael, Ch.1	A#4 due 10/8
	The Development Project (lt.1940s to early 1970s)		
6 (10/10-10/15)	Instituting the Development Project	McMichael, Ch.2	A#5 due 10/15
7 (10/17-10/22)	The Development Project: International Relations	McMichael, Ch.3	A#6 due 10/22
8 (10/24-10/29)	Globalizing Developments	McMichael, Ch.4	A#7 due 10/29
	The Globalization Project (1980s to 2000s)		
9 (10/31-11/5)	Instituting the Globalization Project	McMichael, Ch.5	A #8 due 11/5
10 (11/7-11/12)	The Globalization Project in Practice	McMichael, Ch. 6	A#9 due 11/12
11 (11/14-11/19)	Global Counter-movements	McMichael, Ch. 7	A#10 due 11/19
	Millennial Reckonings (2000s to Present)		
12 (11/21-11/26)	Thanksgiving Week	Relax ©	
13 (11/28-12/3)	The Globalization Project in Crisis	McMichael, Ch.8	A#11due 12/3
14 (12/5-12/10)	The Sustainability Project	McMichael,Ch.9	A#12 due 12/10
15 (12/12-12/17)	Rethinking Development	McMichael,Ch.10	Final Exam (due 12/17)

^{*}The instructor reserves the right to change the syllabus according to class need and progression.