

Sociology 316-211: Survey of Social Change and Globalization (Online, ETH focus)
SYLLABUS (CRN: 1035)
Fall 2017 (9/5 – 12/15/2017)
Instructor: Alexandra Springer, PhD

Class Information

Class meeting time	Online (Mon.-Sat. No set times, but due dates and deadlines!)
Office hours	Virtual Office hours via Zoom by appointment (see detailed instructions on how to join virtual office hours via your Android, PC, Mac etc.), and anytime per e-mail.
E-mail	aspringe@hawaii.edu (preferred way to contact me)
Course Website	https://laulima.hawaii.edu/portal

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Course Information

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.

Office Hours

Virtual Office Hours

I will have virtual office hours via scheduled Zoom meetings by appointment. 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://cccconfernow.zoom.us/join?m=Veow0XrCQVYe4zqzgW1MwflF_S-ExVK

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 Outcomes

- 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.”

Course Materials

Readings

All 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.

TECHNICAL REQUIREMENTS

To participate in this course, students should verify that they satisfy all minimum technical requirements before class begins.

Web Browser

Information Technology Services (ITS) recommends Firefox ESR (Extended Support Release) for use with Laulima. Currently, Internet Explorer and Microsoft Edge do not interact well with Laulima and are not recommended for submitting assignments, posting discussion posts, or taking tests.

Required Computer Software

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

Adobe Acrobat Reader <http://www.adobe.com/accessibility.html>

Adobe Flash Player <http://www.adobe.com/products/flashplayer/>

Laulima <https://laulima.hawaii.edu/portal>

Firefox ESR <https://www.mozilla.org/en-US/firefox/organizations/>

Apple QuickTime for Windows https://support.apple.com/kb/DL837?locale=en_US

Distance Learning at the University of Hawai'i resources

As noted on the [University of Hawai'i distance learning](#) website, distance learning is not for everyone. Students should have working knowledge of the computer and proficient online skills to be successful in a distance learning course. This includes the ability to perform basic computer operations, Internet skills such as accessing the web and using search engines, and the ability to use online communication tools such as email, discussion forums and chat.

If you want to test your ability to become a successful distance learning student, take the [Self Assessment Quiz](#).

If you are new to Laulima, begin by going to the [Laulima Student Help Section](#)

Check whether your computer meet the [Laulima technical requirements](#)

For additional information check out the [Online Learning Student Guide](#)

[Student Orientation to Laulima](#) - A brief introduction to basic concepts in Laulima

Student Tutorials - Presentations on specific tasks and tool usage in Laulima (in Flash, Powerpoint or html format)

Discussions

- This is a major part of the class. In Lulima 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 **raise one “critical thinking” question a week**, based on the readings. In addition, every student has to **reply to at least two “critical thinking” questions a week** 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 **post your “critical thinking question” by Wednesday** of each week to give you (and your classmates) enough time and flexibility to address the questions posted by others. Your original question should be in the 75-word range and your responses to classmates in the 50-word range.
- 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 topic(s) of the week. Your responses need to demonstrate that the material has been read and thought about. Furthermore, your question and your responses need to contribute to the quality of, and advance the weekly discussion.
- 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.

Missing Discussion Posts

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.

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 can ‘chat’ to others about the assignment question, I will not accept identical answers. You will find these assignments under **“Tests & Quizzes”** 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/>) In addition, I created and posted a video titled “Five Ways to Think Ethically” based on the criteria by the Markkula Center for Applied Ethics (posted in Modules).

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?

Course Components (SUMMARY)

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

Grading (SUMMARY)

The gradebook in Laulima is updated weekly and always available, thus allowing you to monitor your own grade throughout the course.

Discussion Questions:	60 points possible
Answers to Discussion Questions:	60 points possible
Assignments:	130 points possible
Midterm:	20 points possible
Final Exam:	30 points possible
Total points possible:	300 points (=100%)

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

Policies

NETIQUETTE

Netiquette is a set of guidelines for good behavior in an online environment. It is etiquette for the Internet, and knowing these social rules can help you have a more rewarding semester. The netiquette guidelines discussed here are ones that are especially important in our online classroom.

- **Participate.** Complete and submit the assignments and discussion posts on-time. Use proper punctuation and formatting (use spell check before submitting).
- **Remember the human:** This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion-board post. Do not write something that you would not feel comfortable saying in a traditional classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the ideas that have been presented. Be kind and understanding with your classmates to keep our environment positive and productive.
- **Don't shout.** TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don't do it. The same can be said of repeated exclamation marks!!!!!!!!!!

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

<i>Week</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments /Exams</i>
	<i>Introduction</i>		
1 (9/5-9/9)	Introduction to Social Change	Introduction; and So Alvin, Chapter 1	A#1 due 9/9
	<i>The Modernization School</i>		
2 (9/11-9/16)	The Modernization Perspective; The Classical and New Modernization Studies	So, Chapter 2, 3,4 Huntington (posted)	A#2 due 9/16
	<i>The Dependency School</i>		
3 (9/18-9/23)	The Dependency Perspective; The Classical and New Dependency Studies	So, Chapter 5, 6, 7	A#3 due 9/23
	<i>The World-System School</i>		
4 (9/25-9/30)	The World-System Perspective	So, Chapter 8	A#4 due 9/30
5 (10/2-10/7)	World-System Studies at the Global Level; World-System Studies at the National Level	So, Chapter 9, 10	Midterm due 10/7
	<i>Development: Theory and Reality</i>		
6 (10/9-10/14)	Development: Theory and Reality	McMichael, Ch.1	A#5 due 10/14
	<i>The Development Project (lt.1940s to early 1970s)</i>		
7 (10/16-10/21)	Instituting the Development Project	McMichael, Ch.2	A#6 due 10/21
8 (10/23-10/28)	The Development Project: International Framework	McMichael, Ch.3	A#7 due 10/28
9 (10/30-11/4)	Globalizing Developments	McMichael, Ch.4	A#8 due 11/4
	<i>The Globalization Project (1980s to 2000s)</i>		
10 (11/6-11/11)	Instituting the Globalization Project	McMichael, Ch.5	A #9 due 11/11
11 (11/13-11/18)	The Globalization Project in Practice	McMichael, Ch. 6	A#10 due 11/18
12 (11/20-11/25)	Global Counter-movements	McMichael, Ch. 7	A#11 due 11/25
	<i>Millennial Reckonings (2000s to Present)</i>		
13 (11/27-12/2)	The Globalization Project in Crisis	McMichael, Ch.8	A#12 due 12/2
14 (12/4-12/9)	The Sustainability Project	McMichael,Ch.9	A#13 due 12/9
15 (12/11-12/15)	Rethinking Development	McMichael,Ch.10	Final Exam (due 12/15)

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