$Sociology\ 316\text{-}211\text{: Survey of Social Change and Globalization (Online, ETH focus)}$

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 <u>aspringe@hawaii.edu</u> (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://ccconfernow.zoom.us/zoomconference?m=Veo-

w0XrCQVYe4zqzgW1MwflF 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 the 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 <u>University of Hawai'i distance learning</u> 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 <u>Self</u> Assessment Quiz.

If you are new to Laulima, begin by going to the Laulima Student Help Section

Check whether your computer meet the <u>Laulima technical requirements</u>

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)

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" 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" by Wednesday</u> 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, <u>and</u> 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.

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. The question | about. The question | the material has | about. The question |
| was posted on time. | was posted on time. | been read and | was not posted on |
| | | thought about. | time. |

There are fifteen (15) weeks to raise a question. Since you need to raise one (1) question a week, it is possible to earn a total of sixty (60) points for the "Critical Thinking" questions.

Discussion Grading (the Responses to your Classmates' Questions)

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

| HIGH <<<<< << Satisfaction>>>>>>>>>LOW | | | |
|--|------------------|----------------------|-----------------------|
| 2 points | 1.5 points | 1 points | 0 point |
| The answer fully | The answer | The answer | The answer does |
| addresses the question | addresses the | addresses the | not address the |
| and demonstrates | question and | question, but is | question or/and |
| creative thought about | demonstrates | short and | reflects no or little |
| the ideas of the | thought about | demonstrates very | thought of the |
| readings. The response | the ideas of the | little thought about | ideas of the |
| advances the discussion | readings | the ideas of the | readings |
| and contributes to the | | readings | |
| quality of the discussion | | | |

There are fifteen (15) 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 sixty (60) 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 can '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/) 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?

Grading – Assignments

Your <u>assignments</u> will be graded according to this rubric

| | HIGH <<<<<< | | | |
|---|--|--------------------------------|---|--------------------------------------|
| | 10-8 points | 7-5 points | 4-2 points | 1-0 points |
| | The answer fully addresses the | The answer addresses | The answer addresses | The answer does not |
| cal | question and demonstrates | the question and | the question, but | address the question or |
| ogio nd | creative thought about the | demonstrates thought | demonstrates very little | reflects no or little |
| iolc s a cal kin | ideas of the readings. | about the ideas of the | thought about the ideas | thought of the ideas of |
| Sociological ideas and critical thinking | | readings. | of the readings. | the readings; or no |
| T C 2. N | | | | assignment submitted. |
| | Clearly identifies the inherent | Identifies/names the | Identifies some of the | Does not identify the |
| <u>~</u> | ethical choices and | inherent ethical | professional and/or | ethical issue(s) or |
| ie(s | implications involved in a | choices and | contemporary ethical | realizes something is |
| nss | professional and/or | implications involved | issues or identifies what | not "right" but does |
| al i | contemporary situation. | in the professional | is legal/illegal or | not clearly identify the |
| hic | Specifies the decision-makers | and/or contemporary | acceptable/unacceptable. | professional and/or |
| etl | and stakeholders. | situation. | Recognizes relevant | contemporary ethical |
| fies | Integrates clear descriptions of | Clearly describes | ethical ambiguities/ | issues at play. Sees |
| ntij | relevant ethical ambiguities/ | relevant ethical | dilemmas but does not | issues mostly in "black |
| Identifies ethical issue(s) | dilemmas into the overall | ambiguities/ | clearly describe them. | and white" terms. |
| | analysis. | dilemmas. | D 11 11 | TT 1 11 |
| cal ks | Draws upon frameworks, | Draws upon | Describes the | Unclear about the |
| thic /or | principles, and/or code of ethics to develop pertinent | frameworks, principles, and/or | frameworks, principles, and/or code of ethics | frame works, principles, and/or code |
| g e | arguments and/or positions. | code of ethics to | that can be applied. | of ethics to be applied, |
| sin | Develops and presents | develop pertinent | Comfortable discussing | Fails to acknowledge |
| y u or f | alternate arguments/ positions. | arguments and/or | ethical issues from own | multiple viewpoints or |
| ibl). | Discusses and/or debates | positions. | point of view, but may | embraces |
| ons | ethical issues with sensitivity | Debates and/or | have difficulty seeing | contradictory |
| spc ses, | to others' perspectives and the | discusses ethical | different points of view. | viewpoints. May |
| s re | context while also defending | issues with sensitivity | different points of view. | discuss ethical issues |
| Deliberates responsibly using ethical tools, processes, and/or frameworks | own | to others' points of | | but unclear on own |
| ers | OWII | view and different | | position and/or the |
| elil | | perspectives | | effects of different |
| D 5 | | perspectives | | perspectives |
| | Makes a reasoned judgment | Makes a judgment | Makes a judgment/ | Does not specify a |
| | that takes into account an | that considers and is | decision but may not | resolution or judgment |
| pui | array of arguments and | sensitive to multiple | take into account | or decision. |
| Forms sound ethical judgments | perspectives. | perspectives | multiple perspectives. | |
| ns : | Evidence of a logical, | Evidence of a logical, | Partial or flawed use of | |
| Forms ethical judgme | systematic decision-making | systematic decision- | a systematic decision- | |
| E e | process. | making process | making process. | |

There are thirteen (13) assignments. The maximum points you can earn are 130 points for this part of the course.

Midterm

At the end of week five, 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 5. You can use any material (additional books if you like) to answer the question (with appropriate citations). The midterm answer/response has to be <u>500 words or more</u> 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 <>>>>>>>>>LOW | | | | |
|--------------------|--------------|-------------|---------------|--|
| 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 Exam

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 11/11/2017 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 **Friday midnight** (12/15/2017; 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 Exam

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 any of them. 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.

Course Components (SUMMARY)

- 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:

Answers to Discussion Questions:

Assignments:

Midterm:

Final Exam:

Total points possible:

60 points possible
130 points possible
20 points possible
30 points possible
300 points (=100%)

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

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

| Week | Торіс | Readings | Assignments /Exams |
|---------------------|---|---|------------------------|
| | Introduction | | |
| 1 (9/5-9/9) | Introduction to Social Change | Introduction; and So Alvin, Chapter 1 | A#1 due 9/9 |
| | The Modernization School | | |
| 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 |
| | The Dependency School | | |
| 3 (9/18-9/23) | The Dependency Perspective; The Classical and New Dependency Studies | So, Chapter 5, 6, 7 | A#3 due 9/23 |
| | The World-System School | | |
| 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 |
| | Development: Theory and Reality | | |
| 6 (10/9-10/14) | Development: Theory and Reality | McMichael, Ch.1 | A#5 due 10/14 |
| | The Development Project (lt.1940s to | early 1970s) | |
| 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 |
| | The Globalization Project (1980s to 2000s) | | |
| 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 |
| | Millennial Reckonings (2000s to Present) | | |
| 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.