

Sociology 316: Survey of Social Change and Globalization (Online, ETH focus)
SYLLABUS
Summer 2017 (6/5/2017 – 8/11/2017)
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: aspringe@hawaii.edu (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 Monday from 10:00am – 11:00am (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://cccconfernow.zoom.us/join?m=Veow0XrCQVYe4zqzgW1MwflF_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.”

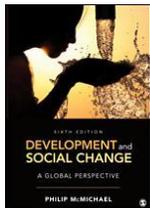
Readings

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. 2017. *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)

- 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* below)
- 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* below)

Grading (Summary)

| | |
|----------------------------------|---------------------------|
| Discussion Questions: | 40 points possible |
| Answers to Discussion Questions: | 40 points possible |
| Assignments: | 80 points possible |
| Midterm: | 20 points possible |
| Final Exam: | 30 points possible |
| Total points possible: | 210 points (=100%) |

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

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 **"Tests & Quizzes"** in Lulima

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?

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

| <i>Week</i> | <i>Topic</i> | <i>Readings</i> | <i>Assignments /Exams</i> |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------|
| <i>Introduction</i> | | | |
| 1 (6/5-6/10) | Introduction to Social Change | So Alvin, Chapter 1 | A#1 due 6/10 |
| <i>The Modernization School</i> | | | |
| 2 (6/12-6/17) | The Modernization Perspective; The Classical and New Modernization Studies | So, Chapter 2, 3,4 Huntington (posted) | A#2 due 6/17 |
| <i>The Dependency School</i> | | | |
| 3 (6/19-6/24) | The Dependency Perspective; The Classical and New Dependency Studies | So, Chapter 5, 6, 7 | A#3 due 6/24 |
| <i>The World-System School</i> | | | |
| 4 (6/26-7/1) | 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 7/1 |
| <i>Development: Theory and Reality</i> | | | |
| 5 (7/3-7/8) | Development: History, Politics, Theory | McMichael, Ch. 1 | A#4 due 7/8 |
| | <i>The Development Project (lt.1940s to early 1970s)</i> | | |
| | Instituting the Development Project | McMichael, Ch.2 | |
| 6 (7/10-7/15) | The Development Project: International Relations; Globalizing Developments | McMichael, Ch.3, 4 | A#5 due 7/15 |
| <i>The Globalization Project (1980s to 2000s)</i> | | | |
| 7 (7/17-7/22) | Institution the Globalization Project | McMichael, Ch.5 | A #6 due 7/22 |
| 8 (7/24-7/29) | The Globalization Project in Practice; Global Countermovements | McMichael, Ch. 6, 7 | A#7 due 7/29 |
| <i>Millennial Reckonings (2000s to Present)</i> | | | |
| 9 (7/31-8/5) | The Globalization Project in Crisis | McMichael, Ch.8 | A#8 due 8/5 |
| 10 (8/7-8/11) | The Sustainability Project; Rethinking Development | McMichael, Ch.9,10 | Final Exam (due Friday 8/11) |

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