



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

Academic Unit TDSSSFD Department Sociology

Subject SOC Number 352 Title Social Change Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) NO

Is this a shared course? (choose one) If so, list all academic units offering this course NO
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Lisa Grey Whitaker Phone (480) 219 - 3540

Mail code _____ E-mail: Lisa.Whitaker@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): _____ Date: _____

Chair/Director (Signature): _____



Course	Title	Units	GeneralStudies
SOC 352	<p data-bbox="342 264 435 302">Social Change</p> <p data-bbox="342 302 854 340">Patterns of social change, resistance to change, and change-producing agencies and processes.</p> <p data-bbox="342 340 751 378">Allow multiple enrollments: No Primary course component: Lecture</p> <p data-bbox="342 378 729 415">Repeatable for credit: No Grading method: Student Option</p> <p data-bbox="342 415 415 453">Offered by:</p> <p data-bbox="342 453 846 491">New College of Interdisciplinary Arts and Sciences – School of Social and Behavioral Sciences</p> <p data-bbox="342 491 800 529">College of Liberal Arts and Sciences – Sanford School of Social and Family Dynamics</p> <p data-bbox="342 529 699 548">College of Letters and Sciences – College of Letters and Sciences</p>	3	SB & G & H

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>Course Syllabus Textbook TOC. Part 4: "Global Change" In addition to the required textbook, beginning in Fall 2015, students will be required to subscribe to the online version of Foreign Policy Magazine.</p>
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	<p>Textbook TOC, see Chapter 9: pp200-222: "Successful & Failed Revolutions in a Contemporary Context, Collapse of the Communist System. Additionally students are required to apply social change concepts and theories from the text to current global events in class discussions and in their group projects.. Groups this semester are applying textbook concepts and theories to events in Syria, Rwanda, China, etc. Groups are also researching the history of the Israeli-Palestine conflict and using textbook concepts and theories to discuss the impact of ongoing events on West Bank communities and the surrounding territory. Two groups are focusing on the impact of ISIS', Houthis' and other terrorist groups' activities in the Middle East , France, England, etc. and the impact of those activities on the peoples/cultures within the locals where they operate. In Ch.9 of the textbook, social change strategies are conceptualized. In their presentations to the class, groupss use those concepts to explain the terrorist groups' recruitment and terrorist activities and the impact of those activities in the locales where they operate.</p>
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Global Awareness [G]

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<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	<p>Course Outline" section of Syllabus, p.22, articles under Week 7 heading, re: treatment of women in Islamic culture, Torture of children in Syria by terrorists, reaction to these in U.S., & other Western Countries; impact on Western cultures - From Foreign Policy Magazine online</p>

Course Prefix	Number	Title	Designation
SOC	352	Social Change	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a. In-depth area studies	Via course readings and class discussion of these we cover specific military and cultural revolutions in Nicaragua, Sudan, Iran, Russia, China, Israel, Syria, etc..	Textbook TOC, see Chapter 9: pp200-222: "Successful & Failed Revolutions in a Contemporary Context, Collapse of the Communist System. Also see below.
2d: study of cultural significance of a non-US-centered global issue	Via course readings and class discussion we cover events in the Middle East and their impact on Western Cultures as well as on the people living in the locales where the events are taking place.	Students are required to apply social change concepts and theories from the text to current global events in class discussions and in their group projects.. Groups this semester are applying textbook concepts and theories to events in Syria, Rwanda, China, etc. Groups are also researching the history of the Israeli-Palestine conflict and using textbook concepts and theories to discuss the impact of ongoing events on West Bank communities and the surrounding territory. Two groups are focusing on the impact of ISIS', Houthis' and other terrorist groups' activities in the Middle East, France, England, etc. and the impact of those activities on the peoples/cultures within the locales where they operate. In Ch.9 of the textbook, social change strategies are conceptualized. In their presentations to the class, groups use those concepts to explain the terrorist groups' recruitment and terrorist activities and the impact of those activities in the locales where they operate.

SOC 352 – Social Change – Spring 2015 – SLN 13720
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SOC 352 – Social Change – Spring 2015 – SLN 13720
MW 3-4:15 PM, CDN 60

Introduction:

Welcome to SOC 352! I hope you will find the course material both interesting and applicable to your life. One of the most important factors affecting your success in this course is the degree to which you familiarize yourself with the course syllabus. I urge you to do this as quickly as possible.

Please note that the syllabus is a contract between you and me. It states (a) what I will do, as the course instructor, (b) what the TA will do, (c) what you must do, as a student enrolled in the course and (d) the policies and timetable to which all of us must adhere.

We look forward to working with you this semester!

Course Staff:

Name	Title	Important Information	Email
Lisa Whitaker	Instructor	Office: Cowden 202 Hours: Tues 10:45-11:45, Weds 1:45-2:45	Lisa.Whitaker@asu.edu
Tracy Crawford	TA	Records students' in-class participation, Grades pop quizzes & posts scores Posts EC points if applicable	Tracy.L.Crawford@asu.edu

Abbreviations used in this syllabus & course-in-general:

BB = Blackboard

RLDB = Respondus Lockdown Browser

SOL= Student Out of Luck

ASAP = As Soon As Possible

EC = Extra Credit

Required Materials:

- Textbook: *Exploring Social Change: America and the World*, fifth OR sixth edition, by Charles L. Harper & Kevin T. Leight
- A computer with downloading capability and sufficient RAM (Random Access Memory) to enable you to take the online tests and watch the course videos in Blackboard. You should also have second, 'backup' computer available, which you can use in case your primary computer malfunctions.
- A **hard-wired**, high-speed internet connection with anti-virus software installed and operating. Non-stable and/or slow internet connections will not excuse failures to watch the required online videos or time overages during testing.
- A **functioning ASU email account** from which you can send and receive emails.

Links to informational articles for students:

Blackboard help for students

<http://asu.force.com/kb/articles/Informational/Blackboard-Help-for-Students/>

Blackboard test-survival guide:

<http://asu.force.com/kb/articles/Informational/Blackboard-Test-Survival-Guide/>

Undergraduate academic advising:

<http://asu.force.com/kb/articles/FAQ/How-do-I-schedule-an-appointment-with-an-undergraduate-academic-advisor/>

ASU Email guide:

<http://asu.force.com/kb/articles/Informational/ASU-Email-Guide/>

ASU wireless network:

http://asu.force.com/kb/articles/How_To/How-to-Connect-to-ASU-s-Network/

Technical Support

In the event you have a technical problem with Blackboard or the Respondus Lockdown Browser, it is your responsibility to take the initiative to contact the appropriate Tech Support personnel and get the problem remedied.

Tech Studio staff members are available Monday-Friday from 9 AM – 5 PM for phone, email and in-person assistance. Their office is located in the Computing Commons, CPCOM 140. Their phone number is (480) 965-2843.

This link will take you to articles to assist students with using specific Blackboard features:

<http://asu.force.com/kb/articles/Informational/Blackboard-Help-for-Students/>

Or, you can call 1-855-278-5080 for assistance with Blackboard by phone.

What's needed to succeed in this course:

To succeed in this course you must:

- Thoroughly familiarize yourself with the course syllabus
- Do the assigned reading and video-watching on schedule as noted in the “Course Outline” section of this syllabus, in order to be prepared for each class meeting.
- Attend class regularly, participate regularly in class discussions and pay attention to what Dr. Whitaker and/or the TA is saying when one of them is speaking
- Check your asu.edu email account and Blackboard “Announcements” **DAILY** for any important course updates - schedule changes, etc.
- **Take tests during their ORIGINAL intervals**
- If you score poorly on a test, take the initiative to ask Dr. Whitaker or your TA for suggestions on how you can improve your performance
- Take screen shots of your test scores in My Grades. Save these to your computer and keep them until the semester is over.
- Take the initiative to contact the appropriate technical support personnel immediately if you have any technical problems, so that you can get those problems resolved ASAP

Course Set-up

Course Content:

This course covers theories of social change and real-life examples of social change, both locally (in American society) and globally. As is easily seen in today's world, social change often involves strife and/or violence. Social change is rarely a G or PG-rated process. Consequently this course is not G or PG-rated, either. Some topics we cover are controversial. Some course readings and videos contain sexuality, profanity, violence and/or other manifestations of unpleasantness. I chose the materials we will be using because they do a good job of illustrating social change concepts and dynamics discussed in the text and because they pertain to current global events. If you are unwilling to study R-rated materials and/or entertain viewpoints on issues that differ from your own, I urge you to drop this course. I will not offer alternative assignments or activities to students who choose to remain in the course but decline to ingest course materials because they find them objectionable.

Course Format:

During class meetings we will discuss the readings and videos, as well as other material I present in class. We will use examples of events in our (yours, mine) lives as well as current world events, to show how the theories are relevant in today's world.

Course Objectives: Benefits you will derive from completing this course's requirements:

- You will become more knowledgeable about social change processes
- You will see how social change theories apply to world events and to everyday life
- You will develop and/or augment your critical thinking skills
- You will develop and/or augment your public speaking skills

Course Organization:

Weeks 1-14 of this course run from 12:00:01 PM Monday of Date X to 12:00:00 PM the *following* Monday. Week 15 of the course runs from 12:00:01 PM Monday 4/27 to 5:00:00 PM Friday 5/1. Please note that I do not count Spring Break Week, covering Monday 3/9 through Friday 3/13, as one of the numbered weeks.

What you should know about me as an Instructor:

I am a nice person and a fair teacher. That said, you should understand that “nice person” does not mean “pushover”. I am a real stickler for following the rules. I actually follow all my course policies. I almost never make exceptions to the due dates and deadlines I’ve established in this syllabus. I almost never give students extensions of time to complete coursework. Therefore, you should not take this course if you are unable to keep up with a normal college-coursework schedule because: (1) you have ongoing melodrama, tragedy and/or crises in your life, (2) your life is boiling over with *other* responsibilities, in addition to schoolwork, or (3) your relatives tend to die at the end of college semesters.

I mention this last point because in the final weeks of each semester, my colleagues and I receive an alarming number of emails from students; advising they could not complete this or that course requirement because their grandmothers, aunts and/or other extended-family members have abruptly died. In fact there is such an epidemic of dead grandmothers toward the end of each semester that I have seriously considered putting a warning notice in my course syllabi about how enrollment in my courses places grandmothers at-risk. Please see the “Deaths in the Family” section of this syllabus for my policies on this matter.

I became a sociologist because I was fascinated by observing people interact with each other in everyday life. In particular I was fascinated by the nonverbal portion of our communication with each other. When I was a junior at ASU (yes, I was an undergraduate here myself, back when dirt was new), one of my SOC professors turned me onto phenomenology. Phenomenology applied to sociology, says: “Take the saying, ‘Beauty is in the eye of the beholder’ and apply it to everything in the world.” What this suggests for sociology is that there is no “Reality” ‘out there’, external to us. Rather, ‘reality’ is in our individual minds and in the social reality that we create together, via our interactions with other humans.

This semester I am teaching this course on Monday and Wednesday afternoons, three in-person courses on Tuesday afternoons and one fully-online course. I also have to attend various meetings, which tend to take in the afternoon. Thus I will be online at different times, depending on my schedule each day. I am typically not online after 5 PM on any day. Thus, if you need immediate assistance during the evening or nighttime hours, your best bet is to email your TA. If you email me after 5 PM, you will get a response from me the following morning.

This academic year I am “Presiding Officer” of the CLAS (College of Liberal Arts and Sciences) Senate. This position requires me to attend/lead one meeting of the CLAS Senate per month. These meetings always take place on Mondays starting at 3:15 PM. Consequently, we will not have class on one Monday each month and will only meet on Wednesdays of those weeks. Instead, you will have an online assignment consisting of posting in a Discussion Forum in Blackboard. See the “Course Outline” section of this syllabus to see which Mondays we will not meet.

Course Policies and Procedures

Emails:

- Your personal email account(s) will not work for this course. *Your TA and I will only respond to emails originating from your asu.edu email account. Emails sent from any other email account will not get a reply.*
- To email Dr. Whitaker or your TA, use the email address for him/her given in the table on p.3 of this syllabus. Remember to put "SOC 483" in the subject line of your email.
- You must be courteous and respectful in the tone and content of your emails to us (your TA and me), as we will be in our emails to you. You must email us using proper forms of address and compose your messages in complete sentences. I consider my courses to be business/professional settings. It is important for your future success, both professionally and personally, to learn proper forms of communication in a business/professional setting. Therefore, *you must begin your emails to me by addressing me as "Dr. Whitaker" (e.g. "Dear Dr. Whitaker" or "Hi Dr. Whitaker") and end them with an appropriate closing salutation plus your first and last names (e.g. "Sincerely, Mary Smith" or "Thank you, John Jones"). If you do not include both a greeting and a closing of the types noted here, I will not respond to your email.* I will also not respond to emails containing sentence fragments/text-messaging language, or to emails that are rude, abusive, sarcastic, haughty and demanding, threatening or inappropriately informal.
- Students frequently email us at the beginning AND toward the end of the semester with questions that this syllabus, itself, answers. If you email us a question and do not get a response within 24 hours, that means the syllabus contains the answer to your question.
- If you email us on a school holiday, you *may* not get a response until classes resume after the holiday in question.
- If you email us between 8 AM Monday and Noon on Friday, you can expect a response within 24 hours, but perhaps not before then. If you email us Friday after 12 Noon or during the weekend, you may not receive a response until the following Monday morning.

Preparing for Class

It is important that you come to class having read/watched the materials assigned for the day in question, and prepared to discuss them as we go through the related outlines. It isn't fair to the students who do keep up with the reading, etc. to have other students come to class not having done the reading, etc. and just take notes on what the rest of us say.

If it appears to me that no one has done a particular assigned reading or watched a particular assigned video, or if it appears to me that only a few students have done their job as students for that day, we will simply skip any discussion of that item and proceed to the next item on the day's agenda.

We may not always have time to discuss all the materials that we are scheduled to discuss each day. Given this fact, I wanted to make sure everyone understands the following: Even if we don't have a chance to discuss a particular reading or video on the day we are scheduled to discuss it, you are still responsible for that material on the related exam.

Classroom Conduct

You must conduct yourself with maturity during class. Acting in a mature way entails following conventions of common courtesy, including:

- Arriving to class on time and staying until I formally end the class for the day.
- Turning cell phones off
- Paying attention to the person who is speaking, not interrupting a speaker, not engaging in side conversations, etc.
- Treating me, the TA and each other, as well as our assorted opinions, with respect
- Not engaging in any behavior that might be distracting to other students or the instructor (e.g., chatting, reading a newspaper, text messaging, playing on computer, sleeping)

It's important to understand that students do not have an unqualified right of access to university grounds, property and/or services. If you choose to disrupt class on a given day, I may dismiss you from class; rendering you ineligible to earn any participation points that day. Moreover, I can have you withdrawn from the course with a mark of "W" or "E" if you repeatedly speak or act in a way that disrupts class lectures, discussions and/or other activities.

As an ASU student, you should be familiar with all university policies related to student conduct. Information about students' rights and responsibilities can be found at this site:

<http://students.asu.edu/srr/code> . Information about what constitutes disruptive behavior in the eyes of the university can be found here: <http://www.asu.edu/studentaffairs/safety/definitions.html>

Deaths in the Family

If your parent, sibling, child, spouse or significant other dies during the semester and (1) you notify me of this death *within seven days of the date of the death* and (2) you provide documentation *that I deem adequate* to prove the fact and timing of his/her death, I will give you additional time to complete coursework that is due within the two weeks (14 days) that follow the date of the death. To provide this documentation you will need to either leave it with our department receptionist in SS 144 on the Tempe campus or fax it to my attention at this fax number: (480) 965-6779. If you fail to meet conditions (1) and/or (2) above, I will not give you any extra time to complete your coursework.

If your (great) grandparent, (great) aunt, (great) uncle, (great) niece, (great) nephew or one of your in-laws (parent-in-law, sibling-in-law or child-in-law) dies, you will not get an extension of time to complete upcoming assignments. If you expect the death of a member of this latter group this semester and moreover, expect you will be so broken up about his/her death that you will be unable to do coursework, you should not take this course this semester.

Illness, injury and/or other forms of incapacitation

If you become injured, ill or otherwise so incapacitated that you cannot do any schoolwork, in order to get extra time to complete coursework you must (1) notify me of this illness/injury within seven days of the date you became incapacitated and (2) provide documentation from your doctor *that I deem adequate* on his/her letterhead stationery; stating that you are injured/too ill to do schoolwork between X and Y dates. The doctor's note must include the date you became incapacitated and the date you can resume your schoolwork. To provide this documentation you will need to either leave it with our department receptionist in SS 144 on the Tempe campus or fax it to my attention at this fax number: (480) 965-6779. Once I contact your doctor's office and confirm the authenticity of your documentation, I will create a schedule for you to make up the work you have missed.

Requests for Incompletes

I do not give Incompletes. If you stay in this course beyond the April 5 withdrawal deadline, then as of May 1, you will have completed the course and you will get a letter grade.

Medical/Compassionate Withdrawals

Students who experience significant emotional/personal crises or physical health problems during the semester may qualify for a “compassionate” or “medical” withdrawal from their courses. Such withdrawals must be applied for by contacting the College of Liberal Arts and Sciences. For further information about this withdrawal option, go to:

<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>

Time Zone Differences

All due dates and deadlines in this course are in conjunction with Mountain Standard Time (MST). Because Arizona, except for the Navajo Nation lands, does not participate in Daylight Savings Time, Arizona remains on Mountain *Standard* Time when the other states in the Mountain Zone move to Mountain *Daylight* Time. Thus from the second Sunday in March until the first Sunday in November, it is one hour earlier in most of Arizona, including the Phoenix Metropolitan Area, than it is in other states within the Mountain Time Zone. If you reside or travel outside of the Phoenix Metro Area of Arizona while taking this course, you are responsible for taking into consideration any applicable time-zone differences and making the adjustments necessary to complete your assignments and test-taking on-schedule, according to MST.

Important Deadlines

- Last Day to Drop/Add – January 18
- Last Day to Apply for Graduation – February 16
- Last Day to Withdraw from this Course – April 5
- Last Day to Withdraw from all your courses this semester – May 1

Accommodation of Students with Disabilities

For disability accommodation, contact ASU's Disability Resource Center (DRC) at <http://www.asu.edu/studentaffairs/ed/drc> to establish your eligibility and make sure they can provide you with the services you will need for this course. Accommodation will begin AFTER I receive confirmation of your eligibility from your DRC coordinator.

Academic Integrity/Dishonesty

ASU's Academic Integrity policy (<http://provost.asu.edu/academicintegrity/policy>) holds students to a code of conduct that defines academic dishonesty to include cheating, plagiarism, academic deceit, falsifying records, and inappropriate collaboration. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. To increase student awareness of these issues, students are required to read the Sanford School's Academic Integrity PowerPoint and to take the accompanying Academic Integrity quiz.

Grading:

General Grading Policies:

- Even if Blackboard says otherwise, there are 400 points possible in this course.
- Your final grade in this course will be determined using the grading scale given in this syllabus. [Your semester point total, divided by 400, equals ____% and thereby a specific letter grade, as indicated in the “Grading Scale” table in this syllabus.]
- I do not curve grades, do not ‘round up’ and do not drop your lowest test score.
- You should take screen shots of your test scores and participation points in My Grades. Save these to your computer and keep them until the semester is over. If there is ever a question about your fulfillment of some course obligation, these screen shots will be your proof-of-completion. The burden of proof is on you in such situations. Absent such proof, you may get a zero for the course component in question.

Extra Credit

- Extra credit may, OR may not, be offered during the semester. If it is offered, it will be offered to the entire class via a Blackboard “Announcement”. Beyond what is offered to the entire class, no additional extra credit will be offered to individual students.
- If extra credit is offered, it *may* take the form of an opportunity to participate in a survey research project conducted by ASU faculty members and/or graduate students. In the event this occurs, once the survey closes, the individual conducting the research will email me a list of the names of students in this class who have participated in his/her survey. It is your responsibility to provide the information requested at the end of the survey, in order to identify you as a participant. If your name is not on the list the investigator gives me, you will not get the EC points.
- If extra credit is offered, once the points students earn for the EC activity are posted in My Grades, I will place an Announcement in the course to let you know this. Once that Announcement is posted, check My Grades to verify your EC points are there. If your points are not showing in My Grades, notify me immediately by emailing me directly. Your deadline for notifying me is Noon Friday, May 1 (last day of Session C classes).

Point Breakdown of Course Elements:

Course Component:	Point Value	Approx. % of Grade
Academic Integrity Quiz	15	3.75
Syllabus Exam	35	8.75
Exams 1-5	250 (5 @ 50 each)	62.50
Pop Quizzes 1-3	30 (3 @ 10 each)	7.50
Presentation Quiz	20 (10 Q's @ 2 pts each)	5.00
In-class Participation	50 (5 @ 10 each)	12.50
TOTAL	400 points	100.00

Grading Scale:

Grade	Meaning of Grade	Points Needed	Percentile	Value
A+	Exceptional	≥ 392	98 – 100	4.33
A	Wicked-good	376 – 391	94 – 97	4.00
A-	Laudable	360 – 375	90 – 93	3.67
B+	Commendable	352 – 359	88 – 89	3.33
B	Nicely Done	336 – 351	84 – 87	3.00
B-	Better than Average	320 – 335	80 – 83	2.67
C+	Above 300-level	312 – 319	78 – 79	2.33
C	At 300-level	280 – 311	70 – 77	2.00
D	Just Barely Passing	240 – 279	60 – 69	1.00
E	Failing	≤239	≤59	0.00

In-Class Participation

Participation Intervals:

Class will meet 22 times over the course of the semester. You are *required* to participate in class discussions on at least five *separate* class meeting dates. More specifically, you are required to participate as follows:

- You must participate in class discussion on at least one class meeting date out of the **five** dates we meet between 1/14 – 2/2, inclusive (Participation Interval 1).
- You must participate in class discussion on at least on at least one class meeting date out of the **five** dates we meet between 2/4 – 2/23, inclusive (Participation Interval 2)
- You must participate in class discussion on at least on at least one class meeting date out of the **five** dates we meet between 2/25 – 3/18, inclusive (Participation Interval 3).
- You must participate in class discussion on at least one class meeting date out of the **four** dates we meet between 3/25 – 4/6, inclusive (Participation Interval 4).
- You must participate in class discussion on at least on at least one class meeting date out of the **three** dates we meet between 4/8 – 4/15, inclusive (Participation Interval 5)

The “Participation Timetable” on p.13 summarizes the participation schedule. Your participation in class discussion is worth 10 points per participation interval. As there are nine intervals, (5 X 10) = 50 participation points are possible in this course. To earn all 50 points you must participate in class discussion on at least one of the dates comprising each interval. You are welcome to participate in class discussion every day if you wish, of course. However, even if you do participate every day, you will still only earn 10 points per interval. I score your participation in this manner to give every student a chance to speak AND to give every student, including shy students, some experience at public speaking.

If you do not participate in a class discussion on any of the dates in an interval, you will lose the 10 points that participation during that interval was worth. Your participation score for that interval would then be 0/10.

What constitutes “participation”?

“Participation” could take the form of asking a question, providing an answer to a question or expressing your viewpoint/opinion DURING class sessions. Please note that talking to me or asking me questions individually, before or after class sessions, does not count as “participation”.

During class, be sure to state your name *out loud and clearly* before speaking. This will ensure that the TA writes your name down correctly so that you can get credit for your participation. You want to make sure that the TA gets your name down for this reason: If your name does *not* appear on one of the TAs’ participation sheets for Date X, you will not earn any participation points for Date X.

When your participation points will be posted in My Grades:

At the end of each class meeting I will collect the discussion-participant lists from the TA. I will post your participation points myself. If you participate in the class discussion on Date X, I will have your participation points posted by Noon the next day [Noon on Date (X + 1)]. For example, if you participate in the class discussion on Wednesday 1/14, I will have your participation points posted by Noon on Thursday, 1/15.

What to do if your participation points are ‘missing’ (not showing in My Grades):

For each class meeting we have, the “Participation Timetable” on the next page shows when your points will be posted and also what your deadline is for notifying me if you did participate but your points are missing.

It is your responsibility to check My Grades during the afternoon of the day *after* the date you participate – i.e. after Noon on Date (X + 1) – to confirm your points from the day before are posted. If do not see your participation points posted, you must email me by 48 hours after my deadline for getting that day’s points posted. Thus in the preceding example, your deadline for reporting missing participation points would be Noon on Saturday, 1/17. Once that deadline has passed, you are S.O.L. (Student Out of Luck) with regard to getting participation points for the class meeting date in question.

If you check My Grades in a timely fashion, find that your participation points are missing for the date you participated and email me about this by the deadline noted in the “Participation Timetable”, I will check the participant lists for the date in-question to see if your name appears on one of those lists. If you name *does* appear on the list, you will get your points. If it *does not* appear on the list for the date in-question, you will not earn any points for that date.

Participation Timetable:

Day you participate	Points will be posted by Noon this day	Your deadline for emailing me about missing points is Noon this day
PARTICIPATION INTERVAL 1		
Weds 1/14	Thurs 1/15	Sat 1/17
Weds 1/21	Thurs 1/22	Sat 1/24
Mon 1/26	Tues 1/27	Thurs 1/29
Weds 1/28	Thurs 1/29	Sat 1/31
Mon 2/2	Tues 2/3	Thurs 2/5
PARTICIPATION INTERVAL 2		
Weds 2/4	Thurs 2/5	Sat 2/7
Weds 2/11	Thurs 2/12	Sat 2/14
Mon 2/16	Tues 2/17	Thurs 2/18
Weds 2/18	Thurs 2/19	Sat 2/21
Mon 2/23	Tues 2/24	Thurs 2/26
PARTICIPATION INTERVAL 3		
Weds 2/25	Thurs 2/26	Sat 2/28
Mon 3/2	Tues 3/3	Thurs 3/5
Weds 3/4	Thurs 3/5	Sat 3/7
Mon 3/16	Tues 3/17	Thurs 3/19
Weds 3/18	Thurs 3/19	Sat 3/21
PARTICIPATION INTERVAL 4		
Weds 3/25	Thurs 3/26	Sat 3/28
Mon 3/30	Tues 3/31	Thurs 4/2
Weds 4/1	Thurs 4/2	Sat 4/4
Mon 4/6	Tues 4/7	Thurs 4/9
PARTICIPATION INTERVAL 5		
Weds 4/8	Thurs 4/9	Sat 4/11
Mon 4/13	Tues 4/14	Thurs 4/16
Weds 4/15	Thurs 4/16	Sat 4/18

Testing

General Information

All of the tests except the pop quizzes and presentation quiz are online tests using the Respondus Lockdown Browser. Shortly after the semester begins you will take (1) the Academic Integrity Quiz re: ASU's academic integrity policies and (2) the Syllabus Exam, which covers the content of this syllabus. Thereafter you will take Exams 1-5 on the readings and videos that comprise the course material. The Academic Integrity Quiz consists of 15 true-false questions. The Syllabus Exam consists of 35 multiple-choice and true-false questions. Exams 1-5 each consist of 50 multiple-choice questions. All questions are worth 1 point each with the exception of the questions on the presentation quiz, which are worth two points each. The tests are not cumulative. There is no "final exam".

ASU Campus Locations where you can take your tests

The RLDB is on all ASU campus UTO-supported computing sites. You can find locations and hours here: <https://ucc.asu.edu/sites/>

If you are going to take tests on an on-campus computer, I recommend going to the Computing Commons to take these tests, rather than using library locations, since there are staff members at CPCOM who can help you if you need help. To find the RLDB on one of the on-campus computers you must search the list of programs the computer has, as there will not be an icon on the desktop.

Installation of the Respondus Lockdown Browser (RLDB):

If you are going to use your own computer for test-taking in this course, then before taking the Academic Integrity Quiz and Syllabus Exam, you must install the RLDB on your computer. If you are planning to take course tests on your own computer, please note that you will be using the RLDB for test-taking ONLY – you will not need it for any other aspects of the course.

To install and use the RLDB on your computer:

For MAC Users:

Please note: **MAC users must use the Safari browser to install the RLDB.**

1. Do your Apple updates (click on the icon of an Apple in the upper left corner, then "Software Update..." and install any updates recommended by Apple.) If you haven't done updates in a while, you might have another set of updates that appear after the first set finishes. Double check this.
2. Run RLDB and click on "About" and verify that you are running the latest version 1.0.7.03
3. If you are not running the latest version, delete the old version from your applications and from your downloads. Make sure to empty the trash after you put it in there.
4. Go to <http://www.respondus.com/lockdown/information.pl?ID=197112001> and download the Mac version and run it.
5. Restart your computer. You must restart your computer after installing the RLDB or it won't work.

For PC Users:

Please note: **PC users should use Internet Explorer to install the RLDB.**

1. PC Updates –Go to: <http://update.microsoft.com> and install the "High Priority Updates" – these are the security patches, etc. It is also essential to do any necessary Java updates.
2. Click on RLDB padlock icon, log in, then click on "i" symbol in upper right corner. Check to make sure you are running the latest version 1.0.7.02
3. If you are not running the latest version, delete the old version in your applications and in your downloads, make sure to empty the trash after you put it in there.
4. Go to <http://www.respondus.com/lockdown/information.pl?ID=197112001> and download the PC version from "Server 2" and run it.
5. Restart your computer. You must restart your computer after installing the RLDB or it won't work.

Step-by-Step Instructions for taking tests using the RLDB

When you installed the RLDB on your computer, it should have put a brown padlock icon onto your desktop. If it is not on your desktop (as it often isn't for Mac computers) you can find it in your list of programs.

1. Close and exit ALL other programs/windows/applications/tray items (Chat, Skype, etc.)
2. Double click the RLDB icon (brown padlock) on your desktop (or select LockDown Browser in the list of your programs) to access Blackboard (Note: you do NOT use your regular internet browser for this step. If you try to use your regular internet browser to access a test, you will not be able to do so. You will get a message saying you need to enter a password. However, no password will work.)
3. You will be asked to choose a server from a drop-down menu. **Choose "Bb at ASU"** and click "OK".
4. Log into My ASU using your regular ASURITE Id username and password
5. Navigate to the course and the location of the test you want to take.
6. If you are using Respondus LockDown Browser correctly you will not need to add a password for this course.

Pages 25-26 of this syllabus contain troubleshooting tips for common problems with the RLDB.

RLDB Practice Test:

The RLDB practice test is merely optional, not required. Nonetheless, taking it gives you the opportunity to: (a) verify you have the RLDB properly installed on your computer and (b) familiarize yourself with the testing process. The RLDB Practice Test does NOT count toward your final grade. **Your score on the RLDB practice test does not contribute to your semester point total.**

Test Mechanics:

- Each online test will be available twice – (1) during its “original” interval and (2) during its “makeup” interval. Each interval runs 5 PM on the Wednesday it begins until 5 PM the following Friday.
- **You do not need a password to take any of the online tests in this course.** When you are asked, “Did your instructor supply you with a password?” check the “No” box and then hit continue/next. Once you check that “No,” Respondus will automatically fill in the password box with some gibberish. Do not remove this filler. Log into Blackboard as you would normally do; then click on the test link to access the test.
- If you are asked, “What IS the password?”, then either you do not have the RLDB properly installed or you are not using the proper procedure to access the test. To see how to properly install and use the RLDB, review the relevant information in this syllabus.
- Questions and their possible responses will be presented to you in random order. You will get one question at a time. You can only go forward through the questions; you cannot go backwards to revisit previous questions.
- The tests are timed. You are allowed 20 minutes to complete the Academic Integrity Quiz, 50 minutes to complete the Syllabus Exam and 75 minutes each to complete Exams 1-5.

- If you 'use up' the time allowed, the test mechanism will shut your test down at the moment your time expires, save the answers to the test questions you have been able to complete up to that point, grade your answers and post the number of questions you got correct as your score. If you are registered with the DRC and are allowed extra time to take each test, you will get that extra time.
- If your test "freezes" on you while you are in the middle of taking it, click the "Refresh" button. Often this will 'unfreeze' your test so that you can proceed.
- For IT problems during an exam's original interval: If you experience some type of IT problem that prevents you from completing it at test during its original interval, just exit your test at that point. Your TA will delete your first test attempt once the original interval is over. This will give you automatic access to the test during its makeup interval. You do not need to email your TA in order to have this done for you.
- For IT problems during an exam's makeup interval: If you have a technical problem while taking an exam during its makeup interval, email your TA and me immediately for assistance.

Test Policies:

- You must take each test by yourself. If you share test questions and/or answers or take a test with one or more other students, I will report you for academic dishonesty.
- You must take each test at one sitting. You are not permitted to partially complete an online test, log out, then log back in at a later time and complete it.
- No student will get a third opportunity to take an online test. No student will be permitted to take an online test at a time other than its two established intervals.
- You should take a screen shot of your test score in My Grades, save it to your computer and keep it until the end of the semester as proof you completed that test, in case such proof is ever needed.
- If you do not see your score in My Grades immediately after completing an online test, email your TA and cc Dr. Whitaker on that email. If you do not cc Dr. Whitaker on the email, the TA will not respond to your email and your score will stand as it is (0). Your deadline for notifying us of this issue is 72 hours after the end of the test's makeup interval. Late emails on this subject will not be considered. See the "Test Timetable" for details associated with this policy.
- ***It is decidedly to your advantage to take each test during its original interval.*** If you wait until the makeup interval to take an exam and then have technical problems that prevent you from finishing it, your score may be substantially diminished.

Material Covered on Each Test:

Academic Integrity Quiz:

- All the information contained in the Academic Integrity PowerPoint presentation located in Week 1 of the course

Syllabus Exam:

- All the information contained in the course syllabus

Exam 1:

- Text chapter material indicated on Outlines 1, 2 and 3
- BB article – Understanding Our Moment in History

Exam 2:

1. Readings:

1. Text material indicated on Outlines 4, 5 and 6
2. BB article – Phantom Menace
3. For Women Under 30, Most Births Occur Outside Marriage – NY Times article re: Chapter 5
http://www.nytimes.com/2012/02/18/us/for-women-under-30-most-births-occur-outside-marriage.html?_r=2
4. Generation Gap: How Age Shapes Political Outlook – NPR article 11/3/2011
<http://www.npr.org/2011/11/03/141984787/generation-gap-how-age-shapes-political-outlook>

2. Videos:

1. FMG #44646 – Finance Should Serve Society
2. FMG #48284 – Moyers & Company: On Winners-Take-All Politics

Exam 3:

• Readings:

1. Text-chapter material indicated on Outlines 7, 8 and 9
2. YouTube Video – The Kent State Protest: Standing Up Against the Vietnam War
<http://www.youtube.com/watch?v=ywKe8ezL8vI&feature=related>
3. Syrian Children's Torture by Syrian Forces Revealed – Video and Article, Huff Post 4/4/2012: http://www.huffingtonpost.com/2012/04/04/syria-children-torture_n_1402581.html?ref=arab-spring
4. The Arab Spring: A Year of Revolution
<http://www.npr.org/2011/12/17/143897126/the-arab-spring-a-year-of-revolution>
5. *Why do They Hate Us?* By Mona Eltahawy (Foreign Policy, May/June 2012)
http://www.foreignpolicy.com/articles/2012/04/23/why_do_they_hate_us?page=0_3
6. *Debating the War on Women* – Foreign Policy Roundtable Discussion (4/24/12)
http://www.foreignpolicy.com/articles/2012/04/24/debating_the_war_on_women?page=0_0

Exam 4:

• Readings:

1. Text-chapter material indicated on Outlines 10 and 11

• Videos:

1. FMG #35063 – Multilingual Hong Kong: A Sociolinguistic Study of Code Switching
2. FMG #40438 – The Five Communication Secrets that Swept Obama into the Presidency

Exam 5:

- Readings:
 1. Text material indicated on Outlines 12, 13 and 14
- Videos:
 1. FMG #39436 – Global Dump: Toxic Waste & the Planetary Ecosystem, #39436
 2. Maquilapolis
 3. TED Talks: Auret Van Heerden – Making Global Labor Fair - #48173
 4. FMG # 35063: Multilingual Hong Kong: A Sociolinguistic Study of Code Switching

Test Timetable:

Test:	Original Interval starts 5 PM this Wednesday	Original Interval ends 5 PM this Friday	Makeup Interval starts 5 PM this Wednesday	Makeup Interval ends 5 PM this Friday	Deadline to report missing score is 5 PM this Monday
A.I. Quiz	1/14	1/16	1/21	1/23	1/26
Syllabus Exam	1/14	1/16	1/21	1/23	1/26
Exam 1	1/28	1/30	2/4	2/6	2/9
Exam 2	2/18	2/20	2/25	2/27	3/2
Exam 3	3/4	3/6	3/18	3/20	3/23
Exam 4	3/18	3/20	3/25	3/27	3/30
Exam 5	4/1	4/3	4/8	4/10	4/13
Pres Quiz	4/29 3 PM	N/A	N/A	N/A	

Makeup Interval Policies:

- Makeup intervals are built into the course schedule for students who fail to complete an online test during its original interval, for WHATEVER reason.
- “Makeup” ≠ “re-take.” If you have already completed a test and received a score, you cannot re-take it during its makeup interval simply to try to score higher.
- If you miss both the originally-scheduled AND makeup intervals of a test, your score for that test will be ZERO. You will not get a third opportunity to take a test you have already missed twice, **regardless of the reason(s)** you missed it each time.
- If you have a technical problem while taking a test during its makeup interval, email your TA immediately for a reset. If your TA does not get your email in time to reset your test so that you can complete it before the makeup interval ends, you are S.O.L. (Student Out of Luck) – you will NOT get an additional opportunity to complete the test.
- If you begin a test during its makeup interval, but **for whatever reason** do not get it completed by the end of that interval, your score will be however many points you earned from the questions you answered correctly, as of the time the makeup interval ended.

Pop Quizzes

On three separate class meeting dates I will administer a 10-question/point pop quiz to those present. These pop quizzes will be randomly scheduled. They will be unannounced. They cannot be made up.

A pop quiz might cover one or both of these types of material:

- Items from the notetaking outlines (on readings and/or videos) assigned for the previous class meeting
- Items from the notetaking outlines (on readings and/or videos) assigned for the class meeting during which the quiz is given

Thus to score well on the pop quizzes, it is important for you to do all three of these activities **as scheduled** in the Course Outline of this syllabus:

1. Do the assigned reading & take notes on that material
2. Watch & take notes on the assigned videos
3. Attend class and take notes on class discussions

Your score for each pop quiz will be posted by Noon the day after the quiz. It is your responsibility to check My Grades the afternoon of the day the scores are posted, to confirm your score appears there. You should take a screenshot of your score on each pop quiz in My Grades, as proof you completed the quiz in question. If your score is not posted, you must email me by Noon the following Friday to report your score is missing. Once the Friday Noon deadline has passed with regard to a specific pop quiz, you forfeit your opportunity raise any score issues related to that pop quiz.

Group Presentations:

General Information:

Beginning Monday 4/7, class meetings will consist of group presentations on current local/global events and the social change processes that can be seen in those events.

The number of groups and number of persons per group are TBD; depending on the size of the class. There will be two or three presentations each class meeting date. You should take notes during these presentations as you will be tested on their content in the Presentation Quiz.

The group presentation is worth 50 points. You will be scored as a group, not as individuals. Thus the score that I give to each overall presentation is the score you will get as a group member. Consequently it is important that you work as a team with your group members and pull your own weight; doing your assigned share of the work to make your group's presentation a success.

You must sign up to join a specific group between 8 AM Monday 2/2 and 5 PM Wednesday, 3/4, inclusive. If you do not sign up for a group by that deadline, your presentation score will default to a zero. You will sign up to play a specific role or roles in your group's presentation. Your role will require you to do online research. There will be no paper to write; you will merely prepare an oral presentation.

Each group will do their presentation by sitting in chairs at the front of the room, facing the audience, and speaking to the audience. Groups are not allowed to use PowerPoint presentations to deliver their material. Group members may use notes when delivering their parts of the presentation, but are not permitted to simply read their notes. Each member must look at the audience members when speaking; only glancing at his/her notes intermittently for reference. Any group member who reads his/her notes to the audience will cause his/her group to sustain a 5-point deduction from their presentation score. Thus, for example, if two group members read their notes, the group would sustain a 10-point deduction off the top of their score.

If one of your group members is a 'slacker':

If a group has a slacker as a member, i.e. a member who is not performing his/her assigned tasks in a timely fashion, pursuant to his/her assigned role, the group can get the individual 'fired' from the group. Firing will result in the so-called slacker getting a score of ZERO for the presentation.

Each group must choose a group Spokesperson. To get a slacker-member fired, the Spokesperson must email me no later than 72 hours before the date of the presentation and explain the rationale for the firing. I will then email the student in-question and request his/her input. The prospective fire-ee then has 24 hours to respond. If the student does not respond to my email within 24 hours, (s)he will be fired from the group.

If the student responds in a timely manner and has a reasonable explanation/legitimate excuse for his/her apparent 'slacking', group members will be gathered together during the next class meeting to attempt a reconciliation. During this meeting the apparent slacker must explain the reason for his/her failure to perform his/her assigned role up to that point. The group will then decide whether or not to accept the individual's explanation. If the individual's explanation is accepted, (s)he will be allowed to continue in the group. If not, the individual is 'fired'.

If a student is fired from a group, his/her score for the presentation will be ZERO. 'Fired' students are not allowed to join another group in hopes of still getting the presentation points.

The take-home message here is: Do your assigned share of the work!!!

Planning for Blackboard Outages and Computer Problems

From the beginning of the semester until 2 AM on Sunday, March 9, Blackboard will be taken down for routine maintenance each week between Midnight Thursday and 4 AM Friday. As of Monday March 10, BB will be taken down for routine maintenance each week between 11 PM Thursday and 3 AM Friday. BB outages may also occur at other times for other reasons, scheduled or not.

As is stated earlier in this syllabus, I also urge you to have a backup computer that you can use to take the tests in this course, in case your primary computer develops a problem. Additionally, ***I strongly recommend you take each test as soon as it is available***, rather than waiting until in-effect the last minute to begin it, for this reason: Suppose you have not yet taken a test and BB goes down, or you have problems with your own (primary) computer, in the few hours remaining before a test interval ends. If BB/your computer does not come back up until after the test deadline has passed, you are S.O.L. (Student Out of Luck). Under those circumstances your test score will suffer as described in the "Makeup Test Policies" section of this syllabus.

Suggested Work Timetable

- **MONDAY** – Come to class, take notes on the material presented, participate in class discussion, be sure the TA gets your name down as a participant
- **TUESDAY** – If you have not already done so, read/watch and take notes on the readings/videos we will be discussing in class tomorrow (Weds of the same week)
- **WEDNESDAY** – Come to class, take notes on the material presented, participate in class discussion, be sure one of the TAs gets your name down as a participant. If there is a test that week, take it that very day or Thursday; don't wait until Friday to take it.
- **THURSDAY** – Start doing the assigned reading/video-watching for the materials we will be discussing in class next week. If an exam is scheduled that week and you did not take it on Wednesday, take it today!
- **FRIDAY** – If you have not already finished this, continue reading/watching and taking notes on the readings and any videos we will discuss in class next week. Get this done over the weekend at the latest, to be prepared for class discussion next Monday.

Course Outline:

Please note: Topics & sequencing are subject to change at the discretion of the instructor.

Week 1 (12:00:01 PM on Monday 1/12 – 12:00:00 PM on Monday 1/19):

- No class 1/12: Dr. Whitaker has CLAS Senate meeting
- In class on 1/14: Introductions, overview of course by instructor, review of syllabus
- Outside of class you should:
 - a. Carefully read through the syllabus. Familiarize yourself thoroughly with it.
 - b. Get the textbook if you have not done so already.
 - c. Install the Respondus Lockdown Browser on your computer. Watch the PowerPoint presentation on Academic Integrity
 - d. **Take the Academic Integrity Quiz** between 5 PM Weds 1/14 – 5 PM Friday 1/16
 - e. **Take the Syllabus Exam** between 5 PM Weds 1/14 – 5 PM Friday 1/16
 - f. Read/ take notes on these materials:
 - Chapter 1 of the text; using Outline 1 for notetaking
 - Online reading – Understanding Our Moment in History

Week 2 (12:00:01 PM on Monday 1/19 – 12:00:00 PM Monday 1/26):

- No class on 1/19: University closed for Martin Luther King Day holiday
- In class on 1/21: Discussion of Chapter 1 & “Understanding Our Moment in History”
- Outside of class you should:
 - a. Read/take notes on Chapter 2 of the text; using Outline 2 for notetaking
 - b. Read/take notes on Chapter 3 of the text; using Outline 3 for notetaking
 - c. **Make up the Academic Integrity Quiz** between 5 PM Weds 1/21 – 5 PM Friday 1/23
 - d. **Makeup the Syllabus Exam** between 5 PM Weds 1/21 – 5 PM Friday 1/23

Week 3 (12:00:01 PM Monday 1/26 – 12:00:00 PM Monday 2/2):

- In class on 1/26: Discussion of Chapter 2
- In class on 1/28: Discussion of Chapter 3
- Outside of class you should:
 - a. **Take Exam 1** between 5 PM Weds 1/28 – 5 PM Friday 1/30
 - b. Read/take notes on Chapter 4 of the text; using Outline 4 for notetaking
 - c. Read/take notes on BB reading: Phantom Menace

Week 4 (12:00:01 PM Monday 2/2 – 12:00:00 PM Monday 2/9):

- In class on 2/2: Discussion of Chapter 4
- In class on 2/4: Discussion of Phantom Menace
- Outside of class you should:
 - a. **Make up Exam 1** between 5 PM Weds, 2/4 – 5 PM Friday 2/6
 - e. Read/take notes on these materials:
 - Chapter 5 of the text; using Outline 5 for notetaking
 - Web article: *For Women Under 30, Most Births Occur Outside Marriage* (NY Times, 2/18/12)
http://www.nytimes.com/2012/02/18/us/for-women-under-30-most-births-occur-outside-marriage.html?_r=2
 - Web article: Generation Gap: How Age Shapes Political Outlook (NPR 11/3/11)
<http://www.npr.org/2011/11/03/141984787/generation-gap-how-age-shapes-political-outlook>

Week 5 (12:00:01 PM Monday 2/9 – 12:00:00 PM Monday 2/16):

- No class on 2/9: Dr. Whitaker has CLAS Senate meeting
- In class on 2/11: Discussion of Chapter 5 & Week 4 web articles
- Outside of class you should read/watch/take notes on these materials:
 - a. Chapter 6 of the text; using Outline 6 for notetaking
 - b. Video: FMG #44646 – Finance Should Serve Society
 - c. Video: FMG #48284 – Moyers & Co: On Winner-Take-All Politics

Week 6 (12:00:01 PM Monday 2/16 – 12:00:00 PM Monday 2/23)

- In class on 2/16: Discussion of Chapter 6
- In class on 2/18: Discussion of Week 5 videos
- Outside of class you should:
 - a. **Take Exam 2** between 5 PM Weds 2/18 – 5 PM Friday 2/20
 - b. Read Chapter 7 of the text; using Outline 7 for notetaking
 - c. Read Chapter 8 of the text; using Outline 8 for notetaking
 - d. Watch and take notes on this Video: The Kent State Protest: Standing Up Against the Vietnam War

Week 7 (12:00:01 PM Monday 2/23 – 12:00:00 PM Monday 3/2):

- In class on 2/23: Discussion of Chapter 7
- In class on 2/25: Discussion of Chapter 8 & Kent State video
- Outside of class you should read and take notes on these materials:
 - a. Read/take notes on Chapter 9 of the text; using Outline 9 for notetaking
 - b. Read/take notes on *The Arab Spring: A Year of Revolution* article
<http://www.npr.org/2011/12/17/143897126/the-arab-spring-a-year-of-revolution>
 - c. Read/take notes on *Syrian Children's Torture* article
http://www.huffingtonpost.com/2012/04/04/syria-children-torture_n_1402581.html?ref=arab-spring
 - d. Read/take notes on articles: *Why do They Hate Us?* & *Debating the War on Women*
 - e. **Make up Exam 2** between 5 PM Weds 2/25 – 5 PM Friday 2/27

Week 8 (12:00:01 PM Monday 3/2 – 12:00:00 PM Monday 3/9):

- In class on 3/2: Discussion of Chapter 9
- In class on 3/4: Discussion of Week 7 web articles
- Outside of class you should:
 - a. **Take Exam 3** between 5 PM Weds 3/4/ - 5 PM Friday 3/6
 - b. Read/take notes on Chapter 10 of the text; using Outline 10 for Notetaking
 - c. Watch video: *Multilingual Hong Kong: A Sociolinguistic Study of Code Switching*

Spring Break Week (12:00:01 PM Monday 3/9 – 12:00:00 PM Monday 3/16):

- Enjoy yourselves (safely)!

Week 9 (12:00:01 PM Monday 3/16 – 12:00:00 PM Monday 3/23):

- In class on 3/16: Discussion of Chapter 10 & Multilingual Hong Kong
- **Before class on 3/18:**
 - a. Read/take notes on Chapter 11; using Outline 11 for notetaking
 - b. Watch/take notes on video, *Five Communication Secrets that Swept Obama into the Presidency*
- In class on 3/18: Discussion of Chapter 11 and Obama video
- **Outside of class you should:**
 - a. **Take Exam 4** between 5 PM Weds 3/18 – 5 PM Friday 3/20
 - b. **Make up Exam 3** between 5 PM Weds 3/18 – 5 PM Friday 3/20
 - c. Read/take notes on Chapter 12; using Outline 12 for notetaking
 - d. Watch/take notes on video Maquilapolis

Week 10 (12:00:01 PM Monday 3/23 – 12:00:00 PM Monday 3/30):

- No class on 3/23: Dr. Whitaker has CLAS Senate meeting
- In class on 3/25: Discussion of Chapter 12 & video Maquilapolis
- **Outside of class you should read/watch & take notes on:**
 1. Chapter 13 of the text; using Outline 13 for notetaking
 2. Video: FMG #48173 – *TED Talks: Aurret Van Heerden – Making Global Labor Fair*
 3. Chapter 14 of the text; using Outline 14 for notetaking
 4. Video: FMG # 39436 – *Global Dump: Toxic Waste and the Planetary Ecosystem*
 5. **Make up Exam 4** between 5 PM Weds 3/25 – 5 PM Friday 3/27

Week 11 (12:00:01 PM Monday 3/30 – 12:00:00 PM Monday 4/6):

- In class on 3/30: Discussion of Chapter 13 + video *Making Global Labor Fair*
- In class on 4/1: Discussion of Chapter 14 + video *Global Dump*
- **Outside of class you should:**
 - a. **Take Exam 5** between 5 PM Weds 4/1 – 5 PM Friday 4/3

Week 12 (12:00:01 PM Monday 4/6 – 12:00:00 PM Monday 4/13)

- In class on 4/7 & 4/9: Group Presentations
- **Make up Exam 5** between 5 PM Weds 4/8 – 5 PM Friday 4/10

Weeks 13-15 (Monday 4/13 – Friday 5/1)

- In class Mondays & Wednesdays: Group Presentations
- In class Weds 4/29: Presentation Quiz

Appendix I: SOC 352 Group Presentation Rubric

Signup interval for group presentations runs from 8 AM Monday 2/2 through 5 PM Weds 3/4, inclusive. Any student who has not signed up for a specific group by 5 PM on 3/4 will sustain a presentation score of zero.

Group Topic: _____

Date of Presentation: _____ Points possible: 50 points @ 5 per item

_____ Location of the events taking place (Nation and city or region of country)

_____ Description of events taking place, including who is involved and what the involved parties are doing

_____ Description of impact on citizens in the area where events are taking place

_____ Description of principal type of social change process you taking place (chosen from among the types of social change identified in textbook)

_____ Updates on the event AS OF THE MORNING OF YOUR PRESENTATION DATE (I will check☺)

_____ Analysis of event by online news commentator/analyst #1 (Identify the individual & news agency (s)he works for; explain his/her analysis of situation)

_____ Analysis of event by online news commentator/analyst #2 (Identify the individual & news agency (s)he works for; explain his/her analysis of situation)

_____ Group's opinion as to what is likely to happen in the region in the future

_____ Group's opinion as to how events in the area have affected the U.S. (our government's response or involvement + impact on U.S. citizens)

_____ Moderator engages audience in class discussion of group's topic

Group Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Appendix II: Troubleshooting the RLDB

Browser says a password is required – you get an error message like this:

“This assessment requires that you use Respondus LockDown Browser. Start Respondus LockDown Browser and navigate back to this assessment to continue.”

* **Issue:** When you accessed the test through Internet Explorer, Mozilla FireFox, Safari or Chrome, you get a message saying a password to access the test, but Dr. Whitaker didn't provide one.

* **Resolution:** Tests requiring the RLDB cannot be accessed using any other browser, including Internet Explorer, Mozilla FireFox, Safari, or Chrome. If you try to access the test using any of the standard browsers, the RLDB will block the test by password-protecting it. The only way to access the test is to launch the RLDB and log into the course from there. Click on the brown padlock that is on your desktop or click on the Start button and search the list of programs for the RLDB, then use the RLDB to access the internet.

You're using the Respondus LockDown Browser and it is still won't let you proceed without a password, even though Dr. Whitaker said no password is needed.

* **Issue:** When you accessed the test through the RLDB, you were asked if the instructor provided a password. Dr. Whitaker says I don't need a password, but it won't let me into the test even when I click “No”.

* **Resolution:** If you've double checked to make sure that you are indeed accessing the internet using the RLDB, then it is most likely that you need to do the updates on your computer to make it compatible with the RLDB. (This can be true even if you've used this computer before with RLDB without having an issue since updates.) See the instructions in this syllabus for installing the RLDB for information on how to run updates on a PC or Mac. After you run all updates, restart your computer.

You can't get the Respondus LockDown Browser to open, even though you're positive you've closed all the applications you had open beforehand.

* **Issue:** I tried to access Respondus LockDown Browser, but it won't open. It keeps telling me to close an application that I already closed.

* **Resolution:** When you close a chat or screen capture software on a PC, it is very likely that it could still be open in the background. In the lower right corner of your bottom task bar is a section called the tray, which contains icons of various applications or tools. Click the double left-facing arrows to expand the tray. If any tools (including chat tools like Google Chat) or screen capturing software (like Snag-It or Camtasia) are active, the icon will appear in the tray. Right-click on the application icon and choose Exit or Close. Now you can launch Respondus LockDown Browser.

Please note: If the RLDB continues to tell you that an application is running, you may need to restart your computer. If you do this, verify all applications are closed prior to launching the RLDB.

You're using the Respondus LockDown Browser, but it just shows you a blank screen instead of the test.

***Issue:** Instead of seeing the test questions, all you see is a blank screen.

***Resolution:** Probably your computer is having a compatibility issue with the RLDB. You either do not have the correct edition of RLDB installed on your computer or you need to do the updates for your computer before it will allow RLDB to work. Please see the instructions in this syllabus for doing the updates and installing the RLDB. Walk through each step very carefully; do not skip any steps.

You started the test, but can't move past Question 1. You're getting an error message saying, "Link Blocked"

***Issue:** You started the exam and answered question 1, but now the test mechanism is not letting you move to question 2 and the time is ticking. You see an error message that says something like "Link Blocked".

***Resolution:** If you don't believe that it is a case of unstable internet (maybe Wi-Fi) and it happened on question 1, then it is likely that you have a compatibility issue with your computer and the RLDB. You either do not have the correct edition of the RLDB installed on your computer or you need to do the updates for your computer before it will allow RLDB to work. Walk through the steps given in this syllabus to install the RLDB very carefully; making sure to not skip any steps.

Please note: If this problem occurs while you are on any other question other than Question 1, it is an internet or network issue. You should be able to exit out of RLDB by entering an explanation in the entry box. If this doesn't work you can manually shut down your computer (hold power down) and get out of RLDB and then log back in and continue where you left off.

Appendix III: SOC 352 Honors Contract Requirements

Students who are members of the Barrett Honors College have the option of doing a special project to get honors credit for this course. If you are a Barrett student and would like to earn honors credit for this course, here is what you will need to do for your honors project:

1. Pick a theory of social change from among those discussed in the textbook, which interests you.
2. Do research to gather information about the life of the individual who developed the theory you selected.
3. Develop your own ideas about how the life circumstances of the theorist impacted his/her development of the theory (s)he created.
4. Think about and develop your ideas of how the theory you have chosen applies to world events today.
5. Put together a presentation and record yourself giving it on a webcam (your laptop probably has one built into it; yes?), in which you discuss (3) and (4) above.
6. Post your video on YouTube. I can then embed it in the course for students to view and discuss.

In order to earn the Honors credit, your video must:

1. Cover both (3) and (4) above
2. Be posted on YouTube no later than 8 AM on Monday 4/6
3. Additionally, you must send me the link to your YouTube video, as well as the exact title you have given your video, no later than 8 AM Monday, 4/6

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SOC 352 – Course Catalog Description

Patterns of social change, resistance to change and change producing agencies and processes

SOC 352 – Required readings and videos Organized by test on which each is covered

Material Covered on Each Test:

Academic Integrity Quiz:

- All the information contained in the Academic Integrity PowerPoint presentation located in Week 1 of the course

Syllabus Exam:

- All the information contained in the course syllabus

Exam 1:

- Text chapter material indicated on Outlines 1, 2 and 3

Exam 2:

1. Readings:

1. Text material indicated on Outlines 4, 5 and 6
2. For Women Under 30, Most Births Occur Outside Marriage – NY Times article re: Chapter 5
http://www.nytimes.com/2012/02/18/us/for-women-under-30-most-births-occur-outside-marriage.html?_r=2
3. Generation Gap: How Age Shapes Political Outlook – NPR article
<http://www.npr.org/2011/11/03/141984787/generation-gap-how-age-shapes-political-outlook>

2. Videos:

1. FMG #44646 – Finance Should Serve Society
2. FMG #48284 – Moyers & Company: On Winners-Take-All Politics

Exam 3:

• Readings:

1. Text-chapter material indicated on Outlines 7, 8 and 9
2. YouTube Video – The Kent State Protest: Standing Up Against the Vietnam War
<http://www.youtube.com/watch?v=ywKe8ezL8vI&feature=related>
3. Syrian Children's Torture by Syrian Forces Revealed – Video and Article, Huff Post 4/4/2012:
http://www.huffingtonpost.com/2012/04/04/syria-children-torture_n_1402581.html?ref=arab-spring
4. The Arab Spring: A Year of Revolution
<http://www.npr.org/2011/12/17/143897126/the-arab-spring-a-year-of-revolution>
5. *Why do They Hate Us?* By Mona Eltahawy
http://www.foreignpolicy.com/articles/2012/04/23/why_do_they_hate_us?page=0,3
6. *Debating the War on Women* – Foreign Policy Roundtable Discussion
http://www.foreignpolicy.com/articles/2012/04/24/debating_the_war_on_women?page=0,0

Exam 4:

- Readings:
 1. Text-chapter material indicated on Outlines 10 and 11
- Videos:
 1. FMG #35063 – Multilingual Hong Kong: A Sociolinguistic Study of Code Switching
 2. FMG #40438 – The Five Communication Secrets that Swept Obama into the Presidency

Exam 5:

- Readings:
 1. Text material indicated on Outlines 12, 13 and 14
- Videos:
 1. FMG #39436 – Global Dump: Toxic Waste & the Planetary Ecosystem, #39436
 2. Maquilapolis
 3. TED Talks: Aret Van Heerden – Making Global Labor Fair - #48173
 1. FMG # 35063: Multilingual Hong Kong: A Sociolinguistic Study of Code Switching