



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/3/10

1. ACADEMIC UNIT: School of Social & Family Dynamics

2. COURSE PROPOSED: SOC 352 Social Change 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: F. Scott Christopher Phone: (480) 965-0354

Mail Code: 3701 E-Mail: Scott.Christopher@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G - MR
Historical Awareness-H
Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

Please see attached materials.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [] No [X] Yes; Is it governed by a common syllabus? Yes

Richard Fabes
Chair/Director (Print or Type)

3/4/10
Chair/Director (Signature)

Date:

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.

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"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, Table of Contents
		2. Course must be one or more of following types (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Syllabus, Chapter Outlines, Video Outlines
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. 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. Most, i.e., more than half, of the material must be devoted to non-U.S.	Syllabus, Chapter Outlines, Video Outlines

Course Prefix	Number	Title	Designation
SOC	352	Social Change	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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Subject matter that addresses or leads to an understanding of the contemporary world outside of US.	Each of the points below show how this first criteria is being met.	Please see list below
2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. Must be non-US and must contribute to understanding of contemporary world.	<ul style="list-style-type: none"> • FMG Video #39458 – Africa Calling – An Appeal for Understanding (P. 22) • FMG Video # 35835: Return to the Heart of Darkness (P. 25) • FMG Video #35063: Multilingual Hong Kong: A Sociolinguistic Study of Code-Switching (P. 25-26) • Outline for DVD, “ Paradise Now” (P. 26) • FMG Video #37483: Slum Cities (P. 27) • FMG Video #35309 – Witness to Hate: Reporting on Al-Qaeda (Pp. 29-30) 	Each of the points in column two has a page number for the attached material where an in-depth description is provided.
2d. In – depth studies of non-US centered cultural interrelationship of global scope such as global interdependence produced by problems of world ecology, multinational	<ul style="list-style-type: none"> • Chapter 1 Outline – Basic Concepts (P. 15) • Chapter 6 Outline – Global Companies/Market (P. 17) • Chapter 10 Outline – Innovation (Pp. 18-19) 	Each of the points in column two has a page number for the attached material where an in-depth description is provided.

<p>corporations, migration, and the threat of nuclear war. Most, i.e. more than half, of material must be devoted to non-US.</p>	<ul style="list-style-type: none">• Chapter 11 Outline – Change Effort (P. 19)• Chapter 12 Outline – Development (Pp. 19-20)• Chapter 13 Outline – Population Growth (Pp. 20-21)• Chapter 14 Outline – Next 50 years (P. 21)• FMG Video #34994 – Economic Development: A Global Challenge (P. 23-24)• FMG Video #34991 Global Resources: Management and Competition (Pp 24-25).• Outline for “ An Inconvenient Truth” (P. 26)	
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SOC 352 – Social Change

Catalog Description: Patterns of social change, resistance to change, and change-producing agencies and processes.

Chapter outlines follow Syllabus

Assigned Video outlines follow chapter outlines

As detailed in the attached materials, we believe that SOC 352 Social Change meets the necessary criteria to continue to receive the Global Awareness designation. The text outlines identify places where students are introduced to concepts related to cultural interrelationship[s], global interdependence, multinational corporations, and migration. Moreover, the required video assignments focus on regions, countries, or culture groups such as Africa, Rwanda, Hong Kong, Palestine/Israel, as well as slum residents in major cities across the globe.

SOC 352 – Social Change – Spring 2010
SLN 22284 – Internet

Instructor

Dr. Lisa Grey Whitaker

Email: Lisa.Whitaker@asu.edu

Teaching Assistants

Teaching assistants are assigned to students by the first letter of the students' last names.

TA Name:	Email:	Responsible for:
Freddy Ferro	Frederic.Ferro@asu.edu	A – D
Alyssa Newcomb	Alyssa.Newcomb@asu.edu	E – K
Valinda Barkley	ta.soc352@gmail.com	L – Q
Jeanne Figueroa	jmlerner@asu.edu	R – Z

Required Materials

- **Textbook:** Exploring Social Change: America and the World, fifth edition, by Charles L. Harper & Kevin T. Leight.
 1. To purchase a hard copy, the ISBN is: 13:978-0-07-353849-5.
 2. To purchase an E-book, go to www.pearsoncustom.com/az/asu_soc352 . The ISBN for the E-Book is 0558324665.
- **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 complete reading and video assignments on schedule, late Discussion Board posts or time overages during testing.
- **Downloading capability:** If you do not have your own computer, at the least you MUST have regular access to a computer, onto which you can download and use the Respondus Lockdown Browser for testing throughout the semester.

A Word about Online Courses:

Online courses require greater maturity, responsibility and initiative on the part of the student than do in-person courses. To succeed in this online course you must be proficient at:

- Reading and following directions
- Asking any questions you have about course material or posting, BEFORE you are tested on that material or BEFORE the post is due, rather than at the last minute prior to the related test or posting deadline
- Completing tests and discussion board assignments on schedule and within their allotted time frames
- Checking email and Blackboard "Announcements" **DAILY** for any important updates in course information, schedule changes, etc.
- Taking responsibility for the choices you make concerning this course and for the consequences that follow from them

Abbreviations used in this syllabus:

BB = Blackboard

RLDB = Respondus Lockdown Browser

DB = Discussion Board

For problems with BB or the RLDB: Email the IT staff at: HelpDesk@asu.edu

Course Policies and Mechanics

Office Hours

This is a FULLY ONLINE course. None of us has in-person office hours. We are not available to meet with you in-person. ALL communication between you and us will take place online.

Emails:

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.

Students frequently email us at the beginning of the semester with questions that this syllabus, itself, answers. This happens frequently and routinely enough that I generated a document entitled "SOC 352 FAQs." This document lists students' frequently-asked questions and tells you where in the syllabus you will find the answers to them. To see this document, go to "Start Here" in Blackboard and click on the "SOC 352 FAQs" link. If you email us a question and do not get a response to it within 24 hours, that means the syllabus contains the answer to your question.

To Email Your TA:

1. Use the email address given for your TA in the box on page one of this syllabus.
2. Email your TA from your asu.edu email account, NOT from your personal email account (yahoo, aol, etc.)
3. Be sure to put "SOC 352" in the subject line of your message to him or her.

I will respond ONLY to emails originating from within our Blackboard course. Thus to email me, once you are in Blackboard:

1. Click on "Communications"
2. Click on "Send Email"
3. Click on "All Instructor Users"
4. Type your message into the message box and click "Submit."

Course Content

Some course readings and videos contain sexuality, profanity and/or violence. I use these materials because they do a good job of illustrating various sociological dynamics I want you to understand; not because they are 'R-rated' *per se*. If R-rated materials distress you, please drop this course and replace it with something more palatable to you. I will not offer alternative assignments or activities to students who choose to remain in the course but decline to ingest established course materials because they find them objectionable.

Course Format

In this course you will be:

- Doing the textbook readings and watching the online videos while taking notes. I suggest you take notes on the "Notetaking Outlines" I provide, as the subject headings and bulleted concepts on those outlines are THE items you will be tested on. Taking a thorough set of notes on these outlines and then reviewing them will be the best way to prepare for the exams. Do NOT submit your completed outlines to us as if they were homework. Once completed, the outlines are simply study guides for your own use.
- Using your notes to discuss the readings and videos with your classmates, in the Discussion Board forums I have created for that purpose.
- Taking one 50-point exam on the content of the syllabus itself, followed by five 50-point exams on the readings and videos that are the course material.

Videos

All but three of the videos you must watch belong to the ASU Libraries' online video collection, "FMG on Demand." Re: the three 'external' videos, one ("Paradise Now") can be watched on I-Tunes for \$2.49. You will have to either check out the other two ("An Inconvenient Truth" and "The Visitor") from your local library or rent them from Netflix or your local video rental store.

If you are a new ASU student this semester, you may not initially be able to access the FMG Videos because a library account has not yet been created for you. If that occurs, call the Library Help Desk at (480) 965-3605 or go to the Library in person. Tell them you need a library account. To get your account set up, give your ASU ID number and your asu.edu email address to whomever you speak to.

To watch an FMG video, click on the link to it provided in the "Weekly Activities" section of Blackboard. If that link does not work for you, follow these steps instead:

Steps to Accessing the FMG Videos:

1. Under "Academics" on the ASU homepage, click, on "Libraries" You will be taken to a page with a menu bar at the top of the page. Click on the menu option, "ASU Library Catalog."
2. You will be taken to a page with a search box in the upper-left quadrant of the page. Into the search box, type "FMG on Demand" and hit enter.
3. You will be taken to a page where the first entry states, "Connect to >> FMG on Demand." The "FMG on Demand" portion of that statement is a link to the FMG videos. Click on that link.
4. You will be taken to the FMG Video Collection. At the top of the FMG page you are taken to, there will be a Search box. Type the video number into the Search box and hit "enter." That should take you directly to the video.

Video Quality:

The audio and visual quality of the videos will vary with the strength of your internet connection, the number and size of other programs (games, etc.) you have loaded onto your computer and in general, the power of your computer. If the audio and/or visual elements cut out on you while you are watching a video, or if they are fuzzy, find another computer to watch them on which has a more reliable internet connection, is not so loaded up with other games, etc., and/or one that is in general more powerful.

Requests for Incompletes

I do not give Incompletes. If you remain in this course beyond the withdrawal deadline (see below), then as of May 4, you will have completed the course and you will get a letter grade.

Deadlines for Drop/Add and Course Withdrawals

- The deadline for in-person drop/add is Friday, January 22. The deadline for online drop/add is Sunday, January 24.
- The deadline for an in-person withdrawal from this course is Friday, April 9. The deadline for online withdrawals is Sunday, April 11.
- If you stop participating the class (via test-taking and Discussion Board) without officially withdrawing, you will receive a course grade based on the number of points you earned up to that point; divided by the total number of points possible (450).

Accommodation of Students with Disabilities

ASU's Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, contact 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. Please note that students with disabilities must meet the same standards, deadlines, etc. as any other student in the course.

Academic Integrity

ASU's "Academic Integrity" policy is explained in current *Catalog*. In this course, ANY form of academic dishonesty; including but not limited to group-test taking, copying another student's work (e.g. his/her forum posts) or sharing test questions and/or answers can result in serious consequences including a grade of XE – failure due to academic dishonesty – which will remain on your permanent record.

Extra Credit

We may offer opportunities to earn extra credit (EC) points in this course. If and when these opportunities arise, information about them will be posted in "Announcements."

How Extra Credit Appears in Blackboard:

Assuming we offer extra credit, you need to know that there is a flaw in the way Blackboard is set up, which affects the addition of extra credit points to your semester point total. Here is the flaw: If we assign a point value in "My Grades" to the extra credit; 'The System' will add the EC points to your personal point total BUT, at the same time it will also add those points to the figure given for total-points-possible in the course. We could set the value of each EC activity at zero, to prevent the total-points-possible from appearing to increase. However, if we do that, then 'the system' will not add the points to your individual point total, either.

I've tried doing it both ways and no matter which I do, students panic and I get a bazillion emails. Either they don't see a point-increase in their personal totals and email me about that, OR they email me; asserting that I "lied" about the extra points actually helping them, since (they hypothesize) that I have increased the total-points-possible deliberately, to neutralize the supposed benefit doing EC activities in the first place.

Please be assured of this fact: At the end of the semester, your grade will be based on the # of points you personally have earned out of 450 points, which is the PERMANENT, FIXED total-points-possible for this course - regardless of what Blackboard says the total-points-possible is.

Grading:

Please note that I do not curve grades, do not use the plus/minus system and do not drop your lowest quiz/forum score.

Point Breakdown of Course Elements:

Element	Point Value	% of Total Points
Syllabus Exam	50	>11.0
Exams 1 - 5	250 (5 @ 50 each)	>55.0
DB Forum Participation	150 (15 @ 10 each)	>33.0
TOTAL	450 points	100%

Grading continued:To calculate your grade at any point during semester:

1. Look in *My Grades* to determine the total number of points you have earned thus far
2. Look in *My Grades* to determine how many points it has been POSSIBLE to earn thus far. (You do this by adding together the point values of all the assignments and all the discussion board forum posts that have been due thus far)
3. Use this formula to determine what percentile you are in...

[# Points YOU have earned so far] divided by [# Points it has been POSSIBLE to earn so far]

...and then find your percentile in the chart below to determine your current letter grade:

Grade	Meaning of Grade	Points Needed	Percentile
A	Superior	≥405	90-100%
B	Above 100-level expectations	360 – 404	80-89%
C	Meets 100-level expectations	315 – 359	70-79%
D	Below 100-level expectations	270 – 314	60-69%
E	Failing	≤269	≤59%

Testing:

You will take one exam on the content of the syllabus itself; then five exams on the readings and videos that form the course material. The syllabus exam consists of 50 multiple-choice and true-false questions, worth one point each. Each of Exams 1-5 consists of 50 multiple-choice questions, worth one point each. The exams are not cumulative. There is no "final exam."

The Respondus Lockdown Browser (RLDB):

You will be taking all the tests in this course using a browser designed specifically to deter cheating. This browser is called the "Respondus Lockdown Browser." While most students are honest, there are nonetheless some who seek to score well on tests without doing what it takes to be truly prepared for them. The RLDB is for those students.

Prior to taking the first test in this course – the Syllabus Exam – you MUST install the RLDB on your computer. Inside the "Start Here" content area of BB you will find three videos about the RLDB. These videos explain: (1) what the RLDB is and how it works, (2) how to install it on your computer and (3) how to access and take the tests in this course using the RLDB. Along with these three explanatory videos is the link you need to click on, to install the RLDB on your computer. If you have any problems installing or using the RLDB during this course, the IT staff will help you: HelpDesk@asu.edu

The RLDB is also installed on all the computers at the all computing sites on all ASU campuses: http://help.asu.edu/ASU_Computing_Site_Locations/Hours

Test Mechanics and Policies:

- You will be accessing each test in this course by going THROUGH the Respondus Lockdown Browser. You will NOT be using an ordinary browser such as Internet Explorer, Mozilla Firefox or Safari.
- Before clicking on the RLDB icon on your desktop, to open the browser and access a test, you MUST have already closed and exited any screen-capturing software on your computer such as "Snag It" or "Google Talk." Even if you have 'closed' such software, the icons for any screen-capturing software may still appear in the tray at the bottom of your desktop. If so, you will need to "exit" this software in addition to closing it. To "exit," right-click on each of these icons, then select "Exit" to definitely detach from each of type of screen-capturing software. It is essential that you do this, in order access the tests in this course.
- To access each test, click on the RLDB icon on your desktop. You will be taken to Blackboard *through* the RLDB. Log into Blackboard as you would normally do; then click on the test link provided to access the test.
- You will have a 30-hour window within which to take each test - from 6 AM on the Monday the test begins until Noon the next day (Tuesday).
- You must take each test at one sitting. You are not permitted to partially complete a test, log out, then log back in at a later time and complete it.
- 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 will have 60 minutes to complete each exam. We will monitor how long you take to complete each one. For each minute over the time limit you go, we will subtract one point from your original score.
- Sometimes, students begin taking an exam but are prevented from completing it due to some type of IT problem, e.g. a power outage; Blackboard crashes, keyboard mis-stroke that locks you out of your test, etc. In the event of such mishaps your TA will delete your first exam attempt once the original interval is over. That will give you automatic access to the exam during its makeup interval. You do not need to email your TA in order to have this done for you.
- During the Syllabus Exam you will get feedback on how you answer the questions – whether you them right or wrong and if you got it wrong, what the correct answer is. You will not be given this type of feedback when you take the remaining exams, in the interest of preventing cheating. If you want to know which questions you missed on any of Exams 1-5, you must email your TA after the exam's makeup interval.

Exam Schedule:Syllabus Exam (6 AM Mon 1/25 – Noon Tues 1/26) covers:

- The content of (all the information contained in) the course syllabus

Exam 1 (6 AM Mon 2/8 – Noon Tues 2/9) covers:

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

Exam 2 (6 AM Mon 3/1 – Noon Tues 3/2) covers:

- Text-chapter material indicated on Outlines 4, 5 and 6
- FMG On-Demand Videos:
 1. Borderless: The Lives of Undocumented Workers, #36318 (27 min.)
 2. Women and Men Unglued: Marriage and Relationships in the 21st Century (87 min.)
 3. Big Brother, Big Business: The Data Mining and Surveillance Industries (79 min.)
- DVD: The Visitor (104 min.)

Exam 3 (6 AM Mon 4/5 – Noon Tues 4/6) covers:

- Text-chapter material indicated on Outlines 7, 8 and 9
- Google video: A History of Hispanic Achievement in America: Cesar Chavez (7 min. 34 sec.) [<http://video.google.com/videoplay?docid=-4328803956526622282#>]
- DVD: Paradise Now – rent or check out from your local library (91 min.)
- FMG On-Demand Videos:
 1. Witness to Hate: Reporting on Al-Qaeda (22 min.)
 2. Return to the Heart of Darkness (23 min.)

Exam 4 (6 AM Mon 4/19 – Noon Tues 4/20) covers:

- Text-chapter material indicated on Outlines 10 and 11
- FMG On-Demand Videos:
 1. Multilingual Hong Kong: A Sociolinguistic Study of Code Switching (32 min.)
 2. Africa Calling: An Appeal for Understanding (57 min.)

Exam 5: (6 AM Monday 5/3 – Noon Tuesday 5/4):

- Text-chapter material indicated on Outlines 12, 13 and 14
- FMG On-Demand Videos:
 1. Economic Development: A Global Challenge, #34994
 2. Global Resources: Management and Competition, #34991
 3. Slum Cities, #37483 (46 min.)
- DVD: An Inconvenient Truth – rent or check out from your local library (100 min.)

Makeup Exams:

Makeup exams are built into the course schedule for students who fail to complete this or that exam during its originally-scheduled interval, for WHATEVER reason.

Makeup policies:

- “Makeup” ≠ “re-take.” If you have already completed an exam and received a score, you cannot re-take it during its makeup interval just to try to get a better score than the one you already earned.
- If you miss both the originally-scheduled AND makeup dates for an exam, your score for that exam will be ZERO.

Makeup schedule:

- Syllabus Exam: 6 AM Monday 2/8 – Noon Tuesday 2/9
- Exam 1: 6 AM Monday 2/22 – Noon on Tuesday, 2/23
- Exam 2: 6 AM Monday, 3/22 – Noon Tuesday, 3/23
- Exam 3: 6 AM on Monday, 4/19 – Noon on Tuesday, 4/20
- Exam 4: 6 AM Monday 5/3 – Noon Tuesday 5/4
- PLEASE NOTE – Exam 5 cannot be made up.

Discussion Board Participation:

You will be participating in 15 Discussion Board forums during the semester; one for each week of the course. Your participation in the Week 1 Forum will consist of asking and answering each others' questions about the information contained in the course syllabus. Your participation in the Week 2 – Week 14 forums will consist of asking and answering each others' questions about the readings and videos on which you will be tested. Your participation in the 15th, "Suggestions" forum will consist of your feedback to me on what you liked/disliked about the course and your suggestions on how to improve the course for future students. Your assigned TA participates in the forum him or herself, and is the person who grades all your forum posts. Thus if you have a question about a score you received for a specific post, you will need to contact your TA.

Forums 2 – 14 each contain a list of the readings and videos you need to discuss therein. You will earn five points for asking your classmates a substantive question about the readings, DVDs or videos and an additional five points for providing a substantive answer to a classmate's question. Thus you will earn zero, five or 10 points in each forum; depending on the *quality, timeliness* and *accuracy* of your participation in it. For the purpose of this course, here is how I define those terms:

What it is to be "substantive"

A *substantive* question or answer is one is connected in a direct and obvious way to some 'piece' of course material that you have either read about (in one of the readings) or seen (in one of the videos) and which includes your own thoughts about the topic or issue you are raising.

Substantive Questions

Two types of question-posts are considered "substantive" and will thus earn you points:

1. Questions about portions of the readings and/or videos that you do not understand – An example of this type of substantive question would be as follows: Suppose you need help understanding the difference between two concepts from Chapter/Outline 10, "substitution" and "mutation." To meet the posting criteria, you would (1) state you need help understanding the difference between the two concepts; (2) explain what you *think* the distinction between the two concepts is, based on what you got out of the reading in general, and (3) ask your classmates for their own understanding of the difference between "mutation" and "substitution."

Please note that you will not get points for formulating questions as if you were 'ordering' your classmates to do things, e.g. "Name the 5 blah-blah-blah," as if you were me; giving the other students a test. Nor will you get points for posts that consist *only* of your question you are posing to your classmates; i.e. without any statement of your own thoughts on what the answer might be.

2. Questions you pose to your classmates in an effort to discuss the material with them – If you really do understand everything about what you read or saw in a video, then the sort of question you should be posing would be one in which you (a) provide your own thoughts on an issue and then (b) ask for others' viewpoints. An example of this type of question-post would be as follows: "When I read/saw blah-blah-blah, I thought X about it/ was really upset to hear/see this was happening in the world/ whatever...What do the rest of you think about this?" In other words, you give YOUR OWN thoughts about an issue and THEN you ask your classmates, "what did the rest of you think when you read/saw this?" or "what can we do about this problem?" etc.

Composing your question-posts this way shows me that you are trying to DISCUSS the material with your classmates, which is after all the whole purpose of making the class do the discussion board activities in the first place. Discussion Board is supposed to REPLACE the class discussions and clarification of any confusing issues that we would be engaging in in-person, if this were a brick-and-mortar class.

Non-substantive questions

Non-substantive questions are ones that fail to provide evidence that you, yourself, have given any thought to what might be the answer to the question you are posing. Non-substantive questions yield 0 points.

Examples of non-substantive questions are as follows:

1. "On page 120 the book says blah-blah-blah. What do the rest of you guys think about that?" – As you can see, this post contains no evidence the student tried to use his/her brain at all, to come up with his/her own thoughts on the matter.
2. "Can anybody tell me what an 'unfunded request list' is?" – Ditto the above.
3. "What do you think Whitaker is looking for on Outline X?"
4. "What do you mean? Please rephrase."

Substantive responses to classmates' posts

A "substantive" answer to a classmate's question is one in which you, in your own words, (a) define a concept from a reading or video that a classmate has requested help on; explain why you feel your definition is correct; then illustrate your definition by using the term-as-you-define-it in a sentence or in a description of a relevant situation, or (b) give your own opinion or views on an issue and explain what you base your opinion/viewpoint ON.

An example of a substantive answer would be as follows: Suppose a classmate posts the question, "Is 'code switching' (from the video, 'Multilingual Hong Kong: A Sociolinguistic Study of Code Switching,' which accompanies Chapter 10) an example of 'substitution' or 'mutation'?" Your substantive answer would be your opinion of which of those types of innovation "code switching" IS, accompanied by an explanation of the basis of your opinion.

Non-substantive responses to classmates' posts

Non-substantive answers on those which are responses to questions ONLY in the strictly-grammatical sense, but which reference neither the course material under discussion nor your classmate's question, specifically. Non-substantive answers yield 0 points. Here are some examples of non-substantive responses:

1. I'm down with that!
2. You know that's right!
3. That is tight!
4. I don't know.
5. I agree/ disagree/ think got your head up your kazoo on that one, bro!

What it means to be "timely" in your posting

To post in a *timely* fashion is to post *no later than the specified deadline*. If you miss the posting deadline for any forum, for ANY reason, your score for that forum will be zero.

What it means to be "accurate" in your posting

Accurate posts are those posted *in the forum to which you are assigned according to the first letter of your last name*. If you post in a forum other than the one to which you have been assigned, that/those post(s) will not be graded and your score for them will be zero.

Forum Group Assignments

You are assigned to a specific forum group according to the first letter of your last name:

- Group AD – Students whose last names begin with one A, B, C or D
- Group EK – Students whose last names begin with E, F, G, H, I, J or K
- Group LQ – Students whose last names begin with L, M, N, O, P or Q
- Group RZ – Students whose last names begin with R, S, T, U, V, W, X, Y or Z

How to Post in Discussion Board:

When you click on one of the forums, you will be taken to a page within the forum that shows three pre-existing threads. Each of these represents a specific 'chunk' of the alphabet (AF, GP or QZ). In order to earn points in a forum, you must do all your postings within the thread for the group to which you have been assigned.

To post:

1. Click on the Quiz Forum you need to post in.
2. Click on the thread for your group (Group AF, GP or QZ.).
3. Read the forum directions carefully, including the information about the posting deadline. Be sure to follow those directions when you compose your post!
4. Click the "Reply" button.
5. Re-word the subject line of your reply, so that it reads, "(your last name here) – question" or "(your last name here) – response."
6. In the 'Message' box, type your question about a reading or video, OR your answer to a classmate's question.
7. Click the "Submit" button.

Posting Deadlines:

<u>DB Forum Name:</u>	<u>Post your question by Midnight on this Thursday:</u>	<u>Post your response by Midnight this Sunday:</u>
<u>Week 1</u>	<u>1/21</u>	<u>1/24</u>
<u>Week 2</u>	<u>1/28</u>	<u>1/31</u>
<u>Week 3</u>	<u>2/4</u>	<u>2/7</u>
<u>Week 4</u>	<u>2/11</u>	<u>2/14</u>
<u>Week 5</u>	<u>2/18</u>	<u>2/21</u>
<u>Week 6</u>	<u>2/25</u>	<u>2/28</u>
<u>Week 7</u>	<u>3/4</u>	<u>3/7</u>
<u>Week 8</u>	<u>3/11</u>	<u>3/14</u>
<u>Week 9</u>	<u>3/25</u>	<u>3/28</u>
<u>Week 10</u>	<u>4/1</u>	<u>4/4</u>
<u>Week 11</u>	<u>4/8</u>	<u>4/11</u>
<u>Week 12</u>	<u>4/15</u>	<u>4/18</u>
<u>Week 13</u>	<u>4/22</u>	<u>4/25</u>
<u>Week 14</u>	<u>4/29</u>	<u>5/2</u>
<u>Suggestions</u>	<u>N/A</u>	<u>5/2</u>

Suggested Work Timetable:

Blackboard is taken down for routine maintenance every week from 9 PM Friday until 2 AM Saturday. BB 'outages' may occur at other times for other reasons, scheduled or otherwise.

Please note that you have an entire week (in fact, the entire semester up to that point) to get your posting done in each DB forum. Given the reality of outages, be advised! If, for example, as of Saturday morning you still haven't posted your response for the week and try to log into Blackboard, only to find it is unavailable until the following Monday morning, you are S.O.L. (Student Out of Luck) re: earning any points in the forum due the next day. Remember, you can always post early; you just can't post late. I suggest scheduling your work for this course as follows:

- MONDAY – WEDS: If there is an exam that week, get it done by the Tuesday-at-Noon deadline. Do the reading, video-watching and notetaking assigned for the week.
- WEDS – THURS: Post your "substantive" question about the course material in that week's Discussion Board forum.
- THURS – FRIDAY: Post your "substantive" answer to a classmate's question about the course material in that week's Discussion Board forum.

Course Outline

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

Week 1 (1/19 – 1/24):

- In Blackboard, read everything in the "Start Here" content area. Familiarize yourself with the course syllabus and SOC 352 FAQs. If interested, get to know a little about us by checking out my introduction video and your TA's photo and bio.
- Read through the first few weeks ("Week 1," "Week 2," etc.) of the "Weekly Activities" section to see how we lay out what you need to do in this course, week-by-week.
- Read through the Discussion Board forums to see what you will be doing in each.
- Install the Respondus Lockdown Browser. Video tutorials about the RLDB as well as the link to install it are in "Start Here."
- Read Chapter 1 of the text; using Outline 1 for notetaking.
- Post your substantive question in the Week 1 forum by Midnight on Thursday, 1/21.
- Post your substantive response in the Week 1 forum by Midnight on Sunday, 1/24.

Week 2 (1/25 – 1/31):

- Take the Syllabus Exam between 6 AM Monday 1/25 – Noon Tuesday 1/26
- Read Chapter 2 of the text; using Outline 2 for notetaking.
- Post your substantive question about the reading in the Week 2 forum by Midnight on Thursday, 1/28
- Post your response to a classmate's question about the reading in the Week 2 forum by Midnight on Sunday, 1/31

Week 3 (2/1 – 2/7):

- Read Chapter 3 of the text; using Outline 3 for notetaking
- Post your substantive question about the reading in the Week 3 forum no later than Midnight on Thursday, 2/4.
- Post your response to a classmate's question in the Week 3 forum by Midnight on Sunday, 2/7.

Week 4 (2/8 – 2/14):

- If you need to, make up Syllabus Exam between 6 AM Monday 2/8 – Noon Tuesday 2/9
- Take Exam 1 between 6 AM Monday, 2/8 – Noon Tuesday, 2/9
- Read Chapter 4 of the text; using Outline 4 for notetaking
- Post your substantive question in the Week 4 forum by Midnight on Thursday, 2/11.
- Post your substantive response to a classmate's question in the Week 4 by Midnight on Sunday, 2/14.

Week 5 (2/15 – 2/21):

- Read/watch/take notes on these materials using the related Outlines:
 1. Chapter 5 of the text; using Outline 5 for notetaking
 2. DVD "The Visitor"
- Post your substantive question in the Week 5 forum by Midnight on Thursday, 2/18.
- Post your substantive response in the Week 5 forum by Midnight on Sunday, 2/21.

Week 6 (2/22 – 2/28):

- If you need to, make up Exam 1 between 6 AM Monday 2/22 – Noon Tuesday 2/23
- Read/ watch/ take notes on these materials; using the Notetaking Outlines provided:
 1. FMG Video #36318, "Borderless: The Lives of Undocumented Workers"
 2. FMG Video #33067, "Women and Men Unglued: Marriage and Relationships in the 21st Century"
 3. FMG Video #39097, "Big Brother, Big Business: The Data Mining and Surveillance Industries"
 4. Chapter 6 of the text; using Outline 6 for notetaking
- Post your substantive question in the Week 6 forum by Midnight on Thursday, 2/25.
- Post your substantive response in the Week 6 forum by Midnight on Sunday, 2/28.

Week 7 (3/1 – 3/7):

- Take Exam 2 between 6 AM Monday, 3/1 – Noon Tuesday, 3/2
- Read/ watch/ take notes on these materials; using the Notetaking Outlines provided:
 1. Chapter 7 of the text; using Outline 7 for notetaking
 2. Google video: "A History of Hispanic Achievement in America: Cesar Chavez"
- Post your substantive question in the Week 7 forum by Midnight on Thursday, 3/4.
- Post your substantive response in the Week 7 forum by Midnight on Sunday, 3/7.

Week 8 (3/8 – 3/14):

- Read Chapter 8; using Outline 9 for notetaking
- Post your substantive question in the Week 8 forum by Midnight on Thursday, 3/11.
- Post your substantive response in the Week 8 forum by Midnight on Sunday, 3/14.

[SPRING BREAK WEEK (3/15 – 3/21) IS HERE]

Week 9 (3/22 – 3/28):

- If you need to, make up Exam 2 between 6 AM Monday 3/22 – Noon Tuesday 3/23
- Read/ watch the following; taking notes using the Notetaking Outlines provided:
 1. Chapter 9 of the text; using Outline 9 for notetaking
 2. DVD "Paradise Now"
- Post your substantive question in the Week 9 forum by Midnight on Thursday, 3/25.
- Post your substantive response in the Week 9 forum by Midnight on Sunday, 3/28.

Week 10 (3/29 – 4/4):

- Read/ watch the following; taking notes using the Notetaking Outlines provided:
 1. FMG Video #35309, "Witness to Hate: Reporting on Al-Qaeda"
 2. FMG Video #35835, "Return to the Heart of Darkness"
- Post your substantive question in the Week 10 forum by Midnight on Thursday, 4/1.
- Post your substantive response in the Week 10 forum by Midnight on Sunday, 4/4.

Week 11 (4/5 – 4/11):

- Take Exam 3 between 6 AM Monday 4/5 – Noon Tuesday 4/6
- Read/watch/take notes on these materials using the related Outlines:
 - Chapter 10 of the text; using Outline 10 for notetaking
 - FMG Video #39458, "Africa Calling: An Appeal for Understanding"
 - FMG Video #35063, "Multilingual Hong Kong: A Sociolinguistic Study of Code Switching"
- Post your substantive question in the Week 11 forum by Midnight on Thursday, 4/8.
- Post your substantive response in the Week 11 forum by Midnight on Sunday, 4/11.

Week 12 (4/12 – 4/18):

- Read Chapter 11 of the text; use Outline 11 for notetaking
- Post your substantive question in the Week 12 forum by Midnight on Thursday, 4/15.
- Post your substantive response in the Week 12 forum by Midnight on Sunday, 4/18.

Week 13 (4/19 – 4/25):

- Take Exam 4 between 6 AM Monday 4/19 – Noon Tuesday 4/20
- If you need to, make up Exam 3 between 6 AM Monday 4/19 – Noon Tuesday 4/20
- Read/watch/take notes on these materials using the related Outlines:
 1. Chapter 12 of the text; using Outline 12 for notetaking
 2. FMG Video #37483, "Slum Cities"
 3. FMG Video #34994, "Economic Development: A Global Challenge"
- Post your substantive question in the Week 13 forum by Midnight on Thursday, 4/22.
- Post your substantive response in the Week 13 forum by Midnight on Sunday, 4/25.

Week 14 (4/26 – 5/2):

- Read/watch/take notes on these materials using the related Outlines:
 1. Text chapters 13 and 14; using Outlines 13 and 14 for notetaking
 2. DVD, "An Inconvenient Truth"
 3. FMG Video #34991, "Global Resources: Management and Competition;"
- Post your substantive question in the Week 14 forum by Midnight on Thursday, 4/29.
- Post your substantive response in the Week 14 forum by Midnight on Sunday, 5/2.
- Post your feedback on the course for future students in the Week 15 forum by Midnight on Sunday, 5/2.

Week 15 (5/3 – 5/4)

- Take Exam 5 from 6 AM Monday 5/3 – Noon Tuesday 5/4
- If you need to, make up Exam 4 during the same interval as Exam 5

SOC 352 – Chapter 1 Outline

- Social change –
- Social Structure –
- Culture –
- Grasping the 'big picture' of social change –
- 5 ways structures can be altered –
- Levels of change –
- Example of how change at one level affects change at another level –
- The "Sociological Imagination" –
- Causes of Change –
- Change and Human Intentions –
- Other 'Change' Terminology –

SOC 352 – Outline for Chapter 2

- Scientific theory –
- Models –
- Assumptions –
- The meaning of "heuristic" –
- Hypotheses –
- Levels of theory –
- Causes of change (2 general categories) –
- Materialistic perspectives –
 1. Karl Marx –
 2. William Ogburn –
- 3 ways that technology can cause change –
- Limitations on technology as a change agent –
- Idealistic perspectives –
 1. Max Weber –
 2. Guenter Lewy –
- Examples of cultural ideas, values and ideologies shaping change –
 1. Revolt of non-Western colonies against their European rulers –
 2. Positive value placed on material growth & security –
 3. Nationalism –
 4. Universalistic world ideologies –
 5. Ideational culture can be a barrier to change –
 6. Ideational culture can cause change by...
- The interaction of material and ideational causes of change –
 1. Mutual feedback –
 2. Multiple causation –
 3. Combined causation –
 4. Path-dependent causation –
- Linear models of change –
 1. Lenski's model –
 2. Urbanization –
- Cyclical models of change –
 1. Macro-cyclical –
 2. Pitirim Sorokin –
 3. Business cycle in free market economies –
 4. American nuclear family –
 5. typical college semester –
 6. Political and economic cycles –
- The larger question about cyclical patterns –
- Daniel Chirot's view of the 5 cycles of industrial societies –

- Dialectical models of change –
 1. General –
 2. Raymond Aron's model –

SOC 352 – Outline for Chapter 3

- Factors that determine the structure of society and the nature of change:
 1. Functionalist position –
 2. Conflict position –
- Interpretive position –
- The Functionalist position (in more detail than above):
- Talcott Parsons' "evolutionary theory" of change:
- Weakness in the functionalist position:
- Mass Society Theory:
- The Conflict Position:
- Ralf Dahrendorf's conflict theory:
- The Interpretive Position:
- Reconciling Agency and Structure:

SOC 352 – Outline for Chapter 4

- Patterns of Social Change in the U.S.
 - Changes in the structure of social life –
 - Changes in cultural themes –
- Structural Trends:
 - Growth in scale of social life –
 - Centralization of control (power and authority) –
 - Increasing differentiation ("demassification") and specialization of social life –
 - Growing interconnectedness and networked nature of social life –
 - Increase in technical complexity and sophistication –
- Trends in Cultural Themes:
 - Increasing cultural complexity and diversity in and of themselves –
 - Increasing tolerance of cultural diversity, including behavioral and moral diversity
 - Increasing concern with individual self-gratification –
 - Persistent belief in the effectiveness of scientific and empirical knowledge –
 - Decreasing trust in national leaders and social institutions –
- Counter-trends and reactions to modernity – anti-modernism and postmodernism:
 - Resurgence of racism and ethnic discrimination in America, e.g. racial profiling –
 - Social movements to reaffirm cultural traditions of the past –
 - Social movements to promote a new stage of cultural and social development beyond modernity –

SOC 352 – Chapter 5 Outline

- Some Facts about Immigration:
- The Graying of America:
- Birth Cohorts:
- Changes in Families:
- Causes of Increases in Household & Family Diversity (all 90):
- Divorce and Kids:
- Problems encountered by dual-income families:
- Myths about how wonderful traditional families were:
- Why families/households today are doing even better than their counterparts of the past:
- Changes in the world of work:
- Causes of the Transformation of Work and Society:

- Who Gets What Kinds of Jobs?
- Changes in the working lives of Americans:

SOC 352 – Outline for Chapter 6

- How Large Companies and their Owners Got Disproportionate Power in the U.S. Economy:
- Small Firms, Entrepreneurs & the Bimodal Economy:
- 3 types of small firms:
- The Global Market Economy:
- Growth in the Scope and Scale of Gov't:
- Changing Bases of Political Mobilization:
- Inequality, Wealth and Living Standards:
- Trends in the U.S.:
- What forces are driving the growing income inequality in the U.S.? – 3 opinions:
- 3 Components of the "Middle-Class Squeeze":

SOC 352 – Outline for Chapter 7

- Social Movements:
- SMs differ from structures that are more integrated into the society in these ways:
- Social Movement Organizations:
- Types of SMs:
 - Reform vs. revolutionary –
 - Instrumental vs. Expressive –
 - Progressive vs. Conservative –

Instrumental

Expressive

Reformative – e.g. NAACP, tax reform, antiabortion	Alternative, e.g. evangelicalism, joggers, Trekkies, other 'enthusiasms'
Transformative – e.g. Islamic fundamentalism (classic revolutions)	Redemptive, e.g. millenarian movement, cults (isolated environments)

- Theories about how Social Movements originate:
 - Crowd psychology –
 - Rational choice –
 - Relative deprivation –
 - Status strains –
 - Micro-structural Mobilization Contexts –
 - As an outgrowth of collective behavior –
 - Neil Smelser's Value-Added Theory –
 1. 3 types of responses to SMs by authorities (per Smelser) –
- Theories about how social movements begin, continued:
 - Conflict perspectives –
 - Resource Mobilization theory –
 - Political Process theory –
 - Theory of Contentious Politics –
 - New Movement Theory –
- Ideological "frames" for SMs:

SOC 352 – Outline for Chapter 8

- Social Catalysts for 20th-Century Reform Movements:
- Populist Movement:
- The Labor Movement:
- The Progressive Movement:
- The Impacts of Turn-of-the-Century Movements:
- Mid-20th-Century Movements (“Equality Revolts”):
- Civil Rights Movement:
- The New Left/ Countercultural Student Movements:
- Feminist Movement:
- Other Status-Equality Movements:
- The Conservative Movement:
- 4 Types of Change Movements Produce:

SOC 352 – Outline for Chapter 9

- Speculations about what ‘causes’ revolutions:
- Common elements in the natural history of revolutions:
 - Desertion of intellectuals –
 - Attempted reforms –
 - Political crisis –
 - A period of dual (radicals & moderates) rule –
 - Triumph of the radicals –
 - Reign of terror –
- Moderation and pragmatism –
- Causal theories – rebellion and political violence:
 - Davies’ ‘J-Curve’ hypothesis –
 - System Disequilibrium theory –
 - Huntington’s Modernization hypothesis –
 - Resource Mobilization theories –
- Structural perspective on Revolution:
- International pressures:
- State-Elites Relations:
- Military Loyalty:
- Popular Uprisings (Rural and Urban):
 - Rural:
 - Urban:
 - The Role played by “Marginal Elites”:
 - Structural conditions under which revolution would “almost certainly happen”:
 - Examples of recent successful/failed revolutions:
 - Sudan:
 - Nicaragua:
 - Why aren’t social scientists any good at predicting revolutions?:

SOC 352 – Chapter 10 Outline

- How Innovation Spurs Social Change:
- Generalities about Innovation:
- Innovation Defined:
- Degrees of Novelty:
 - Variation –
 - Substitution –
 - Mutation –
- Social Conditions that make High Rates of Innovation Likely:

- The Probability of Innovation is related to:
- Cross-cultural contact and diffusion of culture (from one culture to the other):
- Cross-cultural diffusion is likely to the extent that:
- Characteristics of innovations that affect the extent to which they diffuse and are adopted:
- Channels via which Innovations are diffused:
- A word about the impact of the mass media:
- Adoption of Innovation by societies, communities & organizations:
- A group effectively adopts or rejects innovations to the extent the group:
- Social Networks:
 - Social Networks may be composed of:
 - Location of Members within a Network:
 - Center-Periphery Models of Change (Diffusion of Innovation):

SOC 352 – Outline for Chapter 11

- 3 Components of any Change Effort:
- Dimensions of the surrounding environment which change agents must be aware of:
- Facilitative strategies for change = cooperative, collaborative strategies:
- Re-educative Strategies:
- Persuasive Strategies:
- Power Strategies:
- Role of Violence (= a subform of power) in creating change:
- Violence is more likely to succeed as a change strategy to the extent that:
- Case Study: Al-Qaeda vs. the U.S. and its Allies:
- Consequences of bombing World Trade Center/ Pentagon for Al-Qaeda:
- Consequences to U.S. & its Allies of initiating the global War on Terror:
- A cautionary note re: using violence to promote social change:
- Combining Different Change Strategies:
- Nonviolent Direct Action:
 - 3 Keys to the Success of NDA:

The 9 steps of Satyagraha are:

Tasks involved in developing a plan for social change:

Ethical Issues:

Change

Strategy: Facilitation -----> Reeducation -----> Persuasion -----> Power/ Coercion

Ethical Problems:

SOC 352 – Outline for Chapter 12

Development:

Liberal vs. Conservative Views of Development:

- Conservatives define development as:
- Liberals define development as:
- Development efforts have not always been successful. In countries such as:

What the Research Indicates:

Based on data collected by the United Nations:

- Rates of development –
- Widening disparities between nations –
- Aspects of development, e.g. education, longevity, health conditions –

Human Development Index (HDI):

- Developed by the U.N., the HDI is a composite index of achievement along these 3 dimensions of development:
- A disadvantage of the HDI is -

Economic Development:

- Not all development is economic, but economic development is at the heart of the development process. It involves these 3 components:

Social Development:

- With economic changes come social changes; i.e. changes in the bases of relationships between people. More specifically:
- At the structural level (as opposed to the relationship level), social development manifests as:

Political Development:

- Definition:
- Political development requires:
- Quote about political development:

Development and Families:

- 8 changes in families associated with development:

Dependency Theory:

- Definition:
- Dependency theorists assert:

World Systems Theory:

- Definition of the "world system":
- Its three tiers are:
 1. The top tier =
 2. The middle tier =
 3. The bottom tier =

The nature of world markets for the commodity products of developing countries:

- Buyers' markets/ Elastic demand:
- Sellers' market/ Inelastic demand:

The "debt trap":

The role of multi-national corporations in the world economy:

The inherent weakness of the "extroverted" economies of developing countries:

- 2 weaknesses:
- Solutions proposed by World Systems theorists:
 1. Delinking –
 2. Developing an Introverted Economy –

Globalization:

- The "post-development" era –
- Nongovernmental organizations; aka NGO's:
- Examples of NGO's:

Manuel Castells' perspective:

Post-development globalization has generated these precipitates:

- The rise of the Fourth World –
- Global criminal economy -

The 'Dark Side' (Long-term Social Consequences) of Globalization:

- A growing global labor surplus –
- Depeasantization –
- Harmonization –
- Informalization –
- Legitimacy crisis –
- Cultural clashes that transcend nation-states –

Social Responses to Globalization:

Necessary (or at least important) conditions for human progress:

SOC 352 – Outline for Chapter 13

- Population Growth:
- Demographic Transition Model:
 - 3 stages:
- Causes of above demographic transition:
- Uneven distribution of population change:

- Third-World Urbanization:
- Population Growth as a Global Environmental Problem:
- Conclusions of 1994 International Conference on Population and Development in Cairo:
- Hunger as a Global Problem:
- Human Impact on Global Environmental Change:
- Soil and Water:
- Ecological Modernization:
- Economic vs. Ecological World Views:

SOC 352 – Outline for Chapter 14

- Looking at the Next 50 Years:
- The Global Marketplace:
- The Global Resource Base:
- Global Information and Technology Systems:
- Popular Culture:
- Demography and Environmental Problems:
- Re-emergent Localism:
- Two Visions of the Future:
- The Third Revolution:

Video Outlines – SOC 352

FMG On-Demand Video #36318: Borderless: The Lives of Undocumented Workers

Crossing Borders for Survival:

- Why do undocumented workers leave their home countries to work elsewhere? What relationships do they sacrifice, by doing this?
- Undocumented workers sustain two economies – which economies are these?

Women working as Domestic/Nannies:

- What sorts of thoughts go through their heads as they do their jobs?
- How do they maintain relationships with their family members, their own kids, back home?
- How do the children feel toward their mothers, who (as the kids see it) leave them behind?
- What is difficult about flying their kids to the cities where they are working, so they can spend time with each other?
- What do they do with the “barrels” they (the women interviewed for the video) talk about?
- How do the women feel about the types of work they do being passed down through generations of their families, from mother to daughter?

Men working in construction:

- What is the hourly wage of undocumented male construction workers, compared to the wages earned by coworkers who are citizens?
- Why does the undocumented construction worker, interviewed for this video, feel he cannot complain to his boss about the relatively low wages he receives?

FMG Video #39458 – Africa Calling – An Appeal for Understanding

- The two forces in a tug-of-war with each other, as Africa attempts to progress –
- Number of African children with AIDS, compared to the number of kids worldwide who have AIDS –
- Orphans in Africa who have AIDS...how did they lose their parents? –
- What percentage of the work to be done in Africa is seen as the responsibility of the women? –
- African saying about the crucial role women play in African society –
- Prevalence of arranged marriages in Africa –
- Women’s views on marriage and their role in it –
- What causes women to enter prostitution in Africa –
- Genital mutilation –
 1. Why excisions are performed –
 2. What is involved in a “total” vs. a “partial” excision?
 3. What % of African women are excised?
 4. Perspective of one woman who excises other women for a living –
 5. The one place mentioned in the film where excisions are not performed –
- Social expectations (norms) for women in Senegal –
- Western standards of beauty becoming the norm in the big cities –
- Tattooing and piercing – These are popular in the U.S. today. Where did these practices originate?

- (II)legality of homosexuality in Africa – In how many countries is it illegal? How are homosexuals punished, in countries where it is illegal? What is the one country in Africa that has laws prohibiting discrimination against gays?
- The prevalence of polio in Sub-Saharan Africa (Benin in particular) –
 1. How do many of the polio victims earn a living? What is the attitude of the police toward those who practice this 'profession'? What is the advantage of engaging in this profession, as the polio victims see it?
 2. Citizen response to the opportunity to be vaccinated against the disease:
- Emigration from Africa to other countries – who leaves, and why?

FMG On-Demand Video #39097

Big Brother, Big Business: The Data Mining and Surveillance Industries

'Black-box' recorders in cars

"Event Data Recorders" – "EDRs" – What are these? How do they work? For what purposes are they used?

Disadvantage of Surveillance

Acc. to Law Professor Daniel Solore, what is unjust about surveillance?

Examples of surveillance (take notes on how each of these surveill us):

- Rental car companies –
- Laser color printers –
- CD burners –
- Restaurants –
- Retail surveillance –

Data-Mining companies (take notes on these obtain and/or use our personal info):

- Choice Point, Equifax, Lexus Nexus –
- Google –
- Theft of cell phone records (by private detectives, identity thieves, etc.) –

"Biometrics"

- What is it? How are biometric data captured and used? Who/what sort of entities use it, and for what purpose(s)?
- YouTube Video: A History of Hispanic Achievement in America: Cesar Chavez
- Mexican-American War of 1848 – consequences for Hispanics:
- Mexican Repatriation Campaign of the 1930's:
- Changes brought about by WWII:
- The Plight of Farmworkers:
- Cesar Chavez: Brief Biography and his role in the Chicano Civil Rights Movement:
- Significant Events Following the Grape-Pickers' Strike:

FMG Video #34994 – Economic Development: A Global Challenge

- 3 main determinants of income and expansion –
- Definition of "physical capital" –
- Definition of "human capital" –
- Highly skilled workers are more productive (if measured as amount produced per hour, say) because _____.

- Poor countries have difficulty providing a decent education for their citizens; thus they suffer from a low _____.
- What is the “Brain Drain”? How does it lower an poor country’s stock of human capital?
- Definition of “technology” –
- 2 ways to define “economic development” – (1) _____, (2) _____
- The “GDP” (Gross National Product) is one way to measure _____.
- Indicators of a “high standard of living” – One such indicator is, long life expectancy. What are some of the other indicators?
- Human Development Index – What does it measure? What entity uses it?
- One important characteristic of capital is...that it is _____.
- How capital is produced – what steps are involved?
- Causes of underdevelopment (of a country):
 1. _____
 2. _____
 3. Unfavorable geographic location – unfavorable in what way?
 - a. _____
 - b. _____
 - c. _____
 4. Colonialism – What sorts of harmful practices does the colonizing country impose on the colonized people/nation?
 - a. _____
 - b. _____
 - c. _____
 - d. Despite the above, you can’t say across the board that colonialism causes lack of development, because _____
 - e. Capitalism has created _____ = the new imperialism, via foreign corporate investment
 5. Corrupt leaders, political instability – What country is a great example of this? How does corruption at the top impact foreign investment?
- Income inequality within a country – “Poor” countries have GREATER domestic income-inequality than “extremely poor” countries. Why (and how) is this so?
- Kuznets’ curve – What is it? What does it predict, and about what?
- The “Dual Economy” – Re: developing countries, what does this concept refer to?
- Comparison of the credit markets of rich vs. poor countries –
- Asymmetric information – This is a problem in both rich AND poor countries: What does the phrase refer to?

**FMG Video #34991
Global Resources: Management and Competition**

- What resources must a nation have, in order to produce goods, both for domestic consumption and for export? –
- The drive to control natural resources: Governments of developed countries and multi-national corporations use their power to – do what?
- The negative effects of colonialism; how colonizing nations ‘rape’ the land of the countries they colonize -

- U.S. support of unsavory (corrupt, etc.) regimes...why does the U.S. do this? –
- What lengths will large corporations go to, to get hold of the resources of a developing country? –
- Hazards developing countries face, if they specialize in the production of one (and only one) product, i.e. or marketing only one resource –
- Why we need to shift over to renewable resources to meet our energy needs –
- What is the “tragedy of the commons”? –
- The narrator states that solar power lies within the domain of “public goods.” What does this mean?
- Which renewable resources ARE subject to “the tragedy of the commons”?
- Re: resources subject to “the tragedy of the commons”...What do these types of resources need, in order to renew themselves? –
- Dating from the 1700’s, what has been the main cause of natural resource consumption and environmental degradation? –
- What does Kuznets’ curve show re: the relationship between the level of development of a country and its willingness to engage in sustainable practices?

FMG Video # 35835: Return to the Heart of Darkness

Summary of Events during the 1994 Rwandan genocide:

Status of things in 2005, when this documentary was made:

- Life for the Hutu people (civilians) now living in the Congo –
- Congolese official and unofficial positions on having the Hutu living in their country –
- One man’s story about his wife’s murder – One man, who mourns his wife’s murder in song, tells Jim Wooten...
- Relations today between the Hutus and the Tutsis –
- International Crisis Group’s efforts to prevent further violence –
- Ted Koppel’s interview with Jim Wooten; Wooten’s predictions for the future –

FMG Video #35063:

Multilingual Hong Kong: A Sociolinguistic Study of Code-Switching

- What is “code-switching”? –
- The 2 languages the Hong Kong Chinese mix together –
- What causes variation in the proportions of each language that go into the ‘mix’?
- As the Hong Kong Chinese see it, what role does their city play in the global arena? –
- What is the Chinese government’s official position on code-switching? –
- Why do young people/students resist pressures to stop code-switching? –
- Examples of English words & phrases that are injected into HK citizens’ Cantonese because there is no Cantonese equivalent:
- If you are a Hong Kong Chinese citizen, how does the ability to inject English into your speaking (into your Cantonese) affect your social status, in the eyes of other Chinese people?
- When the British handed Hong Kong over to China – i.e., when Hong Kong ceased to be a British territory – what impact did that have on the ability of the average Hong Kong citizen to use English?
- What is the position of the Chinese mass media on code-switching? Answer: They do it, too! (They probably are the places where Chinese learn a lot of their English “vocab”!

Outline for “An Inconvenient Truth”

- George Bush the Elder – Once said in a speech that if the environmentalists had their way, “we’d be up to our neck in _____.”
- The Species-Extinction Rate – is now _____ times greater than it was much earlier on.
- The “Collision between ‘Civilization’ and Earth” – What 3 Factors are Involved?
- Inconvenient Truth:
 1. Of all the world’s nations, _____ is the biggest contributor to global warming and carbon emissions

3 Common Misunderstandings – what are Al Gore’s responses to theses?

- Aren’t there disagreements among scientists about global warming?
- We have to choose between our environment and our economy
- Maybe the problem is too big already to do anything about.

Outline for DVD, “Paradise Now”

Principal Characters in the Film – Who they are; what their motivations are:

- Saïd –
- Khaled –
- Suha –
- Saïd’s mother –
- Saïd’s father – is dead; yet he plays an important role in the film...what is/was his ‘story’?
- Jamal –
- Abu-Karem –

Role that socialization plays in Saïd’s & Khaled’s decision to perform a suicide mission:

- Statements made by characters (ANY of the characters) which suggest Saïd’s & Khaled’s preparation for their roles began in childhood (via childhood socialization)...[I suggest you note the names of the characters you write about here, as well as their statements] –
- Dialogue from characters during the interval in which the film takes place, which displays how other main characters continue to prepare (socialize) Saïd and Khaled for their suicide-bomber roles –

Role of Violence in creating change:

Sociologists have noticed the following about violence as a strategy for causing social change. Which of these apply to the acts of violence (or the motivations behind them) that are planned and carried out in this film?

- A strategy by disadvantaged groups to call attention to their plight; perhaps the ONLY feasible strategy (as they see it)
- As a deliberate strategy, involves 2 stages:
 1. disruption of the system calls attention to the seriousness of the issue
 2. overtures may then be made to bring those in power to the bargaining table
- Violence is more likely to succeed when:
 1. group goals are defined in terms of gaining concessions and advantages rather than winning social acceptability
 2. the goal is to remove or displace those who hold powerful or privileged positions, rather than to obtain power and privilege for themselves

FMG Video #37483: Slum Cities

- It is estimated that worldwide, there are currently _____ slum dwellers (AKA “urban squatters”), and that number is growing.
- What are the political ramifications of being a slum dweller? –
- The slums of Mumbai (AKA “Slumbai,” formerly known as Bombay) cover only 6% of the land; yet they hold _____% of Mumbai’s population. I.e., there are _____ slum dwellers in Mumbai, out of a total Mumbai population of _____.
- One slum in Mumbai, “Darhavi,” covers only 2 square kilometers; yet _____ million people live there. It is viewed as a/an _____ settlement. It is the biggest slum in _____. There is only one toilet for every _____ persons and the smell is overwhelming.
- One real estate developer wants to bulldoze Darhavi and build new apartments in their place. Why does he want to do this? Why is the location of his apartments a problem for those who live in them?
- The slums of Rio de Janeiro, Brazil – Rio has 12 million people and _____ million of them live in the slums, AKA “Favelas.” There are 800 favelas in Rio. As with the slums of Mumbai, these favelas are considered to be _____ settlements. Unlike the slums of Mumbai, most of the favelas have _____. Many favela residents illegally tap into the power structure, to ‘steal’ electricity. The power thieves are known as “_____.”
- Why Rio de Janeiro slum dwellers can leave their houses unlocked –
- The drug lords of the Rio favelas – there are local gang tags spray-painted everywhere; telling local citizens _____.
- Which of these is responsible for the plight of Rio’s favela residents – city government or the drug lords?
- The year before this video was made, guns killed 40,000 in Rio; mostly due to _____.
- “Afro Reggae,” the most popular band in Rio – what have they done to help the people of “Vigario Geral (the slum the band members grew up in)”? –

DVD “The Visitor”

Main characters in this film:

Provide the country of origin, U.S. citizenship status, religion and profession for each character:

- Walter –
- Tarek –
- Zainab –
- Mouna –

In what way(s) is/are each of these characters a “Visitor”?

- Walter –
- Tarek –
- Zainab –
- Mouna –

In your opinion:

- Why is Zainab reluctant to extend friendship to Walter, despite Tarek's acceptance of Walter and formation of a friendship with him?
- How would our government/immigration authorities have reacted to Tarek's actions in the subway; had Tarek been a white guy from France or Italy, who had remained in the U.S. past the expiration of his Visa? In other words...(see next bullet)
- To what extent do Tarek's (or anyone's) appearance (skin color, hair, manner of dress), profession, country of origin and religion determine their treatment by the U.S. Government/immigration officials?
- Sociology's "Contact Hypothesis" says that people who are different enough from each other that they are uncomfortable around, suspicious of, distrustful of, etc. each other; who come from such different backgrounds that they don't know how to relate to one another, WILL nonetheless develop liking and rapport if they interact with one another over time in circumstances that require cooperation. In what scenes of the film, or at what moments in the film, do you see evidence that rapport has developed between Walter and each of the other characters?

FMG On-Demand Video #33067

Women and Men Unglued: Love and Relationships in the 21st Century

- Creating an intimate relationship involves _____, whereas romance involves _____.
- For young adults today, _____ and _____ are often the priorities. Per this video, many young women don't want to have kids; don't want to settle down with one partner because that would restrict their freedom to _____.
- One girl interviewed for this video, "Jude," thinks maybe we've evolved such that we continually need new people in our lives, to serve as new "stimuli" for us, in order for us to _____.
- A couple of guys, who were interviewed separately for this video, believed that women choose to date "_____."
- Right now there are a variety of options for the type of relationships you can have – involving varying degrees of involvement, etc. There are no clear "_____s" right to tell young people what is 'the' typical or socially acceptable type of relationship to have; nor is there a "_____" for achieving any such ideal relationship.
- One guy says his dog gets _____ from him, while his girlfriend gets _____ from him. His reasoning for dividing his affections up this way was that ..._____.
- Author Vivian Gornick noted there is nothing more lonely than the loneliness of feeling like an "_____" WITHIN the relationship you are in.
- Nowadays, young people "hang out" in groups...this allows group members to _____.
- "Christine," a young lawyer making six figures, says she has put career over relationships because the income she makes gives her freedom – and she defines freedom as _____.
- Two musicians, Reuven and David, chose to be musicians instead of striving for financial success by getting into a more conventional line of work. One of them noted, musicians get societal permission to not pursue "_____" roles.

- Author Bert Arthur observed that conventional notions of racial, gender and sexual identity have _____...in his view, those identities will need to be _____ before people will once more be able to _____.
- A young woman, “Mary,” interviewed for this video, defined “relationship” as being basically “_____.” Mary believes men get involved in relationships by (doing what?).
- An older woman-author interviewed for this video hypothesized that strife between men and women in relationships was due to differences in these four areas:
 1. _____
 2. _____
 3. _____
 4. _____
- “Debbie,” a 38YO magazine editor feels that the 70’s idealized notion of The Strong Independent Woman is as much of a _____ for young women today as being a Good Wife And Mother was in the 1950’s.
- Debbie doesn’t believe that being single these days is a _____. Rather, being single (as she sees it) is _____ because the housewife option has been closed off to them...Also, as Debbie sees it, young adult men were raised with _____ presented to them as the ideal they should model themselves after – thus, as she sees it, men these days don’t want a (type of woman) ; they want a “(type of woman).”
- “Tristan,” 33YO, says men look for _____, while women look for _____. To maximize their attractiveness to women, Tristan recommends that guys (do what?). Tristan also thinks (and I quote): “A beautiful woman is like a _____ – and why does he say this is so? Why are women like _____s?”
- Author Vivian Gornick observes that for older Baby Boomer women who are in their 50s and 60s and who are divorced, (and Vivian is a member of that group) Feminism gave them _____.
- Vivian notes, we’re living in a world where traditional gender roles and traditional conceptions of marriage and relationships have been and still are _____, while at the same time these conceptions have also started to _____...and young women today are caught in-between these two processes.
- Amongst Vivian’s own generation of feminists-activists, there was this Utopian belief that with more egalitarian arrangements between men and women, relationships would become instantly wonderful – but in fact they have not, due to the fact that _____.

FMG Video #35309 – Witness to Hate: Reporting on Al-Qaeda

- Frank Gardner’s occupation –
- Area of specialization within his profession –
- Elements of Gardner’s background that prepared him for his specialization –
- How Gardner felt about working in Arab countries; in particular, Saudi Arabia –
- Description of the incident in which Gardner was attacked –
- During the attack on him, what event took place that – in Gardner’s view – may well have caused his attackers to spare his life?
- Injuries sustained by Gardner and his cameraman, Simon Cumbers –
- Opinion of Gardner’s surgeon as to why Gardner did not die from his injuries –

- Re: his physical recovery from the attack, what is the best Gardner can hope for, in his own opinion?
- Looking back, how Gardner now assesses his attackers, compared to the average Arab/Saudi citizen –
- When Gardner starts to feel sorry for himself, what does he remind himself of?