



SO360 Social Movements and Change
Professor: Kirk Johnson – PhD. Sociology
Office – HSS318D – Office Hours on zoom by appointment
This is a fully asynchronous class – There will be no regular face to face class meetings.

COURSE DESCRIPTION

This course is the study of the nature and characteristics of society and the changes society is undergoing.
Prerequisites: SO101 or Consent of Instructor.

COURSE OVERVIEW

What is Sociology?

Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures.



This picture is of Heather Garrido a sociology student during the 2019 Bali Field School component of the Community Development course in Sociology – Heather and her classmates visited a village school to learn about educational efforts in rural Indonesia and share some of the Guam culture with the students.

Sociology is an exciting and illuminating field of study that analyzes and explains important matters in our personal lives, our communities, and the world. At the personal level, sociology investigates the social causes and consequences of such things as romantic love, racial and gender identity, family conflict, deviant behavior, aging, and religious faith. At the societal level, sociology examines and explains matters like crime and law, poverty and wealth, prejudice and discrimination, schools and education, business firms, urban community, and social movements. At the global level, sociology studies such phenomena as population growth and migration, war and peace, and economic development.

Sociologists emphasize the careful gathering and analysis of evidence about social life to develop and enrich our understanding of key social processes. The research methods sociologists use are varied. Sociologists observe the everyday life of groups, conduct large-scale surveys, interpret historical documents, analyze census data, study video-taped interactions, interview participants of groups, and conduct laboratory experiments. The research methods and theories of sociology yield powerful insights into the social processes shaping human lives and social problems and prospects in the contemporary world. By better understanding those social processes, we also come to understand more clearly the forces shaping the personal experiences and outcomes of our own lives. The ability to see and understand this connection between broad social forces and personal experiences — what C. Wright Mills called “the sociological imagination” — is extremely valuable academic preparation for living effective and rewarding personal and professional lives in a changing and complex society.



Sociology students in Bali, Indonesia on their way to make offerings and pray at a sacred water temple early in the morning – 2019.

Students who have been well trained in sociology know how to think critically about human social life, and how to ask important research questions. They know how to design good social research projects, carefully collect and analyze empirical data, and formulate and present their research findings. Students trained in sociology also know how to help others understand the way the social world works and how it might be changed for the better. Most generally, they have learned how to think, evaluate, and communicate clearly, creatively, and effectively. These are all abilities of tremendous value in a wide variety of vocational callings and professions.

Sociology offers a distinctive and enlightening way of seeing and understanding the social world in which we live and which shapes our lives. Sociology looks beyond normal, taken-for-granted views of reality, to provide

deeper, more illuminating and challenging understandings of social life. Through its particular analytical perspective, social theories, and research methods, sociology is a discipline that expands our awareness and analysis of the human social relationships, cultures, and institutions that profoundly shape both our lives and human history.

SOCIOLOGY AT THE UNIVERSITY OF GUAM

As we make our way through the 21st century, a common memory for all those who have lived through these years are the momentous changes wrought in society by a set of interrelated forces. These changes have not been leisurely nor partial, but have affected everyone on the planet amounting to a fundamental transformation of the world. Innovations in information and communication technologies have brought the most diverse peoples into greater interdependence. Massive movements of populations have contributed to both an awareness of difference and a growing recognition of a common human destiny. The advanced nations dominate the rest of the world with their institutions and technology and, in the process, trigger reactions that affect their own stability and their social structures and cultures. Various social and political movements have been shaped by these interactions. It is hence possible to speak of a world society and to see it as undergoing a series of major transitions. For Sociology at this point in history, a key priority is to transcend the parochialisms of the past to focus on those processes that are so rapidly transforming the world.

From the diffusion of institutional forms to international migration, from the revolution in communications technologies to the challenges posed by earth's habitat, the time seems right to take a broad look at what has changed and what we have learned about it. Sociology at the University of Guam is dedicated to this pursuit. Its hope is that it will inspire and train students to evaluate the past and make daring prospectives on the direction in which these transitions will take our own society and indeed humankind into the future.

Sociology, the scientific study of the causes and consequences of human interaction, has much to offer Guam and the Micronesian region in general. It combines scientific and humanistic perspectives in the study of family patterns and relationships, social change, inter-group relations, social movements, community development, and such pressing social issues as ethnic, religious, political and gender relations. Sociology is most interested in the diversity of our world. Everywhere one looks one sees diversity of action, thought and custom. Everywhere one finds people behaving differently. And it is for this world that we prepare our students. The sociological problem is to make sense of this diversity, to not simply ask what and how but more importantly **why**.

SOCIOLOGY IS ESSENTIALLY THE STUDY OF THE CAUSES AND CONSEQUENCES OF CHANGE

This course, Social Movements and Change, lies at the core of what sociology is all about. At the onset of the new millennium, change continues to be all-pervasive, ubiquitous, and at times disconcerting. People from all walks of life talk about it, want it, oppose it, fear it, and at times they even want to make sense out of it. But there is nothing new in the allure of change. From the beginning, social change has been an integral part of the human condition. Since the earliest times, there has been a fascination with change, a constant preoccupation with its ramifications, and prolonged agitation about its consequences. This course is about that age-old concern with social change, which is, one of the most important, challenging, and exciting topics in sociology and in the world we live in today

The science of sociology began in the quest for explanations for social change. The advent of this new science marked the beginning of a long and sinuous road toward making “sense” of change. Yet, in spite of the multitude of efforts since its inception, the discipline of sociology is still confronted with the questions of how society changes, in what direction, why, in what specific ways, who benefits and at whose expense, and by what forces these changes are created. Considering the fact that social change has been ubiquitous and, from time to

time, a dramatic feature of society, there is still a great deal to learn about its nature and scope. Today social change is a central concern of sociology, and it is likely to remain one of the most intriguing and difficult problems in the discipline.

The intention of this course is to draw our attention to the complexities and concerns inherent in the understanding of social change. It will concentrate on the more salient features, characteristics, processes, and perspectives of change locally, regionally, and internationally. The purpose is to try to make “sense” of change and to consider what is changing – and where, why and how. *In essence, we will be analyzing the causes and consequences of change.*



Picture here is Marian Huavas welcoming the sunrise in Bali, Indonesia – Marian was a Philosophy major with a minor in sociology – she is currently teaching on Guam while pursuing her Master’s Degree

COURSE STRUCTURE

This course is structured in such a way that the student is the active participant in their own learning. You are at the center of this journey to know and to change. You and your fellow students will spend the next 16 weeks critically exploring the world you live in and arriving at fundamental questions that you will research and discover together. You are the central protagonists of your own stories and you are the active agents in fostering an environment within your own communities that determine the future of your own lives and the lives of your families. You will spend your time engaged in conversation and dialogue because “*without dialogue there is no communication and without communication there is no true education (Paulo Freire)*”. Even though this is an online course students will strive every week to work and to research critical and pressing topics that are of concern locally, regionally and internationally. You will read and reflect on the ideas, theories, and research of others and you will be empowered to develop your own ideas and research questions. We will all strive together to foster an online environment that is conducive to this type of participatory educational experience.

REQUIRED READINGS

Required Readings: There are two required textbooks for this course.

The first is the primary text for the class and is titled: **Exploring social change: America and the world** by Charles Harper and Kevin Leicht (6th Edition). This text covers all the basic elements of social change and social movements. 2)The second text we will be using in this course is titled: **Social Entrepreneurship: What everyone needs to know by David Bornstein and Susan Davis**. This book can be purchased on amazon.com. Both books will also be provided free of charge on moodle in pdf file format.

COURSE OBJECTIVES

AT THE COMPLETION OF THIS COURSE STUDENTS WILL BE ABLE TO:

- Demonstrate an understanding of a wide range of social problems from a sociological perspective.
- Demonstrate critical thinking and analysis of these problems,
- Stimulate students to significantly improve their abilities and skills in observation, reading, listening, and articulating themselves both verbally and in writing.
- Demonstrate an understanding of social theory as it relates to social processes, systems, and problems.

COURSE FORMAT

The course will be structured along a **module type system** where you will be required to complete assigned readings and exercises and well as write a **module summary and reflection paper** prior to moving on to the next module. THERE ARE NO EXAMS OR TESTS IN THIS COURSE. Five Modules Synthesis papers (X5 each worth 13%) = 65%. Three Discussion Forums (X3 each worth 5%) = 15%. One Book Reflection Paper = 20%.

- This course will be divided into 5 modules** (each module is worth 13% points = 65%) – Instructions on the module papers are provided below.
- There will be three Discussion Forums** (Each forum is worth 5% points = 15%). In each Discussion Forum you will be required to post one original post and respond to at least two posts by fellow classmates within each Module. The original post will be a reflection on insights gained in the section covered that includes two modules and a film. The reflection is not so much a summary but your effort to capture learning, insight, and advancing understanding around key concepts and themes.



Dr. Johnson with the Pohnpieian Student Association at UOG Charter Day

- **There will also be a Reflection Paper that each student will write** on David Brontein’s How to Change the World. (This assignment is worth 20% points). Instructions on the reflection paper are provided below.

Dr. Johnson with sociology students in the high mountains of Munduk, Indonesia for an early morning reflection circle



GENERAL POLICIES

ADA Compliance

Students requiring accommodation under the Americans with Disabilities Act must notify the Office of Student Affairs (who will then contact the instructor) regarding any necessary accommodations. Information on UOG’s ADA compliance can be reviewed at <http://www.uog.edu/administration/office-of-the-president/eoadatitle-ix-office>

Incompletes

The instructor is under no obligation to grant an incomplete. It is the responsibility of the student to request an incomplete and one may be given if:

- the student at the time of his/her request has a passing grade.
- The student can demonstrate extreme hardship, eg. long hospitalization, etc.
- The request for the incomplete is made at least two weeks prior to the beginning of finals week.

If the instructor agrees to give an incomplete the instructor will send the requirements and the deadline for completing the course to the student and copy it to the chair. Generally, Incompletes should be finished in the semester immediately following semester in which the incomplete was received.

It is the responsibility of any student receiving an incomplete to plan a timetable with the instructor for the completion of the work no later than the first week of the semester in which the work is being completed.

IT IS THE POLICY OF THIS COURSE THAT TO CONSIDER AN INCOMPLETE REQUEST AT LEAST 80% OF THE COURSE ASSIGNMENTS MUST BE COMPLETED

Academic Honesty

If a student does not properly cite the creator/s of a work he/she has committed plagiarism and therefore violated UOG’s Academic Dishonesty Policy, which could result in the failure of the course or possible suspension/ dismissal from the university. Plagiarism will be dealt with in accordance to the Student Handbook. The UOG Student Handbook p. 49 defines plagiarism as: “The term “plagiarism” includes, but is not limited to the use by paraphrase or direct quotation, of

the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Please refer to your Student Handbook for more information as well as for the Code of Honor at UOG https://www.uog.edu/resources/files/student_handbook_10.7.16.pdf

Instructor Contact

Students can contact the professor via email (kjohnson@triton.uog.edu) and generally during the workweek, a response to a student inquiry within 24 hours is appropriate. The professor can also be available to skype or zoom or talk on the phone if a student would like to request such an interaction at any time.

Course Evaluation

In order to ensure quality in the courses offered, the College of Liberal Arts and Social Sciences will ask each student to submit an evaluation of each course taken. The evaluations will be requested toward the end of the semester.

MODULE SUMMARY AND SYNTHESIS PAPER INSTRUCTIONS

This online course will be structured and organized into 5 Modules. Each Module will focus on a theme and will correspond to selected readings assigned for that Module. Each Module will outline some of the major concepts and theoretical issues within that subject and give the student an overview of the theme. Occasionally you will be given homework assignments. There will often be a reflection section that you ARE REQUIRED to complete as well (to be included as part of your summary). Each Module will end with a number of Summary Questions. You will need answer these questions completely.

The Minimum word count for your paper will range between 1500-2000. This is a minimum and I will expect much more of course...

But I want to give you that minimum as a benchmark, if you are meeting the minimum you know that you have at least covered one basic MINIMUM criteria.

I want you to demonstrate to me your depth of knowledge of the material from a sociological lens and your own reflection on the subject matter.

Each of these summaries are **very important** and I will pay special attention to the content in relation to how well you demonstrate your knowledge and understanding of the subject matter. I will also be looking at the level of **comprehension, writing, and organization.**

Please print and keep this on your bathroom mirror or next to your computer monitor so you never forget when summaries are due. These due dates are very important. I have a strict policy of abiding by the due dates. **I will not accept late assignments no matter the excuse.**

Submission of assignments: Your module papers will be submitted on moodle using turnitin. You will have the opportunity to submit two drafts and see where you can improve using the wonderful tool of turnitin. Then you will submit the final paper for grading.

MODULE SUMMARY AND SYNTHESIS PAPER GRADING RUBRIC

Each summary will be graded according to a 10-point scale.

A - Substance

The work directly addresses the assignment and meets or exceeds the requirements for length, sources, and topic. There is a strong main argument or thesis, supported by significant, concrete examples in an organized fashion. The writer’s intention is clear; they know what they want to say and why they are saying it. The student has used sufficient high-quality sources to accomplish the aims of their Paper. The work exceeds the standards for undergraduate.

Mechanics

The student uses correct spelling, grammar, and punctuation, and they exhibit an excellent command of academic prose. Sources are correctly cited (in any format style that you prefer).

B - Substance

The work addresses the assignment and adequately meets the requirements for length, sources, and topic. The main argument is focused but not strong. Examples are not always significant. The writer's intentions are not consistently clear, and the paper is loosely organized. The work meets the standards for undergraduates.

Mechanics

The work contains occasional but limited mechanical errors, and it shows an adequate command of academic prose. Sources are correctly cited (in any format style that you prefer).

C - Substance

The work addresses the assignment but does not meet the minimum requirements for length, sources, or topic. The main argument is weak and not developed. Examples are listed but not organized, and they lack significance. The writer's intentions are not clear and they rely on generalities to fill space. The paper meets the minimum standard for undergraduate work.

Mechanics

The paper contains frequent mechanical errors, and sources are either absent or incorrectly cited.

D - Substance

The paper does not address the assignment, and it does not meet the minimum requirements for length, sources, or topic. It lacks a thesis, merely containing a list of observations or unrelated evidence. The paper falls below the minimum standard for undergraduate work.

Mechanics

The paper contains frequent and consistently repeated mechanical errors.

F - The paper falls well below minimum standards for undergraduate, or it has plagiarized content.

FINAL BOOK REFLECTION PAPER INSTRUCTIONS

Reflection Paper Guidelines

Social Entrepreneurship: What everyone needs to know by David Bornstein and Susan Davis. This Reflection paper is worth 25% of your course grade and is really designed for you to deeply reflect and consider what you have been learning and to articulate it through your writing. The following will help you understand the assignment:

- **Papers should be at least 2500-3000 words in length – this is a minimum and you are encouraged to go beyond this minimum.**
- Your writing should be formal and correct spelling and punctuation, but I encourage you to use the first person. I want the reflection to be personal, so don't sky away from using the "I" and "ME" in your reflection.
- In your paper you will want to highlight themes from the book that were most compelling to you and explore and reflect on why. You may also want to strive to synthesize concepts that are covered in the book with those covered in the course material.
- When writing, consider the following:
 - What did you find most interesting or eye opening and why?
 - What new things have you learned?
 - How has your learning affected preconceptions or misconceptions you brought with you into class
 - How does your learning affect your view of the world and your own life?
 - Will what you have learned change your behavior in the future? And if so how and why?

Ultimately in writing your paper you are encouraged to find what is meaningful to you and how it adds value to your learning and your life. **Do not** simply outline or summarize the material in the book. **I want to know what the material means to you.**

GRADING RUBRIC FOR REFLECTION PAPER

How to Change the World, Social Entrepreneurs and the Power of New Ideas,

By David Bornstein

A

Substance

The work directly addresses the assignment and meets or exceeds the requirements for length and topic. There is a strong main argument, supported by significant, concrete examples in an organized fashion. The writer's intention is clear; they know what they want to say and why they are saying it. The work exceeds the standards for undergraduate.

Mechanics

The student uses correct spelling, grammar, and punctuation, and they exhibit an excellent command of academic prose.

B

Substance

The work addresses the assignment and adequately meets the requirements for length and topic. The writing is focused but not strong. Examples are not always significant. The writer's intentions are not consistently clear, and the paper is loosely organized. The work meets the standards for undergraduates.

Mechanics

The work contains occasional but limited mechanical errors, and it shows an adequate command of academic prose.

C

Substance

The work addresses the assignment but does not meet the minimum requirements for length or topic. The main argument is weak and not developed. Examples are listed but not organized, and they lack significance. The writer's intentions are not clear and they rely on generalities to fill space. The paper meets the minimum standard for undergraduate work.

Mechanics

The paper contains frequent mechanical errors.

D

Substance

The paper does not address the assignment, and it does not meet the minimum requirements for length or topic. It lacks a real organization and merely contains a list of observations or unrelated points of reflection without any real consistent logical flow. The paper falls below the minimum standard for undergraduate work.

Mechanics

The paper contains frequent and consistently repeated mechanical errors.

F

The paper falls well below minimum standards for undergraduate, or it has plagiarized content.

DISCUSSION FORUM INSTRUCTIONS

In this course students have the opportunity to participate in Discussion Forums where they will share their learning, questions, insights and challenges with fellow classmates. The purpose of the Discussion Forums is to provide students with a space that is both meaningful and constructive. (see Dates for Discussion Forums in the Syllabus in Short with Due Date Schedule).

With each of the four Discussion Forums you are required to do the following:

- You will contribute **at least one original substantial post** that captures your learning and your insights thus far in the course. This can include the challenges and questions you have and the issues you have been grappling with.
- You must read all of the other students' posts
- You must make **a minimum of two substantial comments to other students' posts**

When replying to other student posts you will need a certain degree of substance. A simple post like “I agree with you 100%” or “you have raised an interesting idea” won’t count unless you follow that with a good deal and more commentary about the subject at hand. When a Discussion Forum is made available, get right in there and start the dialog – don’t wait until the last minute. If you post something at the last possible minute, then nobody can read or comment on your submission, which defeats the whole point and your post will be graded accordingly.

Think of the discussion area as our online classroom; be kind to your classmates and use the best grammar, punctuation and spelling possible. As in your written assignments, I will consider mechanics and content when grading your posts. Disagreeing with somebody is all right, but you need to do it in a civil way. When you are drafting a long post, it helps to write it ahead of time and save it to your computer. This way you can arrange your thoughts, check for gaffes and spelling errors, and then just copy-and-paste it into the discussion. This also helps keep you from making a heat-of-the-moment comment that you later wish you could erase, and it keeps you from losing a big fat fantastic post because of a computer glitch.

DISCUSSION FORUM GRADING RUBRIC

A (100-90%)

- The student has obviously read the text/notes and makes good references to them in the course of their posts.
- There are *no less than* the required number of posts assigned by the instructor made by the student for the Discussion Forum. But by all means I encourage you to freely converse with your classmates and don’t feel you need to limit your posts to the minimum requirement.
- Mistakes in spelling and grammar are few and far between. Language is always appropriate for a classroom setting.
- Posts clearly articulate relevant ideas and respond to the question topics and/or the posts of others.
- It is obvious that the student has read and considered the posts of others in the class.
- The student *effectively* incorporates outside experiences and sources (including newspapers, other web sites, literature of any kind etc.) in their posts, and cites his or her sources (Using any format style that you prefer).

B (89-80%)

- The student may have read the text but the linkages are occasionally weak or unclear.
- There might be one less post than required by the instructor for the section.
- There are occasional spelling and grammar mistakes that sometimes make the student’s arguments hard to follow.
- Posts sometimes drift off topic or only partially address the issues/topics being discussed.
- It appears that the student has read most of the posts written by others in the class.
- Outside material is incorporated into posts but not always in a manner that is clear.

C (79-70%)

- References to the text/notes are either token or included haphazardly. It is obvious that the student has, at best, just skimmed through the material.
- They are fewer posts than required.
- There are numerous spelling and grammar mistakes that usually make the student’s arguments very difficult to follow. Language is occasionally inappropriate for a classroom setting.
- Posts usually drift off topic to the degree that they often end up having nothing to do with the issues at hand.
- It appears that the student has read few, if any, of his classmates’ comments. Posts repeat points others have made or are usually limited to “I agree” or “I disagree”.

- Outside material is either non-existent or takes a form that may or may not be appropriate or relevant to the discussion topics.

D (69-60%)

- References to the text/notes are absent and show that the student has obviously not read or considered the material.
- Spelling and grammar errors make the posts virtually unintelligible. Language is usually inappropriate for a classroom setting.
- Posts almost invariably have little or nothing to do with the topics at hand.
- The student has obviously not even looked at the comments made by others and her posts make no attempts to engage anyone in a discussion of the issues. Outside material is often incorporated INSTEAD of course-related material. Unfortunately, it usually makes no sense and is inappropriate or irrelevant.