

# University of Wyoming

## INST 3000/ SOC 3000:

# Social Change

### Course Overview



“KEEP YOUR COINS. I WANT CHANGE.”

Ever wondered about “social change” — what it is; how it came about; how to make sense of it; and how to make desired social change happen? This is a course in which we get to explore social change in a variety of small and large contexts locally, globally, and historically. We’ll look at social change as it has been personally experienced and from the point of view of social science, theory, and forces that drive social change: technology, science in general, innovation, social movements, war, corporations, and the state. All in all, this is a course in which we get to study causes, processes, and consequences of social change—and always with “agency” and “structure” in the back of our minds. It is a three-credit-hour course with no prerequisites for international studies students and Sociology 1000 as a prerequisite for sociology students.

**Instructor:** RUTH BJÖRKENWALL [“Byoerkenvall”]  
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## Global awareness

This course fulfills the “global awareness” (“G”) requirement of the 2003 University Studies Program. Global awareness courses strive to broaden our perspectives through the exploration of viewpoints from other societies, cultures, religions, or geopolitical regions. With an eye on both historical and contemporary experience, these courses are designed to challenge our assumptions about the ways of the world and to help us understand and embrace global cultural diversity.

## Learning Outcomes

At the end of the course, students will be able to make better sense of the changing world around them as they study the more important drivers of social change during the last few centuries: science and technology; social movements; war; large corporations; and the state. By using historical and comparative analyses that include the lived experiences of Iris Summer, they will get to see *how* and *why* the world has changed at the same time as they develop their critical thinking abilities. As a final project and research paper, students will focus on war as a driver of social change. Their research and writing will be centered around the contemporary Syrian war, conflicts, outcomes—on what Garth Massey calls “war’s destruction.”

## Required textbook

\*Massey, Garth. *Ways of Social Change: Making Sense of Modern Times*. Los Angeles: Sage, 2016.

\*\*Additional course material (ACM). Attachments will be available on the Canvas course website, at <http://www.uwyo.edu/wyocourses/>, and in emails that you will receive separately. Please do check Canvas and your UW student email account regularly for the additional course materials.

## Course requirement

### On discussion expectations

There will be 10 assigned weeks (see the syllabus for the dates) during which you are expected to participate in class discussions. Each assigned week, you should contribute with one initial posting on one aspect (your choice) of the course material for that week. You should also respond to another student’s posting once during that same week. The deadline for the initial posting is Thursday at 5 P.M. and Friday (that same week) for the secondary posting.

A one or two-sentence entry is not enough to earn points. Support your analysis with facts and a rational discourse, not feelings and opinions. How well you comprehended the material and the quality of your writing will determine the number of points that you receive: a maximum of 5 points for primary posting and 2.5 points for a secondary. You are expected to participate in class discussions in a civil manner. Rude or threatening behavior will not be tolerated and will be reported to the dean of students.

### On other make-up work and exemptions

No make-up or late-work permission will be given unless the Disability Support Services at the University of Wyoming (DSS) or the dean of students provides me with a letter of exemption to this rule. If you have a DSS or a dean-of-student letter for me, then your make-up assignment is to write a 1500-word essay, using three articles from the JSTOR database and in correct Chicago Manual of Style format on a topic that I pick. Make-up papers must be produced within one week of the topic being assigned. If, for instance, you do miss a quiz (and have no letter from the dean of students or DSS), then you will receive zero points for that quiz. The zero points will then

be added to the total points for all quizzes in this course. Student athletes should submit their assignments or take quizzes before the assignment deadline. (Everyone receives five days to complete a quiz.)

### **On extra-credit work**

Please note that there will be *no* extra-credit work offered in this course. Should there be a situation where extra credit is appropriate, then extra-credit work be offered on an equal-opportunity basis to all students. That, however, is exceptionally rare. Individual extra-credit opportunities distort the baseline of evaluating every student by the same standard. If you are having concerns about meeting course requirements, then please come see me immediately (before you miss a class or a due date) so that we can discuss student support services on campus such as those offered at the Writing Center, at student counseling, and at the University Disability Support Services (DSS). If you need help with learning how to take notes, then please make an appointment to see me during office hours.

### **On lecture notes and slides**

Lecture notes or slides will not be available on Canvas. Here are my reasons:

- 1) Technical issues: the huge file size precludes uploading;
- 2) Legal issues: effectively “publishing” lectures online violates the “fair use” doctrine of intellectual property rights protection, for instance in the form of copyright-protected images and other lecture materials;
- 3) Negative effects on attendance and grades: Pedagogical studies have shown that online materials, notes, and review sheets lead not only to dramatic drops in attendance but also in grades. The studies demonstrate that students become passive observers rather than active participants in learning when they rely on online materials, notes, and review sheets.
- 4) Finally, there is the more existential aspect: The traditional dynamic of classroom lectures, discussions, and the exchange between instructors and students is the hallmark of the university learning experience. That learning experience prepares you for a life outside of academia, where little is scripted in advance and available on-demand. A dynamic, inspiring, and enriching university learning experience also provides you with opportunities and training to become a well-rounded and competent individual.

### **On grade entitlement**

A recent UC Irvine study found that one-third of all students surveyed expected a course grade of “B” just for attending lectures whereas 40 percent expected a “B” simply for completing the required readings. Moreover, two-thirds of all students surveyed claimed that they had asked their professors to factor in the fact that they had “worked hard” into the calculation of a grade. Effort is not necessarily the same as quality of work. I assess objectively the quality of students’ assignments in this class against a uniform standard. Course grades should not be viewed as a reflection of the amount of effort exerted or some sort of evaluation of the personal worth of the student. It is my responsibility to teach; it is your responsibility to learn. I will do my best to help you in that endeavor, but you also have an important role to play. Take responsibility for your own education. Come to class. Ask questions while you are there. Raise questions during the office hours. Create your own study groups. Be an active learner.

### **On the syllabus and final paper**

Please note that the course syllabus is a guide to due dates, assignments, and other activities. If circumstances change and I deem an alteration is needed, then you will be informed of changes via an announcement through Canvas. Please do check, therefore, your student accounts regularly. There is no final exam for this class. Instead, you will write a research paper that must be uploaded by *18 December 2019, Wednesday of finals week, at the latest by 5 P.M. MST. No late papers will be accepted.*

## Grading standards/ grade weights

1) Class discussion participation	15% of the final grade
2) Open-book, online quizzes	30% of the final grade
3) Power-point, news article presentation	25% of the final grade
4) A final paper	30% of the final grade

## Final course grades will be assigned according to the following:

A	90-100%
B	80-89.4%
C	70-79.4%
D	60-69.4%
F	0-59.4%

## Five online quizzes

There are five online quizzes in this course. They are all "open book," "open notes." Each quiz consists of 20 multiple-choice questions on mainly the Massey chapters but may include a few questions on the additional course material (ACM). You have 60 minutes and one chance to complete the quiz. Once the quiz has closed, I am—literally—unable to open it again, so *do not ask* me to do so. If you miss a quiz, then it will be averaged in as zero with the other quizzes. All quizzes will open on Mondays at 8 A.M. and will remain open until 5 P.M. on Fridays. The correct quiz answers will be posted one minute after quizzes close. This is what the time frame looks like for quiz one, for instance. Quiz one will open at 8 A.M. on Monday, September 16. The quiz will then close on Friday, September 20, at 5 P.M. (For all other quiz dates, see the course outline in this syllabus.)

<b>WEEK 3: LEC 6</b> 16 SEPT (M)	WATCH <i>Kitchen Stories</i> streamed	<b>--&gt;ONLINE QUIZ: Opens Monday, September 16, at 8 A.M. and closes on Friday at 5 P.M. The quiz covers mainly Massey pp. 39-76 but may also include a few questions on the additional course material (ACM).</b> ** Massey pp. 39-76 and Denton cont. **“Seeing Patterns” in Michael Schwalbe’s <i>The Sociologically Examined Life</i> (2018), 16 pp.
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## Power-point, news article presentation

Further details for the *news*-article assignment and power-point presentation will be covered later in class. You will be asked to pick a date for the submission of your power-point presentation and the news article that you used. These will be available to all for their viewing. Please see the course outline for the presentation dates. If too many want a certain date, then I shall determine via lottery who gets to submit his/her power-point and news article on that date. Two to three students will submit their work for each lecture.

Here is what I would like you to do for your power-point presentation:

- 1) Pick *one* *NYT news* article—no editorials or opinion pieces, please—that you will focus on for the power-point presentation. The article is the *starting* point for your presentation on *war as a driver of social change*.

- 2) Apply relevant course materials and any other information of your choice (such as YouTube clips, for instance) for the analysis, evaluation, and presentation of your chosen *NYT* news piece with your presentation.
- 3) Create a power-point presentation of minimum of ten slides and a maximum of 15 slides—title page and bibliography not counted. Include six images. Write no more than eight lines on each slide. Remember to use Chicago-format in-text citations (see <https://www.youtube.com/watch?v=De9qGcfWI2E>). Add a bibliography at the end of your presentation.
- 4) Please note that the power-point presentation cannot be of the same focus as that of your final paper.

### **Grading rubric for the power-point presentation**

The power-point presentation is worth 20 percent of your final grade. I will assess the presentation according to the following:

- A) Clarity of ideas and organization of the presentation: I will assess “clarity” by the ease with which the audience can understand the key points that the presenter would like to make in his/her presentation.
- B) Effective use of course materials: By “effective use,” I mean that it should be obvious to the audience that the presenter has read, watched, understood, and critically analyzed the relevant course materials.
- C) Polish, style, and creativity: It should be evident to the reader that the author has spent time crafting his/her argument and power-point presentation.

### **A research paper**

There is no final exam in this course. Students will instead be asked to write a research paper and submit it during the final exam week. The Office of the Registrar has not specified a final-exam date and time for our online course, but soon as I know, I will let you know the specifics. Meanwhile, here is some information on the final paper itself. Students will be asked to write a research paper that is 1500 to 2000 words long (title page and bibliography not counted) on the contemporary Syrian conflicts, war, and outcomes. Please include the total word count at the end of your paper. Your paper should be properly formatted — “Chicago style”—and according to the instructions given in class. The pages must be numbered and the written text double spaced. There should be no, or very few, mechanical errors (typos, misspellings, and incorrect margins and font size). The paper should have no or only occasional grammar errors. The language that you use should be clear, concise, and appropriate to the topic. Failure to meet these guidelines will result in a lowered grade for the assignment.

When you write your final paper, please keep in mind the University of Wyoming regulations on academic dishonesty: [S]ubmitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors” counts as cheating. “[P]resenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one’s own work without customary and proper acknowledgement of sources and extent of use” is plagiarism. In other words, do not copy, change a few words here and there in the copied text, and then paste that text into your own writing. Cite your source. If you do not, then that counts as plagiarism.

Additional details for the final paper will be covered in class later in the course. Know, though, that you should focus your final paper on some aspect (your choice) of the contemporary Syrian war, conflicts, outcomes, and on what Garth Massey calls “war’s destruction.” Your beginning point is a *New York Times news* article (no opinion pieces or editorials).

For some useful background information on the Syrian context, please read and watch from the following:

1) Fisher's "Syria's Paradox: Why the War only Ever Seems to Get Worse" at <http://www.nytimes.com/2016/08/27/world/middleeast/syria-civil-war-why-get-worse.html? r=0> ; 2) Syria: The Story of the Conflict" at <http://www.bbc.com/news/world-middle-east-26116868> ; 3) *Frontline*'s "The Rise of ISIS" at <http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/> ; 4) *Frontline*'s "Escaping ISIS" at <http://www.pbs.org/wgbh/frontline/film/escaping-isis/> ; 5) *Frontline*'s "Children of Syria" at <http://www.pbs.org/video/frontline-children-syria/> ; 6) *Frontline*'s "Exodus" <https://www.pbs.org/video/frontline-exodus/>; 7) "Google and UNHCR create 360-degree tour of Syria's destruction" at <https://www.weforum.org/agenda/2017/06/google-united-nations-create-tour-of-syria> ; 8) "Searching for Syria" at <https://searchingsyria.org/en/> ; 9) "Frustrations over a War and Its Crimes at <https://www.nytimes.com/2017/08/09/opinion/syria-war-crimes-security-council.html> ; 10) Mazzetti, Goldman, and Schmidt's "Behind the Sudden Death of a \$1 Billion Secret C.I.A. War in Syria at <https://www.nytimes.com/2017/08/02/world/middleeast/cia-syria-rebel-arm-train-trump.html> ; 11) "U.S. Equipment, but Not Troops, Begins Exiting Syria in Chaotic Withdrawal" at <https://www.nytimes.com/2019/01/11/world/middleeast/us-syria-troop-withdrawal.html?action=click&module=Top%20Stories&pgtype=Homepage>; and 12) "In Turkey, Senator Calls for Slower, Smarter U.S. Withdrawal From Syria" at <https://www.nytimes.com/2019/01/19/world/middleeast/turkey-lindsey-graham.html>; 13) "Syrian Forces Move Into Strategic Town, Tightening Grip on Rebels" at <https://www.nytimes.com/2019/08/20/world/middleeast/syria-idlib-sheikhoun.html>; 14) ISIS Is Regaining Strength in Iraq and Syria" <https://www.nytimes.com/2019/08/19/us/politics/isis-iraq-syria.html>; 15) "Inside Syria's Secret Torture Prisons: How Bashar al-Assad Crushed Dissent" at <https://www.nytimes.com/2019/05/11/world/middleeast/syria-torture-prisons.html>; 16) "Idlib civilians bombed as President Assad pushes for total victory in Syria" at <https://www.nbcnews.com/video/idlib-civilians-bombed-as-president-assad-pushes-for-total-victory-in-syria-60520517569>; 17) "Idlib is a bargaining chip': civilians brace as Assad air assault escalates" at [https://www.theguardian.com/world/2019/may/23/idlib-bargaining-chip-civilians-brace-assad-air-assault-escalates?CMP=share\\_btn\\_link](https://www.theguardian.com/world/2019/may/23/idlib-bargaining-chip-civilians-brace-assad-air-assault-escalates?CMP=share_btn_link); 18) "Baghdadi Is Back—and Vows the Islamic State Will Be, Too" at <https://www.newyorker.com/news/news-desk/baghdadi-is-backand-vows-that-isis-will-be-too>; 19) "IS 'caliphate' defeated but jihadist group remains a threat" at <https://www.bbc.com/news/world-middle-east-45547595>; 20) "How Strong Is The Islamic State In Syria?" at <https://www.npr.org/2019/01/17/686207495/how-strong-is-the-islamic-state-in-syria>; 21) "ISIS grow in numbers from 'holding territory to an insurgency' in Syria just as US troops withdraw" at <https://www.dailymail.co.uk/news/article-7330269/ISIS-grow-numbers-holding-territory-insurgency-Syria-just-troops-withdraw.html>; and 22) "What 'Victory' Looks Like: A Journey Through Shattered Syria" at <https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html>.

## Grading rubric for the final paper

The paper is worth 30 percent of your final grade. You will be assessed according to the following:

A) Clarity of the thesis and argument: I will assess "clarity" by the ease with which the reader can understand the key points that the author would like to make in his/her paper.

B) Effective use of combined course and research materials: By “effective use,” I mean that it should be obvious to the reader that author has read, watched, understood, and critically analyzed the course and research materials and uses their combination in a well-structured manner.

C) Polish, style, and creativity: It should be evident to the reader that the paper author has spent time crafting his/her argument.

D) Syntax and mechanics: The piece should be written according to accepted standards of format, use, spelling, and capitalization. Full points in this category means that a paper may have some minor errors, but points will be deducted if the paper has quite a few errors or errors that make it difficult for the reader to understand sentence meanings.

## **Disability statement**

<http://www.uwyo.edu/udss/>

Disability Support Services (DSS) was established to provide leadership and assistance to the University of Wyoming in its efforts to comply with the intent and specific regulations of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Physical and program accessibility at the University of Wyoming is a joint responsibility and can be achieved only through cooperative efforts of University faculty,

DSS strives to ensure successful access and services for students with disabilities. DSS provides disability-related accommodations for UW students and visitors with disabilities as well as technical assistance, consultation and resource information for students, faculty, staff, campus visitors, and for university departments seeking to improve accessibility for individuals with disabilities. All disabilities requests for accommodation must come through the campus DSS office. DSS is a program within the Dean of Students office and the Division of Student Affairs at University of Wyoming.

## **Classroom statement on diversity**

“The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.”

## **Academic dishonesty**

Academic dishonesty will be prosecuted to the full extent and may include an expulsion from the university. The following is a selection. Go to the link for the rest of the information:

[http://www.uwyo.edu/regs-policies/files/docs/section-2-regulations-july-2018/uw\\_reg\\_2-114\\_format\\_effective\\_7-1-18.pdf](http://www.uwyo.edu/regs-policies/files/docs/section-2-regulations-july-2018/uw_reg_2-114_format_effective_7-1-18.pdf)

IV. DEFINITIONS A. Academic Dishonesty. An action attempted or performed that misrepresents one’s involvement in an academic endeavor in any way or assists another student in misrepresenting his or her involvement in an academic endeavor. Examples of academic dishonesty include, but are not limited to:

1. Plagiarism: presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one's own work without customary and proper acknowledgement of sources and extent of use, unless authorized by the instructor.

2. Cheating: using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one's assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

3. Fraud: altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one's past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.

4. Violation of Standards: violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.

5. Multiple Submissions: submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors.

6. Interference or Obstruction: interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.

7. Complicity: assisting another person in any act of academic dishonesty as defined above.

B. Academic Endeavor. Any student activity undertaken to earn University credit or meet some other University program requirement.

## Student code of conduct

The following is a selection. Go to this link for the rest of the information:

<http://www.uwyo.edu/dos/files/docs/2015-2016%20student%20code%20of%20conduct.pdf>

**PROHIBITED CONDUCT.** The University has the right to take necessary and appropriate action to protect the safety and well-being of the University community. Any student or student organization found to have committed the following misconduct is subject to the judicial sanctions outlined herein: A. Offenses Against the University

Community.

1. Acts of dishonesty, including but not limited to furnishing false information to any University official, faculty member or office; and forgery, alteration, or misuse of any University document, record or instrument of identification. Acts of academic dishonesty, as outlined in UW Regulation 6-802, shall be adjudicated separately pursuant to the provisions of that UW Regulation.

2. Substantial disruption of or material interference in teaching, research, administration, judicial proceedings, or other University activities, including its educational or service functions on- or off-campus.

3. Disorderly conduct that disrupts the operations of the University or leading or inciting others in such activities that disrupt the operations of the University or infringe upon the rights of members or others.

4. Intentionally interfering with freedom of movement and the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.

5. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemical/biological agents on University premises, including residential facilities and premises located on Fraternity or Sorority Row.

6. Violation of federal, state, or local law on University premises or at University functions.

7. Illegal gambling.

8. Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties.

9. Violation of University policies, rules, regulations or other guidelines of the University.

10. Conduct that has a substantial adverse impact on the University community, its members, and/or the pursuit of its objectives, regardless of where such conduct may occur.

11. Failure to immediately disclose to the Dean of Students in writing any felony charge or conviction occurring after admission to the University.



## Course outline

Please note that I have divided the course content according to a Monday, Wednesday, and Friday schedule to help you structure your studies. You are not, however, required, to follow the MWF schedule.

DATE	TOPIC & ACTIVITIES	READINGS & ASSIGNMENTS
<b>WEEK 1: LEC 1</b> 4 SEPT (W)	-Introduction to course: the syllabus and course requirements	-No readings
<b>LEC 2</b> 6 SEPT (F)	-Social change is ...? -What to expect from Massey	*Massey: "Preface" pp. xiii-xv
<b>WEEK 2: LEC 3</b> 9 SEPT (M)	-A biographical approach to social change	*Massey: "The Personal Experience of Social Change" pp. 1-38 **Excerpt from C. Wright Mills's <i>The Sociological Imagination</i> (1959) in Kenneth Gould and Tammy Lewis's <i>Thirty Readings: Introductory Sociology</i> (2013), 9 pp.
<b>LEC 4</b> 11 SEPT (W)	-A biographical approach to social change	*Massey pp. 1-38 cont. **C. Wright Mills cont. **Mary Romero's "An Intersection of Biography and History" (1992) in <i>Mapping the Social Landscape</i> (2018), 13 pp.
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
<b>LEC 5</b> 13 SEPT (F)	-Recognizing social change	*Massey pp. 39-76 **Excerpt from Donald Massey and Nancy Denton's <i>American Apartheid: Segregation and the Making of the Underclass</i> (1993) in Kenneth Gould and Tammy Lewis's <i>Thirty Readings: Introductory Sociology</i> (2013), 14 pp. <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
<b>WEEK 3: LEC 6</b> 16 SEPT (M)	WATCH <i>Kitchen Stories</i> streamed <a href="https://digitalcampus-swankmp-net.libproxy.uwyo.edu/uw278274/#/play/114684">https://digitalcampus-swankmp-net.libproxy.uwyo.edu/uw278274/#/play/114684</a>	--> <b>ONLINE QUIZ: Opens today at 8 11 A.M. and closes on Friday at 5 P.M. The quiz covers mainly Massey pp. 39-76 but may also include a few questions on the additional course material (ACM).</b> ** Massey pp. 39-76 and Denton cont. **"Seeing Patterns" in Michael Schwalbe's <i>The Sociologically Examined Life</i> (2018), 16 pp.
<b>LEC 7</b> 18 SEPT (W)	-Understanding and explaining social change -Thinking rationally WATCH Dan Ariely: "Are we in control of our own decisions?" at <a href="https://www.youtube.com/watch?v=9X68dm92HVI">https://www.youtube.com/watch?v=9X68dm92HVI</a> (17 min)	*Massey pp. 77-103
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
<b>LEC 8</b> 20 SEPT (F)	-Understanding and explaining social change	*Massey pp. 77-103 cont. <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
<b>WEEK 4: LEC 9</b> 23 SEPT (M)	- Driver 1: technology, science, innovation -WATCH "Weapons That Made Britain – Armour" <a href="https://www.youtube.com/watch?v=oS7dEIERI_g">https://www.youtube.com/watch?v=oS7dEIERI_g</a>	*Massey: "Technology, Science, and Innovation: The Social Consequences of New Knowledge and New Ways of Doing Things" pp. 104-149
<b>LEC 10</b> 25 SEPT (W)	-Driver 1: technology, science, innovation	*Massey pp. 104-149 cont.

		**Excerpt from Max Weber's <i>The Protestant Ethic and the Spirit of Capitalism</i> (1905) in Kenneth Gould and Tammy Lewis's <i>Thirty Readings: Introductory Sociology</i> (2013), 17 pp.
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 11 27 SEPT (F)	-Driver 1: technology, science, innovation	*Massey pp. 104-149 cont. **Weber cont. <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
<b>WEEK 5: LEC 12</b> 30 SEPT (M)	-Driver 2 of social change: wars and revolutions	--> <b>ONLINE QUIZ: Opens today at 8 11 A.M. and closes on Friday at 5 P.M. The quiz covers mainly Massey pp. 77-103 and Massey pp. 104-149 but may also include a few questions on the additional course material (ACM).</b> *Massey: "War, Revolution, and Social Change: Political Violence and Structured Coercion" pp. 187-229
LEC 13 2 OCT (W)	-Driver 2 of social change: wars and revolutions	*Massey cont. ("War, Revolution, and Social Change: Political Violence and Structured Coercions" pp. 187-229) **Joe Goodwin and Rene Rojas's "Revolutions and Regime "(2015) in <i>Mapping the Social Landscape</i> (2018), 11 pp.
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 14 4 OCT (F)	-WATCH <i>Frontline</i> 's "The Rise of ISIS" (54:11) at <a href="http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/">http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/</a>	**"Syria: The Story of the Conflict" at <a href="http://www.bbc.com/news/world-middle-east-26116868">http://www.bbc.com/news/world-middle-east-26116868</a> **"Here is a look at Islamic State in Iraq and Syria (ISIS)" at <a href="https://www.cnn.com/2014/08/08/world/isis-fast-facts/index.html">https://www.cnn.com/2014/08/08/world/isis-fast-facts/index.html</a> **"What 'Victory' Looks Like: A Journey Through Shattered Syria" at <a href="https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html">https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html</a>
<b>WEEK 6: LEC 15</b> 7 OCT (M)	-Driver 2 of social change: wars and revolutions -WATCH <i>Frontline</i> 's "Children of Syria" at <a href="http://www.pbs.org/video/frontline-children-syria/">http://www.pbs.org/video/frontline-children-syria/</a> (54:12)	*Massey cont. ("War, Revolution, and Social Change: Political Violence and Structured Coercions" pp. 187-229) **"Syria: The Story of the Conflict" at <a href="http://www.bbc.com/news/world-middle-east-26116868">http://www.bbc.com/news/world-middle-east-26116868</a> **"Here is a look at Islamic State in Iraq and Syria (ISIS)" at <a href="https://www.cnn.com/2014/08/08/world/isis-fast-facts/index.html">https://www.cnn.com/2014/08/08/world/isis-fast-facts/index.html</a> **"What 'Victory' Looks Like: A Journey Through Shattered Syria" at <a href="https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html">https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html</a>
LEC 16 9 OCT (W)	-War's destruction: In preparation for the group work and your final paper	**Access the links on page six of this syllabus. Read and watch about war's destruction. You are preparing with this background information for the group presentations and the final papers in this course.
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 17 11 OCT (F)	-War's destruction: In preparation for the group work and your final paper	**Access the links on page six of this syllabus. Continue reading and watching the material on war's destruction. You are preparing with this background information for the group presentations and the final papers in this course. <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
<b>WEEK 7: LEC 18</b> 14 OCT (M)	-Driver 2 of social change: wars and revolutions	*Massey: "War, Revolution, and Social Change: Political Violence and Structured Coercions" pp. 187-229
LEC 19 16 OCT (W)	-Driver 2 of social change: wars and revolutions	Massey cont. ("War, Revolution, and Social Change: Political Violence and Structured Coercions" pp. 187-229)
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 20 18 OCT (F)	-Driver 3 of social change: social movements	*Massey: "Social Movement: Social Change through Contention" pp. 150-186 <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
<b>WEEK 8: LEC 21</b> 21 OCT (M)	-Driver 3 of social change: social movements -WATCH <i>Berkeley in the Sixties</i> at <a href="https://fod-infobase-">https://fod-infobase-</a>	--> <b>ONLINE QUIZ: Opens today at 8 11 A.M. and closes on Friday at 5 P.M. The quiz covers mainly Massey pp. 187-229 but may also include a few questions on the additional course material (ACM).</b>

	<a href="http://com.libproxy.uwyo.edu/p_View_Video.aspx?xtid=57864">com.libproxy.uwyo.edu/p_View_Video.aspx?xtid=57864</a>	*Massey cont. (“Social Movement: Social Change through Contention” pp. 150-186)
LEC 22 23 OCT (W)	-Driver 3 of social change: social movements	**Gitlin’s “Occupy’s predicament: the moment and the prospects for the movement” (2013) at <a href="http://onlinelibrary.wiley.com/doi/10.1111/1468-4446.12001/epdf">http://onlinelibrary.wiley.com/doi/10.1111/1468-4446.12001/epdf</a>
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 23 25 OCT (F)	-Driver 3 of social change: social movements WATCH IN CLASS: “Freedom Riders” at <a href="https://www.youtube.com/watch?v=srlcNIEo_y8">https://www.youtube.com/watch?v=srlcNIEo_y8</a>	*Massey cont. (“Social Movements: Human Agency and Mobilization of Social Change” pp. 150-186) **Gitlin cont. (“Occupy’s predicament: the moment and the prospects for the movement”) <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
WEEK 9: LEC 24 28 OCT (M)	-Driver 4 of social change: corporations	--> <b>ONLINE QUIZ: Opens today at 8 11 A.M. and closes on Friday at 5 P.M. The quiz covers mainly Massey pp. 150-186 but may also include a few questions on the additional course material (ACM).</b> *Massey:” Corporations in the Modern Era: The Commercial Transformation of Material Life and Culture” pp. 230-274 *Massey pp. 230-274 cont. **Robin Leidner’s “Over the Counter: McDonald’s” (1993) in <i>Mapping the Social Landscape</i> (2018), 15 pp.
LEC 25 30 OCT (W)	-Driver 4 of social change: corporations	**” Inside Amazon: Wrestling Big Ideas in a Bruising Workplace” (2015) at <a href="http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?_r=0">http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?_r=0</a> **” The Week in Tech: How Google and Facebook Spawned Surveillance Capitalism” (2019) at <a href="https://www.nytimes.com/2019/01/18/technology/google-facebook-surveillance-capitalism.html">https://www.nytimes.com/2019/01/18/technology/google-facebook-surveillance-capitalism.html</a>
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 26 1 NOV (F)	-Driver 5 of social change: states WATCH <i>The Road to Brown</i> at <a href="https://www.youtube.com/watch?v=6Upw5T06T04">https://www.youtube.com/watch?v=6Upw5T06T04</a>	*Massey: “States and Social Change: The Uses of Public Resources for the Common Good” pp. 374-319 **Excerpt from W.E.B. DuBois’s <i>The Souls of Black Folk</i> (1903) in <i>Thirty Readings: Introductory Sociology</i> (2013), pp. 7 pp. <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
WEEK 10: LEC 27 4 NOV (M)	-Driver 5 of social change: states	*Massey cont. DuBois cont.
LEC 28 6 NOV (W)	-Driver 5 of social change: states	*Massey: “States and Social Change: The Uses of Public Resources for the Common Good” pp. 275-319
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 29 8 NOV (F)	-Driver 5 of social change: states	*Massey pp. 275-319 cont. <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
WEEK 11: LEC 30 11 NOV (M)	-Making social change	--> <b>ONLINE QUIZ: Opens today at 8 11 A.M.) and closes on Friday at 5 P.M. The quiz covers mainly Massey pp. 230-274, and pp. 275-319 but may also include a few questions on the additional course material (ACM).</b> *Massey: “Making Social Change” pp. 320-34
LEC 31 13 NOV (W)	-Making social change	*Massey pp. 320-340 cont.
		<i>1<sup>ST</sup> ONLINE POST DEADLINE BY THURSDAY AT 5 P.M.</i>
LEC 32 15 NOV (F)	-Making social change	*Massey pp. 320-340 cont. <i>2<sup>ND</sup> ONLINE POST BY TODAY (FRI)</i>
WEEK 12: LEC 33 18 NOV (M)	-War’s destruction	Write an introductory paragraph—with a thesis statement—for your final paper on war’s destruction. Email to me or the GA the introductory paragraph.
LEC 34	-War’s destruction	Write a final-paper outline. Email to me or the GA the paper outline

20 NOV (W)		
LEC 35 22 NOV (F)	-POWER-POINT PRESENTATIONS	
<b>WEEK 13: LEC 36</b> 25 NOV (M)	-POWER-POINT PRESENTATIONS	
<b>27-29 NOV</b>	<b>THANKSGIVING BREAK WED-FRI</b>	<b>THANKSGIVING BREAK: WED-FRI</b>
<b>WEEK 14: LEC 37</b> 2 DEC (M)	-POWER-POINT PRESENTATIONS	
LEC 38 4 DEC (W)	-POWER-POINT PRESENTATIONS	
LEC 39 6 DEC (F)	-POWER-POINT PRESENTATIONS	
<b>WEEK 15: LEC 40</b> 9 DEC (M)	-POWER-POINT PRESENTATIONS	
LEC 41 11 (W)	-POWER-POINT PRESENTATIONS	
LEC 42 13 (F)	-POWER-POINT PRESENTATIONS	
FINALS WEEK: 16-20 DEC		

DISABILITY SUPPORT SERVICES: [udss@uwyo.edu](mailto:udss@uwyo.edu), 766-3073, 128 Knight Hall, [www.uwyo.edu/udss](http://www.uwyo.edu/udss)  
 COUNSELING CENTE: [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), 766-2187, 766-8989 (After hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)  
 ACADEMIC AFFAIRS: 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)  
 DEAN OF STUDENTS OFFICE: [dos@uwyo.edu](mailto:dos@uwyo.edu), 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)  
 UW POLICE DEPARTMENT: [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu), 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)  
 STUDENT CODE OF CONDUCT WEBSITE: [www.uwyo.edu/dos/conduct](http://www.uwyo.edu/dos/conduct)

**FROM the MANDATORY TEMPLATE FOR ALL UW FACULTY: Duty to Report:** Statement referring to the duty to report status as instructional personnel under Title IX.

### **SHORT VERSION**

*UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>*

*You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.*