

Fall 2020 semester syllabus for instruction conducted entirely online

SOC 3000-40/ INST 3000-40: Social Change

Instructor: RUTH BJÖRKENWALL ["Byoerkenvall"]

Office locations: A&S 143

Phone: 307.766.2992

Email: rbjorke@uwyo.edu

Email responses will, as a rule be sent within 48 hrs.

Office Hours (Zoom only): T, TH: 4-5:30 P.M.

You must email me to request a zoom meeting during office hours so I can send you a link to the Zoom "waiting room." Requests for meetings are given at a "first-come, first-serve" basis.

Graduate-student instructor: MATT GILES

Office locations: TBA

Email: mgiles2@uwyo.edu

Office Hours (Zoom only): TBA

You must email Matt to request a zoom meeting during office hours so I can send you a link to the Zoom "waiting room." Requests for meetings are given at a "first-come, first-serve" basis.

Course Overview

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 Sociology 1000 as a prerequisite.

A&S Global awareness

This course fulfills the "global awareness" ("G") requirement of the 2003 University Studies Program. Global awareness courses broaden our perspectives through explorations 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.

"G" Learning Outcomes

- Students will develop the ability understand global cultural diversity, through immersion in the viewpoints and traditions of a culture, or more than one culture, past or present.
- Students will develop the ability to compare unique cultural characteristics with the universality of human experience through examination of traditions, social organization(s), or ways of life.

- Students will develop the ability to understand and analyze global organization(s), issues, or processes, and the interconnectedness of global and local.
 - Students will develop the ability to recognize and interpret the aesthetic traditions and artistic representations that emanate from a culture or cultures located primarily outside the United States.
- 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

By the end of the course, students will be able to make better sense of the changing world around them as they study 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 understand how and why the world has changed and, at the same time, develop their own critical thinking abilities in the process. For the final paper in this course, students will focus on war as a driver of social change. Their research, analytical thinking, and writing will be centered around the contemporary Syrian war, conflicts, and potential outcomes—on what Garth Massey calls “war’s destruction.”

Required textbooks and course material

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

**Turabian, Kate. *A Manual for Writers of Research Papers, Thesis, and Dissertations*. 9th edition. Chicago: University of Chicago Press, 2018.

***Additional course material (ACM). Attachments will be available in WyoCourses, on our course site.

Course requirement

PER ACADEMIC AFFAIRS:

COVID-19 Policies – during this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming. Wear face coverings when you are with others, stay the required physical distance apart from others, take required COVID tests for campus presence and travel, and report your health status in COVID app daily. For the health of our UW community, you should limit unnecessary personal travel. As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by this policy.

Make-up/ extra-credit/late/missed work

There will be no extra credit or make-up work offered in this course. Because only the top five grades from the quizzes and top ten grades from the discussions will count, you may miss or do poorly on a quiz or a discussion yet still score well overall in these categories. That is the accommodation being offered for the uncertainty of the semester.

In the event of an extreme medical/family emergency, you can ask the dean of students if you qualify for a special hardship exception. If you have 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 the

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.

On lecture notes and slides

Lecture notes or slides will not be available in WyoCourses. 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 assigned grades

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. 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. Study. Ask questions. Be an active learner.

On the syllabus, the final paper, the self-reflection paper, and their deadlines

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 WyoCourses. Do check your student announcements regularly. There is no final exam for this class. Instead, you will be asked to write a self-reflection paper and a final paper. (Details will follow later in the course.) Both papers are due as uploads in WyoCourses during the final-exam week. I will announce that date later. No Google Docs will be accepted, only Word or PDF documents as WyoCourses uploads. Please note, lastly, that after the deadline for the final paper has passed, I will deduct points for every four hours that a final assignment is late. (I will determine and announce later the number of points deducted per four hours.)

Grading standards/ grade weights

- 1) Class-discussion participation: 25 % of the final grade
- 2) Open-book, online quizzes: 30 % of the final grade
- 3) Self-reflection paper: 10 % of the final grade
- 4) Final paper: 35 % of the final grade

Final course grades will be assigned according to the following:

- A: 89.5-100%
- B: 79.5-89.4%
- C: 69.5-79.4%
- D: 59.5-69.4%
- F: 0-59.4%

On discussion expectations

Discussion questions will be posted on Mondays by 2 P.M. Each assigned discussion week, you should contribute with one initial posting. You should also respond to another student's posting once during that same week. The deadline for your own, initial posting is Thursday at 8 P.M. and Friday at 11 P.M. (that same week) for your secondary posting (your response to a classmate's initial posting). A one- or two-sentence entry is not enough to earn points. Support your analysis with facts, quotations, page references only from the course material that you have been asked to use, 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. 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.

Online quizzes

The online quizzes are all "open book," "open notes." Each quiz consists of 20 multiple-choice questions. 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. (ADA accommodations for extra time must be sent from DSS at least 24 hours before the quiz opens.) All quizzes will open on Fridays by 2 P.M. and will remain open until 8 P.M. the following Friday. The correct quiz answers will be posted one minute after quizzes close.

The self-reflection assignment

In 500 to 700 words, give an honest appraisal of the work that you have put into the class, what you have learnt over the course of the semester, and any new questions you may have now as a result of your exposure to the course material.

A final paper

You will be asked to write a final paper that is 1500 to 2000 words long (title page and bibliography not counted) on some aspect of the Syrian war, conflicts, and potential outcomes—on what Garth Massey calls "war's destruction." I will provide you with options and some articles, but you must also choose additional articles for your final paper. 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. 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 contain 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. There is no final exam in this course.

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.

For some useful background information, please read and watch from the following. (We’ll also cover some of the material in weeks 7, 8, and 9.)

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* at <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://searchingforsyria.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>; 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; 18) “IS ‘caliphate’ defeated but jihadist group remains a threat” at <https://www.bbc.com/news/world-middle-east-45547595>; 19) “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>; 20) “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 21) “What ‘Victory’ Looks Like: A Journey Through Shattered Syria” at <https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html>.

On the thesis development

- 1) Do you have a paper focus? What is that paper focus?
- 2) Is that focus stated as a thesis? (Or have you offered an opinion?)
- 3) Is your thesis clear?
- 4) Have you broken down the focus into component parts that you will elaborate on in the body of the text? Do you have a component 1, a component 2, and a component 3 in the thesis that together support and answer your research question? (The 3 components also become the structure for the remaining research paper.)
- 5) Is the thesis concise?
- 6) Is the thesis compelling?

7) Does the thesis statement also answer the question of why we care about your paper topic and focus, the analysis of, and the conclusion for that focus?

The Chicago-style format

You should use the “Chicago style” format for your research paper. (In general, papers that you write for courses in political science and sociology tend to be written in the Chicago style format.) Use Kate Turabian’s *A Manual for Writers* to guide you in your writing. The UW library also has these links: <http://www.chicagomanualofstyle.org/home.html> and http://www.chicagomanualofstyle.org/tools_citationguide.html. Please do use grammarly.com as well to check your writing. The basic version is free of charge. Use it! (Many students have told me that they’ve benefitted much from the use of grammarly.com.)

When you write your final paper, please pay attention to the following.

- **the title page**

What does the spacing look like for the title page? What does the spacing look like for the title page? Look at <https://www.youtube.com/watch?v=EuRG8FtfhNk>.

- **the numbering of pages**

Page two of your final paper should be numbered as page 1. In other words, the title page doesn’t have a number at all. Note that information that you see in <https://www.youtube.com/watch?v=EuRG8FtfhNk> or page two (the beginning of your essay) is incorrect. That page—the beginning of the essay text itself—should have a 1 (not 2). Instead, take a look at <https://video.search.yahoo.com/yhs/search?fr=yhs-avast-securebrowser&hsimp=yhs-securebrowser&hspart=avast&p=how+do+i+number+pages+in+chicago+style%3F#id=1&vid=ee3f27418c7216f93f03a6c962089b40&action=click> for the correct numbering of pages in the Chicago style format.

- **the body of your text**

Do not include any subheadings in your essay. Instead, use transitions. The following should help you understand transitions and how to write them: <https://writingcenter.unc.edu/tips-and-tools/transitions/>. “A transition between paragraphs can be a word or two (however, for example, similarly), a phrase, or a sentence. Transitions can be at the end of the first paragraph, at the beginning of the second paragraph, or in both places.” You’ll find more information at <https://writingcenter.unc.edu/tips-and-tools/transitions/>.

- **block quotations**

“A quotation of at least five lines or at least two paragraphs should be placed in block format without quotation marks. Indent the entire quotation 0.5” —the same as a standard paragraph indent. According to Kate L. Turabian’s *A Manual for Writers*, block quotes should be single spaced (Turabian 2013, 349).” Look at <https://www.youtube.com/watch?v=hTOOY-yILDE>. Please note, though, that the example presented to you does not contain a single-spaced quotation. Instead, do use, as Kate Turabian writes on the Chicago-style format, *a single space* between lines in a block quotation.

- **in-text parenthetical (author-date) citations**

Take a look at <https://www.youtube.com/watch?v=De9qGcfWI2E> for information on how to write an in-text parenthetical citation in the Chicago-style format.

- **a bibliography**

Your paper should have a bibliography. Do not write a “reference” list at the end of your essay. Do not use footnotes either unless you’d like to include some interesting piece of information that you don’t

think is important enough to include in the main body of the text. Again, include a bibliography only. Bibliographies, according to <http://owl.massey.ac.nz/referencing/chicago-style.php>, “contain all sources that you have used, whether they are directly cited or not. A bibliography includes sources that you have used to generate ideas or ‘read around’ a topic, [sic] but have not referred to directly in the body of the document.” When you look at the information provided in the link, make certain that you look under “Bibliography” (not “Notes”) to find what you need to write a proper bibliography.

Grading rubric for the final paper

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

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.

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 contents of this course outline may change. Any changes will be announced in WyoCourses.

WEEK	-Social change is ...?
1	<p>-What to expect from Massey *Massey: "Preface" pp. xiii-xv</p>
2	<p>-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. ***Mary Romero's "An Intersection of Biography and History" (1992) in <i>Mapping the Social Landscape</i> (2018), 13 pp</p> <p>-1st discussion-question assignment</p>
3	<p>-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. ***"Seeing Patterns" in Michael Schwalbe's <i>The Sociologically Examined Life</i> (2018), 16 pp. ***WATCH <i>Kitchen Stories</i> at https://digitalcampus-swankmp-net.libproxy.uwyo.edu/uw278274/#/play/114684</p> <p>-2nd discussion-question assignment -1st online quiz</p>
4	<p>-Understanding and explaining social change *Massey pp. 77-103</p> <p>-Thinking rationally ***WATCH Dan Ariely: "Are we in control of our own decisions?" at https://www.youtube.com/watch?v=9X68dm92HVI (17 min)</p> <p>-3rd discussion-question assignment</p>
5	<p>-Driver 1: technology, science, innovation *Massey: "Technology, Science, and Innovation: The Social Consequences of New Knowledge and New Ways of Doing Things" pp. 104-149</p>

	<p>**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.</p> <p>***WATCH "Weapons That Made Britain – Armour" https://www.youtube.com/watch?v=oS7dE1ERl_g</p> <p>-4th discussion-question assignment -2nd online quiz</p>
6	<p>-Driver 2 of social change: wars and revolutions</p> <p>*Massey: "War, Revolution, and Social Change: Political Violence and Structured Coercion" pp. 187-229</p> <p>***Joe Goodwin and Rene Rojas's "Revolutions and Regime "(2015) in <i>Mapping the Social Landscape</i> (2018), 11 pp</p> <p>-5th discussion question</p>
7	<p>-Driver 2 of social change: wars and revolutions</p> <p>*Massey's "War, Revolution, and Social Change: Political Violence and Structured Coercion" cont. pp. 187-229</p> <p>***"Syria: The Story of the Conflict" at http://www.bbc.com/news/world-middle-east-26116868</p> <p>***"Here is a look at Islamic State in Iraq and Syria (ISIS)" at https://www.cnn.com/2014/08/08/world/isis-fast-facts/index.html</p> <p>***"What 'Victory' Looks Like: A Journey Through Shattered Syria" at https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html</p> <p>***WATCH <i>Frontline's The Rise of ISIS</i> (54:11) at http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/</p> <p>***WATCH <i>Frontline's Children of Syria</i> at http://www.pbs.org/video/frontline-children-syria/ (54:12)</p> <p>-6th discussion-question assignment -3rd online quiz</p>
8	<p>-War's destruction</p> <p>***Please read and watch from the following. (For your final paper, I will provide you with topic options and some articles, but you must also choose additional articles for the final paper.)</p> <p>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) <i>Frontline's The Rise of ISIS</i> at http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/; 4) <i>Frontline's Escaping ISIS</i> at http://www.pbs.org/wgbh/frontline/film/escaping-isis/; 5) <i>Frontline's Children of Syria</i> at http://www.pbs.org/video/frontline-children-syria/; 6) <i>Frontline's Exodus</i> 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://searchingforsyria.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-trump.html; 11) "U.S. Equipment, but Not Troops, Begins Exiting Syria in Chaotic</p>

	<p>Withdrawal” at https://www.nytimes.com/2019/01/11/world/middleeast/us-syria-troop-withdrawal.html?action=click&module=Top%20Stories&pgtype=Homepage; 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; 18) “IS ‘caliphate’ defeated but jihadist group remains a threat” at https://www.bbc.com/news/world-middle-east-45547595; 19) “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; 20) “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 21) “What ‘Victory’ Looks Like: A Journey Through Shattered Syria” at https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html.</p> <p>-7th discussion-question assignment</p>
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10	<p>-Driver 3 of social change: social movements</p> <p>*Massey: “Social Movement: Social Change through Contention” pp. 150-186</p> <p>***WATCH Berkeley in the Sixties at https://fod-infobase-com.libproxy.uwyo.edu/p_ViewVideo.aspx?xtid=57864</p> <p>-9th discussion-question assignment</p>
11	<p>-Driver 3 of social change: social movements</p> <p>***Gitlin’s “Occupy’s predicament: the moment and the prospects for the movement” (2013) at http://onlinelibrary.wiley.com/doi/10.1111/1468-4446.12001/epdf</p> <p>***WATCH <i>Freedom Riders</i> at https://www.youtube.com/watch?v=srlcN1Eo_y8</p> <p>***WATCH <i>Loving</i> if the movie is available for streaming through the UW Coe library</p> <p>-10th discussion-question assignment -5th online quiz</p>
12	<p>-Driver 4 of social change: corporations</p> <p>*Massey: “Corporations in the Modern Era: The Commercial Transformation of Material Life and Culture” pp. 230-274</p> <p>***Robin Leidner’s “Over the Counter: McDonald’s” (1993) in <i>Mapping the Social Landscape</i> (2018), 15 pp.</p> <p>-11th discussion-question assignment</p>
13	<p>-Driver 5 of social change: states</p> <p>*Massey: “States and Social Change: The Uses of Public Resources for the Common Good” pp. 374-319</p>

	<p>***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</p> <p>***WATCH <i>The Road to Brown</i> at https://www.youtube.com/watch?v=6Upw5T06T04</p> <p>-12th discussion-question assignment -6th online quiz</p>
14	<p>-Making social change *Massey: "Making Social Change" pp. 320-340</p>
15	-Preparation work for the final assignments
16	FINAL EXAM WEEK

DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss

COUNSELING CENTE: uccstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, www.uwyo.edu/ucc

ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs

DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos

UW POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd

STUDENT CODE OF CONDUCT WEBSITE: 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.