

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 a 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—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: RUTHBJÖRKENWALL [“Byoerkenvall”]

Office hours: W: 10:15—11:45 A.M.

F: 10:15— 11:45 A.M.

Or by appointment

Location: A&S 143

Phone: 307.766.2992

Email: rbjorken@uwyo.edu *Email responses will, as a rule, be sent within 48 hours*

GA: ALLY PATRICK

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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.

Required supplies

You must have a notebook (or something equivalent) for class notes. Please note that you will *not* be permitted to use a computer to take notes in class. Several studies have shown that both comprehension and memory are improved when students take notes by hand:

- “To Remember a Lecture Better, Take Notes by Hand” *The Atlantic*, <http://goo.gl/dTgy3y>
- “A Learning Secret: Don’t Take Notes with a Laptop” *Scientific American*, <http://goo.gl/YEvcSn>
- “Take Notes by Hand for Better Long-Term Comprehension” American Psychological Association, <http://goo.gl/Ku3zOq>

Course requirement

On attendance, lecture and discussion expectations, and absences

The class begins at 9:00 A.M. I expect students to arrive on time and remain during the entire class session. Come to class prepared. This means that you have read in advance the material assigned for the day. You should also bring the assigned course readings to every class meeting. You are expected to participate in class discussions in a civil manner. Please listen to your classmates carefully. Show equal respect for all class participants. Do *not* perform tasks that are extraneous to the course—in other words, *no* cellphone or computer use—during discussions or lectures. Rude or threatening behavior will not be tolerated and will be reported to the dean of students.

You may miss four (4) class meeting. If you do miss a class, then it is your responsibility to read the required material for that day and get class notes from a classmate. After the four “free” absences, you may “make up” two additional absences—but no more than the two—by turning in a 500-word summary of the reading assigned for the day that you miss. Attach with your summary a copy of a classmate’s notes for that day. You have exactly one week from the absence to turn in the “make-up” work. If you have more than the four “free” absences and the two “make-up” absences, then your class-participation grade will drop a full letter grade, that is, from an A to a B.

On other make-up work and exemptions

No other make-up work or any 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 for a quiz 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 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 they depart for their competition events. (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 will 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 may discuss student support services on campus. These include those offered at the Writing Center, at student counseling, and at the University Disability Support Services (DSS).

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 classroom activities. If circumstances change and I deem an alteration is needed, then you will first be informed of changes via an announcement through Canvas. Therefore, please do check your student account 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 participation, in-class group and individual work	15% of the final grade
2) Open-book, online quizzes	30% of the final grade
3) Newspaper-article group 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. There are five online quizzes in this course. They are all "open book," "open notes." Each quiz consists of 20 multiple-choice questions mainly on 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.)

WEEK 3: LEC 6 16 SEPT (M)	WATCH IN CLASS: <i>Kitchen Stories</i>	-->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). ** 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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A newspaper-article group presentation

Further details for the *news*-article assignment and group presentation will be covered later in class. You will be asked to pick a date for the group presentation. (Please see the course outline for the presentation dates.) If too many want a certain date, then we shall determine via lottery who gets to present on that date.

Here is what I would like you to do for your *group* presentation:

- 1) Pick *one* *NYT news* article—no editorials or opinion pieces, please—that the group will focus on in the presentation. This article is the starting point for your group presentation on *war as a driver of social change*. The article should be emailed to everyone in the course the day before the presentation. Include in your e-mail one question that you would like your fellow students to think about when they read your chosen article.
- 2) Apply relevant course materials and nay other information of your choice (such as YouTube clips, for instance) to analyze, evaluate, and present your chosen *NYT* news piece.
- 3) Each group has a maximum of 30 minutes per presentation and should include a short, five-minute discussion on one question that the group has emailed everyone the day before the presentation.
- 4) Each group member should also submit to me, before the end of the spring semester, a completed grading rubric for *every member of the group*. (See grading rubric # 2 below.)
- 5) *All* group members *must* participate in the presentation in one form or another. Remember that one grading category is “integration” (see grading rubric #1 directly below), which means that group members must have made an effort to combine their material in a well-structured manner.
- 6) Please note that the presentation cannot be of the same focus as that of your final paper.

Grading rubric #1 for the group presentation

The group presentation is worth 20 percent of your final grade. I will assess each group 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 presenters would like to make in their presentation.
- B) Effective use of course materials: By “effective use,” I mean that it should be obvious to the audience that the presenters have read, watched, understood, and critically analyzed the relevant course materials.
- C) Integration of presenter contributions: By “integration,” I mean that it should be obvious to the audience that group members have made an effort to combine their material in a well-structured manner.

Grading rubric #2 for the group presentation

Each student is also required to submit to me a completed grading rubric for each member of his/her group – and one of himself/herself.

Category				
Group member participation	Group member participated actively all the time	Group member participated actively most of the time	Group member participated actively some of the time	Group member did not actively participate
Group member communication	Group member communicated effectively and on time	Group member communicated adequately and on time	Group member communicated inadequately or not on time	Group member did rarely communicate or did not communicate
Group member preparation for group work	Group member was fully prepared for group work all the time	Group member was prepared for group work most of the time	Group member was fully prepared for work some of the time	Group member was not prepared for group work most of the time
How effectively your group worked together on this assignment	Well	Adequately	Inadequately	Not at all

Adapted from the Mission College student group project grading rubric

A research paper

There is no final exam in this course. Students will instead 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 final 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.*** 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 sources. If you do not, then that counts as plagiarism.

Further details for the final paper will be covered in class later in the course, but you should know already now that the focus must be on some aspect 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://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>; 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; 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

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

DATE	TOPIC & ACTIVITIES	READINGS & ASSIGNMENTS
WEEK 1: LEC 1 4 SEPT (W)	-Introduction to course: the syllabus and course requirements	-No readings
LEC 2 6 SEPT (F)	-Social change is ...? -What to expect from Massey	*Massey: "Preface" pp. xiii-xv
WEEK 2: LEC 3 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.
LEC 4 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.
LEC 5 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.
WEEK 3: LEC 6 16 SEPT (M)	WATCH IN CLASS: <i>Kitchen Stories</i> https://digitalcampus-swankmp-net.libproxy.uwyo.edu/uw278274/#/play/114684	--> 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). ** Massey pp. 39-76 and Denton cont. **"Seeing Patterns" in Michael Schwalbe's <i>The Sociologically Examined Life</i> (2018), 16 pp.
LEC 7 18 SEPT (W)	-Understanding and explaining social change -Thinking rationally WATCH IN CLASS: Dan Ariely: "Are we in control of our own decisions?" at https://www.youtube.com/watch?v=9X68dm92HVI (17 min)	*Massey pp. 77-103
LEC 8 20 SEPT (F)	-Understanding and explaining social change	*Massey pp. 77-103 cont.
WEEK 4: LEC 9 23 SEPT (M)	- Driver 1: technology, science, innovation -WATCH IN CLASS: "Weapons That Made Britain – Armour" https://www.youtube.com/watch?v=oS7dE1ERl_g	*Massey: "Technology, Science, and Innovation: The Social Consequences of New Knowledge and New Ways of Doing Things" pp. 104-149
LEC 10 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.
LEC 11 27 SEPT (F)	- Driver 1: technology, science, innovation	*Massey pp. 104-149 cont. **Weber cont.
WEEK 5: LEC 12 30 SEPT (M)		--> 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).

	-Driver 2 of social change: wars and revolutions	*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.
LEC 14 4 OCT (F)	-WATCH IN CLASS: <i>Frontline</i> ’s “The Rise of ISIS” (54:11) at http://www.pbs.org/wgbh/pages/frontline/rise-of-isis/	**”Syria: The Story of the Conflict” at http://www.bbc.com/news/world-middle-east-26116868 **”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 **“What ‘Victory’ Looks Like: A Journey Through Shattered Syria” at https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html
WEEK 6: LEC 15 7 OCT (M)	-Driver 2 of social change: wars and revolutions -WATCH IN CLASS: <i>Frontline</i> ’s “Children of Syria” at http://www.pbs.org/video/frontline-children-syria/ (54:12)	*Massey cont. (“War, Revolution, and Social Change: Political Violence and Structured Coercions” pp. 187-229) **”Syria: The Story of the Conflict” at http://www.bbc.com/news/world-middle-east-26116868 **” 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 **“What ‘Victory’ Looks Like: A Journey Through Shattered Syria” at https://www.nytimes.com/2019/08/20/world/middleeast/syria-recovery-aleppo-douma.html
LEC 16 9 OCT (W)	-War’s destruction: In preparation for the group work and your final paper	** Access the links on pages six and seven 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.
LEC 17 11 OCT (F)	-War’s destruction: In preparation for the group work and your final paper	** Access the links on pages six and seven 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.
WEEK 7: LEC 18 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 GUEST LECTURER: BEN DEMORET	Massey cont. (“War, Revolution, and Social Change: Political Violence and Structured Coercions” pp. 187-229)
LEC 20 18 OCT (F)	-Driver 3 of social change: social movements -WATCH IN CLASS: “Berkeley in the Sixties”	*Massey: “Social Movement: Social Change through Contention” pp. 150-186
WEEK 8: LEC 21 21 OCT (M)	-Driver 3 of social change: social movements -WATCH IN CLASS: <i>Berkeley in the Sixties</i> at https://fod-infobase-com.libproxy.uwyo.edu/p_ViewVideo.aspx?xtid=57864	--> 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). *Massey cont. (“Social Movement: Social Change through Contention” pp. 150-186)
LEC 22 23 OCT (W)	-Driver 3 of social change: social movements	*Massey cont. (“Social Movement: Social Change through Contention” pp. 150-186) **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

LEC 23 25 OCT (F)	-Driver 3 of social change: social movements WATCH IN CLASS: “Freedom Riders” at https://www.youtube.com/watch?v=srlcN1Eo_y8	*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”)
WEEK 9: LEC 24 28 OCT (M)	-Driver 4 of social change: corporations	--> 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). *Massey:” Corporations in the Modern Era: The Commercial Transformation of Material Life and Culture” pp. 230-274 *Massey pp. 230-274 cont. **Robin Leinder’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 http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?_r=0 ***” The Week in Tech: How Google and Facebook Spawned Surveillance Capitalism” (2019) at https://www.nytimes.com/2019/01/18/technology/google-facebook-surveillance-capitalism.html
LEC 26 1 NOV (F)	-Driver 5 of social change: states WATCH IN CLASS: <i>The Road to Brown</i> at https://www.youtube.com/watch?v=6Upw5T06T04	*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.
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
LEC 29 8 NOV (F)	-Driver 5 of social change: states	*Massey pp. 275-219 cont.
WEEK 11: LEC 30 11 NOV (M)	-Making social change	--> 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. 275-219 but may also include a few questions on the additional course material (ACM). *Massey: “Making Social Change” pp. 320-34
LEC 31 13 NOV (W)	-Making social change	*Massey pp. 320-340 cont.
LEC 32 15 NOV (F)	-War’s destruction IN CLASS: workshop with group members on introductory paragraph—with a thesis statement—for the final paper on war’s destruction	--> PRIOR TO CLASS: Write introductory paragraph for final paper on war’s destruction and email to group members
WEEK 12: LEC 33 18 NOV (M)	FINAL PAPER AND RESEARCH: Workshop with group members on final- paper outline in class	--> OUTLINE FOR FINAL PAPER DUE IN CLASS
LEC 34 20 NOV (W)	FINAL PAPER AND RESEARCH	Individual (voluntary) meetings with the instructor and the GA
LEC 35 22 NOV (F)	-GROUP PRESENTATIONS	

WEEK 13: LEC 36 25 NOV (M)	-GROUP PRESENTATIONS	
27-29 NOV	THANKSGIVING BREAK WED-FRI	THANKSGIVING BREAK: WED-FRI
WEEK 14: LEC 37 2 DEC (M)	-GROUP PRESENTATIONS	
LEC 38 4 DEC (W)	-GROUP PRESENTATIONS	
LEC 39 6 DEC (F)	-GROUP PRESENTATIONS	
WEEK 15: LEC 40 9 DEC (M)	-GROUP PRESENTATIONS	
LEC 41 11 (W)	-GROUP PRESENTATIONS	
LEC 42 13 (F)	-GROUP PRESENTATIONS\	
18 DEC (W)		Your final paper that must be <i>uploaded by 18 December 2019 by 5 P.M. MST at the latest. No late papers will be accepted.</i>

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
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 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 to make a formal complaint or participate in an investigation to access them.