

Adelphi University

Department of Sociology

Spring 2019

Social Change

0170-380-001 and LGS 0960-330-001 (Seminar in Social Sciences)

Monday and Wednesday 4:15-5:30pm

LIB 202

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Office Hours: *Monday and Wednesday* 1-2pm and 5:45-6:45pm

Thursday 9:30-11:30am

Please make an appointment if you need to speak with me at a specific time as obligations sometimes arise that interfere with these hours.

The course analyzes the changing patterns of social institutions in contemporary industrial societies; explores sociological theories about change; discusses current trends and patterns of change; and look at social movements, nonviolence and institutional change.

General Education Learning Goals: Emphasis will be placed on developing *Critical and Integrative Thinking Skills*, an understanding of the meaning of *Global Citizenship* and *Information Literacy*. Distribution Requirements: Social Science

The course will meet on campus before and after the spring break travel abroad experience to Cuba.

LEARNING GOALS

At the end of the semester, students will be able to:

- * Describe the social context within which social movements have developed in the 19th, 20th, and 21st centuries;
- * Articulate distinctions between types of social change and social movements, giving examples and explanations of the constituencies involved, their general goals and practices;
- * Provide concrete examples of responses that individuals and groups have had and are having to everyday challenges using concepts related to social change, social movements and social justice; and
- * Reflect self-analytically about factors that shape their beliefs and attitudes about the social world and articulate the personal implications for social responsibility, civic engagement and social change.

COURSE TEXTS: We will use readings posted on Moodle, in the library and and/or made available online. Reading is an essential and required component of this course.

EMAIL AND MOODLE: There will be substantial electronic communication throughout the semester and supplemental readings may be accessible only through the web. It is your responsibility to check your email and the class Moodle site at least twice weekly, and to make sure electronic assignments are received.

On Moodle we will utilize discussion forums, upload documents and access readings and videos.

If the University is closed due to weather or an emergency, log onto our course site each day under the Moodle tab in eCampus for instructions and assignments. Student tutorials for using Moodle can be found at <http://fcpe.adelphi.edu/moodle/student/>

STUDENTS WITH DISABILITIES: If you have a disability that may impact your ability to carry out assigned course work, and are not enrolled in the Learning Disabilities Program, it is important that you contact the staff in the Disability Support Services Office (DSS), University Center, Room 310, (516) 877-3145. DSS@adelphi.edu. DSS will review your concerns and determine, with you, appropriate and necessary accommodations. All information and documentation of disability is confidential. If you are registered with the Office of Disability Services (3rd floor University Center) and need particular arrangements for this course, please bring this to my attention as soon as possible so I may assist you.

HONOR CODE STATEMENT: Students enrolled in this course are expected to abide by the Adelphi University Honor Code. The purpose of the Honor Code is to protect the academic integrity of the University by encouraging consistent ethical behavior in assigned coursework by students. Following is excerpted from the Student Honor Code: The Code of Academic Honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Plagiarism (writing someone else's words as if they are your own), sharing your exam or paper with another student, or copying another student's paper or exam will result in an F in the course. See the Adelphi University Undergraduate Bulletin and the Honor Code in the Guide to Student Life for a complete listing of regulations.

STUDENT COURSE EVALUATIONS: During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the instructor until after the end of the semester and therefore after course grades have been submitted.

RELIGIOUS OBSERVANCE: If your religious commitments preclude you from completing course requirements, including class attendance, as scheduled, please see me in advance so that we can make suitable arrangements.

USEFUL RESOURCES: The University Libraries have prepared research guides and reference tools to expedite, evaluate, and document research: <http://library.adelphi.edu/guides/>

EVALUATION METHODS

<i>Class Preparation</i>	15%
<i>Class Participation</i>	15%
<i>Learning about Cuba's Revolutionary Vision and Practice</i> (February)	30%
<i>Study Abroad Journal</i> (March)	10%
<i>Community Engagement Project</i> (April)	20%
<i>Final</i> (Oral 5%; Written 5%)	10%

CLASS PREPARATION: While presentations will be made by the instructor to provide background or frame concepts, the guiding principle in this class is that we will generate knowledge collectively by exploring the ideas of authors we read and each other. This requires that students come prepared, contribute to conversations, develop skills in articulating one's own perspective, respond to different point of views, listen to and learn from others.

- **Read material before** class on the dates listed on the schedule below.
- **Submit** the following on Moodle each week **by Sunday night**.
 - .A **question** about the reading and how you would answer it; **OR** a **quote** that was meaningful to you including an explanation why it was important to you.
 - .A response to the **Question of the Week**.
- Routinely **respond to classmates** responses on Moodle discussion forums.

CLASS PARTICIPATION: This course emphasizes discussion and small group activities. Students are expected to raise questions, make comments and be engaged in the material and our group process. Active involvement and input into collective analysis and in-class activities is considered routine.

Students are responsible to ***routinely contribute to class discussions*** (1-2 times a week) and **demonstrate knowledge** of the readings in class.

That you **attend class** is **assumed**. More than 3 absences unless under unusual and documented circumstances will result in a 5% grade reduction per additional absence. Persistent lateness will count as absences. You are responsible for material missed when absent or late.

LEARNING ABOUT CUBA’S REVOLUTIONARY VISION AND PRACTICE: Students will conduct research about Cuba’s history and practice in its efforts toward radical social transformation. Findings will be submitted in written form and presented in class. See Instruction Sheet for more details.

COMMUNITY ENGAGEMENT PROJECT: For this assignment, students will be engaged in a local community efforts toward structural change. See Instruction Sheet for more details.

FINAL EXAM: This exam provides an opportunity to demonstrate your achievements related to course goals. The written component of the exam will be distributed on the last day of class and returned on the day of the final, at which time students will make a brief oral presentation.

Written work is to submitted typed, single spaced, with 1 inch margins. Grading will be based on the extent to which you demonstrate mastery of the subject matter, whether you fulfilled the assignment, the depth of critical analysis, insight, clarity and thoughtful reflection. Carefully proofread before submission. There will be a 10% penalty for spelling, grammatical or formatting mistakes and/or for late papers. They will not be accepted after one week past the deadline.

GRADING

A+	98-100	B+	88-89.9	C+	78-79.9	D+	68-69.9
A	93-97.9	B	83-87.9	C	73-77.9	D	60-67.9
A -	90-92.9	B-	80-82.9	C-	70-72.9	F	Below 60

Please note that completing assignments as directed will result in a grade in the “B” range. Extra effort and achievement will result in a higher grade. Incomplete or careless work will result in a lower grade.

CLASS SCHEDULE

Introduction: Theory and Context		
1 Critical Thinking	1/27	Course Goals and Objectives <i>Zinn, Introduction: American Ideology</i>
2 Coloniality of Power Temporality	2/1 2/3	Grosfoguel, <i>The Structure of Knowledge in Westernized Universities</i> Morales, <i>Float Like a Butterfly, Sting Like a Bee</i>
3 World Systems	2/8 2/10	Wallerstein, <i>An American Dilemma of the Twenty-first Century</i> Jensen, <i>The Delusion Revolution</i> Learning About Cuba Project Instructions Distributed
Cuba, the Commons, Solidarity Economy Projects		
4 Cuba	2/15 2/17	Chomsky, Carr, Maria Smorkaloff (Editors). <i>The Cuba Reader: History, Culture, Politics</i> . (Selected articles) Phillips, Jimenez, Kirk, Grande (Editors). <i>A Contemporary Cuba Reader: Reinventing the Revolution</i> .
5 Cuba	2/22 2/24	Martínez-Fernández, Luis. <i>Revolutionary Cuba: A History</i> .
Learning About Cuba Project DRAFT DUE 2/28		
6 New Economy / The Commons	2/29 3/2	Walljasper, <i>What Is the Commons?</i> Alperovitz, <i>The Rise of the New Economy Movement</i> Miller, <i>Key Concepts of the Solidarity Economy</i>
Learning About Cuba Project DUE 3/20		
7 Zapatistas	3/7 3/9	Tucker, <i>Are Mexico's Zapatista rebels still relevant?</i> Frayser, <i>Time Banks' Help Spaniards Weather Financial Crisis</i>
SPRING BREAK TRAVEL TO CUBA		

8	Black Nationalism and Internationalism	3/21 3/23	Rickford, <i>Black Lives Matter: Toward a Modern Practice of Mass Struggle</i> Zurbano, "For Blacks in Cuba: the Revolution Hasn't Begun." Travel Journal and Reflections due
9	Music Education Art	3/28 3/30	Fernandes, <i>Cuba Represent! Cuban Arts, State Power, and the Making of New Revolutionary Cultures.</i> Codrington, <i>New Forms: The Political Potential of Hip-Hop</i> Rury, <i>Education and Social Change, Epilogue</i> Community Engagement Project Instructions Distributed
10	Students in Motion	4/4 4/6	Johnston, <i>Student Protests, Then and Now From 'Hey, hey, LBJ!' to 'Black lives matter!'</i> University of Capetown, Rhodes Must Fall Mission Statement Reading to be posted on Moodle related to Cuban youth Community Engagement Project Assignment Plan DUE
11	Politics and Popular Culture	4/11 4/13	Hernandez, Dilla, Dugan Abbassi, Diaz, "Political culture and popular participation in Cuba" Tulchin, et al: Bobes, Velia Cecilia, "Citizenship and Rights in Cuba: Evolution and Current Situation"
Questions and Reflections			
12		4/18 4/20	Kelley, <i>When History Wakes</i> Boggs, <i>These are the Times to Grow Our Souls</i>
13		4/25 4/27	Zinn, <i>The Optimism of Uncertainty</i> Labaton, <i>Why Movements Matter</i> Boggs, <i>Let's Bring Love and Revolution Together,</i>
Community Engagement Project Reflection DUE			
14		5/2 5/4	Presentation of Community Engagement Project Outcomes
15		5/9	Final distributed
Wednesday May _____ FINAL EXAM Submit written exam; present oral component.			

Citations

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