SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Fall 2020
Discipline: Sociology
Course Number and Title: SOC 362 Social Change
Division: Upper Division
Faculty Name: Pat Mahoney
Semester Credit Hours: 3

Prerequisites: The standard CSU prerequisite of one (1) introductory or general Sociology course has been waived by the instructor.

COURSE DESCRIPTION

In contemporary life social change moves at breakneck speed, at times disrupting our sense of place and purpose. While social change is historically not new, in many ways the accelerated pace of change in the modern world is now a normal state-of-affairs. Life has increasingly become a journey, rather than a home.

Although social change may appear to come from nowhere, using a sociological lens this course will explore the deep social forces driving today’s social change. Specifically, we will consider the global dimensions of social change, the role played by technology, the rise of social movements in confronting change, and the future direction of social change. Our time together on Semester at Sea offers us a chance not only to visit a myriad of locations, witnessing first-hand the ways social change happens, but also to critically question the intended and unintended consequences of social change. Using a comparative approach, we will investigate how world history acts as a stage upon which the drama of social change unfolds. As performers on this epic stage, we can both challenge and direct the process of social change in ways that promote social justice and sustainability.

LEARNING OBJECTIVES

1. Identify social change and apply various sociological approaches to the understanding of the challenges presented by social change
2. Think systemically about social change and become aware of the global complexities of today’s social change
3. Recognize and reflect on the key historical process and contemporary social institutions that are critical to the process of social change
4. Evaluate the values, beliefs and consequences of modern social change by assessing who are the winners and losers
5. Develop the courage to be an agent of change through your community-based advocacy and commitment in the struggles associated with current and future social change

REQUIRED TEXTBOOKS AND SUPPLIES

AUTHOR: Patel, Raj. & Jason Moore
PUBLISHER: University of California Press
ISBN: 978-0520299931
Available as an ebook
DATE/EDITION: 2018/paperback

AUTHOR: Katherine Boo
TITLE: Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity
PUBLISHER: Random House Trade Paperbacks
ISBN: 978-0812979329
Available as an ebook

AUTHOR: Stephan Lessenich
TITLE: Living Well at Others' Expense: The Hidden Costs of Western Prosperity
PUBLISHER: Polity Press
ISBN: 9781509525621
Available as an ebook
DATE/EDITION: 2019/Hardcover

Students are required to purchase a Field Notebook for the course.

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany – September 9

A1—September 11: Course Overview
Readings: Welcome to Social Change: Course and Field Class Overview
Reflection on your observations and course expectations

Critical Questions:
1. Where does our SAS voyage fit in the process of social change?
2. How does your position in a world system reflect social change?

Assignments: Defining Social Change
A2—September 13: Theories of Social Change
Critical Questions:
1. What story of social change do the theories of change tell?
2. How is social change resisted... directed?
Assignment: Film: Plastic Ocean We Need a Wave of Change (Watch prior to class)

Casablanca, Morocco – September 15-19

A3—September 20: Thinking Social Change in Dogland
Readings: Patel & Moore, Chapter 1: Cheap Nature
--- Lessenich, Chapter 1: Next to Us, the Deluge
Critical Questions:
1. How does capitalism “do” social change?
2. What makes social change relational?

Readings: Patel & Moore, Chapter 2: Cheap Money
Critical Questions:
1. Why is Africa so central to how we understand modern social change?
2. In what way(s) has social change happened in Africa?

A5—September 24: The Global Reach of Social Change
Readings: Lessenich Chapter 2: Externalization: A Relational Perspective on Social Inequality
Critical Questions:
1. What is externalization?
2. How does the reach of global capital influence social change?

A6—September 26: Using force as a Tool of Change
Readings: Lessenich, Chapter 3: Live and Let Die: Externalization as an Unequal Exchange
Critical Questions:
1. What role does the exercise of power play in dictating social change?
2. Who has the power to externalized?

Assignments: Can the exercise of force promote positive social change?

Takoradi, Ghana — September 27-28
Tema, Ghana — September 29-October 1

A7—October 3: Neoliberalism, Capitalism and Climate Change
Assignment: Film: This Changes Everything (Watch in class)

Community Programming — October 4 (No Class)

A8—October 6: Course Exam #1
Assignments: In-Class Exam #1

A9—October 8: Cheapening Labor
Readings: Patel & Moore, Chapter 3: Cheap Work and Chapter 4: Cheap Care
Critical Questions:
1. Who benefits from the expendability of human labor?
2. What makes domestic work profitable?

Cape Town, South Africa — October 9-14

A10—October 16: Africa and the New Colonialism?
Critical Questions:
1. What are the geopolitics of global development?
2. Why is Africa once again at the center of global development?
Assignments: How does the process of colonialism change over time?

A11—October 18: Migration and the Politics of Mobility
Readings: Lessenich, Chapter 4: Within Versus Without: Externalization as a Monopoly on Mobility
Critical Questions:
1. What role does physical and social mobility play in social change?
2. Who can be mobile and who decides?

A12—October 20: Tourism in the Anthropocene
Critical Questions:
1. What explains the dramatic increase in global tourism?
2. Should all regions of the planet be open to tourism?

Assignments: Assessing the Sustainability of Semester at Sea

Port Louis, Mauritius — October 22-24

A13—October 25: Life in Indian Slums
Readings: Katherine Boo, Behind the Beautiful Forevers, Part One: Undercitizens, pp. 3-70.

Critical Questions:
1. How do the occupants of the “slum” get by?
2. What social conditions explain the presence of “slums”?

Assignments: Adopt a character from Behind the Beautiful Forevers
--- Excerpts of Slumdog Millionaire show in-class

A14—October 27: Life in Indian Slums (continued)

Critical Questions:
1. How do the social relations of exploitation operate in “slums”?

Community Programming — October 28 (No Class)

A15—October 30: Global Change and Right-Wing Politics
Readings: Katherine Boo, Behind the Beautiful Forevers, Part Four: Up and Out, pp. 177-245.

Critical Questions:
1. Neoliberalism, a creator or savior for the “slum”?
2. What does the global “turn to the right” mean for social change?

Assignments: Report: The fate of your adopted character from Behind the Beautiful Forevers
--- Straw Poll on the U.S. elections

Mumbai, India — November 1-6

A16—November 7: Inclusion and Dispossession: Who Decides?
--- Patel & Moore, Chapter 5: Cheap Food

Critical Questions:
1. How does social change show-up on your dinner plate?
2. What is the cost of social change for the rural poor?

Assignments: Film: Climate Refugees (Watch in class)
A17—November 9: China, the New Global Hegemon?
Critical Questions:
1. Is China the new face of global social change?
Assignments: Film: China: The Rebirth of Empire (Watch in class)

Reflection & Study Day — November 11 (No Class)

A18—November 12: Course Exam #2
Assignments: In-Class Exam #2

A19—November 14: Education and Social Change
Readings: Lessenich, Chapter 5: We Have To Talk: We Can’t Go On Like This
Critical Questions:
1. Do we simply need more education?

Port Klang/Kuala Lumpur, Malaysia — November 15-19

A20—November 21: The Consequences of Growth
Critical Questions:
1. Can social change be stopped?
2. How is social change resisted?

Ho Chi Minh City, Vietnam — November 22-27

A21—November 29: Resource Scarcity and Conflict
Readings: Patel & Moore, Chapter 6: Cheap Energy
Critical Questions:
1. How does energy determine the direction of social change?
2. Are resource wars the future of social change?
Assignments: Film: Racing Extinction (Watch prior to class)

A22—December 1: Whose Lives are Given Value?
Readings: Patel & Moore, Chapter 7: Cheap Lives


Critical Questions:
1. How is the experience of social change embodied?
2. Can China’s development model eclipse the West?

Xiamen, China — December 3-8

A23—December 9: Constructing Citizenship

Patel & Moore, Conclusion
Critical Questions:
1. Why are migration and the “immigrant” central to social change today?

A24—December 11: Final Exam Due
Assignments: Final Paper Due

Busan, South Korea — December 12-15

Study Day — December 17 (No Class)

A25—December 18: Reflective Speculation
A Time for Reflection: Where are we headed?
Assignments: Film Review Due

Arrive Shanghai, China — December 22

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Proposed Field Class Description (for two ports)

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Failure to attend the field class will result in the loss of 20% of your total course grade.

Proposal Title #1: The Importance of Education in Promoting Social Change
Country: Mumbai, India
Idea: Modern universities across the globe are an integral part of promoting and directing social change. Whether in the area of scientific and technological development, changing perceptions and understandings through the arts & humanities, or how the social sciences address the social and political challenges confronting individuals and communities, education has been at the forefront of recognizing the impacts of social change. Today, universities act as an incubator for weaving together new ways of integrating the socio-cultural and technological dimensions of social change. This field class takes us to the epicenter of sociological investigation into the implications of social change in India. We will spend the day visiting the prestigious TaTa institute of Social Science (TISS) campus in Mumbai (http://www.tiss.edu/), where we will be exposed to a myriad of projects and academic instruction taking place in a rapidly changing Indian society. Not only will we have the opportunity to see first-hand how social change happens, but we will have unique access to the faculty and students designing an Indian society for the 21st Century.

Objectives:
1. Witness the practical work of social change being done in a socially important institution – education.
2. Recognize the impact that educational or academic activity has on addressing the most profound challenges facing our world.
3. Think systemically about how global complexities, such as climate change, factor-in to the world of social change. of today’s social change.
4. Recognize and reflect on the key historical process and contemporary social institutions that are critical to the process of social change.
5. Connect our discussion from the classroom to tangible projects that are attempting to influence the pathways social change takes in the future.

Proposal Title #2: The Importance of Education in Promoting Social Change
Country: Malaysia
Idea: Modern universities across the globe are an integral part of promoting and directing social change. Whether in the area of scientific and technological development, changing perceptions and understandings through the arts & humanities, or how the social sciences address the social and political challenges confronting individuals and communities, education has been at the forefront of recognizing the impacts of social change. Today, universities act as an incubator for weaving together new ways of integrating the socio-cultural and technological dimensions of social change. This field class takes us to the epicenter of the sociological implications of social change in India. We will spend the day visiting the world-renown Universiti Tunku Abdul (UTAR), in Rahman, Malaysia (http://www.utar.edu.my/main.jsp/), where we will be exposed to a myriad of projects and academic instruction taking place in a rapidly changing Malaysian society. Not only will we have the opportunity to see first-hand how social change happens, but we will have unique access to the faculty and students designing a Malaysian society for the 21st Century.

Objectives:
1. Witness the practical work of social change being done in a socially important institution – education.
2. Recognize the impact that educational or academic activity has on addressing the most profound challenges facing our world.
3. Think systemically about how global complexities, such as climate change, factor-in to the world of social change. of today’s social change.
4. Recognize and reflect on the key historical process and contemporary social institutions that are critical to the process of social change.
5. Connect our discussion from the classroom to tangible projects that are attempting to influence the pathways social change takes in the future.

**Field Class Evaluation**

Your Field Class grade will be determined in two ways. First, your attentiveness and active engagement while in the field. Here demeanor, participation, and integration of course material will be held in high regard. More substantially, the second determination will be based on producing a five-page paper. As true with all the course papers, this paper should meet the formatting specifications for course (to be discussed in class). The paper will have three aspects to it. First, once you leave the field write a three-page reflection on what you learned based on your observations and engaging questions. Second, from this reflection generate three open-ended questions to be used to interview someone else from the class. These questions should be derived from your reflective conclusions, such as: What values and beliefs are important to those struggling in the field location? Don’t forget to include your original questions in the final paper. Using these questions, seek-out a classmate and interview them (I will also make in-class time for interviews to take place). Based on the data gathered, the final part of your paper should be a two-page summary of the similarities and differences between your original reflection and what your interviewee said – what's interesting here? The Field Class paper is due within 48 hours of departure from the Field Class port country. Your Field Class participation and Paper together are worth 20% of your overall course grade.

**Independent Field Assignments**

Along with our focused Field Class discussed above, you will also be visiting nine other global locations. While you are expected to be engaged with the learning process in all your stops, observing and documenting your experiences in a Field Notebook; for the “Independent Field Assignment” portion of this course, you are asked to pick two additional (that is, Non-Field Class) port stops for special scholarly attention. [PLEASE NOTE: Due to its proximity to Semester at Sea’s Final Exam day Busan, Korea is not a port-stop available for this assignment.]. The Independent Field Assignment entails a concentrated and concerted effort to capture what you consider the critical dynamics of social change in each location. Given that the recognition of social change is not always immediately evident, your assessment should be derived based on the overall time you spend off-ship in the region/country.

This evaluation should involve not only careful observation and detailed entries in your Field Notebook, but – where appropriate and safe – engaging with the people you meet in these port-stops (this ought to be true for all our Semester at Sea encounters!). PLEASE NOTE: As you know by now, social change can be a contentions subject, do not put yourself or those
you talk with at risk by bringing-up sensitive or overly controversial issues/topics. That said, however, ask a lot of questions. Being inquisitive, curious and interested in the lives of others is a sign of respect and critical to learning. To assist with directing your investigation in the two selected ports, address the following questions in your final write-up, keeping in mind that those you encounter can also assist – where appropriate – in answering these questions.

1) Identify the social change you observed, why you consider this social change, and in what broader social context this social change is happening?
2) In your observations of the physical and social setting, how is this social change evident to you (that is, what do you see people doing and the environment they are living in, that illustrate this social change)? Be detailed and creative in your assessment here.
3) Who/What actors are driving the direction of change and are their forces of resistance at play?
4) What sociological approach to the study of social change best explains this change?
5) Finally, in comparing your two locations, what plan would you devise to positively influence the direction of your identified social change?

Your Independent Field Assignment paper should be four-to-five-pages in length and informed by your diligent notes taken in the field. In addition to answering these five questions for each site, please provide as an “appendix” a two-page sampling from your Field Notebook observations. The appendix is not included in the paper’s page-length. Your Independent Field Assignment paper is worth 15% of your overall course grade and is due within two class meetings of exiting your final field site (that is, within 48 hours after exiting your second chosen port stop).

Course Exams

There will be a total of three essay exams over the course of our semester at sea together. The exams will be administered in-class on the 8th, 18th, and 25th days of the course respectively. The length for each exam is expected to be about four-to-five pages. Each exam will have three aspects. First, each will be designed to provide you the opportunity to display an understanding of the course material by assessing, critiquing, and synthesizing class concepts and ideas. Second, the exams will allow for the integration and application of course material to in-port/country experiences. Finally, to facilitate this application, you will be allowed to bring your course Field Notebook into the class to assist in answering the essay question. Exams one and three are worth 15%, while exam two will be worth 20%. Collectively, the in-class exams will be worth 50% of the course grade.

NON-FIELD BASED COURSE WORK

Collaborative Learning Exercises

Throughout the semester there will be a series of short in-class collaborative exercise designed to apply course material and stimulate discussion. In addition, these exercises will
assess whether the material for that day has been read, along with giving credit for course attendance. Collectively, these collaborative exercises are worth 10% of your overall course grade.

**Film Review**

There will be a total of five films shown over the semester. You are asked to pick one film and review it. At a minimum, this review should discuss three points: 1) how the film fit into the course material; 2) what important ideas were illuminated or enhanced by/in the film and; 3) whether you considered the film relevant and helpful to your understanding of social change. Your film review should not exceed two pages in length, is due the class period before our final meeting (but may be submitted anytime upon completion) and is worth 5% of your overall course grade.

**METHODS OF EVALUATION**

Field Class = 20% [Please Note: Failure to attend the Field Class will result in the loss of 20% of your course grade.]
Independent Field Assignment = 15%
Exam One = 15%
Exam Two = 20%
Exam Three = 15%
Collaborative Learning Exercises (in class) = 10%
Film Review = 5%

**GRADING SCALE**

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
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</tbody>
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**ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable
efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

**LEARNING ACCOMMODATIONS**

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students’ home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

**STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

**RESERVE BOOKS FOR THE LIBRARY**

None

**FILMS**

TITLE OF FILM: Plastic Ocean: We Need a Wave of Change  
DISTRIBUTOR: Plastic Ocean Ltd./2017

TITLE OF FILM: This Changes Everything  
DISTRIBUTOR: The Message Productions/2015
TITLE OF FILM: Climate Refugees
DISTRIBUTOR: Video Project/2010

TITLE OF FILM: China: Rebirth of an Empire
DISTRIBUTOR: Veverka Bros/2011

TITLE OF FILM: Racing Extinction
DISTRIBUTOR: Lionsgate/2016

ELECTRONIC COURSE MATERIALS
None

ADDITIONAL RESOURCES
None