

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

**Voyage:** Spring 2023  
**Discipline:** Sociology  
**Course Number and Title:** SOC 362 Social Change  
**Division:** Upper  
**Faculty Name:** Dan Garvey  
**Semester Credit Hours:** 3

**Prerequisites:** The standard CSU prerequisite – one (1) lower-division general sociology course – has been waived by the instructor.

### COURSE DESCRIPTION

Students will study the theory of change and learn how different cultures deal with divergent opinions and the need for reform and improvement. We will examine social change movements in NGOs, educational organizations, health care reform, linguistic reform, gender roles and other areas of societal change. Who are the social change activists in the countries we will visit and how do they do their work? Why are they dedicating their lives to the common good? This course will require students to compare, contrast and analyze the people, programs and agencies that are deeply involved in social change.

### LEARNING OBJECTIVES

This course will help introduce the concept of social change and how/why various cultures change to meet the needs of their members. Students will learn the stages of social change, and will meet change agents in each county visited. The personal contact with people in port will help students better understand the uniqueness and similarity of adaptation, change and social action.

### REQUIRED TEXTBOOKS

**AUTHOR:** Paul Rogat Loeb  
**TITLE:** The Impossible Will Take A Little Longer  
**PUBLISHER:** Basic Books  
**ISBN #:** 978-0-464-03173-3  
**DATE/EDITION:** 2014 or most recent

**AUTHOR:** Margaret J Wheatley  
**TITLE:** Who Do We Choose to Be?  
**PUBLISHER:** Berrett-Koehler Publishers  
**ISBN #:** 978-1-5230-8363-3 (paperback);  
978-1-5230-8364-0 (e-book)  
**DATE/EDITION:** 2017 or most current

## TOPICAL OUTLINE OF COURSE

### Embarkation Day — January 5

- 1: Course Intro. and creation of the class culture.  
Assignment: Alice Walker, Only Justice Can Stop A Curse, Chapter 45
- 2: What is Social Change?  
Assignment: Mark Hertsgaard, The Green Dream and Chapter 31
- 3: What are the key indicators of social function or dysfunction in a culture?  
Student presentations and organized class discussion
- 4: How can we understand another's culture?
- 5: What impact does the economic structure of a country have on social change?  
Reading assignment: Wheatley, PG 1-63
- 6: Post port review. What were the key indicators of social function or dysfunction?  
Student presentations and organized class discussion
- 7: Student presentations and organized class discussion  
Assignment: Desmond Tutu, No Future Without Forgiveness, Chapter 49
- 8: Justice or fairness?  
Student presentations and organized class discussion
- 9: Post port review. What were the key indicators of social function or dysfunction?  
Student presentations and organized class discussion
- 10: Assignment: Gandhi, Profile of Change
- 11: Based on the reading to date, are we evolving or devolving as a species?
- 12: Post port review. What were the key indicators of social function or dysfunction?  
Student presentations and organized class discussion
- 13: Assignment: Vaclav Havel, An Orientation of the Heart, Chapter 7
- 14: Can violence be justified as a strategy for positive change?  
Reading assignment: Wheatley, pgs. 141-199
- 15: Post port review. What were the key indicators of social function or dysfunction?  
Student presentations and organized class discussion
- 16: Assignment: Ivan Illich, To Hell With Good Intentions, (handout)

17: Post port review. What were the key indicators of social function or dysfunction?  
Student presentations and organized class discussion

18: Assignment: Margaret Wheatley, From Hope to Hopelessness, Chapter 44

19: Assignment: Wheatley, pgs. 245-284

20: Post port review. What were the key indicators of social function or dysfunction?  
Student presentations and organized class discussion

21: Semester at Sea as a change agent?

22: Student Selected Reading

23: Post port review. What were the key indicators of social function or dysfunction?  
Student presentations and organized class discussion

24: Student Selected Reading

25—FINAL CLASS: Final Exam

**Disembarkation Day – April 20**

## **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 a Comparative Experiential Project that span multiple countries.

### **Field Class & Assignment**

**STUDENTS: Field Class proposals listed below are not finalized.** Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

**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.**  
Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Political and social change in practice.

Outcomes: Students will gain an understanding of the history and operation of social change as it effects country residents.

Activities: Visit with a local NGO or community organization working towards societal improvement.

Assessment: Pre field class reading, participation and post experience reflection will be used to assess learning.

### **Comparative Experiential Project**

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

The students in the class are organized in study groups. For each port a study group is responsible to investigate the country being visited and apply the theories we've discussed in class. In some counties students will look at the health care systems. In other countries, students might examine migration trends and the stress associated with population changes. Throughout the voyage students will be encouraged to recognize the fundamental characteristics of societal function and dysfunction. Indeed, one of the great values of Semester at Sea is that students can compare, contrast and analyze multiple societies while experiencing these different cultures.

### **METHODS OF EVALUATION**

- 20% Field Class - Participate and complete the culture guide questions
- 40% Class preparation and participation, including group country reports
- 30% Final paper- What is the future of global social change activities? (5-10 pg.)
- 10% Comparative Experiential Project

### **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:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

### **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.

## CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

## 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 their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More

details can be found within the **Course Registration Packet**, posted to the student portal 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**

None

## **ELECTRONIC COURSE MATERIALS**

None