

Semester at Sea, Course Syllabus  
Colorado State University, Academic Partner

**Voyage:** Spring 2017  
**Discipline:** Sociology  
**Course Number and Title:** SOC 362 Social Change  
**Division:** Upper  
**Faculty Name:** Dan Garvey  
**Semester Credit Hours:** 3

**Prerequisites:** One introductory sociology course

### **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.

### **COURSE OBJECTIVES**

To help introduce the concept of social change and how/why various cultures change to meet the needs of their members. Students will be introduced to the stages of social change and 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:** Paul Hawken  
**TITLE:** Blessed Unrest: How the largest social movement in history is restoring grace, justice and beauty in the world.  
**PUBLISHER:** Penguin Group  
**ISBN #:** 978-0-14-311365-2  
**DATE/EDITION:** 2007 or most current

AUTHOR: Rocky Rohwedder, Ph.D  
TITLE: Breakthrough Innovations in the Developing World  
PUBLISHER: [www.ecologicalhandprints.org](http://www.ecologicalhandprints.org)  
ISBN #:  
DATE/EDITION: 2016

## TOPICAL OUTLINE OF COURSE

All class sessions will be organized to answer a relevant question(s)

January 5: Depart Mexico

**A1 – January 7: Course Intro. , Creation of the class culture**  
Assignment: Alice Walker, Only Justice Can Stop A Curse, Chapter 45

**A2 – January 9: What is social change?**  
Assignment: Mark Hertsgaard, The Green Dream, Chapter 31

**A3 – January 11: How can we understand another’s culture? Review the study guide that will be used in each country**

Hawaii – January 12

**A4 – January 14: What were the key indicators of social function or dysfunction in Hawaii?**  
Student presentations and organized class discussion

**A5 – January 17: What impact does the economic structure of a country have on social change?**  
Reading assignment: Blessed Unrest, pg 1-68

No class January 19

**A6 – January 20: Student presentations and organized class discussion**  
Assignment: Desmond Tutu, No Future Without Forgiveness, Chapter 49

**A7– January 22: Based on the reading to date, are we evolving or devolving as a species?**

Japan—January 24-28

**A8- January 29: What were the key indicators of social function or dysfunction in Japan**  
Profiles of change agents we’ve met. (reference the culture guide)

China – January 31-February 5

**A9 – February 6: What were the key indicators of social function or dysfunction in China?  
Student presentations and organized class discussion**

Viet Nam – February 8-12

**A10 – February 13: What were the key indicators of social function or dysfunction in Viet Nam?  
Who benefits from positive social change? A look at Freire, Gandhi and  
Mother Theresa**

**A11 – February 15: Communism and Capitalism in SE Asia, how can these systems co-exist?  
Assignment: Vaclav Havel, An Orientation of the Heart, Chapter 7**

**A12- February 17: Can violence be justified as a strategy for positive change?  
Reading assignment: Blessed Unrest, pgs. 69-138**

Myanmar – February 18-22

**A13 – February 24: What were the key indicators of social function or dysfunction in Myanmar?  
How do “other nations” influence social change in another country?  
Assignment: Ivan Illich, To Hell With Good Intentions,  
(handout)**

**A14 – February 26: Can a person make a difference?  
Student presentations and organized class discussion**

India – February 27- March 4

**A15 – March 6: What were the key indicators of social function or dysfunction in India? What  
role does social class play in one’s choice to be an activist?  
Review of culture guide  
Assignment: Margaret Wheatley, From Hope to Hopelessness, Chapter 44**

**A16 – March 8: Review of class assignments and mid-course assessment  
Student presentations and organized class discussion**

No class March 10

**A17 – March 11: In what way does cultural identity influence social change?  
Assignment**

**A18 – March 13: What are the limitations of activism?  
Student presentations and organized class discussion  
Assignment**

**A19 – March 15: How do men and women practice and experience social change? Is there a gender difference within the activist community?**  
Reading assignment

South Africa – March 16-21

**A20 – March 23: What were the key indicators of social function or dysfunction in South Africa?**  
Student presentations and organized class discussion  
Assignment: Finish Blessed Unrest

No class March 25

**A21 – March 26: How does education support or stifle social change and activism?**

Ghana – March 28-April 1

**A22 – April 2: What were the key indicators of social function or dysfunction in Ghana?**  
Student presentations and organized class discussion

**A23 – April 4: What themes of change have emerged from or visits and how are they related?**

**A24 – April 7: Final Exams**

Morocco – April 9-13

Study Day April 14

**A25- April Final – April 15:**

Arrive Germany – April 19

## **FIELD WORK**

**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 at least 20% of the contact hours for each course.

### **Field Class and Assignment**

*The Field Class for this course will take place on Monday, 20 March in Cape Town, South Africa.*

Our Field Class will be in South Africa. The Cape Town area is rich with programs and agencies that are practicing social change. Our class will be a visit to a social change agency or place where activism is taking place. Students will get acquainted with the program and interview senior staff re: the rewards and frustrations they experience as activists. This field class may be coordinated with some of the service opportunities that will be occurring during the voyage.

There are three potential sites that might be used to host our Field Class. **Impumelelo** is a social change agency created and run by Rhoda Kadalai, one of the most recognizable activists in SA. **The Amy Biehl Foundation** continues to do wonderful work in honor of Amy Biehl who was a young woman brutally murdered while doing community development during the end of the apartheid regime. **The Cape Town Opera** is directed by Michael Williams who uses the arts as a vehicle for social change. Students will be expected to develop questions prior to the field class and write a reflection paper following the experience.

### **Independent Field Assignments**

The students in the class are organized in study groups. Each port a study group is responsible to investigate the country being visited and apply the theories we've discussed in class. In some countries 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 / GRADING RUBRIC**

20% field work- Attend field class and complete culture guide questions for 5 ports.

40% class preparation and participation- Students will report on their in-port experiences and write reflection papers of the readings to share in class instruction.

40% final paper- What is the future of global social change activities? (5-10 pg.)

### **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 memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to [academic@isevoyages.org](mailto:academic@isevoyages.org).

### **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 LIBRARY LIST**

AUTHOR: Paulo Freire

TITLE: Pedagogy of Hope

PUBLISHER: Continuum

ISBN #: 0-8264-0590-8

DATE/EDITION: 1996 or most recent