

**SOCIAL CHANGE (6272)**  
**(SOCI 470 SECTION 01: 3 Credit Hours)**  
**Total Contact Hours for the Course: Approximately 45**  
**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of Sociology**  
**Fall Semester 2011**

**Monday, Wednesday, Friday 11AM-11:50AM**  
**Taylor Social Science Building Room 103**

“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.” –Arthur Chickering and Zelda Gamson (1987)

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Office Hours: Monday: 2PM-5PM; Tuesday: 11:30AM-1:30PM  
Wednesday: 12:30PM-2:30PM; Thursday: 11AM-12 noon and by appointment  
E-mail: [sblount@uncfsu.edu](mailto:sblount@uncfsu.edu) (the best way to contact me)

***Librarian Information***

Charles Chesnutt Library: <http://library.uncfsu.edu/>

Name: Miss Takiyah Jemison  
Telephone: (910) 672-1547  
E-mail: [tmjemison01@uncfsu.edu](mailto:tmjemison01@uncfsu.edu)  
Note: You must make an appointment to see Ms. Jemison.

***FAYETTEVILLE STATE UNIVERSITY ELECTRONIC MAIL POLICY***

FSU provides each student, free of charge, an e-mail account (username@uncfsu.edu) that is easily accessible through the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. **Students are responsible for reading their e-mail on a regular basis to remain aware of important class and university information.** The university maintains computer labs for students use, and these labs are available for checking e-mail. Students making inquiries through e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account. Rules and regulations governing the use of FSU e-mail may be found at the following website:  
<http://www.uncfsu.edu/policy/general/FSUE-mailFINAL.pdf>

***COURSE OVERVIEW AND DESCRIPTION***

This course focuses on the nature of processes of social change, with an emphasis on community engagement. Topics covered include the theories of social change, industrialization and modernization, planned change, and the social impact of change.

### ***DISABILITY DISCLOSURE STATEMENT***

- If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability) which may influence your performance in this course, you must meet with a representative in the Center for Personal Development to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact the Center for Personal Development at 672-1222, Campus Location: Spaulding Building. You will need to complete the Services for Students with Disabilities form (website address: [http://www.uncfsu.edu/studentaffairs/cfpd/disabled\\_student\\_services.htm](http://www.uncfsu.edu/studentaffairs/cfpd/disabled_student_services.htm)).

### ***REQUIRED TEXTBOOK/COURSE MATERIALS***

- Harper, Charles, L. and Kevin T. Leicht. 2011. *Exploring Social Change: America and the World*. 6th ed. Upper Saddle River, NJ: Pearson/Prentice Hall. (ISBN: 978-0-205-74808-2; H&L)
- Loeb, Paul Rogat. 2010. *Soul of a Citizen: Living with Conviction in Challenging Times*. New and Revised Edition. New York, NY: St. Martin's Press. (ISBN: 978-0-312-59537-1; PL)
  - The book by Paul Loeb can be purchased in the FSU Bookstore or from online vendors.
- Weinstein, Jay. 2010. *Social Change*. 3rd ed. Lanham, MD: Rowman & Littlefield Publishers, Inc. (ISBN: 978-1-4422-0300-6; W)
- Readings on Blackboard (as necessary-BB in the course schedule)
  - These articles are found under *Course Documents* in Blackboard.
  - **Note:** As needed, I will distribute additional readings in class or on-line. This situation will probably occur when news in mass media is relevant to course material and/or when I discover an article that is better suited than the one I had initially assigned for a particular topic. Although these readings may be assigned on an impromptu basis, they are required readings for the course.
- Audience Response System Clicker (provided by the instructor)

### ***STUDENT LEARNING OUTCOMES:***

Upon completion of this course, students should be able to:

- Define sociological concepts and theoretical perspectives related to social change (foundational knowledge)
- Analyze everyday life experiences and social problems using sociological concepts and theoretical perspectives (application: critical, creative, and practical thinking) related to social change
- Connect social change concepts to values, beliefs, and the development of social policy (integration)
- Explain the importance of analyzing individual life experiences within larger social and historical circumstances (human dimension)
- Identify instances in which application of the sociological imagination has prompted them to rethink their points of view about reasons for their circumstances and the circumstances of other people (caring)
- Discuss the recognition of the fact that academic success requires continuous active and reflective intellectual involvement in class and outside the classroom (learning to learn)

## ***COURSE REQUIREMENTS AND EVALUATION CRITERIA***

As your professor, I strive to maintain a classroom environment that promotes an optimal learning experience; therefore, you are expected to abide by the guidelines (see below) for this class.

### ***Attendance***

Your contribution to this class is important to your classmates and me; therefore, I STRONGLY recommend consistent attendance and participation. If you desire to have a meaningful, interesting, and rewarding experience in this class, it will be necessary for you to be prepared for this class. I shall capture your attendance patterns.

During the first half of the semester/term, faculty will assign an interim grade of “EA (Excessive Absences)” for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about [possible] completion of missed assignments. The EA is not a final grade; therefore, students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

### ***FSU Policy on Disruptive Behavior in the Classroom***

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

### **The FSU Policy on Disruptive Behavior identifies the following behaviors as disruptive:**

- Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
- Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
- Use of cell phones and other electronic devices that are in violation of the class syllabus;
- Overt inattentiveness (e.g., sleeping, reading newspapers, doing work for another class during the class period);
- Eating in class (except as permitted by the faculty member);
- Threats or statements that jeopardize the safety of individuals;
- Failure to follow reasonable requests of faculty members; and/or
- Entering class late or leaving class early on a regular basis.
- Other behaviors as specified by the instructor (see additional items related to Sociology 470: Section 01 below)

### **Additional Sociology 470 (Social Change) Expectations for Behavior**

- In accordance with the above policy, it is disruptive and rude to enter and re-enter the classroom during the class period. Please tend to personal matters before the beginning of the class period.
- Children are not permitted in the classroom. Classroom guests must have prior approval of the instructor.
- Students should wear attire that is appropriate for the classroom. Determination of appropriate attire is at the discretion of the instructor.

**The instructor may take the following actions in response to disruptive behavior:**

- Direct student(s) to cease disruptive behavior.
- Direct student(s) to change seating locations.
- Require student(s) to have an individual conference with the faculty member. During this meeting, the faculty member will explain the consequences of continued disruptive behavior.
- Direct student(s) to leave class for the remainder of the class period.
- Dismiss class for the remainder of the period. This action must be reported to the chairperson of the department.
- Deduct points from the final grade for a student.
- File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the chairperson of the department.

**NOTE:** For the complete FSU policy on disruptive behavior in the classroom, please see the following website: [www.uncfso/policy/academic\\_affairs/DisruptiveBehavior.Final.pdf](http://www.uncfso/policy/academic_affairs/DisruptiveBehavior.Final.pdf).

**Course Policies**

- **Withdrawal Policy:** The last day to withdraw from classes is Friday, October 28, 2011. The last day to withdraw from the university is Wednesday, November 16, 2011.
- **Course Buddies:** I advise you to exchange contact information with two course buddies. You should use these course buddies as resource persons for this class in the event that you are absent from class. You are responsible for information missed due to absence.
- **Class Website:** The course website is maintained on Blackboard. It will provide access to the syllabus, PowerPoint lecture summaries, class handouts, and current course announcements. I will do my best to be diligent about posting the lecture outline under *Lectures* in Blackboard before the class lecture. Please check Blackboard daily for course updates and announcements. You are responsible for material posted in Blackboard.
- **Submission of Assignments:** Each assignment will have specific instructions for submission. **Please do not send any assignments to my e-mail address without prior approval from me.**
- **Late Assignments:** An assignment is considered late if it has not been submitted on or before the due date. Penalties accompany late paper submissions. You will lose ten percent (10%) of the total points for each day that the assignment is late. (Example: If the assignment is worth 20 points, you will lose two (2) points per day that the assignment is late.) Weekend days are included in this policy. Late is late is late . . . no matter the reason for the late submission. You will be penalized for late submissions. Since you will provide electronic submissions for completed assignments, the link necessary for electronic submission will be available until midnight on the day after the assignment is due. For example, if an assignment is due on October 28, 2011, then the link for submission will be available until midnight on October 29, 2011. If you need to submit an assignment after the due date, you will need to contact me so that I can reopen the assignment link in Blackboard. Again, points for late submission will be deducted by me. I do not accept any assignment that has not been submitted to me within a week after the due date. For example, if you do not submit an assignment that was due on October 28, 2011 on or before November 4, 2011, you need not submit the assignment because I will not accept it. Be diligent about submitting your assignments on time.

- Late Arrival to Class: If you enter the classroom after the attendance roster has been collected by me, you will be considered absent for the class period. Be diligent about coming to class on time. Although you will be considered absent, it will be beneficial to your learning experience to remain in class.
- Grade Discrepancies and Appeals: You are responsible for keeping all graded work until final grades have been assigned by me. If a discrepancy exists between my calculations and your calculations, it is your responsibility to prove the number of points that you earned during the quarter. Please check the grade center in Blackboard to be certain that the grade that is written on your assignment and the grade recorded in the grade center are the same grade. If you wish to appeal a grade, you must provide the reason for the grade appeal in writing. I must receive the grade appeal request within one week of the date that the graded assignment is returned to you (For example, if I return a paper to you on October 28, 2011, then your grade appeal must be submitted on or before November 4, 2011). I will only address grade appeal requests that are submitted in written form. Be aware that a re-evaluation of your work may result in a lower grade than the original grade. Grade appeals are NOT meant to be opportunities to re-write your assignments. I will alert you when I will accept a “*revise and resubmit*” version of an assignment.
- Revision and Resubmission of Assignments: At my discretion, you may revise and resubmit an assignment for regrading by me. Before you revise and resubmit an assignment, you must meet with me to discuss the challenges in the paper. If you do not meet with me, you cannot revise and resubmit the assignment. The final grade for the assignment will be the mean of the sum of the scores earned on the original assignment and the revised assignment.
- Make-up for Major Exams and Incomplete Grades: I am aware that circumstances beyond your control occur in your life. If you miss an exam due to very unusual and extreme circumstances (e.g., illness and personal and family emergencies), you can receive a make-up exam. You must have documentation from an appropriate official. The administration of a make-up exam is subject to my discretion. You will receive a zero for a missed exam due to non-extreme circumstances. Do not push me on this matter. If you miss an exam due to a school-sponsored event, I must receive a notice from your coach or faculty sponsor for the event. This notice must include the dates that you will miss class. Please plan your personal schedule to accommodate exam restrictions for this course. Do not expect to receive a make-up examination without proper documentation from the appropriate official. **I do not give incomplete grades.**
- Religious Observances: The policy for religious observances can be found at the following website: <http://www.uncfsu.edu/policy/subject.htm>. The policy is located under the *Academic Affairs* section.
- Extra Credit: Extra credit opportunities are provided at my discretion. The maximum number of extra credit points that a student can earn during the fall semester is twenty (20) points.
- Academic Integrity: All students are expected to display academic integrity. Suspected violations such as plagiarism, cheating, and fabrication are examples of academic dishonesty and will be dealt with according to the university policy (<http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf>).

- Assistance with the Course: If you are having difficulty in this course, please come see me as soon as possible. Please do not wait until the last minute to come talk to me about your performance in this class. I am happy to assist you with course material. If you do not alert me in a timely manner, it is unlikely that I will be able to assist you with the situation. Additionally, do not approach me with discussion about your academic progress before or after class. Discussion about academic progress is a private issue; therefore, it is my practice to have those conversations in my office. Feel free to visit me during my office hours to discuss your progress in the class. If you are unable to visit me during office hours, please make an appointment to see me.
- Writing Center/Smart Thinking: Tutors at the **writing center** are available to help you with your writing assignments. The university writing center is located in 216-C Helen Chick Building. The phone number is 672-1864. Please check the website for hours of operation (<http://www.uncfsu.edu/learningcenter/writingcenter/index.htm>). In addition to the writing center, the university sponsors access to **Smart Thinking**. This program is under Course Tools in Blackboard.
- E-mail Messages: I will answer e-mail messages that you send to me. Please put Sociology 470 in the subject area and be certain that your FULL NAME appears somewhere in the e-mail message. I will not respond to e-mail messages that do not contain your full name and SOCIOLOGY 470 in the subject line. Furthermore, please use Standard Written English in your e-mail messages to me. Do not use text message syntax in e-mail messages that you send to me. Our relationship is a professional one. Thus, your e-mail message to me should begin (“Dear Professor Blount”) and end in a professional tone. I am diligent in responding to e-mail messages that you send to me. I do not respond to e-mail messages that are not sent from your UNCFSU e-mail account.
- Syllabus Changes: I have the right to amend the contents of this syllabus and/or the schedule during the term to accommodate unanticipated events and developments. Furthermore, it is my right to modify the content of the syllabus when student learning will be enhanced by flexibility and responsiveness of your professor. You are responsible for any changes in the syllabus that are announced in class, in Blackboard, and/or through e-mail messages sent to your UNCFSU account. Be assured that changes will be fair, reasonable, and in your best interest. Please maintain your UNCFSU e-mail account.
- Statements Concerning Electronic Devices in the Classroom
  - Personal laptops should be for note-taking and/or for retrieving information that is relevant to class discussions.
  - Please turn all electronic devices to vibrate or silent mode (preferable mode). It is amazing that you can check your electronic device AFTER class and see who called you and/or sent a text message to you. It is rude to send text messages during the class period. If you have special circumstances, please inform me.
  - **Note:** It is possible that opportunities will exist for you to use your cell phone or smart phone to send text messages for responses to questions posed in class. In these instances, the use of these devices to send text messages in class is permissible by me.
- The environment in this class is governed by the Student Code of Conduct (<http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf>).
- You are responsible for having knowledge of information printed in the undergraduate catalog (<http://catalog.uncfsu.edu/ug/ugindex.htm>).

### ***Learning to Write and Writing to Learn: Useful Resources***

Writing is an evolutionary (describing a gradual process in which something usually changes into a complex or better form) action. Writing skills are usually improved with practice. Even though I will be diligent in giving instructions with clear expectations to you and providing useful and constructive feedback to you, it is important that you approach your writing assignments with purpose.

I expect you to proofread your writing. It is important that you use correct grammar, spelling, punctuation, and sentence structure. Poor sentence mechanics can interfere with clarity of the content. Good online grammar resources are *Grammar Girl* (<http://grammar.quickanddirtytips.com/>) and *Big Dog's Grammar* (<http://aliscot.com/bigdog/>). A good online dictionary resource is *The Free Dictionary* (<http://www.thefreedictionary.com/>). The Purdue Online Writing Lab is an excellent resource (<http://owl.english.purdue.edu/>). Additionally, the UNC-Chapel Hill Writing Center is an excellent resource (<http://www.unc.edu/depts/wcweb/>). Once you are at the website, click on Student Resources and Handouts to retrieve helpful documents about writing.

It is mandatory that you use the American Sociological Association (ASA) formatting and style guide for your papers. The ASA guidelines are the only guidelines that I will accept in this class. A copy of the current ASA Style Guide is on reserve in the Chesnutt Library. I have provided a copy of the style guide as a reference guide for tutors in the writing lab.

In this course, I expect your writing to demonstrate to me that you are thinking and learning about sociology. Additionally, writing offers the opportunity for you to purposely grapple with concepts and theories related to sociology and apply those concepts and theories to the social world.

#### **An academically responsible and accountable student:**

- Recognizes that learning is a life-long process.
- Attends class on a regular basis, is well-prepared to participate in all class activities, and completes all assignment by the deadline.
- Assumes responsibility for his or her academic success and monitors his or her academic progress in classes.
- Uses good time management skills and prioritizes responsibilities.

### ***GUIDELINES FOR GENTLE CLASS DISCUSSIONS***

- Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist in our society.
- Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about our own group and about members of other groups. This statement is true for members of oppressed and privileged groups.
- Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
- Agree not to “blame victims” for the condition of their lives.
- Assume that people-both the groups we study and the members of this class-always do the best they can.
- Actively pursue information about our groups and those persons who belong to other groups.
- Share information about our groups with other members of the class, and never demean, devalue, or in any way “put down” people for their experiences.
- Agree to combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
- Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that class members agree not to repeat the remarks.

Source: Cannon, Lynn Weber. 1990. “Fostering Positive Race, Class, and Gender Dynamics in the Classroom.” *Women’s Studies Quarterly* 18(1/2): 126-34.

### ***Course Requirements and Grading***

#### **Progress Assessments (possible total points: 40 points-4@10 points each)**

Five progress assessments will be conducted in class using the audience response system. Your highest four scores will count toward your final grade. These brief quizzes are based on readings from the textbook and/or journal articles, lectures, and/or class discussions. They will be administered in the first 10 to 15 minutes of class. These assessments are administered **BEFORE** we discuss the topic in class; therefore, you must read the assigned material **BEFORE** coming to class. I do not give make-ups for missed progress assessments; therefore, if you miss class on the day that we have a progress assessment, it will count toward your one “freebie.”

#### **In-Class Assignments (possible total points: 200 points-20@10 points each)**

Twenty-five in-class assignments are scheduled for the semester. Your highest twenty scores will count toward your final grade. I do not give make-ups for missed in-class assignments; therefore, if you miss class on the day that we have an in-class assignment, it will count toward your five “freebies.” Preparation for some in-class assignments may require a brief homework assignment.

#### **Social Activist Writing Assignment (possible total points: 20 points)**

This assignment is based on the social activist presentations by your classmates. It will have specific instructions and will be completed in class on the second day of presentations. I shall not give a make-up for this assignment.

#### **Reflective Writing Assignment (possible total points: 50 points)**

This assignment will require you to reflect on the content of this course. It will be completed in class. I shall not give a make-up for this assignment.

#### **Social Activist (Change Agent) Interview Assignment (possible total points: 100 points)**

Specific instructions for this assignment will be posted in Blackboard on or before Friday September 9, 2011. We shall review the instructions on Monday, September 12, 2011.

#### **Attendance at University-Sponsored Cultural Events (possible total points: 50 points-2@25 points each)**

In the realm of your academic experience, it is important that you continue to expand your cultural and social development. The Department of Performing and Fine Arts sponsors many events (most events are free to students) during the academic year. You need to attend two events. In addition to attending the event, you must write a short paper (1 to 2 pages, typewritten, double-spaced, Times New Roman with 12-point font) that describes the event. Furthermore, you must discuss how the attendance at the event influenced your cultural and social development. **ALL** summaries must be submitted in Blackboard by 11:59PM (EST) on Friday, November 11, 2011.

#### **Possible Total Number of Required Points: 460 points**

At the end of the semester, I will calculate your final grade by dividing the total points earned by you by the total number of possible points (460) that can be earned in the course and multiplying the result by 100. I do not grade on a curve.

Grade Percentage	Letter Grade
92-100	A
83-91	B
73-82	C
64-72	D
0-63	F

**Note:** If you do not understand my expectations of you for a particular assignment, you need to contact me **BEFORE** you complete the assignment.

### **Midterm Grade Calculation**

I will use grades for assignments that are scheduled from August 18, 2011 to October 7, 2011 to calculate your midterm grade. I will not drop any grades for the calculation of your midterm grade.

### ***TENTATIVE COURSE TOPICS AND READING SCHEDULE***

- Week 0**            **Friday, August 19, 2011**
- Welcome/Meet and Greet Session
- Week 1**            **Monday, August 22, 2011**
- Review of Syllabus
  - Print and bring the syllabus to class on Monday, August 22, 2011.
- Week 1**            **Wednesday, August 24, 2011**
- Learning Styles
  - Complete the learning styles inventory and bring your results to class on Wednesday, August 24, 2011.
  - Learning Styles Inventory Website Link:  
<http://www.personal.psu.edu/bxb11/LSI/LSI.htm>
- Week 1**            **Friday, August 26, 2011**
- Introduction to iClicker Technology
- Week 2**            **Monday, August 29, 2011**
- Getting A Degree in Sociology
  - Reading: *21<sup>st</sup> Century Careers with an Undergraduate Degree in Sociology* (BB)
  - Bring the reading to class on Wednesday, August 31, 2011.
  - In-Class Assignment #1: An Undergraduate Degree in Sociology
- Week 2**            **Wednesday, August 31, 2011**
- Review: Basic Sociological Concepts
- Week 2**            **Friday, September 2, 2011**
- Introduction to Social Change
  - Reading: Chapter 1(H&L)
  - Progress Assessment #1: Introduction to Social Change
- Week 3**            **Monday, September 5, 2011**
- **NO CLASS: LABOR DAY HOLIDAY**
- Week 3**            **Wednesday, September 7, 2011**
- Social Theory and Social Change
  - Reading: Chapter 3 (H&L)
  - Progress Assessment #2: Social Theory and Social Change
- Week 3**            **Friday, September 9, 2011**
- Creating Change
  - Reading: Chapter 11 (H&L)
  - Progress Assessment #3: Creating Change

- Week 4**            **Monday, September 12, 2011**
- Discussion: Social Activist (Change Agent) Interview Assignment
  - Bring a copy of the assignment document to class on Monday, September 12, 2011. It can be found on Blackboard.
- Week 4**            **Wednesday, September 14, 2011**
- Introduction to Social Movements
  - Reading: Chapter 6 (W) and Chapter 7 (H&L)
  - Progress Assessment #4: Introduction to Social Movements
- Week 4**            **Friday, September 16, 2011**
- Revolutions
  - Reading: *Social Movements and Revolutions* (BB)
  - Progress Assessment #5: Revolutions
- Week 5**            **Monday, September 19, 2011**
- Case Study: Middle East Revolution
  - Reading: Articles from *Time* Magazine (BB)
  - Bring the articles to class on Monday, September 19, 2011.
- Week 5**            **Wednesday, September 21, 2011**
- Case Study: Middle East Revolution
  - Documentary Clip: *Revolution in Cairo*
  - In-Class Assignment #2: The Role of Social Media in Egypt's Revolution
- Week 5**            **Friday, September 23, 2011**
- Case Study: Middle East Revolution
  - Topic: The Muslim Brotherhood
  - Documentary Clip: *The Brothers*
- Week 6**            **Monday, September 26, 2011**
- Introduction to the *Freedom Riders* Documentary
  - Topic: Who Were the Freedom Riders?
  - Topic: Race, Custom, and the Law
  - In-Class Assignment #3: Introduction to the *Freedom Riders* Documentary
- Week 6**            **Wednesday, September 28, 2011**
- *Freedom Riders* Documentary: Day 1
  - In-Class Assignment #4: Day 1
- Week 6**            **Friday, September 30, 2011**
- *Freedom Riders* Documentary: Day 11
  - In-Class Assignment #5: Day 11

- Week 7            Monday, October 3, 2011**
- *Freedom Riders* Documentary: Days 12 and 16
  - In-Class Assignment #6: Days 12 and 16
- Week 7            Wednesday, October 5, 2011**
- *Freedom Riders* Documentary: Days 17 and 18
  - In-Class Assignment #7: Days 17 and 18
- Week 7            Friday, October 7, 2011**
- *Freedom Riders* Documentary: Day 21-end of film
  - In-Class Assignment #8: Day 21-end of film
- Week 8            Monday, October 10, 2011**
- Midterm Discussion
  - In-Class Assignment #9: Midterm Evaluation of the Course
- Week 8            Wednesday, October 12, 2011**
- Role of Music in the Civil Rights Movement
  - Documentary Clips: *Soundtrack for a Revolution*
  - In-Class Assignment #10: Song Analyses: *Soundtrack for a Revolution*
- Week 8            Friday, October 14, 2011**
- Music and Social Change
  - In-Class Assignment #11: Music and Social Change
  - Bring the lyrics of a song that focuses on social change to class on Friday, October 14, 2011.
- Week 9            Monday, October 17, 2011**
- **NO CLASS: FALL BREAK**
- Week 9            Wednesday, October 19, 2011**
- Reading: *Selection from the Mishneh Torah* (BB)
  - In-Class Assignment #12: *Selection from the Mishneh Torah*
  - Bring the reading to class on Wednesday, October 19, 2011.
- Week 9            Friday, October 21, 2011**
- Introduction to *Soul of a Citizen: Living With Conviction in Challenging Times*
  - Reading: Introduction to the New Edition (PL)
  - In-Class Assignment #13: Introduction to the New Edition
  - **Note:** Please bring the book to class on days that we have discussion.

- Week 10**      **Monday, October 24, 2011**
- Book Discussion: Chapter 1: *Soul of a Citizen*
  - In-Class Assignment #14: Chapter 1
- Week 10**      **Wednesday, October 26, 2011**
- Book Discussion: Chapter 2: *Soul of a Citizen*
  - In-Class Assignment #15: Chapter 2
- Week 10**      **Friday, October 28, 2011**
- Book Discussion: Chapter 3: *Soul of a Citizen*
  - In-Class Assignment #16: Chapter 3
- Week 11**      **Monday, October 31, 2011**
- Book Discussion: Chapter 4: *Soul of a Citizen*
  - In-Class Assignment #17: Chapter 4
- Week 11**      **Wednesday, November 2, 2011**
- Book Discussion: Chapter 5: *Soul of a Citizen*
  - In-Class Assignment #18: Chapter 5
- Week 11**      **Friday, November 4, 2011**
- Book Discussion: Chapter 6: *Soul of a Citizen*
  - In-Class Assignment #19: Chapter 6
- Week 12**      **Monday, November 7, 2011**
- Book Discussion: Chapter 7: *Soul of a Citizen*
  - In-Class Assignment #20: Chapter 7
- Week 12**      **Wednesday, November 9, 2011**
- Book Discussion: Chapter 8: *Soul of a Citizen*
  - In-Class Assignment #21: Chapter 8
- Week 12**      **Friday, November 11, 2011**
- **NO CLASS: VETERANS DAY**
- Week 13**      **Monday, November 14, 2011**
- Book Discussion: Chapter 9: *Soul of a Citizen*
  - In-Class Assignment #22: Chapter 9
- Week 13**      **Wednesday, November 16, 2011**
- Book Discussion: Chapter 10: *Soul of a Citizen*
  - In-Class Assignment #23: Chapter 10
- Week 13**      **Friday, November 18, 2011**
- Book Discussion: Chapter 11: *Soul of a Citizen*
  - In-Class Assignment #24: Chapter 11

- Week 14**      **Monday, November 21, 2011**
- Book Discussion: Chapter 12 and Postscript: *Soul of a Citizen*
  - In-Class Assignment #25: Chapter 12 and Postscript
- Week 14**      **Wednesday, November 23, 2011**
- **NO CLASS: STUDY/WORK DAY**
- Week 14**      **Friday, November 25, 2011**
- **NO CLASS: THANKSGIVING HOLIDAY**
- Week 15**      **Monday, November 28, 2011**
- Introduction to Your Social Activist Part I
- Week 15**      **Wednesday, November 30, 2011**
- Introduction to Your Social Activist Part II
  - Social Activist Writing Assignment
- Week 15**      **Friday, December 2, 2011**
- Course Wrap-Up
  - Writing Assignment: Reflective Thoughts About the Course

### **TEACHING STRATEGIES**

This course employs the following pedagogical tools: lectures, class discussions (using the Socratic method), writing assignments, progress assessments, and the use of film.

### **REFERENCES**

- American Sociological Association. 2010. *American Sociological Association Style Guide*. 4th ed. Washington, DC: American Sociological Association.
- American Sociological Association. 2009. *21<sup>st</sup> Century Careers with an Undergraduate Degree in Sociology*. Washington, DC: American Sociological Association.
- Chickering, Arthur and Zelda Gamson. 1987. "Seven Principles for Good Practice in Undergraduate Education." *American Association of Higher Education and Accreditation Bulletin* 39(7): 3-7. Retrieved December 26, 2010 (<http://www.aahea.org/bulletins/articles/sevenprinciples1987.htm>).
- Glover, Danny [Executive Producer]. 2009. *Soundtrack for a Revolution*. DVD.
- Loeb, Paul Rogat. 2010. *Soul of a Citizen: Living with Conviction in Challenging Times*. New and Revised Edition. New York, NY: St. Martin's Press.
- Maimonides, Moses. 2006. "Selection from the *Mishneh Torah*." Pp. 218-219 in *The Civically Engaged Reader*, edited by Adam Davis and Elizabeth Lynn. Chicago, IL: Great Books Foundation.
- Nelson, Stanley [Executive Producer]. 2011. *Freedom Riders*. DVD.
- PBS Frontline [Executive Producer]. 2011. *Revolution in Cairo*. DVD.

#### **APPENDIX A: THE ROLE OF THE PROFESSOR IN CLASS DISCUSSIONS**

I desire to establish an active dialogue that encourages you to incorporate active and reflective thinking in your study of sociology. Thus, I view my role as facilitator of class discussions.

#### **APPENDIX B: WEBSITE LINKS**

- *Soundtrack for a Revolution*
  - <http://www.soundtrackforarevolutionfilm.com/Home.html>
  - <http://www.pbs.org/wgbh/americanexperience/films/soundtrack/>
- *Freedom Riders*
  - <http://www.pbs.org/wgbh/americanexperience/freedomriders/>
- *Revolution in Cairo*
  - <http://www.pbs.org/wgbh/pages/frontline/revolution-in-cairo/>
- *Soul of a Citizen: Living with Conviction in Challenging Times*
  - <http://www.paulloeb.org/soul.html>

#### **APPENDIX C: DISCLAIMER ABOUT POSSIBLE OFFENSIVE MATERIAL**

Some material presented in this class may be offensive to you. Films and/or written material may contain course language and/or harsh descriptions of social issues. If the material covered in this class questions your race, ethnicity, social class, gender, sexuality, faith, or any other aspect of your identity, please take the opportunity to evaluate the basis for your reaction.