



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE –SPRING 2013**

**SO2700 - SOCIAL MOVEMENTS AND SOCIAL ACTION**

**Section A4 (3 University Credits)**

(University Transfer: Alberta, Calgary, Lethbridge, Kings, Concordia,  
Canadian, Athabasca, Augustana, Grant MacEwan)

**INSTRUCTOR:** Alan Segal

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**OFFICE:** C410

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**OFFICE HOURS:**

All class days 12.30 – 12.55. Or by appointment.

**PREREQUISITE(S)/CO-REQUISITE:** SO1000

**REQUIRED TEXT/RESOURCE MATERIALS:**

Ways of Social Change - Garth Massey

Dreamland: A Self-Help Manual for a Frightened Nation - Andri Magnason

Other materials possibly applicable to the Icelandic travel supplement to the course.

**CALENDAR DESCRIPTION:** An inquiry into the characteristics of social action and social change is the focal point of this course. Ideology and social structure, community (grassroots) organizing, and specific social movements will be discussed.

**DELIVERY MODE(S):** Class and Group Discussion, Lectures, Film Analyses

**GRADING CRITERIA:**

<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A+</b>	<b>4.0</b>	<b>95 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>90 – 94</b>	
<b>A-</b>	<b>3.7</b>	<b>87 – 89</b>	<b>FIRST CLASS STANDING</b>
<b>B+</b>	<b>3.3</b>	<b>83 – 86</b>	
<b>B</b>	<b>3.0</b>	<b>80 – 82</b>	<b>GOOD</b>
<b>B-</b>	<b>2.7</b>	<b>77 – 79</b>	
<b>C+</b>	<b>2.3</b>	<b>73 – 76</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>65 – 72</b>	
<b>C-</b>	<b>1.7</b>	<b>60 – 64</b>	
<b>D+</b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

**NOTE:** On the College's marking grid there is no D-. Therefore no such final mark will be recorded. However, for the course assignments, I will use D- as an additional non-failing mark.

**EVALUATION:**

Academic assignments for this course emphasize synthesis of ideas from a sociological standpoint, and the best questions you can think of to advance that synthesis. Analysis does not mean just reporting what others have said on a topic. Important as this is, other authors' ideas or conclusions are valuable because they add insight or specific details that help you to ask questions about the topic you have selected. My assignments are a philosophical inquiry that is advanced through your and others' investigations. Deciding what questions are worth raising is an important part of analysis. Conclusions can be valuable but aren't obligatory for any of my assignments.

### *Tabulating Grades:*

All of your assignments will receive a letter mark. At the end of the course I will add the Total Grade Points you have received based on the letter-grades your assignments have received. The grid above shows you the Grade Point Value for each letter. Maximum Grade Points available from all your assignments for this course is 6.3. Attaining a Grade Point Total of 6.3 is the same achievement as receiving 100%. When I have your Total Grade Point I will divide it by 6.3. A percentage will be worked out and a final grade determined according to the grid.

### **STATEMENT ON PLAGIARISM AND CHEATING:**

In an academic setting, presenting others' work as your own is a serious violation. However, referencing articles and books and online academic products do not prevent you from building on their ideas and speculations. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

### **ASSIGNMENTS:**

Essay: (F, D- to A+) (This assignment is worth 63% of your final grade) Due May 15<sup>th</sup>. The minimum length is 1200 words. Using the ideas in chapter 3, you will analyze a social movement in Canada. **NO LATE PAPERS**

One Journal: (F, C- to C+) [Worth 37% of your final course grade] Due the end of your journey to Iceland, or May 22<sup>nd</sup>

Anything pertaining to the sociology of social action, class discussions or lectures, class interaction, personal life relevant to our discussions, or course observations and suggestions, is a suitable topic. No research is expected. The purpose is to allow informal communication with the instructor. If you do not hand in a journal you will receive a failing grade on that specific assignment. The minimum length is 350 words. **NO LATE PAPERS**

\*Grammar is important to communicating precise meaning. Therefore, while it will not be valued as highly as content, it will be evaluated and therefore can affect your mark.

**\*\* JOURNALS ARE SUBJECT TO A ONE-GRADE PENALTY FOR ASSIGNMENTS THAT ARE LESS THAN THE MINIMUM LENGTH.**

**\*\*\*ALL WRITTEN ASSIGNMENTS MUST BE SENT BY EMAIL, TO MY COLLEGE ACCOUNT:**

[asegal@gprc.ab.ca](mailto:asegal@gprc.ab.ca) ALSO, YOU MUST INCLUDE THE WORD 'ASSIGNMENT' IN THE SUBJECT LINE,

**AND INDICATE WHICH ASSIGNMENT IT IS.**

*Discussion Bonus: (A, B, C, D)*

Every person in the course **may** receive a bonus mark based on a combination of the frequency and quality of the participation. Discussion postings to a Moodle discussion forum also will be considered class participation. You will be eligible for a bonus mark only if you display commitment to the course by reading the books and completing all written assignments. Although attendance is not relevant to the regular assignments for the course, it is important to your eligibility for a bonus mark. The bonus mark offers an A, B, C, or D. No plus or minus signs will be used. If you receive a bonus mark, it will be added to your overall grade total prior to working out a final mark. Eligibility for the bonus is nullified if you are absent for more than 3 classes. The bonus will not result in more than a 3-level rise in final grades.

**STUDENT RESPONSIBILITIES:**

University courses provide the best intellectual and perhaps social experience, when students arrive prepared for the day's work. My classes are heavily discussion -oriented and therefore require commitment from students.

1. Read assignments.
2. Participate in class conversation about the material.
3. Complete all written work.
4. Indicate on submitted material your name; section and course number; and which assignment is being sent to me.
5. All written work must be sent via email to [asegal@gprc.ab.ca](mailto:asegal@gprc.ab.ca) You MUST use the word 'assignment' in the subject line.
6. \*\*\* Electronic Devices: People who must have contact with others during class time may leave their cell phones on 'vibrate', and leave the room if a response is required. Otherwise, texting or use of phones will result in you having to miss that particular class. Please do not put me in a position of having to do this.

**DISCUSSION SCHEDULE:**

1. Introduction to course
2. Ways of Social Change - Chapter 1
  - Why would an author begin a book on social change with personal experience? How can we know if our own lives have broader significance or reveal extensive social developments?

- Why does Massey refer to being modern? How do modern societies resemble or differ from those not considered modern? Explain the logic of becoming a modern person.

### 3. Ways of Social Change - Chapters 2 & 3

- How do societies recognize social change? Is this process unlike how individuals recognize it?
- What's the relationship between policy and change? Research methods can affect what we conclude. What approaches are mentioned in the book?
- Sociology utilizes various categories of analysis to explain social developments. Which are deemed by Massey to be most relevant to understanding social change?

### 4. Ways of Social Change - Chapter 4

- What is new knowledge and why would it have social consequences?
- Our society repeats continuously how technology eases social change if not widespread transformation. Apart from the statement this is true, why should we be persuaded of its logical substance?
- Are innovation and social change equivalent?

### 5. Ways of Social Change - Chapter 5

- Could we have social movements without agency? In western societies at least, agency is a powerful concept. Be ready to explain its meaning(s).
- What differentiates a social movement from social action, or social change?
- Of what significance to a 'movement' is transgressive contention?
- Is all opposition a form of resistance?
- Does Massey persuade you about we should look at social movements? Do you have other ideas regarding the appraisal of them?

### 6. Ways of Social Change - Chapter 6

### 7. Ways of Social Change - Chapters 7 & 8

- Prepare an explanation of 'commercial transformation of material and cultural life'. Why does this deserve an entire chapter in a book on social change?
- Does the 'common good' exist in more than a rhetorical way?

- When is social change imposed by the state a better avenue to social transformation than waiting for civic society to achieve results? When might the reverse be preferable?

8. Ways of Social Change - Chapter 9