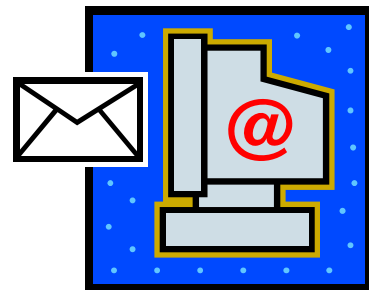


Spring 2010  
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**SOCIOLOGY 495**  
**THE CAPSTONE COURSE IN SOCIOLOGY:**  
**UNDERSTANDING SOCIAL CHANGE**

Mondays and Wednesdays: 2:00 - 3:20  
Science Center 1111



*"Injustice anywhere is a threat to justice everywhere." M. L. King*

*"Never doubt that a small group of thoughtful citizens can change the world. Indeed, it is the only thing that ever has."-Margaret Mead*

*"You must be the change you wish to see in the world."-Mahatma Gandhi*

**Why are we here?**

We live in a world where change is ubiquitous. Indeed, it often seems that the only thing constant today is change. Because it is so widespread, and affects us in so many ways, understanding social change is a fundamental concern to sociologists. This is also the primary reason why sociology majors are required to take the Capstone course. During this semester we will examine cultural and structural explanations for why our lives, relationships, and the groups to which we belong are constantly being changed and reshaped. To help facilitate the sharing of ideas and perspectives, Capstone has been designed as a seminar course.

Although we will be looking at how human societies have changed since the hunting and gathering era, most of our time will be spent looking at social change of the last 100 years. It is only during the past century that science has tried to gage some of the attitudinal, behavioral, technological, and organizational changes transforming societies. Thus, the twentieth century has often been referred to as "The First Measured Century."

Another goal of Capstone is to help students anticipate some of the changes they will experience after graduation, and to better understand how you can become involved in social change, both personally and professionally. To help you better prepare for some of these changes, guest speakers will be sharing with us their knowledge and expertise about the current job market and how you can begin to prepare for it, and careers that deal with social change. Additionally, there is a service component to Capstone which will require you to participate in a student survey during the latter half of the course.

### **What is a seminar?**

A seminar is a small group that regularly meets to discuss topics they are reading, writing, and thinking about. Seminar participants are to take an active role in their own learning because they are expected to be the principal teachers and to do most of the talking. That means we all will be learning from and teaching each other. By expressing your own views and respectfully listening to the views of others, you will not only be taking an active role in your own learning, but also in the learning of other participants. Through lively and honest interchanges you will learn not only about other perspectives, but how to consider other perspectives and even value them. After listening to others you may not feel compelled to modify your own view (though that is a possibility), but you may modify your understanding of other perspectives. For us to have honest and fruitful discussions, it is necessary for all of us to respect other seminar members, even if we disagree.

### **Class Attendance and Participation**

In a seminar discussion is a major part of each class period. All of us, of course, have opinions and views on why change takes place and its implications. None of us, however, has a monopoly on "the truth" as it relates to social change. Therefore, we all can learn and benefit from each other's experiences and insights. **Regular and intelligent contributions to class discussions will be considered in determining final grades.** Obviously, to make regular and intelligent contributions requires us to have read the assigned readings prior to our discussion of them. With only about a dozen students in our class, your involvement (or lack thereof) will be readily apparent.

To ensure that the readings have been completed and given due consideration, **all seminar participants will be responsible for two questions from the text readings for each class session. You can e-mail your questions to me anytime before 11:00am of the day the readings are due.** Part of our class discussions that day will be based on your questions. Your questions, in addition to in-class exercises and class discussions, will be used to determine your class participation grade for the course.

The Sociology and Social Work Department has a policy that (except in cases involving documented disabilities) prohibits the use of

laptop computers and listening devices during class time. Please be respectful to all concerned by adhering to this policy.

### **Required Readings**

W. Griswold. *Cultures and Societies in a Changing World* (3<sup>rd</sup>ed). 2008

T. Friedman. *Hot, Flat, and Crowded*. 2008.

Additionally, a few short articles will be handed out as part of your required reading at various points in the course.

### **Team Presentations**

You will team up with another student to lead a class session on an assigned reading. Team presentations should take about 45 minutes, with an additional 25 minutes of question and answer time. The use of audio-visual aids and/or group exercises designed to engage the participation of seminar members is strongly encouraged.

### **Book Review Essays**

You will write a 3-4 page essay reviewing each of the two books assigned for our course. Detailed information on this assignment will be forthcoming later in the course.

### **Research Paper and Presentation**

You will write a research paper (approximately 15 pages in length) on changes in a social institution or the development of a social problem during the past one hundred years. You will also make a 30 minute class presentation of your findings. Individual meetings with the instructor will be scheduled to help you develop your paper topic. Detailed instructions on this assignment will be forthcoming.

### **Student Survey**

All students will participate in a survey of Hope students and their views about America and its future. Class members will develop and administer the survey, and analyze its findings.

### **Career Planning**

Planning for life after college can sometimes be scary, especially in a tight job market. To encourage you to use Hope's Office of Career Services you will be required to have two individual meetings with Dale Austin to: 1) review your resume and 2) conduct a mock interview. These sessions with Mr. Austin will be beneficial to you regardless of your career plans after leaving Hope.

## **Grading**

Each component of the course will contribute to your final grade in the following proportions:

Book Essays (2)	30% (15% each)
Team Presentation	20%
Term Paper & Presentation	35%
Class Participation	15%

Final grades for the course will be determined using the following cutoff points:

100-93 = A	76-73 = C
92-90 = A-	72-70 = C-
89-87 = B+	69-67 = D+
86-83 = B	66-63 = D
82-80 = B-	62-60 = D-
79-77 = C+	< 60 = F

## **Academic Integrity**

Hope College has an unequivocal policy regarding academic integrity. In the Capstone Seminar, our learning will be both individual and collective. Asking for and sharing insights enhances all of our learning. We are all expected, however, to be honest about our work; what we submit or present as our own, should be our own. Accordingly, it is unethical and a violation of academic integrity to copy from the work of others or to submit the work of others as our own.

All sources need to be acknowledged and cited in your exams, oral presentations, and papers. A full discussion of plagiarism and Hope's Code for Academic Integrity can be found on pages 86-88 of the Hope College 2009-2010 Catalog.

## **AMERICANS WITH DISABILITIES ACT**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

## **COURSE SCHEDULE**

<u>DATE</u>	<u>TOPIC</u>	<u>READING ASSIGNMENT</u>
		(*) = student presentation
<u>January</u>		
13 (W)	Course Introduction	What is social change?
18 (M)	Invited Guest - Dale Austin, Director of Career Services	
20 (W)	The Cultural Diamond	Griswold, Chaps. 1 & 2
25 (M)	Producing Social Change	Griswold, Chaps. 3 & 4

27	(W)	Problems in Process	Griswold, Chaps. 5 & 6
<u>February</u>			
1	(M)	A Wired World	Griswold, Chaps. 7 & 8
3	(W)	Life Beyond Hope	<b>Griswold Review Essay Due</b>
8	(M)	Where We Are Today	Friedman, Chaps. 1 & 2*
10	(W)	The American Lifestyle & Petro Dictators	Friedman, Chaps. 3 & 4*
15	(M)	<b>WINTER RECESS</b>	
17	(W)	Global Weirding & The Age of Noah	Friedman, Chaps. 5 & 6*
<b>22 - 26 INDIVIDUAL MEETINGS TO DISCUSS RESEARCH PAPER TOPICS</b>			
22	(M)	Energy Poverty & Green as the New Red, White & Blue	Friedman, Chaps. 7 & 8*
24	(W)	Saving the Earth & The Energy Internet	Friedman, Chaps. 9 & 10*
<u>March</u>			
1	(M)	Trying Harder and Smarter	Friedman, Chaps 11 & 12*
3	(W)	Preservation of Natural Resources & Green Hawks	Friedman, Chaps 13 & 14*
8	(M)	China	Friedman, Chap 15
10	(W)	America and the Future	Friedman, Chaps 16 & 17
15	(M)	Student Survey	<b>Friedman Review Essay Due</b>
17	(W)	Student Survey	
22 & 24		<b>SPRING BREAK</b>	
29	(M)	Student Survey	
31	(W)	Student Survey	
<u>April</u>			
5	(M)	Library Day	
7 - 28		Research Paper Presentations	
<u>May</u>			
5	(W)	<b>** Research Paper Due**</b>	