

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Summer 2014

Discipline: Sociology

SEMS 2500-106: Theory and Practice of Social Change

Lower Division

Faculty Name: Dan Garvey

Credit Hours: 3; Contact Hours: 38

Pre-requisites: None.

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 trying to dedicate 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.

Students will be provided with a “culture guide” for each port. The culture guide will help students focus their attention on various parts of their port experience. Focus questions and reflection will be used to help students develop a personal template for multicultural study.

REQUIRED TEXTBOOKS

AUTHOR: Paul Hawken

TITLE: Blessed Unrest: How the largest movement in the world came into being.

PUBLISHER: Penguin Group

ISBN #: 978-0-670-03852-7

DATE/EDITION: 2007 or most current

AUTHOR: Paul Rogat Loeb

TITLE: The Impossible Will Take A Little Longer

PUBLISHER: Basic Books

ISBN #:0-465-04166-3

DATE/EDITION: 1996 or most recent

TOPICAL OUTLINE OF COURSE

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

June 16: Depart Southampton

June 17: Orientation

C1-June 18: Course Intro. , Creation of the class culture

Assignment: Alice Walker, Only Justice Can Stop A Curse, Chapter 45

C2- June 19: What is social change?

Assignment: Mark Hertsgaard, The Green Dream, Chapter 31

C3- June 20: How can we understand another's culture? Review of the culture guide and how to sensitively learn about a new culture.

June 21-24: Lisbon

C4- June 25: What were the key indicators of social function or dysfunction in Lisbon?

Student presentations and organized class discussion

C5- June 26: What impact does the economic structure of a country have on social change?

Reading assignment: Blessed Unrest, pg 1-68

June 27-30: Bilbao

C6- July 1: What were the key indicators of social function or dysfunction in Bilbao?

Student presentations and organized class discussion

Assignment: Desmond Tutu, No Future Without Forgiveness, Chapter 49

C7- July 2: Based on the reading to date, are we evolving or devolving as a species?

C8- July 3: Profiles of change agents we've met. (reference the culture guide)

Assignment: Vaclav Havel, An Orientation of the Heart, Chapter 7

July 4-7: Glasgow

C9- July 8: What were the key indicators of social function or dysfunction in Glasgow?

Student presentations and organized class discussion

C10-July 9: Who benefits from positive social change? A look at Freire, Gandhi and Mother Theresa

July 10-13: Dublin

**C11- July 14: What were the key indicators of social function or dysfunction in Dublin?
Student presentations and organized class discussion**

**C12- July 15: Can violence be justified as a strategy for positive change?
Reading assignment: Blessed Unrest, pgs. 69-138**

**C13- July 16: How do “other nations” influence social change in another country?
Assignment: Ivan Illich, To Hell With Good Intentions, (handout)**

July 17-20: Bergen and Oslo

**C14- July 21: What were the key indicators of social function or dysfunction in Bergen/
Oslo?
Student presentations and organized class discussion**

**C15- July 23: What role does economic class play in one’s choice to be an activist?
Review of culture guide
Assignment: Margaret Wheatley, From Hope to Hopelessness, Chapter 44**

July 24-28: St. Petersburg

**C16- July 29: What were the key indicators of social function or dysfunction in St.
Petersburg
Student presentations and organized class discussion**

**C17- July 30: In what way does cultural identity influence social change?
Assignment: Pick two chapters in Loeb and react**

July 31- August 3: Stockholm

**C18- August 4 What were the key indicators of social function or dysfunction in Stockholm?
Student presentations and organized class discussion**

**C19- August 5 How do men and women practice and experience social change? Is there a
gender difference within the activist community?**

Reading assignment: Blessed Unrest, pgs. 139-190

August 6-9: Helsinki

**C20- August 10 What were the key indicators of social function or dysfunction in Helsinki?
Student presentations and organized class discussion
Assignment: Pick two chapters in Loeb and react**

C21- August 11 How does education support or stifle social change and activism?

August 12-15: Gdansk

**C22- August 16 What were the key indicators of social function or dysfunction in Gdansk?
Student presentations and organized class discussion**

C23- August 17 What themes of change have emerged from or visits and how are they related to the text?

C24- August 19: Final Exams

FIELD WORK

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

I would like to set-up four field labs during the voyage. This will allow a smaller number of students to accompany me during the lab. Each lab 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. These labs may be coordinated with some of the service opportunities that will be occurring during the voyage.

FIELD ASSIGNMENTS

- Students will be expected to develop questions prior to the lab and write a reflection paper following the experience. In addition to the organized field labs every student is expected to complete the culture guide questions for five (5) ports.

METHODS OF EVALUATION / GRADING RUBRIC

20% field work- Attend two field labs 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.)

RESERVE LIBRARY LIST

AUTHOR: Paulo Freire
TITLE: Pedagogy of Hope
PUBLISHER: Continuum
ISBN #: 0-8264-0590-8
DATE/EDITION: 1996 or most recent

ELECTRONIC COURSE MATERIALS

ADDITIONAL RESOURCES

I will give each student a disk that will contain the culture guide questions. I will ask the students to submit their written assignments via this disk thus eliminating the need for internet on the ship.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."