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LIBERAL STUDIES

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 173
Action approved
2/29/96

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Harvey Holtz Phone 357-7635
- Writing Workshop? (If not at IUP, where? when?) _____
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Harvey Holtz

Department Chairperson Robert M. Hunter

College Dean [Signature] 2/27/96

Director of Liberal Studies Darlene Richardson 2/29/96

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"—one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
Item III, listed below, is built directly into the syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Writing Summary **SO 303 "Social and Cultural Change"**

SO 303 Social and Cultural Change is proposed for identification as a writing ("W") course. The course is taught every Fall and Spring term; it is not listed as a Liberal Studies Elective. This course is a requirement for all Clinical Sociology majors and is designed for sociology majors who complete their internship in the summer prior to their senior year. This course may also be used as a major elective by General Sociology and Applied Social Research majors. Class size is limited to 25 students.

Three types of writing will occur in this course:

1. INTELLECTUAL JOURNALS

Intellectual journals are designed to get the student to do more than merely read text. (Reading text, at best, often results in the accumulation of facts and ideas.) The intellectual journal demands that the student integrate and synthesize the material into a meaningful whole. The syllabus states: "Writing provides a different form of thinking than merely reading, assisting in the further development of the intellect". These journals are essential because students are expected to come to class prepared to discuss the meaning and the context of the materials that they have read. The journals require that students synthesize material from the readings, class sessions, previous knowledge, present experiences and insights, and work for their change papers. Students are urged to include material in their journals that it may be useful to them, for the present as well as future projects. See "Journals" in the syllabus for the specific contents.

Twelve journals are required during the semester. Each journal will contain approximately four pages of text for a total of 48 pages of writing for the semester. As the readings and the assignment are complex, students will be evaluated as having passed or as not having passed each journal. A passing grade will require that students demonstrate that s/he has read all the material, that s/he has made a strong effort to integrate the information required, and that there is improvement in the writing of each subsequent journal. This assignment will not require revision, only subsequent improvement. Journals will account for 53% (120/225 points) of the final grade.

2. SOCIAL CHANGE PAPER

The social change paper is designed to provide the student with an opportunity to reflect about their internship experience within the context of social change. More specifically, students will do the research that enables them to understand the forces for change and stability within their organization, and the external forces that exert themselves upon that organization. They will be expected to develop a new objectives for the organization, decide what elements must be changed to achieve those objectives and the mechanisms necessary for change. Students who were not interns may either choose an organization with which they have been affiliated or actually create structures to engage in the process of social change themselves. See "Contents of the Change Paper" in the syllabus for a list of the information required in the paper.

The change paper is expected to be 10-15 pages in length. The final paper must be preceded by: the selection and specification of problem, an extensive outline of the entire paper, and a first draft of the paper. Extensive criticism will be provided at all stages of the writing process. Students will be evaluated at each stage of the writing process. They must be able to demonstrate their knowledge of their topic and of social change through a professionally written paper that can be useful to other social change agents. This assignment will account for 27% (60/225 points) of the final grade.

3. SPEECH FOR SOCIAL CHANGE

The speech grows directly from another form of critique of the social change paper. This assignment is designed to generate a 3 minute speech that provides a compelling argument for the social changes proposed by the student in the social change paper. The assignment is designed to enable a student to write in a form that is designed to compel and convince a live audience. Students will be provided with further critique by the class as a result of the presentation of their speeches during the final class sessions. See the "Speech" in the syllabus for the expectations of the speech.

The 3 minutes speech will cover about 1-2 pages of written material. Students will not be able to revise this assignment during the course, but will receive critique for later revision if they choose. Students and faculty will provide critique based upon two criteria: was they information convincing, was the form compelling. This assignment will account for 9% (20/225 points) of the grade.

Indiana University of Pennsylvania (IUP)
Department of Sociology
Social and Cultural Change (SO 303)
Dr. Harvey "Woody" Holtz
Spring 1996

Course Outline and Syllabus

Catalog Description

SO 303 Social and Cultural Change

Prerequisites: SO 151

Exploration of current theoretical perspectives on social and cultural change. Special attention given to planned change at the local or regional level.

Course Objectives

I view this course as an opportunity to grapple with the major issues that confront your lives. Within this course, some of you will begin to make sense of previous "mysteries". Such new understanding can alter the way you view the world -- past, present, and future. We can change the world only when we understand the nature of the world, and how social change and social stability are created.

The course is designed to introduce you to how sociologists approach the phenomena of social change. We hope to be able to uncover some of the major questions about the nature of social change. You should come to understand various theories about stability and change within society, and should become familiar with the fast-paced social transformation in the second half of the twentieth century. It will be especially important to understand how stability and change emerge within the economy as well as within other institutional structures. You should also come to understand how your own social circumstances, experiences, and beliefs are textured by the nature and pace of change and stability in the broad structural and cultural elements of society.

Finally, you will extend yourself by developing a paper and producing a speech that examines change in a societal sector with which you have some familiarity. Sociologists must be able to write cogent analyses of the phenomena they study and they must be able to make their case orally if they are to be able to create change. You must learn to write to be effective and you must learn to speak to change the world.

Text and Reading Materials

Charles L. Harper. **Exploring Social Change**. Engelwood Cliffs, N.J.: Prentice-Hall, 1993.

Beth A. Rubin. **Shifts in the Social Contract**. Thousand Oaks, CA: Pine Forge Press, 1996.

Steven Wineman. **The Politics of Human Services**. Boston, MA: South End Press, 1984.

Classroom Structure

Class sessions will combine lecture and class discussion. Brief lectures will primarily be used to help integrate reading materials. You are expected to be critical of all materials, and must be prepared to engage in class discussion based upon the content of the readings, the journals and your own experiences.

Course Requirements: Grades will be based upon the completion of these assignments. The quality of the work, not simply the quantity is important:

(1) Journals will be required from you 12 of the 13 weeks, and graded as a proportion of passes. These will integrate material from the readings, class sessions, previous knowledge, present experiences and insights, and work for change papers. You should include material in your journal so that it may be useful to you -- for the present project as well as future projects. For each journal, you will be expected to:

- (a) Present the major theme(s) of each reading.
- (b) Summarize any other essential issues.
- (c) Ask questions about or critique the readings.
- (d) Connect your own experience to the readings taken as a whole.
- (e) Integrate the readings & your experiences with your change paper.
- (f) Note issues from the readings that you wish to discuss in class.

Advice on Reading/Thinking/Writing: To really understand the readings so that you may complete the journals with dignity, you must highlight sections of the readings and make notes in the margins. Journals are written from these notes and highlights. Writing provides a different form of thinking than merely reading, assisting in the further development of the intellect. For those interested in an intellectual career, I suggest the "Appendix" of C. Wright Mills' **The Sociological Imagination** for a model.

(2) Classroom participation will also be used for the purposes of grading. You will be expected to be prepared to respond to my specific questions and participate in the general class discussion -- based upon what is written in your journals. I will expect responses to represent the thoroughness and depth of your journal entries.

(3) Change Papers will require students to prepare a paper of at least 10 pages that fully examines the organization with which the student has involved him/herself. The paper must be preceded by the selection of a topic and by an extensive outline, when specified below. The following must be included within this paper, but it must read as a paper not an outline:

Contents of the Change Paper

(a) Structure of the Organization

- Describe the nature and the purpose of the organization.
- Provide a brief history of the organization.
- Detail the elements of the organization and each elements' function.
- Explain how the organization is tied to other organizations.
- Detail the external forces that impinge upon the organization.
- Explain what purposes change will serve this organization.

(b) Necessary Changes

- What elements of the organization must be changed?
- What is the content of these changes?
- What other organizations must be changed to accomplish this change?
- What activities must be undertaken to accomplish this change?
 - Describe the constituencies you must rely upon for help.
 - Describe what you need from each constituency.
 - What kind and degree of financial support would be necessary?
 - Who or what organization will/should supply the funds?
 - Describe the nature and content of your media campaign?

(c) Theory and Practice

- What is the likelihood of success? What degree of success?
- How does this fit with the theory learned about social change?
- Add an appendix with all relevant materials (Keep everything).

(4) The Speech will be a 3 minute presentation derived from the content of your social change paper. It must argue for the social changes that you have proposed and for the method of their implementation. It is designed to provide information within a communication form that is both compelling and informative. This speech will be presented to the entire class during the last sessions of the term.

The speech must do the following:

- (a) present the problem so the audience may become passionate
- (b) convince the audience that the problem must be solved
- (c) convince the audience that the problem can be solved
- (d) provide the audience with a way to participate in the solution

Grading Structure

- 1 Journals: 10 points for each of 12 journals, possible total of 120 points.
- 2 Participation: 1 point each session of significant talk, possible total of 25 points (curve graphed for grades, if appropriate).
- 3 Change Paper: a possible total of 60 points, divided as follows: topic - 5 points, extensive outline - 15 points, paper 40 points.
- 4 Speech: a possible total of 20 points.
- 5 Final grade point totals:
 - A: 203-225
 - B: 180-202
 - C: 158-179
 - D: 135-157
 - F: 0-134

If You Need To Reach Me

My office is Sutton 345.

My office telephone is 357-7635.

My office hours are TR 1:15-2:45 & W 1:30-4:00.

In an emergency, please do call me at home at 349-4349.

My mailbox is in the Department of Sociology in Keith Hall.

Course Outline and Readings

- Jan 16-18 The Nature of Social Change
Harper: Chapter 1
Rubin: Preface
Wineman: Foreword
- 23-25 Transformation in Contemporary America
Rubin: Chapter 1
Wineman: Chapter 1
- Feb 30- 1 Theoretical Approaches to Social Change
Harper: Chapter 4
Rubin: Chapter 2
Topic for change paper due on February 1
- 6- 8 Contemporary Sociological Theory
Harper: Chapter 5
Rubin: Chapter 3

- 13-15 Families, Politics and Human Services
Rubin: Chapter 4
Wineman: Chapter 2
- 20-22 Change Without Struggle: Innovations
Harper: Chapter 6
Rubin: Chapter 5
- 27-29 Change With Struggle: Social Movements
Harper: Chapter 7
Wineman: Chapter 3
- Mar 5- 7 **Spring Break**
- 12-14 Twentieth Century American Reform Movements
Harper: Chapter 8
Wineman: Chapter 6
Outline for change paper due on March 14
- 19-21 Revolution: Radical Transformation
Harper: Chapter 9
Rubin: Chapter 6
- 26-28 Creating Social Change
Harper: Chapter 10
First draft of change paper due on March 28
- Apr 2- 4 Global Organization and Change
Harper: Chapters 11, 12
- 9-11 Change and the Environment
Harper: Chapter 13
- 16-18 What Will the Future Bring?
Harper: Chapter 14, Epilogue
Rubin: Chapter 7
Change paper due on April 16
- 23-25 Change from the Student Perspective
Presentation of Student Papers
Speech due on April 23
- Finals Week Social Change Revisited
(May 4) Presentation of Student Papers
(12:30-2:30 PM) Final Comments & Distribution of Grades

Liberal Studies Office
352 Sutton Hall

Phone x 5715
E-mail DRCHRDSN

March 5, 1996

To: Harvey Holtz, Sociology Department

From: Darlene Richardson, Director

Subject: Type I Writing Approval

At its meeting on February 29, 1996, the Liberal Studies Committee approved your request to be designated as a Type I Writing Professor. This approval is based on your proposal for SO 303 Social and Cultural Change. We have a few friendly suggestions/revisions on this syllabus: please clarify who will critique the students' social change papers for revision and please also clarify what you mean by no revision/later revision for the 3-minute speech.

A Type I writing approval means that you can teach any course you wish as writing-intensive as long as the spirit of and criteria for writing-intensive courses are incorporated in that course.

Thank you for submitting such a strong writing proposal and thank you for helping our students write well.

Copies: Herb Hunter, chair, Sociology Department
Brenda Carter, dean, College of Humanities and Social Sciences