

# Instructor Guide for Sociology 205: Social Change

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This course for undergraduate community college students was designed to be taught fully online. The course taught in Spring 2023 was 11 weeks and was taught at Portland Community College (PCC).

## Course Description

This course covers Social Change/Soc 205. PCC's CCOG:

*Examines social changes within and across societies. Explores the central questions, schools of thought, forms of research, and theoretical debates about social issues and how social institutions and systems are organized and change over time. Examines the many ways in which social contexts, historical events, institutional structures, and unequal relations of power shape society and how collective behavior can lead to social change over time. Develops skills needed to think critically about how and why societies change and how the causes and consequences of social change shape the world. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.*

This course was designed using student centered learning, and culturally responsive teaching, with a decolonizing and indigenizing approach. It incorporated open pedagogy by asking students to provide input and suggestions into improving the textbook. In addition the course and materials were developed according to the principles of Universal Design and Transparency in Learning and Teaching (TILT).

This course is designed using the following outcomes, which align with the more detailed outcomes in the open textbook:

1. Analyze social change using sociological perspectives.
2. Describe how individual life experiences relate to social structures and cultures using the sociological imagination.
3. Identify data trends, causes of change, and outcomes on groups, institutions, and society, using appropriate social research methods.
4. Explain how social change relates to social inequality and systems of power.
5. Identify ways to participate as active citizens.

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# Course Scope and Structure

This course pack incorporates the textbook chapters, one Reflection Assignment design (with Rubric) and one Discussion assignment. Units 2-9 followed this structure:

- Introductory page that introduces the chapter and lesson for the week, including tasks and assignments.
- Lesson page/s. Lesson pages: provided 1) a review of the chapter, and 2) either: additional material (usually written and video) to support learning of specific concepts, or a revisit of material and suggested activity found in the chapter. Some lessons made connections to Chapter 2, which provided the foundational concepts for the study of social change.
- Read the chapter. One chapter was assigned each week. Students were expected to engage in the textbook no more than 2 hours of reading and viewing videos for each textbook chapter each week. Nine chapters out of ten had been written by the start of this class.
- Discussion Assignment. Discussion Posts - Units 1-9: Students respond to what they learned in the week through discussion posts. They create community by responding to other students. Two discussions are dedicated to peer feedback on the Reflection Assignment.
- (some units) written Assignment
- (Units 5-9) prompts to add to their Reflection Assignment
- Conclusion pages with next steps and reminders.

Unit 1 followed Chapter 1's focus and allowed students to first explore their own understanding of social change, based on their observations with their communities and with minimal introduction of sociology concepts and vocabulary. The Reflection Assignment is first introduced with Unit 1.

Reflection Assignment Phases 1-3. This Assignment focused on students' and their communities' lived experience. Students are asked to present a collage (with image, video, audio, text, etc.) using the Padlet tool that represents their observations of social change based on this criteria. Phase 1 was introduced in Unit 1 and focused on their observations of their communities' experiences with social change based on historical, cultural, and environmental factors. Examples of these experiences are introduced in Chapter 1. Phase 2 was introduced after Units 5 -9. Students were asked to return to their Padlets to add to their collage based on content from the current chapter. Phase 3 is introduced during Unit 10.