

Syllabus
Course description

Course title:	Social change and normalization
Course year:	3rd
Semester:	1st
Course code:	64185
Scientific sector:	SPS/12
Lecturer:	Sciortino Giuseppe
Module:	/
Lecturer other module:	/
Credits:	5
Total lecturing hours:	30
Total Hours of availability for students and tutoring:	12
Office hours:	from Monday to Friday on request
Attendance:	according to the regulation
Teaching language:	English
Propaedeutic course:	none
Course title:	Social change and normalization
Course description:	<p>The course will introduce the analysis of processes of social change, with particular attention to contemporary societies. Students will thus be able to orient themselves in the analysis of social change, both spontaneous and planned. The course will analyze with particular attention the processes of socio-cultural change, meaning-making and lifestyles at the interactional level. Students will be introduced to the main interpretative frameworks and analytical tools necessary to analyze (and design interventions) related to processes of social deviance, stigmatization and cultural conflict.</p>
Specific educational objectives:	<ul style="list-style-type: none"> - Make students able to navigate the main framework for the analyses of social change at the macro, meso and micro level; - Make students able to analyze competently processes of socio-cultural change at the community and interactional level; - Provide students with the conceptual tools necessary to deal with issue of social deviance and stigmatization.
List of topics covered:	<ul style="list-style-type: none"> - Social Change and Social Stability. - Patterns of Global Social Change. - Meso-level change - Interactional change and individual change. - Structural and Socio-Cultural Change. - Values and Norms: - Social Norms and Deviations from Norms; - Social Stigma and Symbolic Challenges - The main Theories of innovation and deviance. The Chicago School - Labeling and Social Interaction

	<ul style="list-style-type: none"> - Stigma and Symbolic Challenges - Phenomenological Readings of Socio-Cultural Change - Careers and subcultures - Folkdevils and Moral Panic
Teaching format:	Lectures, seminars and debates. Students may volunteer to contribute to the course through the preparation of short memos and oral introductions to group discussions. All students are also invited to participate some simulation workshop.
Learning outcomes:	<ul style="list-style-type: none"> - Working knowledge of the main theoretical concepts of social change, knowledge of the main professional practices and policies model; - Capability to consider the application of the different theoretical frameworks in concrete settings; abilities to indicate their professional approach to their work or vocation and to express competences demonstrating through devising and sustaining arguments and solving problems within the fields of deviance. - Assessment skills: Ability to gather and interpret relevant data to inform judgements that include reflection on relevant social, scientific or ethical issues concerning processes of social change at the community and individual level; - Communicative skills: Ability to communicate information, ideas, and suggest strategies in oral and written messages; - Learning skills: Learning skills will focus on the ability to analyze concrete problems and to process information in interdisciplinary terms and to continue to undertake further study with a high degree of autonomy in the consideration of case studies and interventions.
Assessment:	<p>20% of the grades will be assigned according to participation in class.</p> <p>80% of grades will be assigned through a final two-hours written exam, based on 6 open questions related entirely to the required reading.</p>
Evaluation criteria and criteria for awarding marks:	<p>The evaluation criteria will follow the grid below:</p> <ul style="list-style-type: none"> - Excellent (30 - 30 cum laude): great knowledge of the topics, excellent language skills, excellent capacity of analysis; the student can brilliantly apply theoretical knowledge to real cases. He/she is also able to properly argue possible solution, including multiple alternatives. - Very good (27-29): good knowledge of the topics, very good language skills, good capacity of analysis; the student can properly apply theoretical knowledge to real cases. - Good (24-26): good knowledge of the main topics, good language skills, the student shows adequate ability to apply theoretical knowledge to real cases. - Satisfactory (21-23): the student does not show a complete command of the main topics, although showing the knowledge of the basic ones; he/she shows satisfactory language skills and a quite satisfactory ability to apply theoretical knowledge to real cases. - Sufficient (18-20): minimal knowledge of the main teaching and technical language issues, limited capacity to adequately apply theoretical knowledge to real cases.

	<p>- Insufficient outcome: the student does not have an acceptable knowledge of the contents of the various topics on the syllabus</p>
<p>Required readings:</p>	<p>There are two programs, respectively for attending and not attending students.</p> <p>Attending Students: Brubaker, William R., <i>Difference and Inequality</i>, pp. 1047 in William Brubaker, <i>Grounds for Difference</i>, Princeton UP, 2015. Downes, David, Paul Elliott Rock, and Eugene McLaughlin. <i>Understanding deviance: a guide to the sociology of crime and rule-breaking</i>. Oxford University Press, 2016 (chapters 3, 4, 5, 6, 7, 9, 12). Nippert-Eng, Christena. <i>Watching closely: A guide to ethnographic observation</i>. Oxford University Press, 2015.</p> <p>Non-Attending Students: Brubaker, William R., <i>Difference and Inequality</i>, pp. 1047 in William Brubaker, <i>Grounds for Difference</i>, Princeton UP, 2015. Nippert-Eng, Christena. <i>Watching closely: A guide to ethnographic observation</i>. Oxford University Press, 2015. Rayner, Cynthia, and François Bonnici. <i>The systems work of social change: How to harness connection, context, and power to cultivate deep and enduring change</i>. Oxford University Press, 2021. McLaughlin. <i>Understanding deviance: a guide to the sociology of crime and rule-breaking</i>. Oxford University Press, 2016 (chapters 3, 4, 5, 6, 7, 9, 12).</p>
<p>Supplementary readings:</p>	<p>De Swaan, Abram. <i>Human societies: an introduction</i>. John Wiley & Sons, 2013. Chiot, Daniel. <i>How societies change</i>. Sage Publications, 2011. Goffman, Erving. <i>Stigma: Notes on the management of spoiled identity</i>. Simon and schuster, 2009.</p>