

Syllabus

Course description

Course title:	SOCIAL CHANGE, DIVERSITY AND INCLUSION
Course year:	3rd
Semester:	1st
Course code:	51091
Scientific sector:	SPS/12
Lecturer:	Sciortino Giuseppe
Module:	/
Lecturer other module:	/
Credits:	6
Total lecturing hours:	45
Total Hours of availability for students and tutoring:	18
Office hours:	from Monday to Friday on request
Attendance:	according to the regulation
Teaching language:	English
Propaedeutic course:	none
Course Description:	The course analyses the long-term processes of social change from the point of view of the ways in which various forms of diversities (religious, cultural, ethnic, lifestyles-based) have been, and are perceived, discussed and managed.
Specific educational objectives:	<p>The course will provide the student with an adequate knowledge of the sociology of change, a main component of classical and contemporary sociological theory of research.</p> <p>The introduction will provide a general overview of the sociology of change from the point of view of the management of inclusion processes.</p>
List of topics covered:	<ol style="list-style-type: none"> 1. Introduction 2. What is the sociology of change? 3. What is long-term change? 4. Types of social change 5. Social and Cultural Change 6. Societal transitions: from segmentary to hierarchical organization. 7. Societal transitions: from hierarchical to functional organization. 8. The perception of social change: traditional vs. modern. 9. Sociological Models of Change: linear 10. Sociological Models of Change: cyclical 11. Sociological Models of Change: Evolutionary 12. Change and Globalization 13. The notion of diversity 14. Endogenous diversity 15. Migration and Mobility 16. The Challenge of diversity 17. Social change and diversity 18. Forms of social organization and diversity

	<p>19. Inclusion and Exclusion 20. Inclusion and Exclusion: interaction 21. Inclusion and Exclusion: organization 22. Inclusion and Exclusion: systems</p>
Teaching format:	After an initial section where frontal teaching will predominate, there will be increasing space for group discussions. There will be opportunities to complete in class some practical exercises.
Learning outcomes:	<p>The students will:</p> <ul style="list-style-type: none"> - know and understand competently the main sociological concepts and theories used to study social change - be able to apply sociological approaches to issues of inclusion and diversity - navigate critically the existing debates on issues of inclusion and diversity
Assessment:	<p>For attending students 20% of the grades will be assigned according to participation in class. 80% of grades will be assigned through a final 90-minute written exam, based on 4 open questions related entirely to the required reading.</p> <p>For non-attending students Grades will be assigned through a final 90-minute written exam, based on 4 open questions related to the required reading for non-attending students.</p>
Evaluation criteria and criteria for awarding marks:	<p>Participation in class - willingness to engage in debate, quality of the questions asked, active citizenship in group discussion and practical exercises.</p> <p>Final exam: Knowledge of the literature (required readings), quality of the analyses, clarity and brevity of the writing, terminological precision. Very generic, fuzzy, platitude-type statements will be negatively graded.</p>
Required readings:	<p>There are two programs, respectively for attending and not attending students.</p> <p>For ATTENDING STUDENTS: Brubaker, William R., Difference and Inequality, pp. 10-47 in William Brubaker, Grounds for Difference, Princeton UP, 2015. Chirot, Daniel. How societies change. Sage Publications, 2011. Hartmann, Douglas, and Joseph Gerteis. 2005 "Dealing with Diversity: Mapping Multiculturalism in Sociological Terms." <i>Sociological Theory</i>, vol. 23, no. 2pp. 218-40. Wimmer, Andreas, and Thomas Soehl. "Blocked Acculturation: Cultural Heterodoxy among Europe's Immigrants." <i>American Journal of Sociology</i> 120, no. 1 (2014): 146-86. https://doi.org/10.1086/677207.</p> <p>Non-attending students (absent 70% of the classes or more) are requested to prepare also: Douglas, M. Four cultures: the evolution of a parsimonious model. <i>GeoJournal</i> 47, 411-415 (1999). https://doi.org/10.1023/A:1007008025151</p>

	<p>Joseph Henrich, 2020, <i>The WEIRDest People in the World: How the West Became Psychologically Peculiar and Particularly Prosperous</i>, Farrar, Straus, and Giroux, New York, chapters: prelude, chapter 1, 2 and 3.</p>
<p>Supplementary readings:</p>	<p>Jonathan Marks, 2024, <i>Understanding Human Diversity</i>, Cambridge University Press.</p> <p>Lessard-Phillips, Laurence, et al. <i>Migration, displacement and diversity: The IRiS anthology</i>. Oxford Publishing Services, 2023.</p> <p>Merten, R. Inklusion/Exklusion und Soziale Arbeit. <i>ZfE</i> 4, 173–190 (2001). https://doi.org/10.1007/s11618-001-0022-2</p> <p><i>Getting to Diversity: What Works and What Doesn't</i>. By Frank Dobbin and Alexandra Kalev. Cambridge, MA: Harvard University Press, 2022. Pp. ix+258. \$29.95.</p> <p>McPherson, Miller, Lynn Smith-Lovin, and James M. Cook. "Birds of a feather: Homophily in social networks." <i>Annual review of sociology</i> 27.1 (2001): 415-444.</p> <p>Goodin, R. (1996). Inclusion and exclusion. <i>European Journal of Sociology</i>, 37(2), 343-371. doi:10.1017/S0003975600007219</p>