



## Course Specifications (Postgraduate Degree)

<b>Course Title:</b>	<b>Social Change, Transformation &amp; Disruption</b>
<b>Course Code:</b>	<b>MSFS 5302</b>
<b>Program:</b>	<b>MsC Futures Studies</b>
<b>Department:</b>	<b>Futures Studies</b>
<b>College:</b>	<b>College of Sciences and Human Studies</b>
<b>Institution:</b>	<b>Prince Mohammad Bin Fahd University</b>

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description.....	3
2. Course Main Objective.....	3
3. Course Learning Outcomes.....	4
<b>C. Course Content.....</b>	<b>4</b>
<b>D. Teaching and Assessment.....</b>	<b>4</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods.....	4
2. Assessment Tasks for Students.....	5
<b>E. Student Academic Counseling and Support.....</b>	<b>5</b>
<b>F. Learning Resources and Facilities.....</b>	<b>6</b>
1. Learning Resources.....	6
2. Educational and research Facilities and Equipment Required.....	6
<b>G. Course Quality Evaluation.....</b>	<b>6</b>
<b>H. Specification Approval Data.....</b>	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b> <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective
<b>3. Level/year at which this course is offered:</b> MsC, Year 1
<b>4. Pre-requisites for this course (if any):</b> N/A
<b>5. Co-requisites for this course (if any):</b> N/A

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100%
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
1	Lecture	36
2	Laboratory/Studio	
3	Seminars	9
4	Others (specify)	
<b>Total</b>		

## B. Course Objectives and Learning Outcomes

### 1. Course Description

Social change and transformation is an interdisciplinary course that examines the theoretical and practical perspectives associated with social change in modern societies. The course explores the historical, systemic, political, economic, environmental and cultural factors that shape social change and its impact on individuals, groups and communities.

The course provides an overview of the concept of social change within the context of anticipatory systems and futures studies, including its various forms and the factors that contribute to its emergence. A key precept of the course is the reinforcing of the relationship between futures literacy and systemic agency. Students explore the theories and models of social change, including evolutionary, cyclical, and dialectical approaches. The course explores the relationship between social change and power, including the ways in which power structures shape and are shaped by often, discontinuous social change. The role of social inequality, especially associated with the distribution of wealth and privilege in shaping social change and its outcomes, is also explored. The course examines the role of futures studies in effecting positive social change while enacting providential care, including applied foresight concepts and methods. The challenges and opportunities for social change in the 21st century are considered in terms of the impact of globalization, geopolitical shifts, environmental degradation, technology and ethical considerations.

### 2. Course Main Objective

This course aims to provide students with a critical understanding of the processes of social change and transformation, and equip them with the skills and knowledge to analyse, evaluate and contribute to social change initiatives in their communities (professional, social, other) within the context of anticipatory systems and applied foresight.

### 3. Course Learning Outcomes

Course Learning Outcomes (CLOs)		Aligned PLOs*
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Understand the role of human agency, anticipatory systems and futures literacy in envisioning social change.	K1, K2, K3
1.2	Recognize various theories and models of social change and their applicability to different contexts.	K2
<b>2</b>	<b>Skills :</b>	
2.1	Critically analyse the impact of power structures, including social inequality, on social change and transformation.	S1, S4
2.2	Evaluate the factors that contribute to social change and transformation in modern societies.	S3
2.3	Apply interdisciplinary perspectives to examine the challenges and opportunities for social change in the 21st century.	S1
2.4	Ability to create an applied foresight project based on a social change topic and develop associated scenarios change initiatives in student's profession, communities and beyond.	S1, S2, S3, S4
<b>3</b>	<b>Values:</b>	
3.1	Consider the ethical implications of social change and transformation initiatives and develop strategies for addressing potential issues.	V2
3.2	Demonstrate effective self-directive, collaborative and communication skills in conducting a team-based project.	V1

\* Program Learning Outcomes

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction to Social Change (definition, concepts, types and impact)	3
2	Theories and models of Social Change	6
3	Human attitudes, transitions and responses to change	4
4	Agency, anticipatory systems and envisioning social change	4
5	Power and Social Inequality	4
6	Technology, Economics, the Environment and Social Change	4
7	Geopolitics, Culture and Social Change	4
8	Participatory approaches to applied foresight toward Social Change	6
9	Transformative change in the 21st century	6
10	Ethics and Social Change	4
<b>Total</b>		<b>45</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.1	Understand the role of human agency, anticipatory systems and futures literacy in envisioning social change.	Lecture, Technology Integration	Quiz, Annotated Bibliography
1.2	Recognize various theories and models of social change and their applicability to different contexts.	Lecture, Technology Integration	Quiz, Annotated Bibliography
<b>2.0</b>	<b>Skills</b>		
2.1	Critically analyse the impact of power structures, including social inequality, on social change and transformation.	Discussion Based Lecture, Technology Integration	Annotated Bibliography
2.2	Evaluate the factors that contribute to social change and transformation in modern societies.	Discussion Based Lecture, Project-based, Technology Integration	Annotated Bibliography
2.3	Apply interdisciplinary perspectives to examine the challenges and opportunities for social change in the 21st century.	Discussion-based Lecture,, Technology Integration	Project
2.4	Ability to create an applied foresight project based on a social change topic and develop associated scenarios change initiatives in student's profession, communities and beyond.	Project, Technology Integration	Project
<b>3.0</b>	<b>Values</b>		
3.1	Consider the ethical implications of social change and transformation initiatives and develop strategies for addressing potential issues.	Lecture, Discussion-based Lecture, Technology Integration	Annotated Bibliography, Project
3.2	Demonstrate effective self-directive, collaborative and communication skills in conducting a team-based project.	Project, Technology Integration	Project

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizz (Formative)	Week 3	10
2	Annotated Bibliography (Formative)	Week 6	30
3	Group presentation (Oral and Written Proposal) Topic proposal (n=4) (Formative)	Week 10	20
4	Individual Presentation (Oral and Written Report) Social Change Model and Scenario (Summative)	Week 15	40

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:

- Advisors are assigned in Banner Student System for individual (general) student consultations and academic advice.
- Office hours are provided for students to ask questions related to the course.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	McMichael, P., & Weber, H. (2020). Development and social change. Sage Publications. Stroh, D. P. (2015). Systems thinking for social change: A practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results. Chelsea Green Publishing.
<b>Essential Reference Materials</b>	
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

### 2. Educational and research Facilities and Equipment Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with computer, projector and smart board suitable for graduate students
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Smart Board
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Computer lab equipped with finite element software

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching and Assessment	Independent reviewers by Program leaders and Deanship of Quality and Accreditation	Course survey through online Course Evaluation System
Effectiveness of Assessment	Independent reviewers/peer review	Independent Evaluation of Assessment Forms
Achievement of Course Learning Outcomes	Faculty	Exam Questions, Rubrics

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Learning Resources	Student	Learning Resources Annual Survey
Effectiveness of Teaching and Assessment	Independent reviewers by Program leaders and Deanship of Quality and Accreditation	Course Survey through online Course Evaluation System
Effectiveness of Assessment	Independent reviewers/peer review	Independent Evaluation of Assessment Forms
Achievement of Course Learning Outcomes	Faculty	Exam Questions, Rubrics

**Evaluation Areas/Issues** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	