

SOCI 20: Social Change in the Modern World

Course #172392 and #172399, Spring 2026, 4 units

University of California, San Diego

Coalition B21, TTh 12:30-1:50pm

Labs: SSB 101, Tuesdays 8-8:50pm, 9-9:50pm,

<https://canvas.ucsd.edu/courses/75703>

<https://ucsd.zoom.us/j/8072898735>

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Course Description

A survey of the major economic, political, and social forces that have shaped the contemporary world. The course will provide an introduction to theories of social change, as well as prepare the student for upper-division work in comparative-historical sociology. Will not receive credit for SOCI 20 and SOCL 20.

Academic Integrity

All papers will be submitted electronically via TurnItIn (TII), which will detect plagiarism, including self-plagiarism (meaning you already submitted that paper for another course) and failure to cite your sources, including page numbers. No other means of submission will be accepted/read. Your TII score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F. Write in your own words! Papers without citations or references will not receive higher than a C grade. Acts of academic dishonesty, from plagiarism, utilizing AI software like ChatGPT to cheating on exams, and signing the sign-in sheet for other students will receive an F grade and be reported to the Academic Integrity Office (AIO). Dishonesty in all forms undermine any institution's ability to certify students' knowledge and abilities. If you're unsure about your writing, you can utilize the writing resources on campus, or simply visit the instructor during office hours and share what you've written up to that point via the Share Screen function on Zoom. For more, visit the academic integrity office:

<https://academicintegrity.ucsd.edu/>

Photo and Audio/Video Recording Policy

Taking pictures or audio/video recording/transcribing in class without the consent of *everyone* in the class violates the [UCSD Code of Conduct](#) 10.25 Privacy Policy: "Making a video recording, audio recording, taking photographs, or streaming audio/video of any person in a location where

the person has a reasonable expectation of privacy, without that person’s knowledge and express consent...of all recorded parties.” That includes AI transcription—also prohibited!

Grading (all assignments submitted via Canvas)

Survey due first Friday, 5pm	10%
4/5 quizzes via Respondus Lockdown Browser	20%
Writing two 400-500 word essays (submit to Turn It In via Canvas)	40%
Participation	10%
Final Exam Online (no fault)	20%
Totals	100%
Mid-Quarter Evaluation via Canvas	(EC) 2%
SET Evaluation	(EC) 3%

Participation

Attendance is required. Please come to class on time. If you’re late or can’t attend for any reason, please be courteous and let me know in advance. It’s difficult to teach when interrupted. However, there are good interruptions to have, such as asking questions in response to the teaching content/reading. Please attend and participate in order to receive full credit. Do not sign in for other students—all students listed in the sign-in sheet with the same signature will be marked absent and reported to the Academic Integrity Office (AIO).

Late Work Policy

The Survey is the only non-extra credit assignment that *cannot* be submitted late. Quizzes will be held towards the end of class. You have six days to make up a missed quiz, which can be done in professor’s office hours or in Triton Testing Center with account. The only excuses for missed quizzes are medical, family emergency, and proof of faulty internet connection that prevents your taking the quiz (please screen shot problem and send to instructor). Papers over one week late without valid excuse will not receive full credit.

Incomplete Policy

At the end of the quarter, if you need an Incomplete grade, only medical or other documented hardship will warrant it. That buys you ten more weeks to complete the missing assignment(s). If no work was submitted during the quarter, you will not be eligible.

Prompt Questions/Two Essays

For the writing assignment, respond to the prompt that is most relatable to you. You can personalize it, or you can relate it to current events. The first essay can respond to prompt questions from Weeks 1-5, the second essay between Weeks 6-10. The goal is to have written 400-500 words by the end of Week 5 and a *combined* 800-1000 words by the end of the quarter. Write in Times New Roman font size 12, double-spaced with 1” margins. The first paper is due the Saturday of Week 5, at 11:59pm. Second papers are due Thursday, Week 10, at 11:59pm.

Writing Rules/Guidelines, aka “Checklist”

- Each Paper is 400-500 words (not including headings, titles, and works cited).
 - For the first paper, choose *among* prompt questions 1-5.
 - For the second paper, choose *among* questions 6-10.
- *You can choose up to two questions to answer for each paper*, so long as you reach the word count of 400-500 words (words in titles and works cited not included).
 - For a solo prompt, cite at least two course-assigned sources
 - For two prompts, cite at least three course-assigned sources
 - The strength of the source will affect your grade
 - More intense reads will weigh more heavily than the lightest reads
 - Write prompt question that you're responding to *as your title*
 - Papers that don't follow this rule automatically lose 10% of points
 - Your thesis is your response to the question
 - Cite facts and figures whenever you enter them in the text
 - Citation Format: (author last name year: page number(s))
 - Write in your own words
 - Quotes should be no more than one sentence
 - List all sources you cited in your Works Cited
 - Have at least two in-class reading sources if you only respond to one prompt, otherwise have at least three in-class reading sources for the entire paper. If you want, you can also add scholarly sources that are not on the syllabus on top of the quota for in-class reading sources.
 - **Reference readings, not lectures.** Prove that you read!
 - **Works Cited formats:**
 - Article format: Author last name, first name. Year. "Article Title." *Journal Title* Number: page range of entire article
 - Example: Calderón-Zaks, Michael. 2022. "Technological Change *before* Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970." *Journal of World-Systems Research* 1(Winter/Spring): 77-97.
 - Book format: Author last name, first name. Year. *Title*. Publisher home location: publisher.
 - Example: Ngai, Mae. 2003. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
 - Anthology Chapter *must be complete*. Format: Author last name, first name. Year. "Chapter title." Ed(s). Name(s). *Anthology title*.
 - Example: Calderon-Zaks, Michael. 2021. "The First Wave of Mexican Migration to the US: Rail Construction and Maintenance's Contribution to World System Development, 1890-1929." Eds. Denis O'Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
 - Your TurnItIn score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F

- If AI is detected via GPTZero, you will receive an F
- If all of the above criteria are met and you make sound arguments, you can get the full points

Readings

The readings (and films, too) can be found online while your Virtual Private Network (VPN) is on. If you do not have UCSD's VPN app, you can download it here:

<https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html>

You may also have to login to the UCSD [Library for some sources](#).

- Craig Calhoun, Ed. 2007. [Sociology in America: A History](#). Chicago, IL: University of Chicago Press.
- Thomas Patterson. 2018. [Social Change Theories in Motion: Explaining the Past, Understanding the Present, Envisioning the Future](#). New York: Routledge.

Week 1: March 31-April 2: Imagining Social Change

- Wright Mills. 1959. "[The Promise](#)." In *The Sociological Imagination*. Oxford University Press.
- Nicholas Gane and Les Back. 2012. "[Wright Mills 50 Years On: The Promise and Craft of Sociology Revisited](#)." *Theory, Culture, and Society* 29.7-8: 399-421
- **Prompt: How does Mills' concept of the Sociological Imagination pertain to a societal change you're most familiar with?**

Week 2: April 7-9: Theorizing Social Change in an Industrializing Society: Marx, Weber, Durkheim

- Patterson, [38-70](#)
- Quiz 1, Thursday 1:30-1:50pm
- **Prompt: Which of the three theorists explain a social change you're most familiar with, and how?**

Week 3: April 14-16: What American Sociology Could've Been

- Survey due Monday, April 14, 5pm
- Mary Jo Deegan. 1988. "W.[E.B. DuBois and the Women of Hull House](#):1895-1899." *The American Sociologist*: 301-311
- Aldon Morris. 2007. "[The Sociology of Race and W.E.B. DuBois](#) .: The Path Not Taken." Ed. Craig Calhoun, *American Sociology: A History*. Chicago, IL: University of Chicago Press, pp. 503-535
- **Prompt: What were the major changes in late-19th century American society and, to you, who best explained them and why?**

Week 4: April 21-26: What American Sociology Became: From the Chicago School to the Ivy League

- Craig Calhoun. 207. "[Sociology in America: An Introduction](#)." Craig Calhoun, *American Sociology: A History*. Chicago, IL: University of Chicago Press, pp. 1-38

- Patricia Hill Collins. 2007. “[Pushing the Boundaries or Business as Usual?](#) Race, Class, and Gender Studies and Sociological Inquiry.” Craig Calhoun, *American Sociology: A History*. Chicago, IL: University of Chicago Press, pp. 572-604
- Quiz 2, Thursday 1:30-1:50pm
- **Prompt: What do you feel that Sociology did right and wrong during its formative years?**

Week 5: April 28-30: Keynesianism and the Promotion of Economic Sociology

- Charles Camic. 2007. “[On Edge](#): Sociology During the Great Depression and the New Deal.” Craig Calhoun, *American Sociology: A History*. Chicago, IL: University of Chicago Press, pp. 225-280
- Patterson, pp. [150-152](#). (on Keynes)
- Papers due at the end of the week
- Mid-quarter evaluations due Saturday, 11:59pm
- **Prompt: Why do you feel that sociology as a discipline was unable to explain the Great Depression?**

Week 6: May 5-7: A World in Crisis

- Aime Cesaire. 1997. “[From Discourse on Colonialism](#).” Eds. Bart Gilbert-Moore, Gareth Stanton, and Willy Maley. *Postcolonial Criticism*. New York: Routledge, pp. 73-90
- David Engerman. 2010. “[Social Science in the Cold War](#).” *Isis* 101: 393-400
- Andre Gunder Frank. 1997. “[The Cold War and Me](#).” *Bulletin of Concerned Asian Scholars* 3: 79-84
- Martin Luther King, Jr. 1967. “Beyond Vietnam: A Time to Break Silence.” Riverside Church, New York City, April 4. https://www.crmvet.org/info/mlk_viet.pdf
- Martin Luther King, Jr. 2018. “[The Role of the Behavioral Scientist in the Civil Rights Movement](#).” *Journal of Social Issues* 74.2: 214-223
- Quiz 3, Thursday 1:30-1:50pm
- **Prompt: How does Cesaire explain the world through the mid-twentieth century, and what do you find most relatable about it today?**

Week 7: May 12-14: The Modernization, Dependency, and World Systems Debate

- Patterson, [153-202](#)
- **Prompt: Which of the three theories were functionalist/conflict, and how so? Moreover, which one best explains the condition of the world today?**

Week 8: May 19-21: Social Change and/in the 1960s

- Neil McLaughlin and Stephen Steinberg. 2016. “[Everett Hughes on Race](#): Wedded to an Antiquated Paradigm.” In *The Anthem Companion to Everett Hughes*, edited by Rick Helmes-Hayes and Marco Santoro. Anthem Press, pp. 211-234
- Doug McAdam. 2007. “[From Relevance to Irrelevance](#): The Curious Impact of the Sixties on Public Sociology.” Craig Calhoun, *American Sociology: A History*. Chicago, IL: University of Chicago Press, pp. 411-426

- Immanuel Wallerstein. 2007. "[The Culture of Sociology in Disarray](#): The Impact of 1968 on U.S. Sociologists." Craig Calhoun, *American Sociology: A History*. Chicago, IL: University of Chicago Press, pp. 427-437
- Quiz 4, Thursday 1:30-1:50pm
- **Prompt: How do you relate to the changes (or at least the demands for change) in the way society was studied?**

Week 9: May 26-28: No Class--Labor Day. Readings moved to Week 10: Social Change and/in the 1960s Revisited

- Stephen Steinberg. 1998. "[The Role of Social Science in the Legitimation of Racial Hierarchy](#)." *Race & Society*1: 5-14
- Robert Allen. 2005. "[Reassessing the Internal \(Neo\) Colonialism Theory](#)." *The Black Scholar*1: 2–11
- Yen Le Espiritu. 1999. "[Disciplines Unbound](#): Notes on Sociology and Ethnic Studies." *Contemporary Sociology*5: 510-514
- David Harvey. 2020. "[A Brief History of Neoliberalism](#)." In J. T. Camp & C. Caruso (Eds.), *The Anti-Capitalist Chronicles*. Pluto Press, pp. 14-21
- Jordan Camp. 2017. "[The Bombs Explode at Home](#): Policing, Prisons, and Permanent War." *Social Justice* 2-3: 11–30.
- David Daley. 2024. "[There's a New Lewis Powell Memo](#)." *Slate* 6 August.
- **Prompt: In what way do you feel you benefitted (or not) from the struggle for social inquiries/analyses in that era?**

Week 10: June 2-4: Decolonizing Theories of Social Change

- Adam Scharpf and Christian Glabel. 2020. "[Why Underachievers Dominate Secret Police Organizations: Evidence from Autocratic Argentina](#)." *American Journal of Political Science* 64.4: 791-806
- Julian Go. 2024. "[Reverberations of Empire: How the Colonial Past Shapes the Present](#)." *Social Science History* 48: 1-18
- David Harvey. 2020. "[Accumulation by Dispossession](#)." In J. T. Camp & C. Caruso (Eds.), *The Anti-Capitalist Chronicles*. Pluto Press, pp. 121-127
- Quiz 5, Thursday 1:30-1:50pm
- Papers due Friday 5:59pm
- **Prompt: How far has sociology come in explaining social change, and what more do you believe it can/needs to do?**

Final (no fault): Monday, June 8, 11:30am-2:30pm, via Canvas

[1] The Gradebook on Canvas only calculates combined assignments submitted. Late assignments that receive a zero aren't automatically graded, and are often late. To better calculate your current grade, add the points you received from completed assignments and divide them by the amount of points the assignments were worth—use this grading scale as your guide.