

Lane Kenworthy

Soci 20: Social Change

University of California-San Diego

Winter 2025-26

Tu Th 5:00-6:20, Peterson 102

Lane Kenworthy

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[COURSE DESCRIPTION AND SCHEDULE](#)

This course explores social change in the United States and other affluent democratic countries.

- In what ways have societies and their institutions and policies changed?
- What are the causes of change?
- Have changes been small or large?
- Have changes been good or bad?
- What could we do to make things better?

Here are the topics we'll cover. The full schedule is in Canvas.

- Week 1. Module 1: Course introduction
- Week 1. Module 2: How do we know?
- Week 2. Module 3: Safety
- Week 2. Module 4: Personal freedom
- Week 3. Module 5: Living standards
- Week 3. Module 6: Government social programs
- Week 4. Module 7: Opportunity
- Week 4. Module 8: Education
- Week 5. Module 9: Jobs
- Week 5. Module 10: Job quality
- Week 6. Module 11: Are we near gender parity?
- Week 6. Module 12: LGTB+ inclusion
- Week 7. Module 13: Family
- Week 7. Module 14: Work-family-leisure balance
- Week 8. Module 15: Mental health
- Week 8. Module 16: Life's later years
- Week 9. Module 17: Climate change
- Week 9. Module 18: The right-wing populist challenge
- Week 10. Module 19: Religion
- Week 10. Module 20: Human rights

Requirements:

- Twice a week, in weeks 2-10, you'll take an in-class quiz.
- Once a week, in weeks 3-5 and 7-9, you'll write a comment on the course materials for that week and post it to a discussion board on Canvas. These are due at 11:59pm on Thursdays. You will also respond to the comments of two other students; these responses are due at 11:59pm on Sundays.
- There are two open-note take-home essay exams, one in week 6 and the other in week 11.

Materials:

- All required readings are from a digital textbook: Lane Kenworthy, [The Good Society](#). It's online and free. Direct links to the readings are in Canvas.
- You'll need an iClicker remote for the in-class quizzes (see below).

The course aims to improve your

1. Knowledge and understanding of social change in the United States and other countries.
2. Ability to approach social issues scientifically: identify significant questions; identify testable hypotheses; identify and assess relevant evidence, including quantitative data presented in graphical form; evaluate counterarguments; reason from evidence to conclusions.
3. Ability to write concise analytical comments and essays evaluating explanations of social processes and outcomes.

Let me elaborate a bit on the things you can expect to get from the course:

- *Substantive knowledge.* The course aims to improve your understanding of the issues we cover.
- *Approaching issues scientifically (this is often called "critical thinking").* This means examining evidence and reasoning from that evidence rather than relying solely on theory, ethical beliefs, or anecdotes. What kind of evidence? And what kind of reasoning? Social science often is similar to detective work, with the social scientist more like Sherlock Holmes than like a chemist in a lab. Seldom is the story simple, and rarely do we have the exact evidence we would need in order to be strongly confident about our conclusion. So we use various types of data, and we may deploy a mixture of analytical methods. We ask: "What would we expect to observe if a particular hypothesis were true? Is that what we in fact observe? If so or if not, what does that tell us about the answer to our question?" Then we piece together a conclusion from multiple imperfect and incomplete bits of evidence. For each topic we cover in the course, there will be one or more readings and videos. Focus on the question(s) being posed, the answer(s) given, the key pieces of evidence, and the way the author reasons in reaching a conclusion.
- *Good argument.* The course is designed to improve your ability to develop and convey effective argument. Keys include focusing on a specific question, formulating a clear proposal or position, making use of relevant evidence, addressing potential objections and counterarguments, and communicating clearly.
- *Written communication.* Good writing usually comes from two things. The first is clear thinking. But writing isn't just a way to express what you're thinking; it's a way to clarify your thinking. Don't wait until you have it all figured out before beginning to write. Start writing; doing so will help you develop your thoughts.

The second key is extensive editing. Write a draft. Then edit it. Then edit it again. And again. (For a helpful guide to good writing, see [this](#).) If you struggle with writing, you're like virtually everyone else. The course aims to help you improve, by practicing.

- *Concision.* Information and opinion are plentiful these days, so brevity is a valuable skill. The discussion posts and exams for the course are short, so you'll need to focus on the information and argument that is most relevant or useful.
- *Comfort with quantitative data.* A generation ago there was a scarcity of numerical data. Now we have an abundance: data are everywhere. That's a good thing, because data are key to answering important questions about society. You will encounter lots of quantitative data in this course, often in graphical form. If you aren't already comfortable interpreting such data and reasoning from them, by the end of the course you should be.

Here are a few things you *won't* get from this course:

- It's not all awful. Social scientists and journalists often emphasize our problems and shortfalls. That's helpful, because it spurs us to do better and (hopefully) helps us figure out how. But it also can give us the impression that things are getting worse. Sometimes that's accurate, but in other instances it's misleading. In fact, in many areas of life we could be doing better *and* yet things have been improving.
- We'll consider various causes of change, including ideas (humanism, individualism, government can help, government can hurt); individuals' beliefs, preferences, behaviors (culture, norms, public opinion); geographical movement of people (urbanization, migration); changes in demographic characteristics such as age, gender, and race; family size and structure; cohort differences and cohort replacement; increases or decreases in affluence and economic security; political institutions such as democracy; economic institutions such as companies and markets; advances in education and knowledge; changes in technology; government policies; social movements; wars and revolutions. But we won't attempt to figure out which of these have tended to have the biggest impact, or which ones have been relevant in the largest number of instances of change. In other words, we won't be trying to develop or identify a general theory of social change.
- We won't focus on sociological concepts such as norms, roles, socialization, habit, groups, community, systems, networks, interaction, structure, social reproduction, stratification, class, status, power, deviance, discrimination, segregation, professionalization, bureaucracy. We'll come across some of these, but I won't attach any special importance or centrality to them.
- We won't make use of the functionalist, conflict, and interactionist theoretical perspectives that are prominent in some sociology textbooks.

- We'll pay little attention to influential theorists. For this, consider taking a sociological theory or history of sociology course.
- In some social science and humanities courses, a key objective is to learn how to decipher complex or abstract texts – to convert them into understandable terms and concepts in order to gauge their usefulness for analyzing contemporary issues. We won't spend time on this.

GRADING

Course grades will be determined as follows. See below for details.

- 35%: in-class quizzes
- 35%: discussion board comments and responses
- 30%: exams

Each of these will be graded on a scale of 0 to 100. So your numerical course grade is calculated as: (in-class quizzes grade x .35) + (discussion boards grade x .35) + (exams grade x .30).

Your letter grade for the course will be determined as follows:

- 96.67 to 100 = A+
- 93.34 to 96.66 = A
- 90 to 93.33 = A-
- 86.67 to 89.99 = B+
- 83.34 to 86.66 = B
- 80 to 83.33 = B-
- 76.67 to 79.99 = C+
- 73.34 to 76.66 = C
- 70 to 73.33 = C-
- 60 to 69.99 = D
- below 60 = F

There will be no extra-credit projects or assignments.

NO SCREENS IN CLASS

No laptops, tablets, or phones in the classroom. The best available evidence suggests that college students tend to learn more when *not* using electronics during class ([1](#), [2](#), [3](#), [4](#), [5](#)). If you want to take notes, use pen and paper. If you need an exception to this policy, please see me.

IN-CLASS QUIZZES

In weeks 2-10, you'll take a quiz in class every Tuesday and Thursday. These will consist of multiple choice, true/false, short answer, and/or short essay questions on the course materials for that day's module.

You'll need an iClicker remote (not your phone):

- You can purchase an iClicker remote – new or used – at the campus bookstore or online.
- Register your remote for this class at <https://join.iclicker.com/ZRIS>. When registering, use your UCSD email address. If you need help with registration, [instructions are here](#).
- For technical support with iClickers, contact [EdTech Support](#).
- The base station frequency in our classroom is ????. To set your remote to this frequency at the start of class, turn on your remote, then press the power button for 3 seconds. When the frequency on the remote display starts to blink, press “???” then “???”.

Bring your iClicker remote and a pen or pencil to class each day.

Reasons for an excused missed quiz: (1) holidays or special events observed by organized religions (for students who show affiliation with that particular religion), (2) absences pre-approved by the UCSD Dean of Students (or Dean's designee), (3) extended illness (this requires a doctor's note). I'll need written verification of the circumstances.

There will be 18 quizzes. Only your 14 highest grades will count.

DISCUSSION BOARDS

In weeks 3-5 and 7-9, you'll write a comment on assigned readings/videos and post it to a discussion board on Canvas. These are due by 11:59pm on Thursdays. You will also write brief responses to the comments of two other students. The responses are due by 11:59pm on Sundays. You have to post your own comment before you're allowed to see the comments posted by other students.

Comments should address something in the course materials for that week, should engage with evidence, and should be written well. Here are a few examples, just to give you a feel. You don't need to follow these examples; this is just to give you some ideas in case you aren't sure what is expected.

- The conclusion in section 3 of the “...” reading this week was interesting, but I wasn't convinced, because it didn't consider....

- The optional reading for this week says that Figure 3 supports gun control. But it seems to me that's wrong because....
- In the video, the narrator argues that women's freedom increased because more were entering paid work. If that were true, I think we'd expect to see ..., but there's no mention of this.
- The textbook reading shows that the pattern across countries supports the hypothesis that weak labor unions are a key cause of rising income inequality in the United States, but in another class I took we learned that....
- I gave ChatGPT the following prompt: "...." It answered: "...." This contradicts paragraph 7 of the required course reading. I suspect the ChatGPT answer is more likely correct because....

You're allowed to use a generative AI tool such as ChatGPT. You must say what your prompt was. And like any other source from which you borrow evidence, reasoning, conclusions, or arguments, you're not allowed to use (part or all of) its answer as though it's your own.

If you have the Canvas app, you can post your comment and responses using your phone. But don't write as though you're texting or tweeting. Write real sentences and use proper spelling, grammar, and punctuation.

There isn't a strict word limit, but I encourage you to keep your comments under 500 words.

Grading for each discussion board comment and responses:

- 100: comment and two responses submitted, excellent quality, well written, comment includes evidence
- 95: comment and two responses submitted, very good quality, well written, comment includes evidence
- 85: comment and two responses submitted, good quality, well written, comment includes evidence
- 70: comment and two responses submitted but low quality or poorly written or comment doesn't include evidence
- 60: comment submitted but only one response
- 50: comment submitted but no responses
- 0: no comment submitted

There will be 6 discussion boards. Only your 5 highest grades will count.

DISCUSSION SECTIONS

Discussion section attendance is optional and ungraded.

EXAMS

Each exam will have one question. The question will be posted on Canvas one week before your answer is due.

The exams are open-note open-computer.

You should draw on the course materials. You can also use outside sources if you wish, but that isn't required.

You're allowed to use a generative AI tool such as ChatGPT. You must say what your prompt was (you can put this in a footnote). And like any other source from which you borrow evidence, reasoning, conclusions, or arguments, you're not allowed to use (part or all of) its answer as though it's your own.

Grading will be based on the following:

- Answer the question.
- Refer to relevant evidence.
- Address potential objections. What would a critic say are the weak points in your case? How do you respond?
- Use footnotes (not a reference list or bibliography) to give credit to anyone or anything from whom you borrow evidence or argument. I'm not picky about the formatting of the footnotes, but include the author(s), title, and year rather than just an internet address.
- Write clearly. Use proper grammar and punctuation ("I," "me," and contractions are fine).
- Length: No more than 1,000 words (excluding footnotes, charts, and tables). List your word count on the first page, along with your name and the date. To ensure that Canvas doesn't count the words in your footnotes, use the footnotes feature when creating footnotes (in MS Word: insert menu > footnote; in Google docs: insert menu > page elements > footnote). If you include charts and/or tables, put them at the end and don't include them in the word count.
- Formatting: single-space, 12-point font size, 1-inch top and bottom margins and 2-inch side margins.

If you need help with writing, consider seeking assistance from the UC San Diego [Writing Hub](#).

The due dates are listed in Canvas. An exam turned in late but within 48 hours of the deadline will be penalized 25 points (out of 100). An exam turned in more than 48 hours late, or not turned in at all, will receive a grade of zero.

Upload your exam answer on Canvas. Emailed or hard copy exam answers won't be accepted.

Submit your answer as a Microsoft Word document (not as a pdf or google doc).

Don't plagiarize. If you aren't sure what constitutes plagiarism and how to avoid it, see the UC San Diego Library's [guide to preventing plagiarism](#).

ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort unless otherwise instructed. Students are expected to adhere to [UC San Diego on academic integrity policy](#).

That policy includes the following statement: "No student shall employ aids (including artificial intelligence) in undertaking course work or in completing any assessments that are not authorized by the instructor." In this course the use of artificial intelligence *is authorized* for discussion board comments and for the two exams. See above for details.

SPECIAL NEEDS AND ACCOMMODATIONS

Students who need special accommodation or services should contact the [Office for Students with Disabilities](#) (OSD). You must register and request that the OSD send me official notification of your accommodation needs as soon as possible. Please meet with me to discuss accommodations and how the course requirements and activities may impact your ability to fully participate.

SUBJECT TO CHANGE

Information here, other than the grade and attendance policy, may be subject to change with advance notice as deemed appropriate by the instructor.