



curriculum and drawing on its content. Classroom instruction provides students with the conceptual tools, data sources, and analytical strategies to fine tune and carry out their research. Students will conduct original research using two methods of data gathering and analysis to better understand the social location of families in social hierarchies, and the consequences of social location for the aspirations and attainments of young people.

Sociology 5 Kristin Luker \*limit: 240  
EVALUATION OF EVIDENCE A review of methodological problems in assessing data relating to social life. Topics to be covered include: posing a sociological problem, gaining access to data, measuring, establishing correlation and causal connection among data, and relating data to theoretical context.

Sociology 101A Marion Fourcade \*limit: 150  
NOTE: All students interested in taking this course should submit a Soc 101A Enrollment Form by January 4, 2008 online at [http://sociology.berkeley.edu/index.php?page=special\\_enrollment#101A](http://sociology.berkeley.edu/index.php?page=special_enrollment#101A) (read information on Soc 101A enrollment and click on the link to the form). The only students who will be able to add during Phase I and II are **declared sociology seniors and sociology majors who are on the list of student not admitted to Soc 101A in F07** (see above link for info on this). Students on this special admit list should add their name to the 101A waitlist on TeleBEARS. After January 4, these students will no longer have priority as we fill the remaining seats in the course with declared sociology juniors, sophomores and intended majors from the waitlist. You will be pre-enrolling for the lecture only. The required discussion section will be assigned based on a form you will complete at the first class meeting. Therefore it is imperative that all students, enrolled or waitlisted, attend the first class session (Tuesday, January 22) and fill out a Discussion Section Preference Form in class. Sociology 101A will be offered again Fall 2008.

SOCIOLOGICAL THEORY This course offers an introduction to the construction of social theories through a survey and critical analysis of the foundational texts in sociology. We will explore the following questions: (1) What are the main themes and arguments developed in classical sociological theory? (2) How do they relate to the social and intellectual context in which these texts were produced? (3) How do these theories help us understand the world around us?

Sociology 101B Dylan Riley \*limit: 210  
NOTE: Restricted to students who have completed 101A by the end of Fall 2007. Any student who does not meet this prerequisite will be dropped from the course. Students will be pre-enrolling only for the lecture on TeleBEARS. The required discussion section will be assigned through a manual process on the first day of class, Tuesday, January 22. There will be a form given out in class for students to fill out requesting their preference for discussion section times, and students must fill out this form in class to insure getting into a section of their choice. Sociology majors who completed Soc 101A prior to Fall 07 should see an Undergraduate Advisor in Barrows Hall as soon as possible.

SOCIOLOGICAL THEORY See instructor for description.

Sociology 106 Leo Goodman \*limit: 20  
NOTE: This course has been approved to satisfy the Sociology seminar requirement

QUANTITATIVE/STATISTICAL METHODS FOR THE ANALYSIS OF SOCIAL DATA In this course we will cover various topics in quantitative research methods, particularly the statistical reasoning and methods used in the analysis of social data. Recommended for undergraduate students who may be considering the possibility of going on either to (a) graduate work in sociology and/or related fields, or (b)

other work leading toward a career in sociology and/or related fields. For additional information, phone 642-5988 or 843-6013.

Sociology 107A      Martin Sanchez-Jankowski      \*limit: 15

**FIELD RESEARCH: PARTICIPANT OBSERVATION** The Department of Sociology offers a comprehensive training program for undergraduate students interested in field research using the participant observation method. Students will be trained as researchers in the Center for Urban Ethnography's annual Bay Area Study. There is a different topic each year. This year's topic will be announced through the Sociology Undergraduate Office. Students will receive their training under the direction of Professor Martin Sanchez-Jankowski in Soc 107A. Students will be required to enroll in a year-long course, Soc 107A and 107B (9 units total). Sociology 107A is intended to give the student both substantive background and practical training on the participant observation method and the topic of the Bay Area Study. In Sociology 107B students will be primarily conducting the research and entering the data on a computer-assisted program, which will be housed in the UC DATA archives at the Survey Research Center for public use. Admission to this course is by instructor approval. There is an application students must complete to be considered for the Bay Area Study Field Research Program, available in 410 Barrows and the Sociology Undergraduate Advising Office, in Barrows Hall, or on the department website, sociology.berkeley.edu. Deadline to apply is December 15, 2007.

Sociology 111      Mary Kelsey      \*limit: 130

**SOCIOLOGY OF THE FAMILY** This course will examine major elements in the complex relationship between families and larger social forces. Rather than assuming a universal model of the family (sometimes seen as the "building block" of society) we will look at families as diverse social entities who are supported or constrained by economic factors, gender ideologies, racial inequality, sexual norms and cultural changes-including those brought through immigration. Once we understand how forces of social inequality play out within families in general, we can better understand the particular family dynamics. And, with insights into these social and institutional influences, we can better imagine a variety of political, economic and cultural reforms which would truly support families in their diverse forms.

Sociology C112      Paula Nesbitt      \*limit: 100

(cross-listed with Religious Studies C182)

*NOTE: This course is not open to students who have taken Religious Studies C182*

**SOCIOLOGY OF RELIGION** Contemporary events locally and globally point to the continuing importance of religion as a variable in our collective social life. Religious perspectives and practices have often subtly, if not overtly, affected the norms, values, assumptions, and conflicts involving our social, economic, and political institutions, even where secular protections are in place. This course will explore differing theoretical understandings of the ways that religion generates both social cohesion and conflict. Emphasizing contemporary contexts and issues, the course will analyze different worldview frameworks; religion's relationship to culture, ethnicity, and identity politics; and quests for meaning-making. Attention will be given to religion as a social force in both maintaining and challenging race, gender, and class inequalities. Religious movements, conflicts, the use of violence, and the prospects of peace-making will be studied within the context of broad globalization processes.

Sociology 115      Loic Waquant      \*limit: 65

**DEVIANCE AND SOCIAL CONTROL**

Please see instructor for course description.

Sociology 116 Peter Evans

\*limit: 100

**SOCIOLOGY OF WORK**

Work is what we spend most of our lives doing. Analysis of the organization of work and its social, political and cultural bases and effects is a core topic in any Sociological theory. The workplace is central to the organization and enforcement of social hierarchies and a key site of movements for change. This course will look at a global panorama of contemporary workplaces. We will focus particularly on the routine service and manufacturing jobs that shape the lives of most people, both in the rich countries of the Global North and in the poor countries of the Global South. We will examine the efforts of workers and the labor movement to build solidarities in the workplace and connect them with other social movements. We will also look at the ways in which gender, race and citizenship intersect with work-based conflicts and solidarities.

Sociology 118 James Stockinger

\*limit: 65

**SELECTED TOPICS IN FAMILY & LIFE CYCLE: SOCIOLOGY OF CHILDCARE**

In 1954 14% of women with children under six worked outside the home. In 1998 it was 60%. Young children are spending more and more time in the care of non-family members. An increasing body of research shows that the first few years of life are the most crucial, formative period of human development. And yet the child care providers in whose care we as a society entrust children at this stage of growth are paid less than parking lot attendants. What's going on? In this course we will attempt to understand the causes and consequences of this fundamental transformation of human experience. We will examine the debates over the social construction of childhood, theories of the developmental needs of young children, the "withering away" of the family in response to economic, cultural and political forces, the decline of those communities of care that once supported the family and the political economy of child care, at the local, state and national level.

Sociology 119 Phillip Gordon

\*limit: 75

**SOCIETY AND INFORMATION TECHNOLOGY**

Technology, derived from ancient Greek, means "study of methods." A dictionary definition: "A manner of accomplishing a task especially using technical processes, methods, or knowledge." The course will examine the relationship between technology and human society; how technology influenced the development of society, how society influenced the development of technology, and how people in society view technology. The course will provide current and historical examples and information from around the world, since technology, despite the perception of the popular press, is not unique to the US. The course will be of value to students in business and sociology, and requires no specialized knowledge

Sociology 122 Trond Petersen

\*limit: 160

**COMPARATIVE PERSPECTIVES ON U.S. AND EUROPEAN SOCIETIES** The class explores differences between modern societies through systematic comparisons of the U.S. to European countries in several domains. It starts with discussing the broader social organizations of the societies in terms of political economy, political systems, and welfare systems. It then continues with analyses of central social changes, social problems, and institutions in the societies, including the topics of gender inequality, immigration, rising inequality, religion, individualism, educational institutions, and health systems.

Sociology 130 Sandra Smith

\*limit: 50

**SOCIAL STRATIFICATION:** This course offers students a survey of the most influential classical and contemporary studies of social inequality to date, studies that have shaped the field of stratification in the United States. Students will learn what inequality is and what purpose it serves in society. They will gain an understanding of the extent to which inequality varies internationally, explore how inequality is generated, and learn why it is growing in the U.S. context. Students will also become familiar with

research on the change and persistence of racial, ethnic, and gender inequality, as well as the consequences of inequality in American society generally.

Sociology 131AC      Andy Barlow

\*limit: 50

NOTE: This course satisfies the American Cultures requirement. Not open to students who have completed 131A.

**RACE AND ETHNIC RELATIONS: U.S. EXPERIENCE** This course utilizes theories and methods of sociology to analyze the division of U.S. society into racial and ethnic groups in the past and the present, and the prospects for race and ethnic relations in the future. The three goals of the course are: (1) to analyze the causes and consequences of racism in the U.S.; (2) to assess the contributions of diverse ethnic groups to U.S. society; and (3) to assess proposals for ameliorating and ending racism in the U.S. The course is organized into four units: (1) sociological theories of race and ethnicity; (2) racial and ethnic relations in the past; (3) racial and ethnic relations in the present, with a specific focus on the impact of globalization on U.S. race relations; and (4) racial and ethnic relations in the future. Course requirements include participation in sections; a midterm and a final exam; a 10-12 page final paper.

Sociology 133      Raka Ray

\*limit: 100

**GENDER AND SOCIETY: THE SOCIOLOGY OF WOMEN** This course will bring together feminist theories, history, autobiography and fiction to arrive at a better understanding of how gender is organized for and experienced by various groups of women. In order to do this, we will examine 1) theories, both past and present, which have been called upon to explain "gender" and "gender differences" 2) key social, economic and cultural ideas and institutions that impact upon women and 3) how groups of women (working class and middle class, first world and third world, white and non-white), differently placed within these institutions, understand and articulate their identities. The written requirements include a midterm, a 10-12 page paper, and a take-home final exam.

Sociology 134      Barrie Thorne

\*limit: 65

**GENDER AND THE POLITICS OF CHILDHOOD** Focusing on the early years of life, this course will explore gender and age as interrelated dimensions of social structure, meaning, and identity. We will first consider the varied ways in which social and cultural practices have shaped embodied experiences of gender and of growing older. We will then discuss the gendered politics of childhood in the context of particular issues, including the social regulation of reproduction (new reproductive technologies; abortion; adoption); child-rearing and the politics of motherhood, fatherhood, and care; historically changing constructions of "the child" and of "childhood," including ideas about the needs, capacities, and rights of girls and of boys in varied social class, racial-ethnic, religious, and national contexts; the gendered dynamics of child poverty, consumption, and schooling; and the global political economy of "children out of place" -- child soldiers, laborers, prostitutes, and "street children." Among the readings: Viviana Zelizer, *Pricing the Priceless Child*; Alex Kotlowitz, *There Are No Children Here*; Sandra Cisneros, *The House on Mango Street*; Fatima Mernissi, *Dreams of Trespass*; Ann Ferguson, *Bad Boys: Public Schools in the Making of Black Masculinity*; Michael Hecht, *At Home in the Street; Street Children of Northeast Brazil*. Course assignments will include a take-home essay, a short field study and a final exam (short-answer and essay format).

Sociology 141      Mark Wilson

\*limit: 130

**SOCIAL MOVEMENTS** Movement, Counter Movement: Social and Cultural Change Since The Civil Rights Movement. In the title of his last book in 1967, the famed leader of the Civil Rights Movement, Rev. Dr. Martin L. King, Jr. poses the question, *Where Do We Go From Here: Community or Chaos?* This course asks that question in a different way: where did we go since the Civil Rights Movement and what is the current status of social movements? To investigate these questions, we will at first consider



**SOCIAL CHANGE IN CENTRAL AMERICA** This course will introduce students to the origins and nature of social change in contemporary Latin America. A socio-historical approach will be used to describe the region's development, which will lay the groundwork for understanding the emergence in recent decades of movements promoting social change. We will examine the socioeconomic and geopolitical aspects of the region's conflicts, the actors involved in these processes, and the dilemmas that have arisen where social movements succeeded in gaining power and initiating a process of social transformation. Special focus will be placed on three countries in the region where social conflict and change has been most intense.

SOCIOLOGY 190 SEMINARS

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The procedures for getting into a sociology seminar are as follows:

- 1) Go to the Sociology Department website, <http://sociology.berkeley.edu/courses/>, and review the syllabi for the 190 seminars you are interested in.
- 2) Complete the Sociology 190 Enrollment Form online <http://sociology.berkeley.edu/forms/190form/form.php>. Be sure to submit this form by January 4, 2008.
- 3) Students will be placed into seminars the week before school begins. We will admit up to ~75% of the available space, prior to classes beginning. Priority is given to declared sociology majors who have not satisfied the seminar requirement – graduating seniors first, then seniors graduating the next semester, etc. After these students are accommodated, other students will be considered by the instructor, if there is space, once the class starts meeting. Students will get an email informing them of these decisions in mid-January.
- 4) If you are interested in more than one seminar, you must indicate your preferences on the form. You will be added to only one seminar that has excess demand. We will do our best to add students to their top choice, but cannot guarantee this. You may take more than one seminar, if there is space in another seminar after all other students are added. Additional seminars count for electives in the major.
- 5) Before classes begin, add your name to the waitlist on TeleBEARS for the seminar you got admitted to and/or are interested in taking. You will be officially added to the course from the waitlist before it meets the first week of school. **You then must attend the seminar class during the first 2 weeks or you will be dropped from the course.**
- 6) The remaining seats available will be filled after the first class has met with students who are on the waitlist and are attending the class, according to the priorities listed above.

Sociology 190.001

Tom Gold

\*limit: 25

**HONG KONG SOCIETY** It is ten years since Hong Kong shifted from being a Crown Colony of Britain to a Special Administrative Region of the People's Republic of China. How has it fared? What has changed and what hasn't? Why? This seminar reviews Hong Kong's history then focuses on important issues of economy, social change, politics, culture, media, family, relations with China, environment, etc. We will discuss these topics based on readings, films and guest speakers. Each student will select a topic for in-depth research, resulting in a class presentation and 15-20 page term paper.

Sociology 190.002

Jerry Karabel

\*limit: 25

**POWER AND INEQUALITY IN AMERICAN HIGHER EDUCATION.** This advanced undergraduate seminar will examine the changing relationship of the university to the political system and to patterns of racial and class inequality. Each participant will be required to make a formal oral presentation to the class on her/his chosen research topic while work is in-progress and to write a major research paper. Among the subjects to be addressed are the debate over affirmative action, the role of social class in higher education and the controversy over meritocracy. Readings will include William Bowen and Derek Bok, *The Shape of the River*; George Curry (ed.), *The Affirmative Action Debate*; Walter Michaels, *The Trouble with Diversity*.

Sociology 190.003 John Martin \*limit: 25

**INSTITUTIONS AND COGNITIONS** This is a seminar in advanced social psychology examining institutions that are oriented to producing beliefs and other cognitive elements. We begin with a grounding in the classical tradition. We then examine religious, scientific, educational and other institutions, emphasizing a few case studies. Students will write a paper that is either an analytic review/annotated bibliography for some realm, or a research paper on a particular case.

Sociology 190.004 Ofer Sharone \*limit: 25

**THE VANISHING AMERICAN DREAM: WORK IN THE NEW ECONOMY**

Is your college degree a ticket to a comfortable middle class life? Why do many fulltime workers on this campus earn poverty wages? Why do Americans work longer hours than workers in other advanced democracies? How do gender and race affect occupational opportunities? Can labor unions and progressive social movements make a difference? These are just some of the questions discussed in this seminar, which will focus on the connection between seemingly private and disconnected struggles to realize the American Dream and the underlying dynamics of Neoliberal capitalism in contemporary America.

Sociology 190.005 Ryan Centner \*limit: 25

**SOCIOLOGY OF THE BUILT ENVIRONMENT**

The walls that shelter us, the streets we stroll, the clothes we wear, and the gadgets we use every day are "stuff" with much greater sociological importance than might be obvious on the surface. This seminar is about how these material objects—from buildings to consumer goods—have much more significant effects in the social world than their mere material would suggest. For example, they enable certain social relations while squelching others; or they preserve key aspects of social order, or represent avenues for undoing existing social patterns. The course highlights this by examining the built environment and other "stuff" in relation to questions of power and politics, consumption, identity, invention, organization, and memory. We begin with a focus on sociological theories of space, material objects, and everyday practice. We then shift to a more concrete emphasis on architecture and the built environment of cities. The third part of the course delves deeper into the social lives of "stuff" with a close look at social relations manifest in – and emerging against – the very different worlds of public housing projects, luxury hotels, shopping venues, high-security apartments, and memorial sites. Our goal is to better comprehend (1) how a sociological perspective is useful in design and planning, and (2) why our sociological understandings of change and continuity must take account of large- and small-scale "stuff" as integral to the social world.

Sociology 190.006 Leslie Wang \*limit: 25

**GENDER IN CONTEMPORARY CHINA** From its inception in 1949, the People's Republic of China has used an array of social engineering projects, political movements, policies and economic reforms to create a modern Chinese state. This course views China through the prism of such modernizing projects, and seeks to uncover the ways in which China's quest for modernity is a gendered and engendering process. In this course we will primarily explore the ways in which women, girls and femininity have

been constructed and represented in recent Chinese society—as well as the ways in which women as actors have defined themselves in the face of overarching social, economic and political restraints. As gender at its most basic level is a relational concept, this course will also take into account the construction of Chinese masculinity and current representations and expectations of men.

Sociology 190.007

Leora Lawton

\*limit: 25

**COMMUNITY-BASED RESEARCH** This course combines a methods course with a substantive area of sociology by working with a community-based organization (CBO). The instructor, students and CBO partners work collaboratively to carry out a research project that will help the CBO meet the needs of its own constituents and better fulfill its mission. The instructor serves as the senior researcher, the students are researchers under the guidance of the senior researcher, and both work to serve the needs of the CBO. The course has structure, but the nature of doing work outside a laboratory is that it will be fluid. Students wishing a very organized step-by-step course with no surprises will be frustrated. Students will go through the entire process of a research engagement as determined by the mutually defined objectives of the CBO. By the end of the semester, they will know how to research a subject matter, do analysis, prepare and present a report, all while working collaboratively with the CBO. Their research will be active and engaged, rather than passively working for a grade. There are two purposes to this course: (1) To give students actual work experience as a sociologist; and (2) to refine and deepen their knowledge of conducting sociological research while gaining thorough knowledge of the subject matter of the CBR project. The CBO partner will be announced when finalized. Soc 5, 101A/B and either Soc 111 or 115 (TBD) are recommended.

Sociology H190B

Vicki Bonnell and Mary Kelsey

\*limit: 30 total

*NOTE: Only students who have been enrolled in Sociology H190A are eligible to enroll in Sociology H190B.*

**SENIOR HONORS THESIS SEMINAR** This is the second semester of a two-semester sequence in which each student will complete a senior honors thesis. During the semester students will research and write an honors thesis, based on the prospectus prepared in H190A.

Sociology 196W

Course Control Number is 81909.

Inquire at Berkeley Washington Program, 78 Barrows Hall.

SOCIOLOGY 197, 198, 199 (Independent Study)

Sociology 197: Field Study

Sociology 198: Group Study

Sociology 199: Independent Study

Independent Study is specialized study between 1 and 4 units arranged by a student or group of students in conjunction with a faculty member or current visiting lecturer in studying a particular area of interest. Students must have completed at least 60 units, have a GPA of 2.0 or above and should come prepared with some idea of areas of interest in which they would like to pursue further study. Students may also earn units in Field Studies via a job, internship or volunteer position they currently hold by writing about this experience and its relevance to the field of sociology. Unit value of a particular Independent Study course is arranged with the faculty sponsor. The workload determination should take into consideration the following formula: 1 unit = 3 hours of work per week over the 15 week semester (including meetings with the faculty member, research, etc.). All Independent Study courses must be taken Pass/No Pass, and a maximum of 16 units of Independent Study may be counted toward the requirements of a Bachelor's degree. A list of faculty

and their areas of specialization and research interests is available for reference. Application requires faculty sponsorship and approval of the Department Chair, which can take up to two weeks. Once the Chair's approval is received, the student will be given a course control number in order to add the course via Tele-BEARS. Applications are available outside 450 Barrows.

## Important Information and Tips for Sociology Enrollment

### Enrolling for Sociology Courses on TeleBEARS:

- **Phase I:** All upper division sociology courses are **open only to officially declared sociology majors**. **Phase II:** Most courses will have some space open to undeclared and outside majors on a first-come, first-served basis in Phase II only, depending on space availability and demand from sociology majors. **Students who are prepared to declare the sociology major should do so as soon as possible**, to gain priority for sociology courses.
- In Phase II, we reserve a small number of seats in most of our upper division sociology courses for **Social Welfare, American Studies and ISF majors** who rely heavily on sociology courses for completion of their major requirements.
- Soc 1 and Soc 5 have large blocks of seats reserved for sophomores and juniors who need these courses to declare the sociology major. Enrollment in Soc 3 and 3AC is first-come, first-serve and is a course that should not be taken by intended sociology majors.
- If you are a declared sociology major, you can simply enroll in sociology courses on TeleBEARS either in Phase I and/or Phase II. **Some courses may fill up entirely with sociology majors in Phase I or the early part of Phase II**, particularly smaller courses (less than 100 spaces). Thus it is advisable to make those courses a Phase I priority. We do not reserve space for sociology majors during the Adjustment Period, but they are usually given priority off the waitlist as space opens up.
- Most courses have just a lecture course to enroll in. Some courses have **required discussion sections**. If so, students must first enroll in a section before they can enroll in the lecture during pre-enrollment. However, section enrollments for Soc 101A/B are not handled on TeleBEARS, and there is a form to fill out at the first class meeting that is used to assign students to sections.
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101A, 107A, 190, H190A, and all independent studies (98, 197, 198 and 199). Go to:  
[http://sociology.berkeley.edu/index.php?page=special\\_enrollment](http://sociology.berkeley.edu/index.php?page=special_enrollment)
- Students should check the General Catalog to be sure they have met the prerequisites for a sociology course and are prepared to succeed in it. In upper division sociology courses the prerequisite is usually Soc 1, 3, 3AC, or the consent of instructor. **TeleBEARS does not have the capability to check for prerequisites** and will still allow students to enroll, even if the prerequisite course is not listed on their transcript. Most courses are taught with the assumption students have completed the necessary course preparation, and students may have troubles with assignments without it.

### Sociology Waitlists and Enrollment Changes Once the Semester Begins:

- Attendance at all class meetings, including discussion sections, is required during the first 2 weeks in all sociology courses. **Instructors usually drop students for nonattendance**. There is generally about a 20% drop rate in most upper division sociology courses, and a higher rate in lower division sociology courses. Students who

cannot attend class because of a conflict should write a note to the instructor or GSI explaining why they missed class and that they intend to take it. **Students should never assume they have been dropped from a course**, and should always check on TeleBEARS to make sure they have or haven't been dropped from a course after the second week.

- **Waitlists in all upper division sociology courses do not open until Phase II.** Nobody, including declared sociology majors, can get on a sociology course waitlist during Phase I, except in Soc 101A and the 190 seminars.
- **Students who are unable to enroll in a sociology course** should add themselves to the TeleBEARS waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is almost always off the TeleBEARS waitlist only. An instructor cannot add a student to the course in any other way. The University requires that students show intent to take a course by enrolling or adding themselves to the TeleBEARS waitlist. We generally do not use Course Entry Codes to add students to sociology courses.
- All sociology waitlists, except in Soc 3 and 3AC, are manual waitlists. This means that **students are added selectively, rather than in numerical order, based on pre-established priorities** (i.e. priority majors and/or class level). Students are generally added off the waitlist at the end of Phase II, if space is available, and once the semester begins, after enrolled students start to drop.
- **Once classes begin, the instructor and/or GSI decide which students to add off the waitlist.** Instructors do not make these decisions prior to the start of the semester. In most cases they use established departmental priorities: 1) Sociology majors; 2) Social Welfare, American Studies and Interdisciplinary Studies Field Majors; then 3) Other majors and undeclared students. Further priority is usually given within each of these categories by class level--seniors first, then juniors, etc. and even further by the order those groups of students are listed on the waitlist. Instructors also tend to give priority to students attending class.
- **If there is a discussion section, admittance to the lecture depends on getting into an open section.** Students should attend as many sections as possible to find one with space and put themselves on the course wait list on TeleBears. Students not already enrolled in the lecture will be added off the TeleBEARS waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on TeleBEARS or BearFACTS, especially during the first 5 weeks of the semester and by the add/drop deadline at the end of the fifth week and the deadline to change P/NP to letter grade (5<sup>th</sup> week) and a letter grade to a P/NP (10<sup>th</sup> week.). Students are responsible for ensuring their schedule is accurate. Changes due to instructor drops or adds off waitlists can occur without notification through the fifth week of the semester.