

DEPARTMENT OF SOCIOLOGY
Fall 2012 GRADUATE COURSE DESCRIPTIONS
August 28, 2012

IMPORTANT: Be sure to read the information in the Fall 2012 *Schedule of Classes* regarding how to enroll via TeleBEARS. Sociology graduate students may obtain their Advisor Code at the Graduate Office in 422 Barrows Hall.

GRADUATE STUDENTS FROM OTHER DEPARTMENTS: There may be a limited number of seats available for non-Sociology **graduate** students after sociology graduate students have been accommodated; check with instructor. You may enroll in these courses during Phase I or Phase II with consent of the course's instructor and a course entry code (CEC) from the instructor. Please note that all Sociology graduate courses are **Instructor Mark**, which allows the professor to mark a student to drop the course if pre-requisites are lacking or approval has not been obtained.

UNDERGRADUATES: For all courses you must check with the instructor before or at the first class meeting to determine if there is space after graduate students are accommodated. If space is available, you may request a CEC from the instructor and enroll during the Adjustment Period.

Sociology 200	Neil Fligstein
T 12-1	420 Barrows
GRAD PROSEMINAR	
Sociology 201A	Ann Swidler
M 12-2	402 Barrows
<i>Note: This course is required of, and open only to, first-year graduate students in sociology and demography.</i>	
SOCIOLOGICAL THEORY: This course is an advanced introduction to classical sociological theory, stressing both historical and formal aspects. The course will examine the basic sociological questions and explanatory strategies of Emile Durkheim, Karl Marx, and Max Weber. We will also discuss how to formulate theoretically significant questions and how to assess the adequacy of theoretical arguments.	
Sociology 202B	Loic Wacquant
T 4-6pm	402 Barrows
PRACTICE AND SYMBOLIC POWER IN PIERRE BOURDIEU: This is an advanced social theory/sociology/anthropology course that presupposes solid knowledge of the key works of classical social science. Using a mixed lecture-seminar format, we attempt a systematic study of the work of Pierre Bourdieu in its sociobiographical, intellectual, and theoretical contexts, anchored by the three pillars of his thought: the logic of practice, the workings of power, and the potency and limitations of knowledge. We will strive to elucidate the epistemological principles, methodological stances and procedures, core concepts (habitus, capital, field, doxa, symbolic violence), and substantive theories that undergird and arise out of Bourdieu's varied empirical investigations of the alchemy of (symbolic) power in society and history. We will consider how these theories developed, cohere (or not), and their implications, and contrast them with alternative conceptions of social action, structure, and knowledge. The purpose is to move towards a sociogenetic understanding as well as generative grasp of Bourdieu's scientific "point of view" (as opposed to scholastic erudition and sycophantic veneration) that would enable us to	

both reproduce, extend, and challenge the models of social analysis he proposes.

Sociology 271B

Mike Hout

T 2-4

402 Barrows

Please note: This course has a lab that will meet on W 2-5

SOCIOLOGY RESEARCH METHODS: This is a first course in statistics designed for sociology graduate students who have limited experience with quantitative methods. It assumes some acquaintance with the basics of probability and statistics as typically taught in a college-level course. Principal activities include: 1. Explore the statistical concepts and methods that sociologists most commonly use to gather and analyze quantitative evidence. 2. Use Stata (a popular computer program) to put those skills into practice. 3. Apply the skills to a sociological data set each student chooses, to gain facility and confidence in the use of these methods.

Sociology 273D

Trond Petersen

M 9-12

402 Barrows

PLEASE CONTACT INSTRUCTOR

Sociology 280C

Dylan Riley

TH 10-12

402 Barrows

PLEASE CONTACT INSTRUCTOR

Sociology 280G

Sam Lucas

T 10-12

402 Barrows

SOCIAL STRATIFICATION AND CLASS ANALYSIS: This course serves as an introduction to the field of social stratification and class analysis (strat for short). Strat is a field that weds an intense interest in theoretical claims to a commitment to the empirical adjudication of theoretical debates, with the outcome being socially relevant understanding of power and inequality. To evaluate theories empirically has called analysts to employ tools systematically; many times, theoretical debates about the world find articulation in the language of methodology. Yet, if one can attend to the technical issues without becoming lost in the wizardry, one can find at the center a substantive debate with potentially large implications for our understanding of inequality and power in society. And what could be more important for our time? Why is it that some people are paid a great deal, while others scrape by on very little? What are the structural forces that allocate persons to these different positions in society? How much does one's parents' status determine one's own future? How are persons sorted into mating partnerships? How long do the effects of previous generations last? Can states or trans-state entities do anything to alter the pattern of inequality or reduce its impact? I could go on listing questions, which is to say that, unfortunately, we will not be able to read the literature on every single question of interest to strat researchers. But, as even this smattering of questions suggests, the issues that occupy strat researchers concern the development of public policy; the functioning of economies and distribution of goods; the acquisition and wielding of political power; the stock of philosophical, religious, and ideological commitments; in short, the entire edifice of society and any effort to forge a better world for future generations. Hence, the stakes in play for strat research are vast, daunting--and humbling.

Sociology 280P

Jerry Karabel

M 4-6pm

402 Barrows

THE UNITED STATES IN COMPARATIVE AND HISTORICAL PERSPECTIVE: This graduate seminar will examine works from sociology, political science, and history to situate the United States in comparative and historical perspective, with a special emphasis on the issue of American “exceptionalism.” Drawing on the “varieties of capitalism” literature, it will assess the extent to which the United States is an outlier among wealthy democratic countries in basic forms of economic and political organization. Among the questions asked will be: Why did the United States, alone among advanced industrial societies, never develop a mass-based socialist movement? How does the United States compare to other wealthy democratic countries in terms of the social well-being and quality of life of its population? And how do overall levels of societal well-being relate to a nation’s fundamental political, economic, and social institutions? Among the likely required readings will be: Alexis de Tocqueville, *Democracy in America*, Robert Dahl, *How Democratic is the American Constitution?*, Seymour Martin Lipset, *American Exceptionalism*, Robin Archer, *Why Is There No Labor Party in the United States?*, David Garland, *Peculiar Institution: America’s Death Penalty In An Age of Abolition*, Irwin Garfinkel et al., *Wealth & Welfare States: Is America A Laggard Or Leader?*, Jacob Hacker and Paul Pierson, *Winner-Take-All Politics*.

Sociology 280V	Vicki Bonnell
T 12-2	402 Barrows

SOCIOLOGY OF EVERYDAY LIFE: The sociology of everyday life as a field of inquiry is associated with a core group of sociologists (e.g., Simmel, Elias, Bourdieu, Goffman, and de Certeau). There is, however, little consensus concerning its empirical boundaries, theoretical frameworks, and methodologies. Symbolic interactionists, historical sociologists, sociologists of culture, economic sociologists, sociologists of emotion, ethnomethodologists, and many others rub shoulders in a subfield that eludes precise definition. The seminar seeks to provide a coherent framework for studying the sociology of the quotidian, with an emphasis on the micro-macro link. We will take up six topics: 1) everyday life and the habitus; 2) everyday life and the public sphere; 3) everyday life and the private sphere; 4) strategy and tactics of everyday life; 5) everyday life and space; 6) everyday life and time. In the process, we will examine codes/rules of conduct and etiquette, taste, style, self-presentation, (house) work, emotions, resistance, and the spatial and temporal coordinates of social action. Readings will cover a broad terrain chronologically (from the great transformations in everyday life during the late middle ages to the modern era) and geographically (Europe and North America). We will discuss works by Elias, Bourdieu, Simmel, Goffman, de Certeau, Hochschild, Hebdige, Zerubavel and others. The seminar, which emphasizes reading rather than research, is open to students in all departments with permission of the instructor. No auditors will be admitted but graduate students who do not want a letter grade may take it on a P/NP basis. The study of everyday life is now recognized as a QE field in the UCB Department of Sociology.

Sociology 280X	Cybelle Fox
TH 2-4	402 Barrows

IMMIGRATION, INCORPORATION, AND CITIZENSHIP: This seminar will examine immigration to the United States. We start by looking at the reasons that people migrate. Next, we turn to the American response to immigration. In particular, we examine federal, state, and local immigration policy, as well as the determinants of anti-immigrant sentiment among American citizens. We also consider how immigrants are being incorporated into American

society. Do today's immigrants, who hail predominantly from Asia and Latin America, assimilate in a manner similar to European immigrants a century ago? Or are their experiences more akin to those of native-born racial minorities such as African Americans? Next we consider membership and mobilization. How salient is race and ethnicity to immigrant identities? Under what conditions do immigrants naturalize? To what extent do immigrants remain connected to their countries of origin? And what explains immigrant political mobilization? Lastly, we consider whether we can (and should) control immigration, paying special attention to the social construction of "illegality."

Sociology 285	Vicki Bonnell
TH 12-2	420 Barrows
<i>Note: The course will be offered on alternate weeks throughout the AY 2012-2013 but will be officially listed for the Fall 2012, with course credit for one semester.</i>	
RESEARCH, PLANNING AND WRITE-UP PRACTICUM: Open only to UCB sociology students working on M.A. papers or dissertations, Sociology 285 will be tailored to the interests of its members. We will work in a mutually supportive and stimulating environment enabling each participant to move ahead efficiently with his/her project. In the past, students enrolled in the seminar have entered at different stages of their research and writing, but all benefit from a structured series of written assignments and presentations designed to develop methodological self-reflexivity and to facilitate progress. Above all, the seminar provides an intellectual community and guidance in carrying out all phases of the design and implementation of the project from constructing a prospectus/research strategy to the final write-up. We will focus attention on topics such as formulation of the basic research question, approaches to data collection and analysis, and the sociological significance of the study. Form as well as content will be discussed, including stylistic and technical aspects of writing. Each student will construct an individual timetable at the inception of the seminar and will aim to complete all or part of the project during the academic year. Seminar members will be expected to complete written assignments, read the work of other students, present their work, and participate in class (except when out of town for research purposes). This seminar may be taken more than once.	
Sociology 301	Irene Bloemraad
F 2-4	402 Barrows
TBD	