

DEPARTMENT OF SOCIOLOGY
Graduate Course Instructors and Sample Descriptions

<u>Number</u>	<u>Title</u>	<u>Instructors</u>	<u>Last Taught</u>
Soc 201	Sociological Theory	Fligstein, Swidler	Fl 02
Soc 202A	Classical Theory	Burawoy, Chodorow, Swidler, Wacquant	Fl 02
Soc 202B	Contemporary Theory	Burawoy, Chodorow, Wacquant, Luker	Fl 02
Soc 271A	Research Methods (I)	Burawoy, Fischer, Luker	Fl 02
Soc 271B	Research Methods (II)	Fligstein, Hout, Lucas, Petersen	Sp 03
Soc 271C	Research Methods (III)	Hout, Petersen	Fl 02
Soc 271D	Quant. Meth. in Soc. Sci.	Goodman	Sp 03
Soc 272A	Logic of Inquiry	Swidler & Voss, Lucas	Sp 03
Soc 272B	Survey Research		
Soc 272C	Comparative/Historical	Bonnell, Voss	Sp 03
Soc 272D	Statistical Research	Goodman, Petersen	Sp 01
Soc 272E	Participant Observation	Burawoy, Sanchez-Jankowski, Thorne, Moon	Fl 02
Soc 272F	Interview Methods	Luker, Ray, Chodorow, Enriquez	Sp 03
Soc 273B	Adv. Survey Research		
Soc 273C	Adv. Compar/Historical	Bonnell, Voss	Sp 98
Soc 273D	Adv. Quant. Research	Goodman, Lucas	Fl 00
Soc 273E	Adv. Partic. Observation	Burawoy, Sanchez-Jankowski, Thorne	
Soc 273F	Adv. Interview Methods	Luker, Ray	Sp 97
Soc 273G	Meth. Issues in Develop.	Enriquez and Evans	Fl 93
Soc 273H	Demographic Methods		
Soc 273J	Feminist Methods	Chodorow	Fl 97
Soc 280A	Law and Deviance	Duster, Edelman (JSP)	Sp 02
Soc 280B	Race and Ethnicity	Wacquant, Sanchez-Jankowski	Sp 03
Soc 280C	Political Sociology	Burawoy, Karabel, San-Jan., Weir	Sp 03
Soc 280D	Organizations	Fligstein, Petersen	Sp 99
Soc 280E	Industrial Sociology	Voss	Sp 03
Soc 280F	Family and Life Cycle	Chodorow, Hochschild, Thorne	Sp 03
Soc 280G	Stratification	Hout, Petersen	Sp 03
Soc 280H	Development	Enriquez, Evans, Gold	Fl 02
Soc 280I	Religion	Swidler	Sp 01
Soc 280J	Urban Sociology	Fischer, Sanchez-Jankowski, Weir, Wacquant	Sp 00
Soc 280K	Social Psychology		Sp 99
Soc 280L	Gender	Chodorow, Hochschild, Ray, Moon	Fl 02
Soc 280M	Culture	Swidler, Wacquant	Fl 01
Soc 280N	Education	Karabel, Lucas	Fl 02
Soc 280O	Health & Medicine		
Soc 280P	Area Studies	Bonnell, Enriquez, Gold, Karabel, Weir	Sp 03
Soc 280Q	Economy & Society	Evans, Fligstein	Fl 02
Soc 280R	Professions	Karabel	Sp 01
Soc 280S	Social Movements	Ray, Voss	Sp 00
Soc 280T	Rural Sociology	Enriquez	Fl 01
Soc 280U	Society & Environment		
Soc 280V	Information Society		Sp 00

Sociology 201

SOCIOLOGICAL THEORY The transition to modern societies can be characterized by three changes in social organization: the economy shifted to capitalist social relations, the emergence of bureaucratic states with military capacity, and the decline of religion and rise of a new conception of moral action stemming from the rational pursuit of self interest. At the core of these changes is the idea that social life is a human construction and is, therefore, malleable. The nature of self, group, interest, power, action, structure, and knowledge become theoretical questions open to historical and social analysis. All social theories, classical, modern, and postmodern, start with those changes and try to make sense of them. The course will 1) focus on providing a context to read social theories based on their social and intellectual context; 2) consider the intellectual lines that one can draw from the classics to the moderns as a result; and 3) read selectively in texts that try and grapple with the difficult questions of social theory focussing on the classical works.

Sociology 202A

CLASSICAL THEORY: FREUD AND BEYOND Psychoanalysis is one of the most important 20th century theories. In this course we will study Freud's major concepts and theories and other classic theories, including Melanie Klein, British object relations theories, and Hans Loewald. We will be especially interested in psychoanalysis as an account of how individuals unconsciously shape inner and outer reality and accord these psychological meaning.

Sociology 202B

CONTEMPORARY SOCIOLOGICAL THEORY: PRACTICE, KNOWLEDGE, AND POWER IN PIERRE BOURDIEU

Sociology 271A

SOCIOLOGY RESEARCH METHODS This course is an introduction to research methods. The course will consider the overarching principles of rigorous research design with examples drawn from both qualitative and quantitative research. Students will consider both the history and the strengths and weaknesses of various research traditions in sociology. The course is required of, and limited to, first year graduate students in sociology. **NO EXCEPTIONS TO THIS POLICY CAN BE MADE.**

Sociology 271B

METHODS OF SOCIOLOGICAL RESEARCH. Sociology 271B provides an introduction to practical issues of data analysis in social research. Drawing conclusions from quantitative data is emphasized. Topics include choosing appropriate statistics for the kind of data you have to work with, using surveys to assess social trends, and using computers in social research. Descriptive and univariate statistics will be surveyed, but the emphasis will be on bivariate and multivariate statistics including methods for analyzing three or more categorical and continuous variables.

Sociology 271C

SOCIOLOGY RESEARCH METHODS This is an introductory course on multivariate statistical analysis in the social sciences. The class covers the use of linear regression analysis for continuous dependent variables, the use of categorical and continuous independent variables, of interaction terms, of nonlinear effects, and binary dependent variables. Students will write a

term paper (on a subject they choose in consultation with the instructor) that applies the methods to relevant data.

Sociology 271D

QUANTITATIVE/STATISTICAL RESEARCH METHODS IN SOCIAL SCIENCES Selected topics in quantitative/statistical methods of research in the social sciences and particularly in sociology. Topics covered include analysis of qualitative/categorical data, loglinear models and latent-structure analysis; the analysis of cross-classified data having ordered and/or unordered categories; measures, models, and graphical displays in the analysis of cross-classified data; correspondence analysis, association analysis, and related methods of data analysis. For additional information, phone 642-5988 or 843-6013.

Sociology 272A

LOGIC OF INQUIRY This course will cover several issues in research methods that pose challenges for proper inference. Topics will include the challenge of establishing causality (with consideration of different views of causality), theories of measurement and their limitations (e.g., here I would expect to use test design as one interesting example), the logic of sampling and limitations of current sampling practice, efforts to make estimates in the presence of missing data (I'd expect to discuss the implications of this line of inquiry for survey and non-survey research), the difficulties with estimating the effects of context (drawing on social theoretical and statistical work primarily). This course is a methods course, not a statistics course, not a qualitative research course. The discussions will thus center on issues that pertain in all empirical research. The strategies for addressing those issues may differ by research approach, and because of this feature of research we will draw examples and reading from a host of research approaches.

Sociology 272C

METHODOLOGICAL ISSUES IN COMPARATIVE AND HISTORICAL RESEARCH

This seminar is designed to acquaint students with important works (both classical and contemporary) and methodologies in the field of comparative and historical sociological research. We will pay close attention to traditional approaches emerging from 19th century comparative and historical research, as well as more recent efforts to draw on methodologies from literary theory and cultural anthropology. The course will be divided into three parts. The first three weeks will be devoted to a discussion of three types of discourse on methodology: social science discourse and the discourses derived from literary criticism and from cultural anthropology. The second part will be devoted to classical works by Marx and Weber. In the third part, we will examine the work of contemporary scholars who have had an important influence on historical and comparative research. These include B. Moore, R. Bendix, C. Tilly, W. Sewell, M. Foucault and others.

Sociology 272E

PARTICIPANT OBSERVATION. Like all research methods, participant-observation is a craft best learned through experience and practice, which this seminar is designed to provide. Students will begin fieldwork the first week, select a research site and provisional topical focus by the second week, take fieldnotes (with an emerging analytic component) for a total of at least 12 weeks, and write a final paper that situates their project in relevant literature. Our weekly meetings will be hands-on workshops; students will exchange and comment on one another's fieldnotes as well as discuss (with some shared readings) issues such as the recording and analysis of data, how to grasp

member's meanings, ethical and political questions, writing and the construction of knowledge. Among the course readings: Barbraq Myerhoff, *Number Our Days*; Robert Emerson et al., *Writing Ethnographic Fieldnotes*; Howard S. Becker, *Tricks of the Trade*. Please pre-enroll since the number of participants is limited. I would like to discuss students' interests with them before the term begins. You can reach me at bthorne@socrates.berkeley.edu.

Sociology 272F

INTERVIEW METHODS Some of the most interesting and inspiring sociological studies have utilized interviewing as their principal methodological approach to the subject of interest. Given its central place within the toolkit of sociological research, this course is designed to deepen the students' knowledge of interviewing as a research method. We will look at the ethical dilemmas and research challenges it poses, as well as become familiar with the details of employing it as one's methodology. During the course students will conduct a research project, from formulation to write-up, that relies primarily upon interviewing.

Sociology 273C

PRACTICUM IN COMPARATIVE AND HISTORICAL RESEARCH This is the second half of a two-semester sequence. It emphasizes the actual doing of comparative historical research. Students are required to prepare a short research prospectus by the second week of the semester, and to complete a seminar paper that utilizes empirical evidence by the end of the term. Students who did not take Soc 272C in Fall 1997 need the instructor's permission to take 273C.

Sociology 273D

QUANTITATIVE/STATISTICAL METHODS: Context Analysis and Multi-Level Modelling Over the last two decades American sociologists have focused more and more on geographic place. In this course we will learn the techniques analysts have developed for analyzing the effects of place on persons. These techniques are called variously hierarchical linear models, random coefficient models, variance component models, and multi-level models. These techniques allow analysts to divide the variance between that occurring within contexts and that occurring between contexts. Further, some of these techniques allow one to explain context-level variation. After relating these approaches, the course moves to more recent debates about the challenge of context, and considers the limits and possibilities of these recently popularized statistical techniques for resolving the contextual challenge (e.g., HLM or multi-level models). Prerequisites: There are three prerequisites for this course. First, students should have taken a course in multiple linear regression. Second, familiarity with non-menu-driven software for statistical analysis is required. Third, because students should write an empirical research paper based on their interests, students should have data for their work. During the semester students who do not know SAS will be able to learn SAS (which will be used to implement the recent statistical techniques). Also, students who do not have access to their own data for the course will be provided with data that can be used for didactic analyses.

Sociology 273E

INTERVIEW METHODS This is a course on how to think about, do and analyze interviews. To that effect, each student will be expected to participate in a research project. While we will spend the first few weeks reading about interviewing techniques and interview-based studies, the larger proportion of class time will be devoted to discussions, questions and problems stemming from

student projects. By the end of the semester, each student should have had the experience of constructing, modifying, conducting, analyzing and writing up interviews.

Sociology 273G

METHODOLOGICAL ISSUES IN THE STUDY OF DEVELOPMENT. Designed for advanced graduate students with an interest in development, the course will focus on doing fieldwork in other societies and cultures and setting evidence in a macro-comparative and global context. The course has three goals. First, it will introduce methodological issues that are central to research on development. Second, it will look at how these issues play themselves out in practice by examining selected research studies on development. Finally, it will give students an opportunity to confront the issues themselves by writing a methodologically explicit paper on a problem related to development. The paper may draw on fieldwork or library research already completed or explore a topic for prospective research.

Sociology 273J

FEMINIST METHODS This course introduces students to the literature on feminist methods and enables them to carry out or continue their research with feminist methodological and epistemological considerations in mind. We will consider issues of objectivity, reflexivity, the position of the researcher, questions of accountability, ethics, and audience, and the uses of the self and feelings of the researcher and in the research relationship. We will read reflections and studies that address especially interviewing, ethnography, telling a women's life, and oral history, but students using any method to study gender or sexuality are welcome to participate in the seminar.

Sociology 280A

SOCIOLOGY OF LAW The sociology of law treats law as a social institution. In contrast to legal formalist approaches that assume the impartiality and autonomy of law, or jurisprudential approaches that examine the morality of law, sociological studies of law examine the relation of legal institutions and actors to social structure. This seminar will cover classic and contemporary literature on topics such as: the capacity of law to produce social change; the relation of law to race, class, and gender; the social construction of disputes and dispute resolution; norms and rationality as sources of dispute resolution; organizations and law; markets and law; and social movements and law. Graduate students in all disciplines are welcome.

Sociology 280B

COMPARING INSTITUTIONS OF RACIAL DOMINATION This course develops an analytic of racial domination and inquires into the social (il)logics of race making through the systematic study and paired comparisons of U.S. slavery, the Jim Crow system of discrimination and segregation, the urban ghetto, and the prison system as vehicles to extract labor and ostracize dishonored categories. To highlight the invariants and the peculiarities of racial division in the United States, each of these American "peculiar institutions" is contrasted with similar and dissimilar cases from another society and time: Brazilian slavery and Russian serfdom; segregation in early twentieth-century South Africa and in Nazi Germany; the cloistering of Jews in Renaissance Europe and of the Burakumin in Tokugawa Japan; native American reservations and the Soviet Gulag.

Sociology 280C

POLITICAL SOCIOLOGY. The purpose of this course is to offer graduate students an introduction to classical and contemporary work in political sociology. Issues to be examined include the relationship between state and civil society, the rise of bureaucracy, the social basis of socialism and social democracy, morality and politics, debate over social capital, and the prospects for progressive change in the contemporary United States. Readings will include De Toqueville, *Democracy in America*; Max Weber, *From Max Weber*; Seymour Lipset and Gary Marks, *It Didn't Happen Here*; Robert Putnam, *Bowling Alone*; Pierre Bourdieu, *State Nobility*; Michel Foucault, *Discipline and Punish*; and Robert Lane, *The Loss of Happiness in Market Democracy*.

Sociology 280D

ORGANIZATIONS One of the most distinct features of modern society is the proliferation of organizations in the state, economy and civil society. This course traces the development of organizational theory from its origins in the work of Weber through its more modern strains in both sociology of economics. Emphasis is on understanding theories in relation to the context that generated them and their critiques and extension of previous theories. We end the course by considering how well organizational theories explain the unique trajectories of advanced industrial societies in terms of state-economy relations.

Sociology 280E

RETHINKING WORK Over the past several years, the world of work itself has changed, at least partially in response to globalization, and the domain of what is considered work by sociologists has also expanded, largely as a result of gender studies. However, the sociology of work field has not yet been seriously rethought in light of these empirical and theoretical challenges. In this course, we will begin to reconstitute the sociology of work field, primarily by bringing in gender theory, cultural and global perspectives on work. Topics to be addressed: how a consideration of gender and racial hierarchies might change the debates over such big shifts in the organization of production as the emergence of mass production and the shift to the service economy; how examining the household as a place of paid labor changes our understanding of the concept of home; how analyses of gender and culture might reorient our models of globalization; how changes in the global economy affect gender and work identities; and how bringing in concepts such as "habitus" might broaden the ways we analyze work.

Sociology 280F

In this seminar we explore the thesis that the family as transitioning from an "artisanal" family to a "modernized" family, as more and more functions that used to be performed inside the family are now performed outside it. We explore the family as a sphere of life juxtaposed to the sphere of work, and surrounded by an emergent sphere of "marketized private life" -- child care workers, eldercare workers, and for the upper middle class, the mommy industry (birthday planners) and psychological help (counselors). To what extent is the family a counterpoint to capitalism, and to what extent is it an extension of it? How does this vary, if at all, by race, class and sexual orientation? In the course of pursuing this theme, we take a little tour through the field of the family. The student will be expected to write a 20 or so page paper beginning-- and ending -- with an interesting question.

Sociology 280G

SOCIAL STRATIFICATION AND CLASS ANALYSIS This course addresses how inequalities among individuals are produced and reproduced. Topics include theories of class and closure, determinants of social and economic outcomes for individuals, and the political economy of macro-reward systems. The way in which class and education interact with gender-based and racial stratification will get special attention.

Sociology 280H

DEVELOPMENT AND MODERNIZATION This seminar will provide an overview of the variety of theoretical perspectives that have sought to explain the different levels of development characterizing the Third World and the advanced industrial countries. Particular emphasis will be placed on understanding the relationship that exists between the international economy, the state, and national classes, and the manner in which it conditions the course of agricultural transformation, industrialization and democratization in the Third World. The role of women and ethnic minorities in the development process and the debates concerning it will also be addressed. Finally, the varied attempts to implement a socialist model of development will be examined, especially with reference to their achievements and limitations in resolving the difficulties typically encountered in capitalist development in the periphery.

Sociology 280I

SOCIOLOGY OF RELIGION. Examines central problems in the sociology of religion. Topics include: definitions of religion and the domain of religious experience; dynamics of religious change; social consequences of religious ideas; religion and politics; conversion; and secularization. The course is weighted toward comparative and historical approaches, although contemporary survey analysis and ethnographic approaches are represented as well.

Sociology 280J

METROPOLIS UNBOUND: THEORIES AND ISSUES FOR AN URBAN SOCIOLOGY This course explores salient features of social structure, experience, and transformation in the metropolis in advanced society at century's end in an attempt to determine whether there is or should exist an "urban sociology" and what this designation might cover (in both sense of the term). We examine in turn the impact of informational technologies and economic globalization on the material basis of urban life; the sifting and sorting of new waves of migration and ethnic differentiation; the abiding power of "race" and gender as bases for the seclusion of urban lifeworlds; the myth and reality of suburbia and their dissolution; the nexus of poverty, crime and violence, and how it is managed via protest, containment, and normalization; the power of the state to make and mould urban space; and the role of the city of cultural site and symbolic engine. Each theme is anchored by a major book which is dissected and discussed with a view towards identifying the strengths and weaknesses of contending theories of "the city" as social constellation, concentrate, prism, and laboratory.

Sociology 280K

SOCIAL PSYCHOLOGY This course will focus on the social psychological and legal analysis of police interrogation; the social psychology of influence and decision-making during police interrogation; the classification of true and false confession; the explanation of how and why

false confessions occur; the training of police interrogation; interrogation and confession law, policy problems and possible solutions for the problem of how to prevent police from eliciting false confessions from the innocent and how to keep unreliable confessions from causing miscarriages of justice.

Sociology 280L

SOCIOLOGY OF GENDER Rather than attempting to understand patriarchy or gender in general terms, this course assumes that the meanings and workings of gender are not uniform across sites. Thus, we will explore contending explanations of the construction and impact of gender within four key fields: work, the state, family, and sexuality. Particular attention will be paid to the ways in which race and class affect the ways in which gender is constituted and experienced.

Sociology 280M

SOCIOLOGY OF CULTURE This course begins with a survey of broad approaches to the sociology of culture. We focus on explaining the links between culture and social structure. We examine aspects of societies that are thought to shape its culture: the spirit or psychology of a people, class structure, the institutional order, the roles of culture producers, the demands of audiences or patrons, and the institutions that organize culture production and distribution. We then concentrate on varying explanations of differences in culture across nations, attempting to draw out the causal mechanisms that might account for cultural differences.

Sociology 280N

SOCIOLOGY OF EDUCATION In this course we will survey the sociology of education literature. We will consider several theories developed to understand the role of education in society, including theories of reproduction, theories of resistance, social-psychological theories, and more. At the same time, we will attend to several issues in education, including tracking, school choice, charter schools, and more. As we investigate these issues, we will attend to a multiplicity of theoretical, substantive, methodological, and political considerations that concern the sociological study of education. More information for this course is available at <http://sociology.berkeley.edu/faculty/lucas/soc280nblur.html> including information on written assignments, course structure, and books currently planned for our attention.

Sociology 280P

AREA STUDIES: CHINA This seminar will read a selection of recent scholarship on different aspects of Chinese society. In addition to updating ourselves on the latest research results and debates in the field, we will critically examine the process of selecting a topic, its relation to theory, determining a research design, gathering data and writing up the results. We will look at some monographs as well as edited volumes. For the latter, we will also evaluate the benefits and pitfalls of putting together a collection of essays by several people often of different disciplines as well as varying theoretical and methodological interests. Each week participants will prepare a 600 to 1,000-word book review suitable for submission to a professional journal.

AREA STUDIES. This course will examine the development of agricultural capitalism in Latin America; the economic and political structures that emerged along with it; its social consequences;

and efforts to modify it through agrarian reform. We will also analyze the emergence and nature of social movements responding to the social conditions engendered by this form of capitalism: peasant, labor, women's and church-related movements. Various theoretical perspectives explaining these phenomena will be addressed.

AREA STUDIES. The seminar will focus on theoretical and empirical issues relating to the transformation of individual and collective identities in Russia, from the Gorbachev era to the present. More specifically, we will be concentrating on identity issues relating to class, gender, ethnicity, nationality, religion, generation, and life style. In addition to common readings and some presentations, we will have guest scholars participating from time to time in the seminar.

THE ORGANIZATION AND POLITICS OF WELFARE STATES This course will examine the development and operation of the American welfare state in historical and comparative perspective. The first part of the course will examine the distinctive features of social provision in the United States. We will examine both the weaknesses of American social provision as well as its distinctive features, including a strong role for nonstate organizations. We will analyze competing arguments accounting for these distinctive features including the organization of the economy, class mobilization, state structures, ideas and values and racial and gender divisions. The second part of the course will analyze arguments and evidence about contemporary welfare state retrenchment in the United States, the impact of globalization, and the possibilities for "third ways."

Sociology 280Q

ECONOMY AND SOCIETY Sociology has a long history of considering how the economy is embedded in society. This course considers some classical writings on this subject, including the work of Karl Polanyi. Then we consider the "new economic" sociology that has emerged to consider the relationships between states, production markets, labor markets, law, and the consumption behavior of households. We examine some of the theoretical approaches with reference to particular phenomena such as the role of networks in economic life, the problems of economic development, the comparative capitalisms literature, and how to think about globalization.

Sociology 280R

SOCIOLOGY OF PROFESSIONS This limited-enrollment seminar will cover both classical and contemporary works in the sociology of the professions. Issues to be examined include the nature of "professionalism," the historical origins of professions, their structure of internal stratification, their relationship to the state and the economy, their changing demographic composition, and their connections to both dominant and subordinate social groups. In the latter part of the course we will examine journalists as a case of an "intellectual" occupation that has remained substantially unprofessionalized.

Sociology 280S

SOCIAL MOVEMENTS This seminar is designed to give students a broad overview of the major questions, dominant theoretical perspectives, and influential empirical studies in the field of social movements.

Sociology 280T

RURAL SOCIOLOGY RURAL SOCIOLOGY. This course will address several of the classical debates in the field, such as: the similarities and differences between agriculture and industry, and the nature of agricultural producers in the developed world; as well as, the role of agriculture in socio-economic development in the Third World, and the political orientation of the peasantry. Yet, it will also examine some new areas of research in rural sociology, including: the impact of agrarian capitalism on peasant households and on the environment, and the strengths and weaknesses of the various solutions that have been implemented to deal with developmental difficulties related to the agrarian sector. The course will provide students with a solid foundation for pursuing research on agrarian issues, as well as a strong, general introduction to this field of sociology.

Sociology 280V

SOCIOLOGY OF THE INFORMATION SOCIETY This is an advanced seminar aimed at graduate students from all fields of social science who are engaged, or wish to engage in empirical research on topics related to the Information Society. For the purpose of this class, Information Society is understood as the social structure constituted in the last quarter of the 20th century, in co-evolution with the new technological paradigm centered around microelectronics-based information technologies and genetic engineering. The class will be organized around 3 main components: a) A series of presentations by the instructor, followed by discussion in the seminar b) In-depth discussion of selected readings c) Research undertaken by the students participating in the seminar. Each research project will be presented in the seminar, and must lead to a seminar paper at the end of the semester. Research topics will be chosen by students, in consultation with the instructor.