

DEPARTMENT OF SOCIOLOGY

FALL 2013 UNDERGRADUATE COURSE DESCRIPTIONS

September 3, 2013

- Please see the Fall 2013 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2013 *Online Schedule of Classes* first appeared.
- Students are strongly advised to read the last 2 pages of this handout on “Important Information and Tips for Sociology Enrollment.” It will answer many questions about how the Sociology Department handles enrollment in its undergraduate courses, both on TeleBEARS and once classes begin.
- Sociology 101, 102, 190s, H190A and Independent Study courses (98, 197, 198, 199): Please be sure to read the special notations listed above each of these courses for deadlines and instructions for enrolling. More detailed information and forms can be found on <http://sociology.berkeley.edu/courses/>.
- Enrollment limits are provided to give you an idea of the approximate size of each class and are tentative and subject to change at any time. These limits are based on seating capacity and/or funding available for GSIs or Readers.

Sociology 1	Jill Bakehorn	Enrollment: 360
TTH 11-12:30	2050 Valley LSB	

NOTE: Students who have taken Soc 3, 3A or 3AC will not earn credit for Soc 1.

NOTE: This course has discussion sections.

INTRODUCTION TO SOCIOLOGY: A broad introduction to sociology focusing primarily on three issues: 1) culture and religion in modern societies; 2) inequalities of class, gender, and status; and 3) political sociology--the study of power and political life. Readings include classical theory (Marx, Weber, and Durkheim) as well as contemporary studies of American society.

Sociology 3AC	Mary Kelsey	Enrollment: 300
MW 4-5:30	105 Stanley	

NOTE: Meets American Cultures requirement. Students who have taken Soc 1, 3, or 3A will not earn credit for Soc 3AC.

PRINCIPLES OF SOCIOLOGY: Sociology 3AC offers a general introduction to sociology—the study of the social institutions, organizations and social relations that shape our lives and life chances—by way of a special focus on education. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements. We then explore these sociological principles through concrete studies of class, race, gender and sexual inequality. The articles in the course reader address the broader dimensions of social inequality. Two of the four assigned texts explore how these issues specifically affect American youth as students in the public school system. Once familiar with basic theoretical and empirical approaches used to explain unequal social outcomes, we will consider the ways in which educational systems can be used to perpetuate or resist social inequality. We conclude the class by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.

Sociology 5	Krista Luker	Enrollment: 200
MWF 10-11	10 Evans	

NOTE: This course has discussion sections.

EVALUATION OF EVIDENCE: This course will improve your ability to process information about everyday life, by showing you how to think about one specific kind of information – social-science research. This course will give you an overview of the tools used by social scientists and a sense of what

distinguishes the good social research from the bad. By the end of the semester, you will be able to assess the soundness of social research by evaluating research designs and data-collection strategies in light of research questions and theory. We will read many examples of social-science research, including a number by current faculty of Berkeley's Sociology Department. You will also do several assignments to get hands-on exposure to research.

Sociology 101 (Formerly 101A)	Michael Burawoy	Enrollment: 160
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T-TH 2-3:30	120 Latimer
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NOTE: This course has discussion sections.

Note: The only students who will be able to add during Phase I are declared Sociology seniors (with 90 or more completed units). In Phase II, declared Sociology juniors (with a minimum of 60 completed units) will be able to add the course. Sophomores and intended majors must waitlist. We will begin processing the waitlist after Phase II ends. Intended seniors have priority off the waitlist, then intended juniors, then declared and intended sophomores. There is a required discussion section which you must enroll in through Telebears. Sociology 101 will be offered again Spring 2014.

SOCIOLOGICAL THEORY I: 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 102 (Formerly 101B)	John Lie	Enrollment: 80
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T-TH 11-12:30	105 North Gate
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NOTE: This course has discussion sections.

Note: Restricted to students who have completed 101 or 101A by the end of Spring 2013. Students should add to the course directly and enroll in a discussion section no later than the end of Phase II. Anyone who is not eligible for the course because they have not completed Soc 101 will be dropped.

SOCIOLOGICAL THEORY II: This course will consider social theory of the past half-century. In particular, we will read not only extensions of classical social theory, especially the work of Michel Foucault, but new developments, such as feminist, post-colonial, and post-modern social theory.

Sociology 108	Irene Bloemraad	Enrollment: 25
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TH 10-12	475 Barrows
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Note: Counts for Sociology Capstone Experience/Seminar requirement.

ADVANCED METHODS: IN-DEPTH INTERVIEWING: Scientists in the physical, biological and social sciences regularly gather data through observation. Sociologists can go a step further and ask the objects of their studies about their lives and thoughts. This upper-level course teaches students how to engage in scientific research using question-based data. Students will learn about indepth interviewing by doing it: you will design, implement, analyze and write up your own indepth interview project. As students develop their project, we will examine the benefits and drawback of indepth interviewing as a research methodology, and we will examine sociological research that use interviewing. This upper-level course targets students interested in conducting their own academic research, especially would-be honor students. It is also open students who might use interview techniques in future academic or professional settings.

Sociology 110	Linus Huang	Enrollment: 195
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MWF 2-3	145 Dwinelle
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ORGANIZATIONS AND SOCIAL INSTITUTIONS: Three hours of lecture per week. All aspects of our social lives—work, citizenship, education, family, religion, etc.—are ordered by organizations. How do we understand how organizations are structured, and what consequences this has for those whose lives are ordered by them? The sociological subfield of organizational theory approaches these questions from the perspective of organizations attempting to survive in worlds within which they are inextricably embedded and dependent upon. We will look at the conceptual frameworks organizational theory employs and seek to make these ideas concrete by applying them to contemporary case studies including the fast food industry, Hurricane Katrina, the credit crisis, and UC-Berkeley.

Sociology 111	Joanna Reed	Enrollment: 100
T/TH 3:30-5	106 Stanley	

SOCIOLOGY OF THE FAMILY: This course explores the social importance of families and dimensions of contemporary family life in the United States. We cover the history of families from the 19th century to today, focusing on the influence of marriage as a social institution and changes in family organization over time. We discuss differences in family patterns related to class and race and sociological theories about families, including gender socialization. Much of the course is devoted to exploring contemporary family life, including relationships between men and women; parents and children; the influence of the marketplace; and work and family.

Sociology 113AC	Brian Powers	Enrollment: 130
MWF 12-1	160 Kroeber	

Note: Our course will be included in the new ACES (American Cultures Engaged Scholarship) program on campus, with a significant subgroup of students carrying out their field studies of learning venues through supervised and organized mentoring activities with several community partner sites participating in this new venture. ACES students will meet for an additional weekly study session about their work with mentees and community partners, integrating their course readings and required assignments with their work in the field. We anticipate offering additional study units to the ACES component participants.

SOCIOLOGY OF EDUCATION: We will use the tools of sociological analysis and concepts and theories in our field that have shaped research and discoveries about the nature of schooling to deconstruct and explore the logic of education as we have known and lived it in the US and other developed societies. One particular focus will be the reasons for and responses to the achievement gap across income and racial groups. We explore the organization, curriculum, and instructional practice of schools and other forms of education as they have emerged under the influence of the history, culture, and social structure of their particular social. Students' reading, journal writing, and required field work at a learning venue will enable them to examine the different goals that have been vested in schools and educational systems and practices. The observational study will focus on the effects of schooling -- intended and unintended ones -- on the formation of personal and social identities and on the growth, development, and change of the social order itself.

Sociology 117	Linus Huang	Enrollment: 130
MWF 1-2	105 NorthGate	

SPORT AS A SOCIAL INSTITUTION: Sports fill a very large portion of social activity, parent-child interaction, development, politics, business, culture, media. Yet it is often relegated to a minor role among the educated elite. "It's silly to watch grown men (or women) play a child's game" is a comment one often hears. Yet the first game children do is play acting, and they do so long before they ever swing a bat, and yet we don't view theatre as being a child's game. As Nixon and Frey* write "We demonstrate that sports play an important role and has real effects on people's lives". We use sociological knowledge to reveal and explain important social patterns, effects, and implications of sport in mainstream American and in a variety of other societies and cultures." Indeed, when studying sports, one has to consider the top dynamics of sociology: gender, race, age. Class, culture, finance, politics, media, deviance, roles,

social psychology, statistics are other 'tools' of sociology that are core to understanding sports. Thus studying the sociology of sport serves as excellent vehicle for providing students access to the sociological way of thinking: that context matters and that individuals are affected by social structure. This class will use primarily baseball as the case study but students will be full participants in this class by bringing in examples from the sports they know well.

Sociology 119T	Sylvia Flatt	Enrollment Limit: 100
M 5-8	141 McCone	

ORGANIZATIONAL STRATEGY AND DESIGN: A Sociological Perspective*
 Organizations face a rapidly changing external environment that make sustaining a competitive advantage and success more tenuous. Firms that were successful last year may no longer be as successful. This course uses a sociological lens to examine organizational strategy and design influence organizational success. We begin with a brief history of strategy, its emergence and roots in sociology and business, and then we review classic and contemporary models and theories. Since Sociology and business management have each contributed towards organizational strategy and design, we critically examine both perspectives by continually juxtaposing them throughout the course. Some of the topics that we will cover include the following: history of strategy, the internal and external context of organizations, developing a competitive advantage, why firms are similar, why firms are different, competing in a global environment, alignment of organizational design with strategy, organizational ambidexterity, blue ocean strategy, and organizational status/reputation.

Sociology 120	Andy Barlow	Enrollment:130
T-TH 5-6:30	160 Kroeber	

ECONOMY AND SOCIETY: From Tahir Square to Zuccotti Park, people are demanding greater social accountability from the world's financial institutions. Yet, at the same time, governments throughout the world are being pressured by sovereign debt crises to adopt neo-liberal policies that cut business taxes, deregulate markets and cut deeply into the social programs that historically supported the middle classes, as well as the safety net for the poor. The United States is in the early stages of recovery from the greatest economic downturn since the Great Depression. But this recovery is producing new jobs at an anemic pace, the gap between the rich and the poor is widening even further, and government is cutting ever deeper into social programs. We are truly in a time of crisis, a crisis with deep economic roots. This course provides students with a sociological analysis of economic behavior that can be of use in making sense of this dramatic moment in world and U.S. history. In contrast to the neo-liberal economic model, which treats economic behavior as rational and markets as self-regulating, sociology shows that economic behavior is social behavior, and describes the many ways in which markets are constituted by social factors, including government policy, culture, and political mobilizations. Indeed, the ideology of the market as something separate from society—an idea at the heart of much of modern economics—is itself responsible for many of the instabilities and irrationalities of market behavior today. The sociological understanding of economic behavior underscores the importance of political mobilizations by workers, middle class citizens, environmentalists and others for the constitution of the social arrangements in which markets can function in a way that produces social stability. In this way, sociology is able to address the current economic crisis is both a time of danger and a time of opportunity. The course is organized around four units: 1. sociological theories of economic behavior; 2. the social constitution of markets; 3. the crisis of 2008; and 4. labor and the constitution of modern society. Course readings: Fligstein, Neil, *The Architecture of Markets*; MacLean and Nocera, *All the Devils Are Here*, course reader.

Sociology 121	Szonja Ivester	Enrollment Limit: 327
T 5-8	245 Li Ka Shing	

INNOVATION & ENTREPRENEURSHIP: The basic premise of this class is that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to

entrepreneurship as a practical enterprise. This perspective, while popular in the early twentieth century, has gotten steadily lost in the entrepreneurial fervor of the 1980s as the study of entrepreneurship was passed almost exclusively into the hands of people in and around the business-school community. The objective of this class is to (re-) incorporate critical social analysis into the field. Throughout the semester, we will explore the various ways in which the social sciences have provided fresh new insights into entrepreneurial behavior by placing innovation in its broader social, cultural, and cross-national contexts. Additionally, we will also look at entrepreneurship from the perspective of a much wider range of actors (classes, genders, racial and ethnic groups) than is typically done by the business community. By the end of the semester, you should have a firm grasp of what entrepreneurs do (the usual purview of modern business schools), as well as the causes of entrepreneurship and its cumulative effects.

Sociology 124	Szonja Ivester	Enrollment Limit: 130
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MW 5-6:30	50 Birge
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SOCIOLOGY OF POVERTY: This class explores the nature and extent of poverty in the United States. We will look at its causes and consequences. We will also explore the antipoverty effects of existing and proposed government programs and policies. The types of questions that we will be addressing throughout the quarter include the following: What is poverty? Why is poverty so persistent? How has it changed over time? Why are poverty rates for minorities so high? Is there a culture of poverty? What is the relationship between poverty, family structure, inner city neighborhoods, labor market conditions, and public policies? Is poverty passed on from one generation to the next?

Sociology C126	Leora Lawton	Enrollment Limit: 28
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T-TH 2-3:30	247 Cory
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Note: Cross-listed with Demography C126

SOCIAL CONSEQUENCES OF POPULATION DYNAMICS: (Three hours of lecture and one hour of discussion per week) Introduction to population issues and the field of demography, with emphasis on historical patterns of population growth and change during the industrial era. Topics covered include the demographic transition, resource issues, economic development, the environment, population control, family planning, birth control, family and gender, aging, intergenerational transfers, and international migration.

Sociology 127	Tiffany Page	Enrollment: 150
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MWF 11-12	50 Birge
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DEVELOPMENT&GLOBALIZATION: Development and globalization are terms that frequently come up in political debates over the economy, rising unemployment, poverty and inequality to name just a few. But, what do these words mean? These terms, or at least the phenomena that they represent, are contested. In this course we will consider the various debates over development and globalization from post-WWII to the present, how the global economy and relationships between and within nations have changed during this period, the actors involved in shaping the nature of this change, and the social and environmental impacts of the prevailing way of conceiving of and structuring development and globalization.

Sociology 130AC	Joanna Reed	Enrollment Limit: 195
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T-TH 12:30-2	100 Lewis
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SOCIAL INEQUALITIES – AMERICAN CULTURES: This course explores the causes and consequences of inequality in the U.S. We will begin by discussing concepts and theories scholars use to understand and measure different forms of inequality and explain its persistence. We will then turn to the main mechanisms and institutions important in structuring inequality in the U.S., including education, labor markets, welfare policy and family structure, residential segregation and neighborhoods, health and the environment and the criminal justice system. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class and gender. This course satisfies the American Cultures requirement.

Sociology 133	Jill Bakehorn	Enrollment Limit: 70
T-TH 3:30-5	213 Wheeler	
SOCIOLOGY OF GENDER:		
<p>The sociology of gender focuses on the social construction of gender; how gender is constructed at the level of society as well as how we engage in the re-creation and re-construction of gender in our everyday lives. Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories.</p> <p>Some questions about gender that will be addressed in this course are:</p> <ul style="list-style-type: none"> * What exactly is gender and why do we need it? * What are the forces that shape gender? * How does gender help us understand issues of race, class, and sexuality? * What happens when we don't live up to gender expectations? <p>One goal of this class is to help you gain a better understanding of gender and its effects, how it pervades all parts of our culture and lives, and also begin to question the assumptions, expectations, and requirements of gender.</p>		
Sociology 140	Cihan Tugal	Enrollment Limit: 195
T-TH 2-3:30	50 Birge	
<i>NOTE: This course has discussion sections.</i>		
POLITICS AND SOCIAL CHANGE: This course focuses on the interaction between politics and society. We will look at different forms of politics including voting, social movements, civil society, party politics, state policies, direct democratic action, religious mobilization, and revolution. We will discuss whether, how, and why each of these forms of political action impact social change. We will ask whether some are more influential ways of bringing about change than others. We will explore these questions in different contexts including the United States, Europe, and the Middle East. We will study both historical examples and contemporary cases.		
Sociology 150	Brian Powers	Enrollment Limit: 130
MWF 3-4	100 GPB	
SOCIAL PSYCHOLOGY: This course in sociological social psychology explores the relationship between society and the self. With the help of research and theory from a number of social psychological traditions, especially interpretive, constructionist, and symbolic interactionist perspectives, we identify features of society, including its institutions and symbolic systems that influence the thinking, action, and identity of individuals and groups. Readings, films, and guided research initiatives over the session shed light on the processes by which the external world affects the perceptions, beliefs, and actions of others. With a sociological focus, we examine the formation of personal identities within social categories of race, gender, sexuality, and social class. We revisit landmark episodes of collective behavior in history to better understand the social factors involved in communal violence and moral panics. We also explore the force of structural contexts and social situations in intimate activities like mothering, falling in love, and social withdrawal among educated youth in contemporary, high-tech societies. Journals and reflections. Short mid-term study of processes of identity; final course paper examining the structures and processes of identity-formation observable in a setting selected by the student with the approval of the instructor.		
Sociology 160	Marion Fourcade	Enrollment Limit: 150
T-TH 11-12:30	10 Evans	
SOCIOLOGY OF CULTURE: CONTACT INSTRUCTOR FOR DESCRIPTION		
<i>NOTE: This course has discussion sections.</i>		
Sociology 166	Timothy King	Enrollment Limit: 195
W 3-6	4 LeConte	

SOCIETY AND TECHNOLOGY: The rise and widespread diffusion of information and communications technologies (ICT's) have led many to declare ours an "information society". We will examine how ICT's have transformed various aspects of our society, including how we work, how we produce and consume goods, and how we form communities. In parallel to this, we will investigate what forms of inequality are characteristic of the information society and weigh this against popular notions of the democratizing potential of ICT's. Our broad objective will be to understand ICT's as embedded within social and institutional processes—i.e., sociologically—rather than as prescribing a technologically determined path for society, be that path utopian or dystopian.

Sociology 167	Timothy King	Enrollment Limit: 300
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TH 5-8	245 Li Ka Shing
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VIRTUAL COMMUNITIES/SOCIAL MEDIA: This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of computers and computer network communication. We will explore the subjects social and economic change due to the internet – the internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.

Sociology 180I	Szonja Ivester	Enrollment Limit: 160
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M 2-5	50 Birge
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COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: Comparative Inequality: This class explores the problem of fairness and inequality in America by comparing it with other advanced post-industrial societies in Europe. Throughout the semester, we will look at the both causes and the consequences of social inequality, as well as the anti-inequality effects of existing and proposed government programs and policies. The types of questions that we will address include the following: What is inequality and why does it matter? Why is it so persistent? Why is inequality so pervasive among women as well as among racial and ethnic minorities? What is the relationship between inequality, family structure, inner city neighborhoods, health, labor market conditions, and public policies? How is inequality passed on from one generation to the next? Whenever possible, class lectures and discussions will illustrate these themes by exploring contemporary social problems and developments, including the debate over a national health care system, the sources of current racial tensions, the relationship between poverty and the occupy movement, and the continued discrimination (or is it a backlash?) against women.

Sociology 182	Loic Wacquant	Enrollment Limit: 25
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T-TH 2-3:30	140 Barrows
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RACE & ETHNIC RELATIONS – INTERNATIONAL COMPARISONS This course is a comparative sociohistorical inquiry into the logic of racial domination as a denigrated form of ethnicity based on putative physical differences. We first examine core concepts, epistemological obstacles, and the peculiar logic and implications of "race" as a type of social classification. We then consider how various societies have drawn, enforced, or dissolved ethnoracial boundaries, focusing on five "elementary forms of racial domination": categorization, discrimination, segregation, ghettoization, and institutional violence (including policies of extermination). Readings include a wide range of sociological, historical, and

anthropological studies of ethnoracial division in Latin America, Asia, Western Europe, the United States, and Africa from antiquity to the present.

Sociology 185	Jill Bakehorn	Enrollment Limit: 65
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W 2-5	3108 Etcheverry
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GLOBAL SOCIOLOGY: SOCIAL PERSPECTIVES OF THE FOOD INDUSTRY:

This course will focus on one industry—the food industry—in order to illuminate the processes of globalization. Thus, we will apply sociological theories of globalization to the study of various aspects of the food industry by examining, among other things, the industrialization of the food industry, the treatment and pay of workers, corporations and their role in the social, political and economic structuring of foreign countries, the globalization of appetites, and the obesity epidemic. This class takes the United States as its starting point and looks at how our appetites have ripple effects around the world: from migrant farm workers toiling in Florida to banana plantations across the globe, from the “obesity epidemic” in the US to an increasingly “fat” world. We will explore how US food policies and industries are connected to a global marketplace with far-reaching implications.

Sociology 190 Seminars: Instructions

Enrollment in Sociology 190 seminars is done manually in order to ensure placement for those who are graduating seniors in the Sociology major and those considered high priority in needing to fulfill this major requirement. However we are usually able to accommodate most students in the major.

THE PROCEDURES ARE AS FOLLOWS:

1) Review the course descriptions for the 190 seminars and identify the courses you are interested in.

2) Complete the Sociology 190 Enrollment Form online at:

https://www.surveymonkey.com/s/F13_soc190_sem

** Be sure to submit form by or before MAY 17, 2013. You can submit this form BEFORE adding to the waitlist. Please note: enrollment forms will continue to be reviewed on a rolling basis until the end of Phase II.

3) Students are recommended to list at least their top 3 preferences on the enrollment form. We will do our best to add students to their top choice, but cannot guarantee this. You may take more than one seminar only after all other students are added AND if space permits. Additional seminars count for electives in the major.

4) We will admit up to ~75% of the available space in each seminar, 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 their seminar placement in August.

5) During Phase II, add your name to the waitlist on Tele-BEARS for the seminar you got admitted to and/or are interested in taking. You will be officially added into the course from the waitlist before it meets on the first week of school. In order to retain your placement, you must attend the seminar class during the first 2 weeks of instruction or you will be dropped from the course.

6) After the first class meeting, the remaining seats (~5 seats) available in each seminar will be filled with students who are attending the class, and meet the priority groups listed above.

Sociology 190.001	Jerry Karabel	Enrollment Limit: 25
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T 4-6	475 Barrows
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AN EXCEPTIONAL NATION? THE UNITED STATES IN COMPARATIVE AND HISTORICAL PERSPECTIVE:

This advanced undergraduate seminar will examine the question of “American exceptionalism” – the extent to which the United States differs in fundamental ways from

other wealthy democratic countries – in comparative and historical perspective. Among the questions asked will be: why did the United States, alone among advanced industrial countries, never develop a mass-based socialist movement? Does the current American social and economic order embody a distinctive model of capitalism? 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? The class will be organized as a research seminar, and each student will be required to make an empirically-grounded oral presentation on his or her research and to write a substantial research paper.

Sociology 190.002	Sam Lucas	Enrollment Limit: 25
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T 10-12	402 Barrows
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SOCIOLOGY OF DISCRIMINATION : We will examine the social scientific literature on discrimination. We will investigate causes of discrimination, definitions of discrimination, effects of discrimination, and possible policy responses to discrimination.

Sociology 190.003	Kim Voss	Enrollment Limit: 25
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M 4-6	140 Barrows
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DOING SOCIOLOGY: DOING SOCIOLOGY: LEARNING TO INTERVIEW BY EXPLORING BOUNDARIES OF RACE, GENDER, CLASS, AND IMMIGRATION: The best way to learn a methodology is to do it – and even better is to do it with a mentor and peers. This course is designed to teach students how to do sociological research through interviews. We will build on the award-winning study done by Michele Lamont, which reveals the moral standards ordinary workers use to draw class and racial boundaries. Students will use that study as a basis of comparison—and will extend it by interviewing social groups left out of Lamont’s account, like women, immigrants, Asian Americans, service workers, high-tech workers, and others that students are interested in interviewing. Thus, the course will be both structured enough for everyone to really learn how to do interview research and to generate new findings, while being open enough for students to bring their own interests into the research.

Sociology 190.004	Loic Wacquant	Enrollment Limit: 25
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T 4-6	402 Barrows
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URBAN INEQUALITY AND MARGINALITY: After characterizing the major paradigms for studying the city (ecological, Marxist, neo-Weberian, microinteractionist, identity based, Bourdieusian), we consider salient features of urban inequality and marginality: the rise of social dislocations in the inner city; how state and neighborhood affect life chances; the difference between ghetto, ethnic cluster, and slum; the variety and dynamism of the informal economy; how honor and interest intermingle in street drug dealing; why poor women don’t marry; the survival strategies of the homeless in San Francisco; and how the jail contains and entrenches disruptive poverty. Throughout, we pay close attention not only to the empirical phenomenon at hand, getting close to ground level, but also to issues of conceptualization, political censorship, and implications for social justice. Among the books we’ll read: Wilson’s The Truly Disadvantaged, Wacquant’s Urban Outcasts, Bourgeois’s In Search of Respect, Edin and Kefalas’s Promises I Can Keep, Irwin’s The Jail, and Gowan’s, Hobos, Hustlers, and Backsliders.

Sociology 190.005	Rafael Colonna	Enrollment Limit: 25
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W 2-4	475 Barrows
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CONTEMPORARY FAMILIES: According to the 2006 World Values Survey, 94.6% of Americans describe “family” as “very important” in their lives. This ranked higher than “friends” (59.7%), “work” (32.6%), “leisure time” (37.7%), and “religion” (47.4%). Families are ubiquitous and considered one of the most important social institutions. Yet, despite (or because) of their importance and ubiquity, families take on a variety of configurations; and peoples’ definitions for what “counts” as family can vary

significantly. This course offers the opportunity to think sociologically about contemporary forms and definitions of families. Focusing primarily on the United States and other Western countries, we will consider how families have been defined, how they have changed over the past century (and continue to do so), and are performed in/through a variety of contexts. In doing so we will delve into recent empirical research on a variety of family forms and contexts including (but not limited to) gay and lesbian families, stepfamilies, multiracial families, adoptive families, and families living in poverty. Students are expected to complete weekly readings, write memos, and take turns leading class discussion. Students will also complete an independent research project, gathering empirical data and analyzing how family is enacted in a particular social setting, group, or text.

Sociology 190.006	Fidan Elcioglu	Enrollment Limit: 25
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TH 10-12	140 Barrows	
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IMMIGRATION POLITICS: Why are some people allowed to travel across national boundaries and live where they may please, and others not? This course will address this question by considering contemporary im/migration politics sociologically, with a strong empirical focus on the US. We will begin with an exploration of the causes of migration: how do the legacies of colonialism, processes of nation building and the dynamics of advanced capitalism compel people to move? Then we will look at the history of immigration policy in the US, and explore ‘illegality’ as a social construction and what that tells us about the workings of the modern state. We will also consider how different groups in civil society impact immigration politics. How do diverse actors from academia to humanitarian aid workers at the border to private prison companies understand and influence the politics of inclusion and exclusion? Finally, we will consider recent efforts to resist and change immigration policy in the US. Students will be required to complete several short writing assignments as well as a final research paper or research proposal about a topic related to immigration politics.

Sociology 190.7	Laura Nelson	Enrollment Limit: 25
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M 12-2	78 Barrows	
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The History of Women's Movements in the United States: A Comparative Perspective: For the first time in the history of the United States white men are the minority of House Democrats, with a record 20 women in the Senate—a tenfold increase from the two female senators who held office twenty years ago. This change is partially the result of organized women's movements in the United States that have fought against political, legal, and social barriers facing women in all aspects of their lives. This course seeks to understand the history of these movements through a sociological and comparative perspective. Throughout the course we will examine the historical development of feminist theory and women's collective political action vis-à-vis the unique history of the US, comparing different strands of feminist thought and action overtime, and comparing US feminist theory and movements to that of other countries. The main part of the course will look at the original literature produced by women in two major moments in women's collective political action in the US: the late 19th and early 20th century, and the late 1960s and early 1970s. The course is split into three parts. In the first part we will gain a background knowledge of the origins and sociological causes of the two moments of the US women's movements. In the second part of the course we will read original documents from the two historical moments, tracing common themes that ran throughout both periods and emphasizing the different types of feminist thought developed within US women's movements. The last section particularizes the US context by comparing the US women's movements to those in other countries.

Sociology 191 (Formerly 100)	Cihan Tugal	Enrollment Limit: 25
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T 11-12	475 Barrows	
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NOTE: This course is only 1 unit and does not satisfy the sociology seminar requirement. Students who

completed Soc 100 in a previous semester will not earn credit for 191.

SOCIOLOGY PROSEMINAR: This proseminar for Sociology majors will familiarize students with sociology faculty and their various research interests. It consists of presentations by faculty of their ongoing work and provides students with an opportunity to address questions within and about the discipline.

Sociology H190A.001	Vicki Bonnell	Enrollment Limit: 15
T 12-2 PM	129 Barrows	

Sociology H190A.002	Mary Kelsey	Enrollment Limit: 15
T 12-2 PM	180 Barrows	

NOTE: Applications for the Senior Honors Program are due by May 24, 2013. The program is limited to 30 students, and students will be notified on the status of their application in early July. Once accepted students will be added from the waitlist for the course on Tele-BEARS during Phase II which begins in July. If the first application review process does not yield 30 students, there may be a new application deadline in August for those who qualify. Please contact Cristina Rojas. cmrojas@berkeley.edu for more information.

SENIOR HONORS THESIS SEMINAR: This is the first 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 98, 197, 198, 199 - DE-Cal and Independent Study courses

Deadline to submit DE-Cal course proposal for Fall 2013–May 24, 2013

Deadline to submit Independent study applications for Fall 2013 – September 11, 2013

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 on our website: <http://sociology.berkeley.edu/regular-faculty>

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 from Rebecca Chavez at rebeccaisme@berkeley.edu

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. .
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101/102, 107A, 190, H190A, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, May 24, 2013. The deadline to submit applications for Fall 2013 Independent Studies is Wednesday, September 11, 2013. Go to: 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. **Please note, we LOCK all upper division courses at the end of week 3. We will not allow for entry to courses past week 3 unless you have special permission from the instructor AND if there is room available.**

- **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 101, 102 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 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 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, by the add/drop deadline at the end of the fifth week, by the deadline to change P/NP to letter grade (5th week) and a letter grade to a P/NP (10th 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.