

**DEPARTMENT OF SOCIOLOGY**  
**FALL 2015 UNDERGRADUATE COURSE DESCRIPTIONS**  
 September 16, 2015

- Please see the Fall 2015 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2015 *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.

<b>Sociology 1</b>	<b>Ann Swidler</b>	Enrollment: 320
MWF 11-12	245 Li Ka Shing	

*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) variations in culture and institutions across modern societies; 2) variations in forms of economic, racial, and status inequality; and 3) political sociology--the study of power, political institutions, and global social change. Readings include classical theory (Marx, Weber, and Durkheim) as well as contemporary studies of America in a globalizing world.

<b>Sociology 3AC</b>	<b>Mary Kelsey</b>	Enrollment: 300
MW 4-5:30	245 Li Ka Shing	

*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.

<b>Sociology 5</b>	<b>Irene Bloemraad</b>	Enrollment: 240
T-TH 9:30-11	100 Lewis	

*NOTE: This course has discussion sections.*

**EVALUATION OF EVIDENCE:** This course introduces students to the major types of data and analysis used by sociologists, and seeks to make students better consumers of social scientific research reported by the media or used in political or policy-making debates. Topics include conceptualization of theoretical

ideas and measurement of variables, inductive and deductive analysis, experimental design, interviewing, participant observation, reading basic statistics and coding qualitative data.

<b>Sociology 101 (Formerly 101A)</b>	<b>Michael Burawoy</b>	Enrollment: 280
--------------------------------------	------------------------	-----------------

T-TH 2-3:30	105 Stanley
-------------	-------------

*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 Fall 2016.*

**SOCIOLOGICAL THEORY I:** This course is the first semester of a two semester course on the history of social theory. This semester we will examine the works of Marx and Engels and show how some elements of their thought were conserved while others were transformed by the Marxists that followed them, in particular Lenin, Gramsci, and Fanon. In order to facilitate comparisons throughout the semester we will focus on a single substantive theme, studied by all the theorists, namely the origins, development, future and consequences of the division of labor.

<b>Sociology 108</b>	<b>Edwin Lin</b>	Enrollment: 10
----------------------	------------------	----------------

TH 10-12	41 Evans
----------	----------

**ADVANCED METHODS: IN-DEPTH INTERVIEWING:** Scientists primarily use different methods of observation to gather data about their subjects. Social scientists go a step further and instead of just observing their subjects, they also ask them questions directly to gain a deeper understanding of their lived experiences, motivations, and ways of thinking. This course teaches students in a step-by-step manner how to conduct in-depth interviews for the purpose of research. We will learn how interview data is used, how to determine who to talk to, how to develop good questions, and how to gather and interpret interview data. A key part of the course is writing a sociological research paper using interview data that you will gather as a result of the class. This course requires a high amount of individual and outside-of-lecture research, and is especially relevant for students who have a social research question that they want to answer.

<b>Sociology 110</b>	<b>Linus Huang</b>	Enrollment: 195
----------------------	--------------------	-----------------

MWF 11-12	4 LeConte
-----------	-----------

**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.

<b>Sociology111AC</b>	<b>Joanna Reed</b>	Enrollment: 130
-----------------------	--------------------	-----------------

T-TH 8-9:30	2040 Valley LSB
-------------	-----------------

*Note: This course meets the American Cultures requirement*

**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.

<b>Sociology C115</b>	<b>Laura Nathan</b>	Enrollment: 130
-----------------------	---------------------	-----------------

T-TH 2-3:30	50 Birge
-------------	----------

**SOCIOLOGY OF HEALTH AND MEDICINE :** Examination of the social, cultural, and structural contributions to health, illness, and health care. Specific topics to be addressed include: 1) correlates of health (e.g., sex, race, etc.), health disparities, and factors impacting access to care; 2) the U.S. health care system and attempts to reform it, with special attention to the Patient Protection and Affordable Care Act; 3) organization of health care delivery systems and associated patient outcomes in comparative perspective; 4) social meanings and experiences of illness; and 5) providers and patients—the impact of culture, roles, and relationships.

*Note: This course is crosslisted with Public Health C155*

<b>Sociology 116</b>	<b>Christoph Hermann</b>	Enrollment: 65
----------------------	--------------------------	----------------

MWF 1-2	170 Barrows
---------	-------------

**SOCIOLOGY OF WORK:** This course will explore contemporary transformations of work and employment. We will consider the social organization of work and employment in the U.S. today, grounded in historical perspective, as well as how different types of work and workers are interconnected worldwide. Topics covered include classic and contemporary theories of work and employment, labor market processes and segmentation, workers' experiences, and the impact of market work and non-market work on social organization and change.

<b>Sociology 119S</b>	<b>Sylvia Flatt</b>	Enrollment: 130
-----------------------	---------------------	-----------------

Thursday 5-8	105 North Gate
--------------	----------------

**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.

<b>Sociology 120</b>	<b>Andy Barlow</b>	Enrollment: 100
----------------------	--------------------	-----------------

T/TH 5-6:30	2060 VLSB
-------------	-----------

*NOTE: This course has discussion sections.*

**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.

<b>Sociology 121</b>	<b>Szonja Ivester</b>	Enrollment Limit: 300
----------------------	-----------------------	-----------------------

M 4-7	105 Stanley
-------	-------------

*Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend. Further, if you did not attend the first and second lecture you will not be added.*

**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 late 19<sup>th</sup> and early 20<sup>th</sup> centuries, 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 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 (often not so positive) effects.

<b>Sociology 124</b>	<b>Martin Sanchez Jankowski</b>	Enrollment Limit: 65
----------------------	---------------------------------	----------------------

T/TH 8-9:30	166 Barrows
-------------	-------------

**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?

<b>Sociology C126</b>	<b>Leora Lawton</b>	Enrollment Limit: 24
-----------------------	---------------------	----------------------

T-TH 11-12:30	56 Barrows
---------------	------------

*Note: This course is 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.

<b>Sociology 127</b>	<b>Tiffany Page</b>	Enrollment: 195
WF 4-5:30	1 LeConte	

**DEVELOPMENT&GLOBALIZATION:** 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, economic and environmental outcomes of the prevailing way of conceiving of and structuring development and globalization. We will consider various theories of development, approaches to development and their outcomes, as well as explore three topics in-depth (labor in today's global economy, global finance, and the environment). We will conclude the course by considering alternative approaches to pursuing development (South-South development), and alternative conceptualizations of development as offered by social movements. Over the course of the semester we will compare and contrast the development experience of countries in different regions of the world.

<b>Sociology 130</b>	<b>Daniel Schneider</b>	Enrollment Limit: 100
MWF 10-11	101 Barker	

*Note: This course has discussion sections*

**SOCIAL INEQUALITIES:** This course explores the extent, causes, and consequences of social and economic inequality in the U.S. The course begins with a discussion of key concepts and metrics that we will use to discuss and measure inequality and we take a close look at occupational stratification, income and wealth inequality, and intergenerational mobility. We then follow a life-course perspective to trace out the institutions through which inequality is structured, reproduced, and experienced in the contemporary United States. We examine how disadvantage is manifest and reproduced through such institutions as the family, the neighborhood, the educational system, and the criminal justice system.

<b>Sociology 135</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 100
T-TH 8-9:30	101 Barker	

*Note: This course has discussion sections*

**SEXUAL CULTURES:** In this course we will be drawing upon social construction theory to examine the creation, reproduction, and stratification of sexualities and sexual cultures in particular social, cultural, historical, and political contexts. The course will begin with an examination of sociological theories of sexuality: \*How do sociologists approach the study of sexuality? \*What does it mean to say that sexualities are constructed? \*How have sexualities been constructed over time? \*How does sexual practice become sexual identity? \*What types of subcultures form in relation to sexuality? \*How are sexual norms constituted and negotiated in everyday lives? In the second half of the semester, we will focus on the pornography industry. We will apply the theories and understandings of sexualities learned in the first part of the course to the modern day pornography industry in the United States. We will examine the history, laws, policies, public sentiment, debates, and politics of the industry, paying particular attention to pornography made by women. We will examine how the sex industry can be a reflection of and reinforce sexual inequalities, but can also be used to challenge these inequalities. Sexuality will be explored in relationship to other social locations such as gender, race, class, and ethnicity. The differential effects of sexuality and sexual politics along these lines will be discussed and highlighted throughout all of the applied topics. We will unpack terms like heterosexual, gay, lesbian, bisexual, queer, transgender, asexual, polyamorous, and others.

<b>Sociology 140</b>	<b>Cihan Tugal</b>	Enrollment Limit: 100
T-TH 12:30-2	160 Kroeber	

*NOTE: This course has discussion sections.*

**POLITICS AND SOCIAL CHANGE:** This course focuses on the interaction between the political

sphere and society, and how social change comes about. We will examine different forms of political action and politics - such as voting, political parties, social movements, revolution - and discuss the impact of each of these forms of political action has on social change. We will explore these forms of politics in different national contexts, and look at both historical examples and contemporary cases.

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 130
MWF 3-4	50 Birge	

**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.

<b>Sociology 160</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
<b>T-TH 3:30-5</b>	277 Cory	

**SOCIOLOGY OF CULTURE:** This class will introduce students to sociological approaches to the question of culture. We will start by discussing important theoretical perspectives (culture as system of classification, as an instrument of power, as embodied practices linked to social positions, as a product of social interaction, as a system of signs) and then move on to specific empirical topics (artistic production; culture and organization; identity). The last part of the course will explore in depth the question of cultural difference through an analysis of national culture in comparative perspective, with a special focus on “American” culture. Throughout the semester, we will use empirical examples close to us (from Silicon Valley and its ecosystem of tech companies) when studying themes such as gentrification, innovation, anti-tech mobilizations, high-technology capitalism, and inequality.

<b>Sociology 166</b>	<b>Linus Huang</b>	Enrollment Limit: 195
MWF 2-3	145 Dwinelle	

**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.

<b>Sociology C167</b>	<b>Edwin Lin</b>	Enrollment Limit: 300
T 5-8	245 Li Ka Shing	

*Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend. Further, if you did not attend the first and second lecture you will not be added.*

*Note: This course is cross-listed with Information School C167*

**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 virtual communication. We will explore the social changes due to the internet, including new social networks and their impact on social lives, the impact on youth and family, online gaming, the social dynamics of virtual worlds, education and open source information, and dating and romance online.

<b>Sociology 180I</b>	<b>Szonja Ivester</b>	Enrollment Limit: 84
MWF 2-3	102 Moffitt	

*Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend. Further, if you did not attend the first and second lecture you will not be added.*

**COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: 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? Does education matter? 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 social problems, and the continued discrimination (or new backlash?) against women.

<b>Sociology 189G</b>	<b>Szonja Ivester</b>	Enrollment Limit: 65
MWF 12-1	170 Barrows	

*Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend. Further, if you did not attend the first and second lecture you will not be added.*

**COMPARATIVE PERSPECTIVES IN SOCIOLOGY: THE GLOBAL ELITE:** F. Scott Fitzgerald once remarked that the elite are different from you and me. This is especially true for the new global super-elite. No longer restricted by the boundaries of traditional nation states, this century's rich and famous are making their mark felt on our globally connected society in a singularly potent way. Who are these people? In what ways are they different from the rest of us? How did they become so powerful? Are there connections and interactions among them? And how do they shape our global economic policy, culture, and intellectual life? These are some of the questions that we will explore during the semester. Along the way, we will familiarize ourselves with both traditional and new elite theories, examine contemporary empirical evidence on the rise of the new global plutocracy, and think about the long-term implications of this phenomenon for inequality, culture, and society.

**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/F15\\_SOC190](https://www.surveymonkey.com/s/F15_SOC190)

\*\* Be sure to submit form by or before **MAY 15, 2015**. You can submit this form BEFORE adding to the wait-list. 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 July.

5) During Phase II, add your name to the wait-list on Tele-BEARS for the seminar you were admitted to and/or are interested in taking. You will be officially added into the course from the wait-list 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 in item #5.

<b>Sociology 190.001</b>	<b>John Lie</b>	Enrollment Limit: 25
T 2-4	203 Wheeler	
<b>SOCIOLOGY OF ELITES:</b> The recent discussions of inequality and of 1% suggest that we reconsider the concept of elites. After a brief theoretical overview, we will consider the place of the 'new meritocratic elites': those who dominate the two leading sectors of the US economy: Wall Street and Silicon Valley.		

<b>Sociology 190.002</b>	<b>Zach Levenson</b>	Enrollment Limit: 25
M 2-4	72 Evans	

**Absolutely Surplus: Social Exclusion in Contemporary Sociology:** Contemporary sociology abounds with studies of social exclusion. From 1970s debates over *marginality* and *informality* to the revival of these concepts in the early 2000s; from the *underclass* debates of the 1980s and 90s to the rehabilitation of Marxian concepts like *surplus population* and *lumpen*; and above all, the recent return of debates over the rise of the *precariat*, the last forty years of Anglo-American sociology have largely been characterized by attempts to understand processes of social exclusion on domestic and global scales. Beyond the division of the social body into classes, groups, castes, and the like, social exclusion captures the phenomenon of being society's remainder. In late twentieth century and contemporary sociological research, a repertoire of concepts has definitively emerged to capture this phenomenon. Yet rarely are these emergent conceptualizations treated in relation to the longstanding traditions of thinking through social exclusion that characterized classical social theory. In this course, we will begin with a rigorous examination of the



genesis of theories of exclusion, from Malthus and Hegel through Marx, ultimately working through the concept of “surplus populations” developed in *Capital*. We will then turn to biopolitical theories of exclusion, from Arendt and Foucault through Agamben and Mbembe, investigating how government itself is predicated upon a division into worthy subjects of civil society and those excluded from its realm. After thinking through the relationship between political-economic and biopolitical theories of social exclusion, we will turn to contemporary sociological studies of exclusion. Our goal will be to assess the adequacy of sociological formulations in relation to these social theoretical traditions. How should we understand one in relation to the other? What do ethnographies and other empirical studies of social exclusion bring to bear upon theory, and vice versa?

**Sociology  
190.003**

**Matt Rowe**

Enrollment Limit: 25

W 2-4

203 Wheeler

**CULTURAL PRODUCTION\_ INSTITUTIONAL UNDERPINNINGS OF THE ARTS & MEDIA:**

Entertainment media are a constant presence in our everyday lives; for sociologists, they are also cultural products with specific institutional features and histories. How are the arts, media, and other cultural products created? How are these industries structured, and why? What is it like to work in these fields? What does their content tell us about the society that produces them? In this course, students will become proficient in the main theoretical frames sociologists use to study cultural production and will use them to interpret fine art, Hollywood film, television, popular music, digital media, cuisine, and commemoration. The course culminates in a research paper, giving students the opportunity to apply these lessons to an additional topic of their choice.

**Sociology  
190.004**

**Rachel Wetts**

Enrollment Limit: 25

W 4-6

203 Wheeler

**THE SOCIAL PSYCHOLOGY OF INEQUALITY:** Social and economic inequality are pervasive features of societies, formal organizations, and group interactions, despite the fact that most people, in most places, express preferences for more egalitarian societies and relationships. This paradox is at the heart of this class, and arguably at the heart of much contemporary sociology. While many courses in sociology address structural systems that maintain inequality, in this class we will primarily explore the ideological and social psychological ‘face’ of power and inequality. We will ask how and why individuals (who say that they would prefer equality) nevertheless perpetuate and indeed actively support social systems that continue to allocate far greater influence and resources to certain individuals and groups than to others. In the process, we will discover that some of the same forces that can lead people to actively or implicitly support highly undesirable social systems can also lead them to engage in emancipatory collective action for social change.

**Sociology  
190.005**

**Fidan Elcioglu**

Enrollment Limit: 25

T 10-12

203 Wheeler

**THE SOCIOLOGY OF IMMIGRATION POLITICS:** Why are certain social groups *free to migrate* across national boundaries while others are not? Why can some *avoid migrating* altogether while others cannot? What are the political consequences of all this cross-border movement? This course will address these questions by considering contemporary im/migration politics sociologically, with a strong empirical focus on the US. We will begin with an exploration of how colonial histories, postcolonial nation-building, and global capitalism have structured migration patterns around the world. Next, we will turn to the US and consider how the relationship between immigration enforcement and migrant labor has shifted over the course of the twentieth century. Then, we will focus on the contemporary era and explore how various

state actors and sectors of civil society have become stakeholders in US immigration politics. Finally, we will consider recent efforts to change immigration policy in the US and what this may mean for the future. 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.

<b>Sociology 190.006</b>	<b>Joy Hightower</b>	Enrollment Limit: 15
------------------------------	----------------------	----------------------

TH 2-4	180 Barrows
--------	-------------

**THE BLACK MIDDLE CLASS:** Why study the Black middle class? And, more specifically, how has the Black middle class achieved and maintained its class position? How has the Black middle class changed over time and across geographic space? What are its future prospects? These questions guide the course. Drawing upon canonical and contemporary texts, we will answer these questions by focusing on the topics of race, culture, family structure, occupational mobility, national movements, local resistance, and inequality to illuminate how Blacks have questioned, resisted, and struggled with and against racial prejudice and discrimination to achieve a middle class standing. We discuss the upward mobility of Blacks occurring in three distinct historical periods—Post-Emancipation, Early 20th century, and the Civil Rights era forward. The course moves from the historical emergence of the Black middle class, through its growth, albeit quite tenuous, to its contemporary obstacles. Understanding the precariousness of the Black middle class position is understudied, but is important for understanding how inequality spans the purview of the Black working class and poor.

<b>Sociology H190A.001</b>	<b>Mara Loveman</b>	Enrollment Limit: 15
--------------------------------	---------------------	----------------------

T 12-2 PM	180 Barrows
-----------	-------------

<b>Sociology H190A.002</b>	<b>Mary Kelsey</b>	Enrollment Limit: 15
--------------------------------	--------------------	----------------------

T 12-2 PM	475 Barrows
-----------	-------------

*NOTE: Students must apply and be selected to participate in the Honors Thesis Program. Applications for the Senior Honors Program are due by May 22, 2015. The program is limited to 30 students, and students will be notified of the status of their application in early July. Once accepted students must add to the wait-list via Tele-BEARS during Phase II which begins in July. There is an additional application deadline on July 31, 2015 for those who did not apply in May. For eligibility information and deadlines, please visit our web-site at <http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-courses>.*

**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.

<b>Sociology 193</b>	<b>James Lamb</b>	Enrollment Limit: 20
----------------------	-------------------	----------------------

<b>F 2-4</b>	402 Barrows
--------------	-------------

Reading and Writing for Sociology is a course that aims to introduce the structure, rules, and mechanics of formal academic writing in the discipline of sociology. The focus of the course will be on developing the abilities of reading, analyzing, comprehending, and then practicing the ways in which this type of formal, academic, sociological writing operates. The goals for this course are: (1) to teach students to read academic sociological writing with an eye towards (2) synthesizing and understanding it and, ultimately, (3) analytically responding to those readings in your own writing. Towards that end we will be reviewing examples of academic sociological writing in order to take them apart and learn from the structure of their presentation as well as to understand and respond to their arguments.

**Sociology 98, 197, 198, 199 - DE-Cal and Independent Study courses**

Deadline to submit DE-Cal course proposal for Fall 2015–May 22, 2015

## Deadline to submit Independent study applications for Fall 2015 – September 10, 2015

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](mailto: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 22, 2015. The deadline to submit applications for Fall 2015 Independent Studies is Thursday, September 10, 2015. Go to: [http://sociology.berkeley.edu/index.php?page=special\\_enrollment](http://sociology.berkeley.edu/index.php?page=special_enrollment)
- Students should check the General Catalog to be sure they have met the prerequisites for a sociology course and are prepared to succeed in it. In upper division sociology courses the prerequisite is usually Soc 1, 3, 3AC, or the consent of instructor. **TeleBEARS does not have the capability to check for prerequisites** and will still allow students to enroll, even if the prerequisite course is not listed on their transcript. Most courses are taught with the assumption students have completed the necessary course preparation, and students may have troubles with assignments without it.

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

- Attendance at all class meetings, including discussion sections, is required during the first 2 weeks in all sociology courses. **Instructors usually drop students for nonattendance.** There is generally about a 10% 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 when we begin instructor drops. 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 (5<sup>th</sup> week) and a letter grade to a P/NP (10<sup>th</sup> week.). Students are responsible for ensuring their schedule is accurate. Changes due to instructor drops or adds off waitlists can occur without notification through the fifth week of the semester.