

**DEPARTMENT OF SOCIOLOGY**  
**FALL 2016 UNDERGRADUATE COURSE DESCRIPTIONS**  
 September 26, 2016

- Please see the Fall 2016 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2016 *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>Raka Ray</b>	Enrollment: 320
MWF 1-2	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) 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: 297
T-TH 5-6:30	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>Heather Haveman</b>	Enrollment: 200
MW 5-6:30	145 Dwinelle	

*NOTE: This course has discussion sections.*

**EVALUATION OF EVIDENCE:** This course will improve your ability to evaluate the torrent of information you receive every day – facts, opinions, and analyses that appear in books, in newspapers and magazines, on radio stations, through television broadcasts, on computer and cell-phone screens. The

course show you how to think about social research, which is commonly used to introduce and support, or challenge and discard, public policies. Your life as a citizen is shaped by people who argue that “the evidence shows” that we should legalize marijuana, eliminate welfare, establish markets for air pollution, keep abortion legal, and so on. Our task in this course is to learn how to treat those claims with the skepticism they deserve, without falling into the despairing conviction that since data can be used to prove anything, any kind of data is as good as any other. This course will give you an overview of the tools used by social scientists and a sense of what distinguishes good research from bad. By the end of the semester, you will be able to assess the soundness of research underpinning social policy proposals by evaluating research designs and data-collection strategies. With these skills, you will be able to determine whether or not you agree with researchers’ conclusions. And when you disagree, you will be able to articulate why.

<b>Sociology 7</b>	<b>Scott</b>	Enrollment: 25
MWF 8-9	104 Barrow	

<b>Sociology 101</b>	<b>Dylan Riley</b>	Enrollment: 200
T-TH 2-3:30	145 Dwinelle	

*NOTE: This course has discussion sections.*

*Note: The only students who will be able to add during Phase I are declared Sociology seniors. In Phase II, declared Sociology juniors will be able to add the course. Sophomores and intended majors must wait-list. We will begin processing the wait-list after Phase II ends. Intended seniors have priority off the wait-list, then intended juniors, then declared and intended sophomores. There is a required discussion section which you must also enroll in.*

**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 103</b>	<b>Michael Burawoy</b>	Enrollment: 25
T 4-7pm	402 Barrows	

**ADVANCED SOCIAL THEORY:** This is the third semester of the social theory sequence. Sociology 101 and 102 are prerequisites. The course will apply social theory to our university. After a few weeks of reading texts on the university - such as those by Kerr, Veblen, Newfield, Mettler, and Samuel - students will be expected to develop, conduct and write up their own research project.

<b>Sociology 106</b>	<b>Felipe Dias</b>	Enrollment: 18
M 10-12	214 Haviland	

**QUANTITATIVE SOCIOLOGICAL METHODS:** This is an intermediate undergraduate methods course. Students will learn the fundamentals of social scientific research, with the emphasis on research design, data collection, and interpretation of statistical methods. The course will train students in the use of STATA for data management and analysis. Sociology 106 is most appropriate for students who wish to learn how to carry out a quantitative research project.

<b>Sociology 108</b>	<b>Edwin Lin</b>	Enrollment: 25
T 10-12	402 Barrows	

**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: 260
MWF 9-10	100 Lewis	

**ORGANIZATIONS AND SOCIAL INSTITUTIONS:** Why do organizations do the things they do? What are their objectives and practices, and what are the consequences of this for their key constituencies—or for society in general? A sociology of organizations provides a set of conceptual tools for understanding organizational behavior and its consequences. This course will emphasize two key dimensions of the organizational world. First, it seeks to understand the *social* dimension of organizational behavior. Just as the general mission of sociology is to show how social forces independent of individual choice shape what happens in the world, an organizational sociology seeks to understand how forces outside of individual organizations shape what those organizations do. Second, an organizational sociology shines a light on a part of the world that is everywhere, but curiously absent in the conceptual ways we usually understand society. We usually think about social action in terms of our *individual* choices: choices as consumers, as high schoolers deciding which college to attend, what to wear today, what to eat for breakfast, etc. Organizations play at best a background role in this picture of the world. This course will explore the profound but often unconsidered influence that organizations have on society. Our exploration will be constructed around an initial look at major theories—the "conceptual tools" of analysis—followed by case studies including social movements, publicly-traded corporations, the federal government, and U.C. Berkeley itself.

<b>Sociology 111AC</b>	<b>Joanna Reed</b>	Enrollment: 160
T-TH 8-9:30	120 Latimer	

*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 113AC</b>	<b>Brian Powers</b>	Enrollment: 60
T-TH 9:30-11	145 McCone	

*NOTE: If you have taken 113AC you cannot take 133 in order to make up for a deficient grade.*

*NOTE: In this course students will engage in in-class exercises that are recorded via video. The video material will be a resource students in class will be expected to use in completing related written assignments. Students registering for this class will be asked to sign a permission form authorizing video-recording of them during these exercises. Only students in the class, the GSI, and the professor will see the video. Use of the video outside of class for any purpose is *\*strictly\** forbidden.*

**SOCIOLOGY OF EDUCATION:** Substantively, the course will first convey key contemporary problematics of education systems, followed by presentation of several foundational theories for analyzing education systems. Afterwards, several issues in education—such as educational tracking, effects of social background, the alleged greater effectiveness of private schools, causes and consequences of teachers' pedagogy, factors in student motivation or the lack thereof—will be analyzed from a sociological

perspective. Please note that issues not on the illustrative list above may be covered, and no issue on the list above is guaranteed to be covered.

<b>Sociology 120</b>	<b>Neil Fligstein</b>	Enrollment: 150
T-TH 3:30-5	2040 Valley LSB	

*NOTE: This course has discussion sections.*

**ECONOMY & SOCIETY:** Economic sociology is concerned with all aspects of material life including the organization of production and consumption, households, labor markets, and firms. In the past 25 years, sociologists have critiqued the discipline of economics from the point of view of observing that all forms of economic transactions are embedded in social relations. Culture, politics, networks, and social structure are the bits out of which all market relationships are formed. Markets cannot function without governments, law, common understandings, networks, and the invention of cultural tools to structure transactions and trust. Changes in labor and product markets in the past 35 years in the U.S. have generally worked in two fundamental but contradictory directions. First, capital has generally trumped the power of labor resulting in more income and wealth inequality and less stable working conditions for most people. But at the same time, these changes have created new products, new forms of communication, and pushed forward worldwide economic growth. The class begins by considering how scholars have used these sociological perspectives to understand how capitalist societies are organized, how product and labor markets work, and how these have changed over time. We apply these understandings to contemporary America and how to think about economic globalization. The class intensively studies the current financial crisis as a case study in the limits of economics and propose a more sociological way to make sense of what has happened.

<b>Sociology 121</b>	<b>Szonja Ivester</b>	Enrollment Limit: 300
MWF 10-11	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 127</b>	<b>Tiffany Page</b>	Enrollment: 110
T-TH 12:30-2	101 Barker	
<p><b>DEVELOPMENT&amp;GLOBALIZATION:</b> 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.</p>		
<b>Sociology 130AC</b>	<b>Joanna Reed</b>	Enrollment Limit: 130
T-TH 11-12:30	50 Birge	
<i>Note: This course has discussion sections</i>		
<i>Note: This course meets the American Cultures requirement</i>		
<p><b>SOCIAL INEQUALITIES – AMERICAN CULTURES:</b> 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.</p>		
<b>Sociology 131AC</b>	<b>Andy Barlow</b>	Enrollment: 50
T-TH 5-6:30	155 Kroeber	
<i>Note: This course meets the American Cultures requirement</i>		
<i>Note: This course has discussion sections</i>		
<p><b>RACE &amp; ETHNIC RELATIONS: U.S. AMERICAN CULTURES:</b> students with the sociological theories, methods and data that allow the conceptualization of the new terrain of racism and anti-racism, and the efforts to achieve social justice in the United States today. The course revolves around several questions:</p> <ul style="list-style-type: none"> <li>• What are the dynamics of race and ethnicity in the United States today?</li> <li>• How does racism intersect with other social dynamics of inclusion, domination and subordination in the making of U.S. society?</li> <li>• What are continuities and discontinuities between American racism in the past and racism today?</li> <li>• How has globalization altered the dynamics of race and racism in American society?</li> <li>• What strategies have people adopted in the face of intensified racism and inequality?</li> <li>• What are realistic strategies for social justice in this era?</li> </ul> <p>This course introduces students to the study of race and ethnicity as social processes, and examines the formation and transformation of racial systems throughout American history. Throughout the course, the dynamics of race and ethnicity are located in relationship to class, gender, sexuality and nationality, and are examined in the context of global socio-economic processes. Sociological theories are used to identify important themes, which are then studied through an examination of history, institutional dynamics in the present, and consideration of strategies for social justice. Course requirements include class participation</p>		

(attendance, active class participation) (20% of course grade); two midterm exams 15% of course grade each), a final exam (20% of course grade), and a ten to twelve page final paper (30% of course grade). For the final paper, students will utilize the concepts, issues and data addressed in this course to investigate a specific barrier to equal opportunity involving race and/or ethnicity and propose both short- and long-term solutions to it.

<b>Sociology 135</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 100
T-TH 2-3:30	60 Evans	

*Note: This course has discussion sections*

**SEXUAL CULTURES:** 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. While many people think of sexuality as inherent, biological, and purely “natural”, we will be challenging the idea of a “pre-social” sexuality. You will come to see sexuality as something that is constructed and structured by and through social relations. The course will begin with an examination of sociological theories of sexuality, including queer theory. 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. In the last section 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 how the sex industry can be a reflection of and reinforce sexual inequalities, but can also be used to challenge these inequalities.

<b>Sociology 140</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 160
T-TH 5-6:30	390 Hearst Mining	

**POLITICS AND SOCIAL CHANGE: POLITICS & SOCIAL CHANGE:** This is a course that aims to introduce classical sociological theories of the state and politics, and then to apply those theories to some concrete cases of political and social change. For the first half of the course, the focus will be on reading and analyzing broad theories of the state and politics from the canonical sociological traditions of analysis: liberal/pluralist; structural-functionalist; Weberian/realist/institutionalist; and Marxist. In the second half of the course, we will be applying these theoretical frameworks to some specific instances of socio-political change: how social movements interact with the state and politics; politics and the state in Latin America; and an analysis of current events from a political sociology perspective. Throughout, we will keep in mind our main analytical line of inquiry, and our most basic and fundamental questions: what are the relationships between and among state, politics and society?

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 200
MWF 3-4	A1 Hearst Annex	

**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 members of society. 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. Writings: Short mid-term study of processes of identity formation of two individuals; final course paper, developed in stages (several brief 2 page field

reports) over the semester, examining structures and processes linked to 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: 275
<b>T-TH 12:30-2</b>	F295 Haas	

**SOCIOLOGY OF CULTURE:** The Sociology of Culture is a broad field of study encompassing every aspect of our lives. Culture is what give our lives shape, allows us to predict social action, informs our behavior and patterns of thought, and gives our lives meaning.

In this course we will focus on a few core concepts: symbolic boundaries, cultural capital, and authenticity. These concepts will allow us to explore issues of power, hegemony, and inequality.

We will examine diverse cultural worlds from parenting styles and children’s playgrounds, to the role of Shakespeare in American culture, to musical dislikes and musical genres, to the reproduction of inequality through educational institutions, and the gender, class, and sexuality policing of the slut discourse in college.

<b>Sociology 166</b>	<b>Linus Huang</b>	Enrollment Limit: 195
MWF 12-1	A1 Hearst Annex	

**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: 260
T-TH 5-6:30	2050 Valley LSB	

*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 169</b>	<b>Edwin Lin</b>	Enrollment: 130
T-TH 8-9:30	105 North Gate	

**SELECTED TOPICS IN SOCIOLOG OF CULTURE: CROSS-CULTURAL COMMUNICATION:** This course is designed to interrogate different aspects of cross-cultural communication and cultural differences: family life, social relationships, the workplace, government, education, gender, romance, and religion. Throughout exploring these topics, we will strive to engage in personal self-reflection, hands-on

experience, and to understand the connections to larger social structures.		
<b>Sociology 179</b>	<b>John Lie</b>	Enrollment: 25
W 3-6	183 Dwinelle	
<p><b>EAST ASIA IN THE AGE OF GLOBALIZATION:</b> In this course, we will consider East Asia – here defined as the descendants of the broadly Confucian world of Ming-Qing Chinese dominance – in the age of globalization. After a brief historical and theoretical overview, we will focus on two related dynamics. First, the making of the modern national identity and the simultaneous movement of peoples. That is, we will consider how the modern nation-states formed in East Asia and how concurrent and massive migrations occurred. Secondly, we will consider the flow of culture, and especially popular culture, in East Asia. Against the backdrop of geopolitics and political economy, we will explore how seemingly superficial cultural flows in fact create many of the backdrops against which weighty matters of power politics and economic matters take places. If you have never enrolled in a college-level course on modern East Asia, then please be prepared to complete preparatory readings before or shortly after the course commences.</p>		
<b>Sociology 180I</b>	<b>Szonja Ivester</b>	Enrollment Limit: 195
MWF 12-1	145 Dwinelle	
<p><i>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.</i></p>		
<p><b>COMPARATIVE PERSPECTIVES ON U.S. &amp; EUROPEAN SOCIETIES: INEQUALITY:</b> 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.</p>		
<b>Sociology 180P</b>	<b>Christoph Hermann</b>	Enrollment: 65
MWF 1-2	170 Barrows	
<p><b>COMPARATIVE PERSPECTIVES ON U.S. AND EUROPEAN SOCIETIES:</b> This course compares the United States and the European Union with a specific focus on socio-economic arrangements and developments. We will compare and contrast theories of comparative political economy such as the Varieties of Capitalism School and discuss their explanations for convergence and divergence in an increasingly globalized world. We will, furthermore, explore the specific dynamics of regional economic integration (Common Market, NAFTA) and the trade relations between the two economic super powers – including the current negotiations for a Transatlantic Trade and Investment Partnership. Finally, we will also investigate how the US and the EU have responded to the Great Recession and how they want to tackle the looming climate crisis.</p>		
<b>Sociology 189G</b>	<b>Szonja Ivester</b>	Enrollment Limit: 130
MWF 2-3	101 Morgan	
<p><i>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.</i></p>		

**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 then add to the wait-list during Phase 2.

2) Complete the Sociology 190 Placement Request Form online at:

[https://www.surveymonkey.com/r/SOC190\\_Fall16](https://www.surveymonkey.com/r/SOC190_Fall16)

\*\* Be sure to submit form by or before **MAY 13, 2016**. You should submit this form BEFORE adding to the wait-list. Please note: request 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 online request 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) 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.**

5) 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 may be considered by the instructor during the first day of instruction, if space permits. Students will get an email informing them of their seminar placement in July.

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>Karen Barkey</b>	Enrollment Limit: 25
TH 12-2	321 Haviland	

**SOCIOLOGY'S HISTORICAL IMAGINATION: A SURVEY:** This is an introductory survey in Historical Sociology. Historians and historical sociologists have long attempted to reconstruct the past. In this endeavor, they use a variety of evidence that is left behind from previous times. They use and shape this evidence to make convincing arguments about how processes, events and practices unfolded over time. The processes and events they attempt to explain can be as varied as the construction of race and racism, the rise of capitalism, the French Revolution or social practices of medieval society. This course will focus on the reconstruction of the past, the manner in which history and sociology approach the past, the problems encountered with evidence and the different ways of reconstructing the past. We will survey different approaches to using the past as well as tackle substantive issues of interest to politics and society in contemporary society.

<b>Sociology 190.002</b>	<b>Neil Fligstein</b>	Enrollment Limit: 25
T 10-12	321 Haviland	

**FINANCIALIZATION AND GLOBALIZATION:** It is difficult to escape the impression that we live in a world dominated by finance. Financial news dominates the business press. The management of American corporations, large and small, is driven by Wall Street criteria. As consumers, we are now expected to have sufficient financial literacy to manage our health care, our retirements, and our household expenditures. The recent financial crisis has demonstrated how financial machinations have superseded any other productive activity in the U.S. economy. This course explores how the financial sector of the economy, the financialization of corporations, and the financialization of everyday life in the past 30 years has evolved. We also consider how finance has gone global and how it now dominates life in Western Europe and Asia and is at least part of what we mean what we use the term globalization. This class is run as a seminar and students are expected to read, present, and produce a research paper over the course of the semester.

<b>Sociology 190.003</b>	<b>Cihan Tugal</b>	Enrollment Limit: 25
TH 10-12	321 Haviland	

**MIDDLE CLASS RADICALIZATION ACROSS THE GLOBE: THE RE-BIRTH OF POPULISM IN THE UNITED STATES, THE MIDDLE EAST, LATIN AMERICA AND EUROPE:** This course will focus on the wave of radicalism that has been sweeping the globe since the late 2000s. The precursor to this global wave was the rise of populist movements and regimes in Latin America in the 1990s. After the 2008 financial crisis, revolutions and protests erupted in quite dissimilar geographies: the Tea Party and Occupy Wall Street in the US, the failed Arab revolutions, horizontalist revolts in Southern Europe, ISIS in the Muslim world, and right-wing radicalization in Venezuela and Ukraine. These movements also triggered each other. Tahrir inspired Occupy. The post-Arab Spring refugee wave (and fear of Islamism) fed into further right-wing radicalization in France, Poland, Germany, and Hungary. Repeating the Latin American experience, some of these populist movements might lead to populist regimes (or at least populist political options), as the rise of Trump, Corbyn, the daughter Le Pen, Syriza, Podemos, and Sanders suggests. Since it has been frequently stated that downwardly mobile middle-class youth are central to this “fall of the center,” we will discuss the concept of class. Not only academics and journalists, but even populist politicians themselves put the category “middle class” in the center of their appeal (most recently, Donald Trump pictured himself as the savior of the “disappearing middle class”). How can we test the claim that the sociological base of this new wave is indeed a class actor? Student projects will study the middle classes of particular countries, their politicization, and their contribution to mass movements and post-liberal regimes.

<b>Sociology 190.004</b>	<b>Chris Herring</b>	Enrollment Limit: 25
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M 2-4	Demography Conference Room 2232 Piedmont	
<p><b>POVERTY ETHNOGRAPHY: A SOCIOLOGY OF US URBAN POVERTY THROUGH AN ETHNOGRAPHIC LENS:</b> How is poverty (re)produced, managed, and experienced in the contemporary US city? How does an ethnographic approach to poverty - studying through first hand observation and/or participation – produce sociological knowledge, theory, and representations distinct from other qualitative and quantitative methods? This seminar will answer both questions through reading and discussing selections from a recent ethnographic study each week. On the one hand, students will relate key strands of the sociology of poverty and urban sociology, including spatial segregation, discrimination, and dispossession in and between urban neighborhoods, the role of illegal, informal, and precarious work, the effects of welfare and criminal justice policy, and the impact of violence, crime, and community organizing in poor communities. On the other hand, students will be introduced to the key schools and traditions of the ethnographic method, evaluate genres of ethnographic writing, consider epistemological debates, and grapple with the ethics of doing participant observation in poor communities and the politics of representation. Students will be required to complete short (500 word) reaction papers each week and write a 15-page critical book review that connects a methodological and thematic issue of the course through two to three books covered in the syllabus.</p>		
<b>Sociology 190.005</b>	<b>Shelly Steward</b>	Enrollment Limit: 25
W 4-6	187 Dwinelle	
<p><b>AGE OF ANXIETY: RISK AND UNCERTAINTY IN THE MODERN WORLD:</b> From the personal to the global, former sources of stability and predictability are declining and new sources of anxiety are flourishing. Economic inequality is at an all-time high. Flexible employment has drastically reduced job security. Media coverage of global and domestic terrorism abounds. At home, family structures are changing and dissolving. This course examines and interrogates this “era of insecurity.” What is insecurity, how can we measure it, and what are its causes and consequences? We will start by examining insecurity from a macro perspective, considering the state, economy, and environment. Next, we enter the workplace, examining how labor markets have changed and how insecurity differs by class. We then focus on insecurity at home, looking at how family dynamics are evolving. Over the term, students will develop a paper examining one area of contemporary insecurity.</p>		
<b>Sociology 190.006</b>	<b>Charlie Eaton</b>	Enrollment Limit: 25
M 10-12	141 Haas Pavilion	
<p><b>US INEQUALITY AND SOCIAL POLICY IN THE NEW ERA OF FINANCE:</b> From Occupy Wall Street to the Bernie Sanders movement, we have seen persistent anger at big banks and the U.S. financial sector over economic inequality. But is finance really to blame? And if so, what can we do about rising inequality? To tackle these questions, this course will cover the latest sociological research on financialization – a term for the increasing participation of widespread social groups and organizations in financial markets and transactions. The first half of the course will look at financialization in different areas of social life with implications for inequality. We will read works about how financialization has transformed corporations and work along with homes and household debt. The second half of the course will turn to scholarship on social policies and how they can either reduce or reinforce to inequalities related to financialization. The readings will offer varying accounts of how financial sector ideologies and power have driven intertwined increases in inequality and changes in social policy.</p>		
<b>Sociology H190A.001</b>	<b>Laleh Bebehanian</b>	Enrollment Limit: 15
T 12-2	180 Barrows	
<b>Sociology H190A.002</b>	<b>Mary Kelsey</b>	Enrollment Limit: 15

T 12-2	78 Barrows
<p><i>NOTE: Students must apply and be selected to participate in the Honors Thesis Program. Applications for the Senior Honors Program are due by May 20, 2016. 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 Cal Central during Phase II which begins in July. There is an additional application deadline on July 29, 2016 for those who did not apply in May. For eligibility information and deadlines, please visit our web-site at <a href="http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-courses">http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-courses</a>.</i></p>	
<p><b>SENIOR HONORS THESIS SEMINAR:</b> 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.</p>	
<b>Sociology 193</b>	<b>John Kaiser</b>
M 4-6	Enrollment Limit: 20
	187 Dwinelle
<p>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.</p>	
<p><b>Sociology 98, 197, 198, 199 - DE-Cal and Independent Study courses</b></p>	
<p>Deadline to submit DE-Cal course proposal for Fall 2016–May 27, 2016</p>	
<p>Deadline to submit Independent study applications for Fall 2016 – September 9, 2016</p>	
<p>Sociology 197: Field Study  Sociology 198: Group Study  Sociology 199: Independent Study</p> <p>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: <a href="http://sociology.berkeley.edu/regular-faculty">http://sociology.berkeley.edu/regular-faculty</a></p> <p>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 <a href="mailto:rebeccaisme@berkeley.edu">rebeccaisme@berkeley.edu</a></p>	

## Important Information and Tips for Sociology Enrollment

**Enrolling for Sociology Courses on CalCentral:** <https://calcentral.berkeley.edu/>

- **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 CalCentral 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.
- 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 27, 2016. The deadline to submit applications for Fall 2016 Independent Studies is Friday, September 9, 2016. Go to: [http://sociology.berkeley.edu/index.php?page=special\\_enrollment](http://sociology.berkeley.edu/index.php?page=special_enrollment)
- Students should check the Berkeley Bulletin 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. **CalCentral 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 and 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 CalCentral 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 CalCentral waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is always off the CalCentral 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 CalCentral 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 CalCentral. Students not already enrolled in the lecture will be added off the CalCentral waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on CalCentral, 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.