

**DEPARTMENT OF SOCIOLOGY**  
**FALL 2018 UNDERGRADUATE COURSE DESCRIPTIONS**  
 August 29, 2018

- Please see the Fall 2018 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2018 *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 CALCentral 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: 260
MWF 1-2	100 Lewis	

*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
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>Daniel Schneider</b>	Enrollment: 240
T-TH 11-12:30	100 Lewis	

*NOTE: This course has discussion sections.*

**EVALUATION OF EVIDENCE:** People today are barraged by information – a torrent of facts, opinions, and analyses that appear in books, in newspapers and magazines, on radio stations, through television broadcasts, on computer screens, and on cell phones. The pressure to make sense of that information has

never been greater. This course will introduce you 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 policymaking debates. 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 by evaluating research designs and data-collection strategies in light of research questions and theory.

<b>Sociology 7</b>	<b>Linus Huang</b>	Enrollment: 30
MWF 10-11	104 Barrows	

**THE POWER OF NUMBERS: QUANTITATIVE DATA IN SOCIAL SCIENCES:** This course will provide students with a set of skills to understand, evaluate, use, and produce quantitative data about the social world. It is intended specifically for social science majors, and focuses on social science questions. Students will learn to: produce basic graphs, find good-quality and relevant data on the web, manipulate data in a spreadsheet, including producing pivot tables, understand and calculate basic statistical measures of central tendency, variation, and correlation, understand and apply basic concepts of sampling and selection, and recognize an impossible statistic.

<b>Sociology 101 (Formerly 101A)</b>	<b>Marion Fourcade</b>	Enrollment: 200
T-TH 8-9:30	Hearst Annex	

*NOTE: This course has discussion sections.*

*Note: The only students who will be able to add during Phase I are declared Sociology seniors. Declared Sociology juniors will be able to add the course during Phase II. Sophomores and intended majors must wait-list in Phase II. 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. **Non- majors will be added at the discretion of the Dept.** Students should enroll in any available discussion section via Cal Central.*

**SOCIOLOGICAL THEORY I:** This course offers an introduction to the construction of social theories through a survey and critical analysis of the foundational texts in sociology. We will explore the following questions: (1) What are the main themes and arguments developed in classical sociological theory? (2) How do they relate to the social and intellectual context in which these texts were produced? (3) How do these theories help us understand the world around us?

<b>Sociology 102</b>	<b>Chris Muller</b>	Enrollment: 160
T/TH 9:30-11	390 Hearst Mining	

*Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Spring 2018. Declared Sociology majors should be able to add to the course directly and enroll in a discussion section no later than the end of Phase II, August 12th. If you did not earn the minimum grade or have not yet completed Soc 101, you will be dropped from the course. If you completed Soc 101, and are not declared in Sociology, please contact Seng Saelee at [ssaelee@berkeley.edu](mailto:ssaelee@berkeley.edu) about enrollment.*

**SOCIOLOGICAL THEORY II:** The second of two terms offering an introduction to the construction of social theories through a survey and critical analysis of the foundational texts in sociology. We will continue to explore the following questions: (1) What are the main themes and arguments developed in sociological theory? (2) How do they relate to the social and intellectual context in which these texts were produced? (3) How do these theories help us understand the world around us?

<b>Sociology 103</b>	<b>Michael Burawoy</b>	Enrollment: 25
TH 2-5	402 Barrows	

**ADVANCED STUDY IN SOCIAL THEORY:** Those who still hunger for social theory after taking Sociology 101 and 102 can take this difficult and challenging course. This year we will examine the

writings of W.E.B Du Bois. Requirements include intensive weekly readings, weekly memos and a final paper. Only open to students who have already passed sociology 101 and 102.

<b>Sociology 106</b>	<b>Joe LaBriola</b>	Enrollment: 25
TH 8-10	402 Barrows	

**QUANTITATIVE SOCIOLOGICAL METHODS:** In this course, students will learn the basics of quantitative social science; topics covered will include probability theory, hypothesis testing, and regression analysis. This course will be taught with an eye towards answering sociologically relevant research questions. An important part of this course will be learning and working in the programming language R. No previous statistical or programming experience is required before taking this course, though it is recommended that students have taken Sociology 5 (or a similar course) before taking this course. At the end of the semester, students who take this course will be able to better understand social science studies that use statistical methods, and will also gain skills in data analysis that will prove helpful for graduate school and many post-college jobs.

<b>Sociology 108</b>	<b>Edwin Lin</b>	Enrollment: 30
T 2-4	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: 230
MWF 11-12	10 Evans	

**ORGANIZATIONS AND SOCIAL INSTITUTIONS:** How does social structure shape organization's objectives and practices? What consequences does this have for society? How do we effect change in organizational behavior, and why is it difficult to do so? This course will introduce theoretical perspectives organizational sociologists use to make sense of the organizational world. Although the course is built upon specific case studies, students will learn how to understand and engage any part of the organizational world—organizations large and small, for-profit and not-for-profit, or public and private..

<b>Sociology111AC</b>	<b>Joanna Reed</b>	Enrollment: 195
MWF 1-2	100 GPB	

*Note: This course meets the American Cultures requirement*

**SOCIOLOGY OF THE FAMILY:** This course explores the dimensions and diversity of contemporary family life in the United States from an institutional perspective. We consider how family patterns have changed over the 20<sup>th</sup> and into the 21<sup>st</sup> Century, focusing on changes in marriage and other aspects of family organization over time, with attention to class, race, and gender. We consider sociological theories about family life by exploring contemporary aspects of relationships between romantic partners, parents and children, gender relations, the influence of the marketplace on family life and work and family.

<b>Sociology 113AC</b>	<b>Brian Powers</b>	Enrollment: 65
MWF 11-12	60 Barrows	

**SOCIOLOGY OF EDUCATION:** With the help of sociological research and theory, and a particular focus on the achievement gap, we examine schooling as both a bridge and barrier to opportunity in the US and other societies. We investigate educational disparities and their reasons and consequences across

income and racial groups in the US and other societies. We will explore the organization, curriculum, and instructional practice of schools (and other forms of education) as they have emerged under the influence of the history, culture, and the structure of their particular social settings. We will examine some debates in contemporary educational policy – the common core, charter schools, the testing regime, school finance equalization, educational inclusion policy for English learners and students with disabilities – from a sociological perspective. This course integrates readings, lectures, and modest amount of on-site observation at a venue of students’ choice, leading to a final paper of about 8–10 pages. The course project allows for the first-hand examination of the various goals that have been established for educational systems and practices. The observational study will focus on the effects -- intended and unintended – of socially-situated schooling on the academic achievement and engagement, aspirations, formation of personal and social identities and on the growth, development, and change of the social order itself. Our course is included in the ACES (American Cultures Engaged Scholarship) program on campus, so students may find productive sites for their observation with one of three community partner educational programs, which value our students’ work on site. An optional ACES seminar (time TBA) for 2 P/NPunits, will support students’ observations, experience with their study sites, and deepen their grasp of the significance of course materials.

<b>Sociology 114</b>	<b>Andy Barlow</b>	Enrollment: 130
MW 5-6:30	277 Cory	

**SOCIOLOGY OF LAW:** The sociology of law studies law and legal institutions as social relationships. Everyday life both incorporates and creates legal meanings and practices. Utilizing sociological theories and methods, this course explores the legal field as a set of social networks and cultural meanings and examines the relationship of the legal field to social life. Specifically, the course examines the ways that ‘legality’ is constituted in the United States by a wide range of political, economic and cultural practices, and the ways that law appears in the very conceptions of American society, community and the individual. Topics to be covered include: sociological theories of law and society, and the social constitution of tort law, contract law, criminal law and institutions. Throughout, attention will be given to the concepts of social justice as they appear in the legal construction of class, race, gender, citizenship and sexuality in the United States. Course requirements include class participation, two midterms, a final exam and a final paper.

<b>Sociology 119S</b>	<b>Sylvia Flatt</b>	Enrollment: 60
Wednesday 5-8	102 Wurster	

**ORGANIZATIONAL STRATEGY AND DESIGN:** Organizations face a rapidly changing external environment that make developing and sustaining a competitive advantage more tenuous. Firms that were successful last year may no longer be as successful. This course examines topics in organizational strategy from sociological and business perspectives and at times in parallel to each other. 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 theoretical development, we critically examine both perspectives by continually juxtaposing them throughout the course. Some of the topics include: 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 (explore and exploit), blue ocean strategy, and organizational status/reputation.

<b>Sociology 120</b>	<b>Christoph Hermann</b>	Enrollment: 195
T/TH 11-12:30	100 GPB	

**ECONOMY AND SOCIETY:** The main objectives of this course is to introduce students to economic thinking about society and social change and to explain the functioning and transformation of capitalist societies. To this end the course is divided into four parts: The first part – Spotlights on Economic Thought

– deals with major controversies in economic and social thought. It does so by presenting important economists (unfortunately all men) and discussing one of their major contributions to economic and social thinking. The economists that are covered include Smith, Marx, Schumpeter, Keynes, Veblen, Friedman, Piketty, and Sen. The topics include wealth, accumulation, innovation, demand, waste, freedom, inequality, and justice.

The second part – institutional foundations of capitalism – deals with a number of institutions that are essential for the functioning of capitalist economies. These include money and finance, markets, enterprises, and states. In addition lectures in this part will also address the role of shareholder value, the internationalization of firms and production, as well as the variation of institutional frameworks as highlighted in the Varieties of Capitalism literature. The third part – capitalist transformations – introduces major concepts and theories of economic and social change, including globalization, neoliberalism, and financialization.

The fourth part is devoted to a discussion of the causes and consequences of the Great Recession which erupted the world economy in 2008. The fifth part looks beyond capitalism and engages with two important debates that relate to a non-capitalist economic system: the de-growth debate and the debate about democratic planning.

<b>Sociology 121</b>	<b>Szonja Ivester</b>	Enrollment Limit: 170
T/TH 12:30-2	120 Latimer	

*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 C126</b>	<b>Jenna Johnson-Hanks</b>	Enrollment Limit: 65
MWF 11-12	105 North Gate	

*Note: This course is cross-listed with Demography C126*

**SEX, DEATH & DATA:** Our most intimate moments—of birth, marriage, illness, sex, and death—are at the same time our most widely shared, and even our most statistically predictable. New forms of data continue to make these regularities in vital rates clearer than ever. Using population data, we can address questions like: “Why are death rates so different for men and women?” and “Can we really know how often people have sex?” and “How do changes in birth rates matter for social life?” This course provides a broadly accessible introduction to social demography through an examination of some of the social, political, and ethical issues related to population size, structure, and change. At the end of this course, you will have a basic toolkit for understanding population issues, and for thinking about relationships between aggregate statistics and individual choices or actions.

<b>Sociology 130AC</b>	<b>Joanna Reed</b>	Enrollment Limit: 195
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MWF 3-4	A1 Hearst Annex	
<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 135</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
MWF 9-10	160 Kroeber	
<p><b>SEXUAL CULTURES:</b> 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.</p>		
<b>Sociology 140</b>	<b>Cihan Tugal</b>	Enrollment Limit: 100
T-TH 12:30-2	60 Evans	
<i>NOTE: This course has discussion sections.</i>		
<p><b>POLITICS AND SOCIAL CHANGE:</b> 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.</p>		
<b>Sociology 141</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 195
T/TH 3:30-5	A1 Hearst Annex	
<p><b>SOCIAL MOVEMENTS:</b> While this course introduces students to sociological scholarship on social movements, it aims to do so from the perspective of movements themselves. We explore a variety of social movements in 20<sup>th</sup> and 21<sup>st</sup> century US history, including: the Movement of the Unemployed; the Labor Movement; the Civil Rights and Black Power Movements; Draft Resistance; the Chicano Movement; the Third World Liberation Front; the Gay Liberation Movement; the Occupy Movement; and Black Lives Matter. Focusing on questions and concerns that emanate from the experiences of these movements, we turn to sociological and social science scholarship to develop analytic and theoretical approaches that enable us to pursue those questions. What are the conditions that allow for (or obstruct) the emergence of a movement, and how can we recognize and fully exploit those conditions when they arise? What forms of organization have facilitated movements and which have endangered them? What different kinds of strategies and tactics have various movements adopted and how effective have they been in different contexts? What strategic and tactical innovations have been introduced in the contemporary period? What challenges and forms of repression have movements faced historically and how have they adapted?</p>		

<b>Sociology 142</b>	<b>Martin Sanchez-Jankowski</b>	Enrollment Limit: 65
M 2-5	166 Barrows	
<p><b>WAR AND GENOCIDE:</b> This course will look at the social basis of group conflict and war. In this pursuit we will investigate the social psychology of individual and group violence, the role of social and economic change in causing group violence, and the social basis of civil and national war. Issues such of personal insecurity, morality, citizenship, injustice, greed, and solidarity will be examined as they relate to the killing, murder, and genocide of peoples; with a emphasis of how each of these affects their respective societies.</p>		
<b>Sociology 148</b>	<b>Cybelle Fox</b>	Enrollment Limit: 130
T/TH 3:30-5	101 Morgan	
<p><b>SOCIAL POLICY:</b> During the past four decades economic inequality has rapidly increased. Yet where most rich democracies use redistributive social policy to mitigate poverty and inequality, the United States has done less in this regard. In this class, we will examine American policy responses to poverty and inequality and evaluate different theories about why the United States is so exceptional. We will pay particular attention to the role of public opinion, interest groups, race relations, social movements, and the state in explaining the scope, form, and function of American social welfare provision.</p>		
<b>Sociology 149</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 130
T/TH 9:30-11	101 Morgan	
<p><b>SOCIOLOGY OF POLICING:</b> This course explores a wide range of scholarship on policing. It commences with the task of developing a sociological conceptualization of “police” before proceeding to examine the historical emergence of the police in modern societies, focusing particularly on the case of the United States. The course traces the historical development of policing in the U.S. from the colonial era through the contemporary period. How are we to understand the nature, means, and function of police? If the mandate of police is to enforce and guarantee “order”, what is the relationship between policing and the maintenance of the class order of capitalism, the racial order of white supremacy, and the gendered and heteronormative order of patriarchy? And how are deviations from and resistances to these orders criminalized as forms of “disorder” that then become targets of policing? The course concludes by examining major current developments that are transforming the nature of contemporary policing. How can we understand the phenomenon referred to as “the militarization of police”? What new forms of policing have emerged alongside neoliberalization? What becomes the role of police in the maintenance of a neoliberal order? Finally, how are we to understand the increasing centrality of criticisms of policing within contemporary social movements in the U.S.?</p>		
<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 130
MWF 2-3	A1 Hearst Annex	
<p><b>SOCIAL PSYCHOLOGY:</b> 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</p>		

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>Cristina Mora</b>	Enrollment Limit: 130
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T/TH 3:30-5	277 Cory
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**SOCIOLOGY OF CULTURE:** This class will introduce students to the sociology of culture. We will begin by examining the theoretical debates on what culture is, where it comes from, and how it works. We will pay particular attention to debates about hegemony and the relationship between culture, power, and inequality. We will then move on to examine empirical sites of cultural transmission – schools, immigrant communities, and religious institutions. We will end by examining the production of culture perspective and considering how mass media is produced and connected to social change.

<b>Sociology 163</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 260
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MWF 11-12	100 Lewis
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**POPULAR CULTURE:** In this course we will be examining various forms of popular culture including media, subcultures, art, and consumer culture. We will begin the course with an examination of the definition of popular culture and how cultural texts, artifacts, and behavior come to be seen as popular. Then we will focus on sociological theories that will guide our understanding of popular culture.

While popular culture is often denigrated and criticized for being “dumbed down” or homogenous, we will explore the enormous diversity of popular cultural forms and the important role they play in our lives. Here we will take popular culture seriously. Some of the issues we will explore include:

- **The role of social context.** What is the role of social context in the production of popular culture? What is the structure of the media industries?
- **Reproduction of inequality.** How does popular culture play a role in reproducing gender, racial, ethnic, sexuality, and class inequality? In what ways could it be used to challenge inequality?
- **Cultural reception.** How do we decode popular culture texts? What are the different uses of popular culture?
- **The relationship between culture and identity.** How are identities are shaped by popular culture?
- **Popular culture and social change.** How does popular culture reflect shifts in larger cultural beliefs and trends?

<b>Sociology C167</b>	<b>Edwin Lin</b>	Enrollment Limit: 300
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T/TH 8-9:30	245 Li Ka Shing
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*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>Sociol 169C.1</b>	<b>John Kaiser</b>	Enrollment Limit: 68
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T/TH 5-6:30	60 Barrows	
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**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>Sociol 169C.2</b>	<b>Edwin Lin</b>	Enrollment Limit: 80
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TH 2-5	145 Moffitt	
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**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 169F</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
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MWF 3-4	9 Lewis	
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**CULTURAL PERSPECTIVES OF FOOD:** This course will provide a broad overview of food as culture. Food has more meaning than mere sustenance. Food itself is a social construction; how and what is defined as suitable to eat is socially constructed. What is acceptable as food in one culture can be taboo in another. Food reflects a culture's values and is a way one culture asserts their superiority over another. How food is prepared and consumed is imbued with cultural, gender, religious, ethnic, and class meanings. We will begin the course by examining some foundational writings on the cultural implications and explanations of food: \*How and why we consume what we do \*How food is used to create social distinctions \*The implications of a global food world. We will use these foundations to explore how food is imbued with gender, race, class, ethnic, and sexual meanings and can form the basis for the constitution and recreation of identities.

<b>Sociology 180I</b>	<b>Szonja Ivester</b>	Enrollment Limit: 195
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T/TH 5-6:30	100 GPB	
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*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.

**Sociology 190 Seminars – Fall 2018**

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. However we are usually able to accommodate most interested Sociology students. Please see an advisor for assistance.

THE PROCEDURES ARE AS FOLLOWS:

1) Review the course descriptions for the 190 seminars and identify the courses you are interested in. <http://sociology.berkeley.edu/course-descriptions>

2) Complete the Sociology 190 Placement Request Form online at: [https://www.surveymonkey.com/r/Fall2018\\_SOC190](https://www.surveymonkey.com/r/Fall2018_SOC190)

\*\* Be sure to submit survey by or before **MAY 4, 2018**. You must submit this form by the deadline in order to ensure placement in the course. Please note: request forms will continue to be reviewed on a rolling basis until **MAY 4, 2018**.

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

4) We will assign most of the available space in each seminar prior to the beginning of classes. Priority is given to declared sociology seniors 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 mid-December.

5) During the break, you will be granted permission to add the seminar you were assigned to. Students must enroll into their assigned seminar course via Cal Central before the first day of instruction. **In order to retain your placement, students must also 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, any remaining seats in each seminar will be filled with students who are attending the class, and meet the priority groups listed above in item #4. Enrollment into the course is at the discretion of the department.

<b>Sociology 190.001</b>	<b>Cybelle Fox</b>	Enrollment Limit: 25
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W 10-12	106 Wheeler
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**UNDERSTANDING AMERICAN IMMIGRATION POLICY:** This course will examine immigration policy in the United States, with a special focus on undocumented immigrants. Course readings will cover the rise of illegality, the roots of anti-immigrant policy, the on-the-ground workings of immigration control, the consequences of anti-immigrant policies for individuals and communities, and the growing resistance to restrictive immigration policies.

<b>Sociology</b>	<b>Christoph Hermann</b>	Enrollment Limit: 25
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<b>190.002</b>		
W 2-4	106 Wheeler	
<p><b>CAPITALISM AND COMMODIFICATION:</b> Capitalist economies are based on the production and consumption of commodities. We have to pay for most goods and services that we consume and they are only provided as long as somebody makes a profit out of it. Even more so: Things that cost nothing are often considered to be worthless or at least of lower quality. On the other hand, there are things that we commonly do not associate with money, such as love or affection, but also the provision of human organs or the birth of babies, and paying for them is considered unethical and potentially damaging for society. Hence even in capitalist economies, some goods and services are not or only partially commodified. However, neoliberalism has shifted the frontier of commodification in recent decades through privatization, marketization, and financialization. In this course, we will first review theories of commodification and then analyze processes of commodification in different social spheres such as health care, education, food, and housing. We will, furthermore, explore the consequences of commodification, including the consequences for social equality. Finally, we will look at alternatives to commodification.</p>		
<b>Sociology</b> <b>190.003</b>	<b>Santiago Molina</b>	Enrollment Limit: 25
M 12-2	106 Wheeler	
<p><b>SOCIOLOGY OF ILLNESS: The normal and pathological through the lens of genetics.</b> Since the mid-Twentieth century, scientists' understanding of the genetic basis of human illnesses has grown exponentially. This however, has led to an increased reliance on genetic explanation for a wide variety of pathological traits, including metabolic diseases like diabetes and behavioral conditions like autism. Today, the relevance of these molecular explanations to modern societies is reflected in record sales of personal genetic tests, holiday package discounts for DNA ancestry services, the normalization of pre-natal genetic screening, the prominence of new gene-editing technologies in the biotechnology sector and the emergence of a flourishing industry for preserving human tissue for commercial, clinical and forensic uses. This course surveys a variety of topics threaded together by a common goal: to unpack the entanglements of society with the science of human genetics and biomedicine. Through the readings, students will engage with themes that are central to sociological thought: identity, power, categorization, race, politics, knowledge, and order, albeit in the context of science and illness. By the end of the course students will be able to sharply interrogate the production and social impacts of claims about the genetic basis of illness and deviance.</p>		
<b>Sociology</b> <b>190.004</b>	<b>Kristen George</b>	Enrollment Limit: 25
M 4-6	106 Wheeler	
<p><b>SOCIOLOGY OF SLAVERY:</b> What is slavery from a sociological perspective, and how has slavery shaped American culture and institutions? This seminar is designed give students a sociological understanding of slavery both in general and as an aspect of the American experience. We will begin by considering slavery comparatively and theoretically, then turn to the American context to understand the particular history of slavery in America. After exploring the sociological dimensions of slavery in the American past, we will go on to consider how slavery has shaped American life more broadly, focusing especially on its consequences for the institutions of race, gender, religion and criminal justice.</p>		
<b>Sociology</b> <b>190.005</b>	<b>Martin Eiermann</b>	Enrollment Limit: 25
T 10-12	285 Cory	
<p><b>ALGORITHMS IN SOCIETY:</b> This course offers a social-scientific perspective on algorithms in the contemporary world. Increasingly, computational technologies are used to determine the financial responsibility of individuals and the recidivism risk of criminal defendants, curate news offerings, or offer personalized shopping recommendations. Each of these algorithmic practices has social histories, political</p>		

contexts, and tangible consequences. Drawing on classical works of sociology and on the sociology of science, this course (1) introduces students to core concepts and key articles, (2) explores the use of algorithmic technologies in society, and (3) inquires into the sociological questions they raise about inequality and power. The course does not assume any specific knowledge beyond a familiarity with basic sociological concepts.

<b>Sociology 190.006</b>	<b>Fithawee Tzeggai</b>	Enrollment Limit: 25
TH 2-4	104 Barrows	

***SOCIOLOGY, SEGREGATION, AND THE SOCIAL CONSTRUCTION OF RACIAL DIFFERENCE:***  
 The sociology of race in early and mid-twentieth century U.S. has been criticized for focusing on cultural deficiencies and interpersonal relationships rather than the core structural dynamics of racism. Today, sociologists still strive to produce new and transformative knowledge about racial inequality and injustice, but are academic researchers capable of overcoming the dominant representations of race that sustain white supremacy in the U.S. and abroad? This course examines contemporary sociological research on racial segregation, asking how scholars conceptualize processes of racial division and domination, and how they endeavor to speak about the voiceless and invisible people excluded by these processes. After considering dominant white representations of racial difference and inequality in U.S. and South African history, we turn to contemporary instances of “racial segregation” across the globe, examining the theories and methods that sociologists use to analyze the social construction of race today. Readings sample from a variety of approaches within the sociology of race and similar fields, and the course incorporates relevant movies and novels to put in conversation with these sociological perspectives.

<b>Sociology H190A.001</b>	<b>Mary Kelsey</b>	Enrollment Limit: 15
T 12-2 PM	210 Dwinelle	

<b>Sociology H190A.002</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 15
T 12-2 PM	225 Dwinelle	

*NOTE: Students must apply and be selected to participate in the Honors Thesis Program. Applications for the Senior Honors Program are due by May 18, 2018. The program is limited to 30 students, and students will be notified of the status of their applications in early July. Once accepted, students will be granted access to add the class via Cal Central in August. There is an additional application deadline on July 20, 2018. 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 R1B</b>	<b>John Kaiser</b>	Enrollment Limit: 17
T 2-4	104 Barrows	

**SOCIOLOGICAL READING & COMPOSITION: PLEASE CONTACT INSTRUCTOR**

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

Deadline to submit DE-Cal course proposal for Fall 2018–May 18, 2017

Deadline to submit Independent study applications for Fall 2018 – September 7, 2018

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 CALCentral. 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 CALCentral:

- **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 during pre-enrollment.
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101/102, 190, H190A, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, May 18, 2018. The deadline

to submit applications for Fall 2018 Independent Studies is Friday, September 7, 2018. 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. **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 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 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.