

**DEPARTMENT OF SOCIOLOGY**  
**FALL 2019 UNDERGRADUATE COURSE DESCRIPTIONS**  
 September 4, 2019

- Please see the Fall 2019 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2019 *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>Sandra Smith</b>	Enrollment: 360
MWF 9-10	2050 VLSB	

*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:** Sociology is the study of the social—social life, social change, and the social causes and consequences of human behavior. The primary objective of this course is to awaken students’ sociological imagination—to get students beyond the individual when trying to understand and explain human behavior—by helping them to see how social forces and social environments affect human behaviors in multiple and complex ways.

<b>Sociology 3AC</b>	<b>Mary Kelsey</b>	Enrollment: 300
T/TH 5-6;30	2050 VLSB	

*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. Once familiar with basic theoretical and empirical approaches used to explain social inequality, we will consider the ways in which educational systems can be used to perpetuate or resist the reproduction of social hierarchies. 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>David Harding</b>	Enrollment: 240
T-TH 9:30-11	Sibley Auditorium, Bechtel Engineering Center	

*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 policy-making 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	B1 Hearst Annex	

**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</b>	<b>Cihan Tugal</b>	Enrollment: 200
T-TH 11-12:30	100 GPB	

*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>John Lie</b>	Enrollment: 160
T/TH 2-3:30	120 Latimer	

*Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Spring 2019. Declared Sociology majors should be able to add to the course directly and enroll in a discussion section. 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 105</b>	<b>Jill Bakehorn</b>	Enrollment: 25
MWF 9-10	101 Wurster	

**RESEARCH DESIGN AND SOCIOLOGICAL METHODS:** This course is meant to be an opportunity for practical application of research methods and design; it is specifically geared toward guiding students in the development of a sociological research project. We will be addressing some of the major concerns and issues related to sociological research including: the goals of sociological research, methodologies, developing a research topic and question, theoretical traditions, literature reviews, ethics, and reporting on research findings. In this seminar you will begin the transition from being a consumer of

sociological research, synthesizing others' work, to a producer of sociological knowledge. This can seem like a particularly intimidating process, so we will break down the steps involved. The small size of the class means that we can spend class time discussing your questions and concerns about the research process. We will treat class time like a workshop for your individual projects. While lecture will be a component of class time, your active participation in the course is required. You will produce an original research proposal that can be the starting place of your senior or honors thesis or a springboard for graduate school.

<b>Sociology 108</b>	<b>Laura Enriquez</b>	Enrollment: 25
W 12-2	475 Barrows	

**ADVANCED METHODS: IN-DEPTH INTERVIEWING:** Social scientists rely on a variety of methodologies to conduct their research, including Interviewing. In using this methodology, we pose questions to those who are somehow related to the social phenomenon we are interested in to gain a deeper understanding of their experience with the phenomenon, their motivations, and their 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 during the class. This course requires a notable amount of individual and outside-of-lecture research, and is especially relevant for students who have a social research question that they want to answer.

<b>Sociology 110</b>	<b>Linus Huang</b>	Enrollment: 195
MWF 1-2	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 113</b>	<b>Sam Lucas</b>	Enrollment: 65
TR 8-9:30	20 Barrows	

**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 115G</b>	<b>Yan Long</b>	Enrollment: 65
TH 3:30-6:30	145 Moffitt	

**HEALTH IN A GLOBAL WORLD:** This course focuses on the impact of globalization on health problems and policy responses. The course begins with an introduction to the main concepts and measurements of globalization. It then explores a global risk and inequality map by looking at a number of major health challenges such as infectious diseases, climate change, food crises, and mental health. We consider not only the unequal distribution of health and disease but also common threats around the globe. For example, how do countries vary in who gets sick and why? Why hasn't any country managed to get rid of hunger without rapidly shifting to obesity? Next, we turn to those ways in which global interdependencies that do not appear immediately related to health—the ties of trade, of finance, of science, of media, of conflict, of violence, of migration—nevertheless shape people's experiences of sickness and health. Finally, the course examines different global health policy frameworks including primary health care system approaches (e.g. health workforce migration management), disease specific policies (e.g. AIDS treatment), and economic development (e.g. pharmaceutical patent protections).

<b>Sociology 119S</b>	<b>Sylvia Flatt</b>	Enrollment: 65
M 5-8	145 Moffitt	

**ORGANIZATIONAL STRATEGY AND DESIGN:** Organizations face greater difficulty achieving success and a competitive advantage due a rapidly changing external environment and higher levels of competition. Why are some firms more strategically successful than others? Why do some firms compete successfully and then lose their competitive edge? This course examines these questions by examining selected sociological and business strategy perspectives and theories. We begin with an overview of business strategy and sociological concepts to set a foundation for more in depth readings and discussion on different key themes in business strategy. Classic and contemporary theories will be reviewed. Some of the topics that we will cover include: the internal and external context of organizations, developing a competitive advantage, why firms are similar, why firms are different, alignment of organizational design with strategy, organizational ambidexterity, blue ocean strategy, organizational status and reputation, and optimal distinctiveness. Therefore, business strategy and sociology perspectives are juxtaposed throughout the course to deepen our analysis and to show how sociology and business strategy have both contributed to the field.

<b>Sociology 120</b>	<b>Joseph Lough</b>	Enrollment: 130
T/TH 12:30-2	120 Latimer	

**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: 195
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T/TH 11-12:30	4 Le Conte	
<p><b>INNOVATION &amp; ENTREPRENEURSHIP:</b> 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.</p>		
<b>Sociology 124</b>	<b>Martin Sanchez-Jankowski</b>	Enrollment Limit: 65
T 2-5	102 Wurster	
<p><b>SOCIOLOGY OF POVERTY:</b> This course will explore the sociology of poverty. In that regard, it will examine a number of theories on the causes of poverty, and then turn to the consequences of poverty for the people who live in it. Although the course will focus a good deal of attention on poverty in the US, there will be readings and lectures that deal with it in other societies as well. For the US we will look at the history of poverty in the US, the everyday lives of the poor, the social problems experienced as a result of poverty, and finally the role of social policy in the cycle of poverty. In addition, the course will address the role that poverty has played in the everyday lives of the divergent ethnic groups that have had it as part of their cultural experience in America. In this regard, the course will examine the interactive impact that poverty has had on the various cultures of the ethnic groups that have had a history of confronting persistent poverty and compare their experience with those groups that have had a history of experiencing poverty temporally. Finally, while there has been in recent times an urban bias to the study of poverty we will include poverty in rural areas as well.</p>		
<b>Sociology C126</b>	<b>Jenna Johnson-Hanks</b>	Enrollment Limit: 150
MWF 11-12	120 Latimer	
<i>Note: This course is cross-listed with Demography C126</i>		
<p><b>SEX, DEATH &amp; DATA:</b> 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.</p>		
<b>Sociology 127</b>	<b>Edwin Lin</b>	Enrollment Limit: 130
T-TH 8-9:30	105 North Gate	
<p><b>DEVELOPMENT &amp; GLOBALIZATION:</b> Development and globalization are terms that frequently come up in political debates over the economy, rising unemployment, poverty and inequality to name just a few. But, what do these words mean? These terms, or at least the phenomena that they represent, are contested. In this course we will consider the various debates over development and globalization from post-WWII to the present, how the global economy and relationships between and within nations have changed during this period, the actors involved in shaping the nature of this change, and the social and</p>		

environmental impacts of the prevailing way of conceiving of and structuring development and globalization.

<b>Sociology 130AC</b>	<b>Joanna Reed</b>	Enrollment Limit: 195
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MWF 3-4	145 Dwinelle	
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*Note: This course meets the American Cultures requirement*

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

<b>Sociology 135</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 100
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MWF 1-2	160 Kroeber	
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**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 139H</b>	<b>Szonja Ivester</b>	Enrollment Limit: 114
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TR 12:30-2	106 Stanley	
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**Health and Wealth:** The underlying principle of meritocracy is that everyone should have an equal opportunity to put their life plans in action. When structural barriers get in the way of such human flourishing, we think of them as unjust. Being in good health and of sound mind are two core requirements of a life well-lived. Without them, all other attempts at fair play (such as those in the distribution of income and other valued resources) are likely to fail. It makes good sense, therefore, to pay close attention to the relationship between health and wealth. Such a study has important scholarly and policy implications. We will participate in precisely this kind of inquiry during the semester. We will ask: What are the social determinants of health? How are they reproduced over time and across generations? What policies have communities taken to ameliorate their impact on human flourishing? Which of these have worked and which have not? Who is responsible for making sure that equal opportunities to flourish exist? Should these responsibilities be left up to the individual? Should we trust them to the market? Or do they require intervention by the state? None of these are easy questions, but all are actively debated by contemporary nation-states.

<b>Sociology 140</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 195
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T-TH 9:30-11	100 GPB	
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**POLITICS AND SOCIAL CHANGE:** This course provides an introduction to political sociology through in-depth engagement with major contemporary developments. In Part I, we focus on the Global Economic Crisis of 2008, drawing upon a long tradition of Marxist scholarship that seeks to understand

the relationship between state and economy. In doing so, we will grapple with a range of issues (the relation between state and capital, the political and economic power of the “ruling class,” the role of the state in mediating or exacerbating the crises of capitalism) that we then apply towards understanding the Global Economic Crisis. In Part II, we explore the US’ “War on Terror” – first through a range of Weberian approaches that focus upon the means of state power (violence, bureaucracy, war-making), followed by Foucauldian scholarship that examine “technologies” of power, particularly surveillance. Through exploring these contemporary developments, we will be introduced to a range of concepts (with an emphasis on “the state”), theories and debates within the field of political sociology.

<b>Sociology 142</b>	<b>Martin Sanchez-Jankowski</b>	Enrollment Limit: 65
T 5-8	102 Wurster	

**WAR AND GENOCIDE:** 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.

<b>Sociology 149</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 130
T/TH 3:30-5	159 Mulford	

**SOCIOLOGY OF POLICING:** 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.?

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 130
MWF 11-12	160 Kroeber	

**SOCIAL PSYCHOLOGY:** This course in sociological social psychology explores the relationship between society and the self. With the help of research and theory from a number of social psychological traditions, especially interpretive, constructionist, and symbolic interactionist perspectives, we identify features of society, including its institutions and symbolic systems that influence the thinking, action, and identity of individuals and groups. Readings, films, and guided research initiatives over the session shed light on the processes by which the external world affects the perceptions, beliefs, and actions of others. With a sociological focus, we examine the formation of personal identities within social categories of race, gender, sexuality, and social class. We revisit landmark episodes of collective behavior in history to better understand the social factors involved in communal violence and moral panics. We also explore the force of structural contexts and social situations in intimate activities like mothering, falling in love, and social withdrawal among educated youth in contemporary, high-tech societies. Journals and reflections. Short mid-term study of processes of identity; final course paper examining the structures and processes of identity-formation observable in a setting selected by the student with the approval of the instructor.

<b>Sociology 160</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
MWF 2-3	160 Kroeber	
<p><b>SOCIOLOGY OF CULTURE:</b> In this class we will be focusing on two major concepts within the sociology of culture: <b>cultural capital</b> and <b>symbolic boundaries</b>. We will explore the importance of these concepts in a few key areas:</p> <ul style="list-style-type: none"> <li>❖ Cultural production</li> <li>❖ The creation of symbolic distinctions</li> <li>❖ Identity formation</li> <li>❖ Issues of power, hegemony, and the reproduction of inequality</li> </ul> <p>We will be spending the bulk of the course focusing on the intersections of gender, race, and class with the educational system. We will examine two very different high school contexts—one a primarily working- and lower-middle class rural school and the other an elite college-preparatory boarding school—before moving on to exploring the college experience. We will look at how cultural knowledge, skills, and embodiment impact not only educational experiences but future prospects. Further, we will see how we can, both knowingly and unknowingly, reproduce inequality through our engagement with culture by how we define and distinguish ourselves through symbolic boundaries.</p>		
<b>Sociology 167</b>	<b>Edwin Lin</b>	Enrollment Limit: 400
T/TH 9:30-11	1 Pimentel	
<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>VIRTUAL COMMUNITIES/SOCIAL MEDIA:</b> 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.</p>		
<b>Sociol 169C.1</b>	<b>John Kaiser</b>	Enrollment Limit: 65
T/TH 6:30-8	166 Barrows	
<p><b>CULTURAL COMMUNICATION:</b> 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.</p>		
<b>Sociol 169C.2</b>	<b>Edwin Lin</b>	Enrollment Limit: 65
TH 6-9	170 Barrows	
<p><b>CULTURAL COMMUNICATION:</b> 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.</p>		
<b>Sociology 179</b>	<b>John Lie</b>	Enrollment Limit: 65
T 4-7	126 Barrows	



**EAST ASIA IN THE AGE OF GLOBALIZATION:** 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.

<b>Sociology 180I</b>	<b>Szonja Ivester</b>	Enrollment Limit: 195
T/TH 5-6:30	4 Le Conte	

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

<b>Sociology 182</b>	<b>Loic Wacquant</b>	Enrollment Limit: 25
T/TH 12:30-2	103 GPB	

**RACE & ETHNIC RELATIONS – INTERNATIONAL COMPARISONS** This course is a comparative and historical inquiry into the logic of racial domination as a denegated form of ethnicity based on putative physical differences. We first examine core concepts, epistemological obstacles, and the peculiar logic and implications of "race" as a type of social classification. We then consider how various societies have drawn, enforced, or dissolved ethnoracial boundaries, focusing on five "elementary forms of racial domination": categorization, discrimination, segregation, ghettoization, and institutional violence (from intimidation to riots to extermination). Readings include a wide range of sociological, historical, and anthropological studies of ethnoracial division in Latin America, Asia, Western Europe, the United States, and Africa from antiquity to the present.

**Sociology 190 Seminars – Fall 2019**

Students are unable to directly enroll or wait-list themselves into a Sociology 190 seminar via Cal Central. Instead, enrollment permission into seminars is done manually 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/SOC190\\_Fall2019](https://www.surveymonkey.com/r/SOC190_Fall2019)

\*\* Be sure to submit request online by or before **MAY 3, 2019**. You must submit this form by the deadline in order to ensure placement in the course.

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 as 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 following 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.

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 190.002</b>	<b>Lindsay Berkowitz</b>	Enrollment Limit: 25
T 12-2	420 Barrows	

**EMBODYING INEQUALITY: SOCIOLOGY OF STRATIFICATION AND THE BODY:** How does inequality affect our bodies? Our bodies and embodied experiences are constituted by complex social forces, including relationships of power that stratify society. In this course, we will examine how dynamics of social stratification affect definitions and categorizations of bodies, our relationships to our bodies, and the health of our bodies. We will investigate questions like: Who decides what a ‘healthy’ or ‘normal’ body is? Who has access to ‘health’ and ‘normalcy’ and how? How does oppression become an embodied experience through mechanisms like commodification and body shaming? How have different paradigms of ‘healing’ developed, and whom do they serve? How do therapeutic concepts like “somatization,” “intergenerational trauma,” and “toxic stress” fit or intersect with sociological frameworks? How do specific and intersectional axes of stratification like race, class, gender, and immigration status affect all of these questions?

<b>Sociology 190.003</b>	<b>Mara Loveman</b>	Enrollment Limit: 25
<b>T 2-4</b>	402 Barrows	

**RACIAL POLITICS IN LATIN AMERICA: CONTACT PROFESSOR**

<b>Sociology 190.004</b>	<b>Amanda Frye</b>	Enrollment Limit: 25
<b>T 10-12</b>	106 Wheeler	
<p><b>SCHOOLING AND SOCIETY:</b> What is school for? Americans want their schools to do a number of things, some contradictory, all at the same time. Schools should produce literate, reasoning citizens, ensure social and economic stability by generating legions of future workers, and create opportunity for upward social mobility. We also want our schools to end social inequality, improve the population's health, and save the environment. When schools fail to meet our tangled expectations, policymakers and the public call for sweeping reforms and propose new strategies like flipped classrooms, charter schools, and unschooling. All the while, the inherent tensions remain. In this course, we'll use our sociological lenses to think about schools as mechanisms of social reproduction. We'll look at the landscape of equal educational opportunity before and after the Brown decision, ask questions about the role of education systems in the lives of Native American, African American, and Latinx students and explore the sociological underpinnings of some of the major contemporary controversies and debates about education. Students will select a problem, puzzle, or phenomenon in contemporary education to explore throughout the course, culminating in a 15-20 page final paper.</p>		
<b>Sociology 190.005</b>	<b>James Lamb</b>	Enrollment Limit: 15
TH 2-4	402 Barrows	
<p><b>LABOR IN LATIN AMERICA: MARKETS, MOVEMENTS, POLITICS, LAW AND DEVELOPMENT:</b> Labor, as a social position, market and movement, has been central to the social, political and economic trajectories of Latin America. It continues to be a key contemporary topic, in political, social movement and development discourses. Labor movements are important actors across the region. Employment is the main way most individuals experience large scale social processes like development, economic growth or crisis. This course will examine at macro level the history of labor in the region to begin, then look at particular geographies and aspects. Students will select a particular country of their own on which they will conduct research and write a paper about a labor-related issue in that country.</p>		
<b>Sociology 190.006</b>	<b>Yan Long</b>	Enrollment Limit: 25
M 12-2	106 Wheeler	
<p><b>SCIENCE, TECHNOLOGY, AND GLOBAL HEALTH:</b> Can we innovate our way out of global health challenges? Science and technology are at the center of the economic, political, and sociocultural changes that are reshaping our global world of health and medicine. This course explores the intersection of science, technology and health with a special emphasis on globalization. We will focus on 1) how the evolving world order mediates the production of scientific knowledge and the deployment of new biotechnologies; 2) how techno-scientific developments shape institutional structures, regulatory instruments, citizenship, and individual identity-making around population health beyond nation states; 3) how medical sciences and technologies have been transferred between geographic, political, cultural and environmental context around the globe; and 4) in what ways these processes sustain and change our concepts of life, death, nature and globe.</p>		
<b>Sociology 190.007</b>	<b>Martin Eiermann</b>	Enrollment Limit: 25
M 4-6	175 Barrows	
<p><b>TECHNOLOGY AND SOCIETY</b> Sociologists frequently study how people and things are sorted into different categories according to race, gender, income, education, political allegiance, or criminal records. In the contemporary world, such classification often relies on computer algorithms that process large amounts of behavioral, economic, or demographic data. Such technologies are routinely used to determine</p>		

credit scores, calculate the recidivism risk of criminal defendants, allocate police officers to urban neighborhoods, write and curate news, personalize recommendations, set prices and driving directions, or determine matches on dating websites. Each of us is examined by countless algorithms every day, often without realizing it. Despite their prevalence and significance, algorithmic technologies are commonly relegated to the domain of computer science and regarded as inscrutable pieces of software. Yet they are not just complex technological objects: Algorithms have social histories and tangible consequences in the world. They are products of society and engines of social change. They can be studied with the tools of sociology; and studying them sociologically can illuminate the intricate links between technology and society. This course (1) introduces students to theories of technology, (2) applies these theories to concrete case studies of algorithms, (3) links the study of technology to familiar sociological topics like power, race, gender, and capitalism, and (4) empowers students to think critically about the organization of the social world. The course does not assume any specific technical knowledge.

<b>Sociology 190.008</b>	<b>Matt Stimpson</b>	Enrollment Limit: 25
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F 10-12	106 Wheeler
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**CORPORATIONS AND AMERICAN CAPITALISM:** Large firms like Walmart, GM, Facebook, and Apple strongly shape our understanding of the economy and our place within it. But with the growing power of financial markets, the increased mobility of workers across firms, and the expansion of the "gig" economy, some have argued that corporations matter less for the average American worker than they did fifty years ago. This is a course about contemporary American capitalism and the role corporations play in channeling its effects on individuals—have corporations actually become less important or has their role simply changed? We will read research in economic sociology and the sociology of organizations that grapples with this debate. We will also engage with different theories of capitalism in order to better understand how, on the one hand, firms’ insulation from the instability inherent in capitalism has declined since the mid-20th century, while on the other hand, firms have become more important sites of capital accumulation, with “superstar” firms gaining a greater capacity to set wage levels and attract high-skill workers. We end the course by reflecting on how efforts to improve working conditions and reduce economic inequality can best target corporations given their continued, if reshaped, power.

<b>Sociology H190A.001</b>	<b>Mary Kelsey</b>	Enrollment Limit: 15
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T 12-2 PM	210 Dwinelle
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<b>Sociology H190A.002</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 15
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T 12-2 PM	61 Evans
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**SOC H190A NOTE:** *Students must apply and be selected to participate in the Honors Thesis Program. Applications for the Senior Honors Program will be due July 15, 2019. The program is limited to 30 students and prospective applicants will have the opportunity to submit a draft of their proposal by June 14, 2019. Students accepted into the program will be granted access to add the class via Cal Central in August. 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
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F 2-4	402 Barrows
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**SOCIOLOGICAL READING & COMPOSITION**

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

Deadline to submit DE-Cal course proposal for Fall 2019–May 16, 2019

Deadline to submit Independent study applications for Fall 2019 – September 5, 2019

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 here:

<https://bit.ly/2IqzZJH>

## 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 16, 2019. The deadline to submit applications for Fall 2019 Independent Studies is Friday, September 5, 2019. For an application go to: <https://bit.ly/2IqzZJH>
- 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 4 weeks of the semester. Changes due to instructor drops or adds off waitlists can occur without notification through the fourth week of the semester.