

**DEPARTMENT OF SOCIOLOGY**  
 SPRING 2016 UNDERGRADUATE COURSE DESCRIPTIONS  
 February 4, 2016

- Please see the Spring 2016 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2016 *Online Schedule of Classes* first appeared.
- Students are strongly advised to read the last 2 pages of this handout on “Important Information and Tips for Sociology Enrollment.” It will answer many questions about how the Sociology Department handles enrollment in its undergraduate courses, both on TeleBEARS and once classes begin.
- Sociology 101, 102, 121, 166, 167, 180C, 190s, H190A and Independent Study courses (98, 197, 198, 199): Please be sure to read the special notations listed with each of these courses for deadlines and instructions for enrolling. More detailed information and forms can be found on: <http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-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 Limit: 320
<b>MWF 9-10</b>	105 Stanley	

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

**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>Tiffany Page</b>	Enrollment Limit: 260
<b>MWF 10-11</b>	<b>10 Evans</b>	

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

**PRINCIPLES OF SOCIOLOGY:** We will examine race and ethnicity in the U.S. through a sociological lens. We will identify patterns of inequality along racial lines, and then explore why those patterns exist. We will identify institutions that have historically created and reproduced these patterns of inequality, as well as consider how these institutions have changed over time and the role of social movements have played. We will consider the varied experiences of Native Americans, Latino-Americans, African-Americans, Asian-Americans, and Arab-Americans.

<b>Sociology 5</b>	<b>Daniel Schneider</b>	Enrollment Limit: 120
<b>TTH 2-3:30</b>	390 Hearst Mining	

**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 102 (Formerly 101B)</b>	<b>Michael Burawoy</b>	Enrollment Limit: 280
<b>TTH 2-3:30</b>	105 Stanley	

*Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Fall 2015. Students should add to the course directly and enroll in a discussion section no later than the end of Phase II,*

*January 10th. Anyone who is not eligible for the course because they have not completed Soc101 will be dropped.*

**SOCIOLOGICAL THEORY II:** This semester is the second semester of the required theory sequence. Sociology 101 is a requirement for Sociology 102 which examines the writings of Durkheim, Weber, Foucault, Beauvoir, MacKinnon, and Collins.

<b>Sociology 105</b>	<b>Gill Gualtieri</b>	Enrollment Limit: 25
<b>W 10-12</b>	475 Barrows	

**RESEARCH DESIGN & SOCIOLOGICAL METHODS:** The course functions as a tutorial in research design, a place to engage the epistemological, theoretical, abstract, and practical concerns of developing and conducting research in sociology, exposing students to the conventions of the field and providing a place to ask and answer the questions that every scholar in the social sciences must address when they take on the role of researcher. Students will learn the process of developing a research question, identifying and analyzing relevant sources, incorporating theory into project conceptualization, differentiating between and choosing methods to answer questions, writing, and revising the design of a research project. Students will analyze existing scholarship with research design as a critical focus, cultivate and practice practical research skills (library research, identifying alternative explanations, building an analytical argument), and develop their sociological imaginations as they think about the task of knowledge production from their individual standpoints.

<b>Sociology 106</b>	<b>Leo Goodman</b>	Enrollment Limit: 25
<b>T 4-6</b>	475 Barrows	

*Note: This is a quantitative methods course. This course satisfies the seminar requirement in the sociology major.*

**QUANTITATIVE SOCIOLOGICAL METHODS:** In this course we will cover various topics in quantitative sociological research methods, particularly the statistical reasoning and methods used in the analysis of social data. Recommended for undergraduate students who may be considering the possibility of going on either to (a) graduate work in sociology and/or related fields, or (b) other work leading toward a career in sociology and/or related fields. For additional information, phone 642-5988 or 843-6013.

<b>Sociology 110</b>	<b>Linus Huang</b>	Enrollment Limit: 195
<b>MWF 10-11</b>	4 LeConte	

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

<b>Sociology 111AC</b>	<b>Mary Kelsey</b>	Enrollment Limit: 195
<b>TTH 5-6:30</b>	10 Evans	

**SOCIOLOGY OF THE FAMILY:** The Sociology of the Family class will examine major elements in the complex relationship between families and larger social forces. Rather than assuming a universal model of the family, we will look at families as diverse social entities that are supported or constrained by economic factors, public policies, gender ideologies, racial hierarchies, sexual norms and cultural changes—including those brought through immigration. Once we understand how forces of social inequality play out within families in general, we can better understand the dynamics within individual families. With insights into social and institutional influences on American families, we will consider a variety of political, economic, and cultural reforms that would truly support families in their diverse forms.

<b>Sociol 113AC</b>	<b>Brian Powers</b>	Enrollment Limit: 100
<b>MWF 11-12</b>	<b>160 Kroeber</b>	
<p><b>Sociology of Education.</b> In lectures and in research and writing activities based in sections, we will explore the nature of schooling as we have known and lived it in the US and other developed societies. With the help of sociological research and theory, and a particular focus on the achievement gap, we examine educational disparities and their reasons and consequences across income and racial groups. 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 section work in guiding students in formulating and carrying out a semester-long study of a learning venue, 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 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, with the expectation that most students will carry out their field observations of learning venues through supervised and organized mentoring activities with one of several community partner sites associated with this course, although students are welcome to base their observations on educational venues with which they create relationships on their own.</p>		
<b>Sociology 117</b>	<b>Linus Huang</b>	Enrollment Limit: 195
<b>MWF 2-3</b>	<b>120 Latimer</b>	
<p><b>SPORT AS A SOCIAL INSTITUTION:</b> Sports fill a very large portion of social activity, parent-child interaction, development, politics, business, culture, media. Yet it is often relegated to a minor role among the educated elite. "It's silly to watch grown men (or women) play a child's game" is a comment one often hears. Yet the first game children do is play acting, and they do so long before they ever swing a bat, and yet we don't view theatre as being a child's game. As Nixon and Frey* write "We demonstrate that sports play an important role and has real effects on people's lives". We use sociological knowledge to reveal and explain important social patterns, effects, and implications of sport in mainstream American and in a variety of other societies and cultures." Indeed, when studying sports, one has to consider the top dynamics of sociology: gender, race, age. Class, culture, finance, politics, media, deviance, roles, social psychology, statistics are other 'tools' of sociology that are core to understanding sports. Thus studying the sociology of sport serves as excellent vehicle for providing students access to the sociological way of thinking: that context matters and that individuals are affected by social structure. This class will use primarily baseball as the case study but students will be full participants in this class by bringing in examples from the sports they know well.</p>		
<b>Sociology 120</b>	<b>Christoph Hermann</b>	Enrollment Limit: 150
<b>TTH 9:30-11</b>	<b>160 Kroeber</b>	
<p><b>ECONOMY &amp; SOCIETY:</b> 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. The first part will involve a discussion of major thinkers such as Marx, Schumpeter, and Hayek. The second part will focus on the investigation of essential institutions such as the market, enterprises, and the state, as well as on major changes such as neoliberalism, financialization, and globalization.</p>		
<b>Sociology 121</b>	<b>Szonja Ivester</b>	Enrollment Limit: 325
<b>MWF 12-1</b>	<b>245 Li Ka Shing</b>	
<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.</i></p>		
<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</p>		

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 127 (Formerly 172)</b>	<b>Tom Gold</b>	Enrollment Limit: 150
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<b>TTH 11-12:30</b>	<b>277 Cory</b>
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*NOTE: Students who completed Soc 172 in a past semester will not earn credit for 127.*

**DEVELOPMENT AND GLOBALIZATION:** Professor Thomas Gold. This course addresses many of the issues dominating the media and political debate around the world: unequal economic development; ethnic conflict; migration; human trafficking; war; pollution; state capacity; international relations; human rights; democratization; internet, etc. We first look at theories that have been used by scholars and policy makers to understand these processes and to formulate policies to solve long-standing problems at domestic and international levels. Then we delve more deeply into many of these issues. Each student will select one society to follow in more depth and relate it to the larger issues of the field. There will be 4 short research papers, a mid-term and a final exam. There will also be required discussion sections.

<b>Sociology 130AC</b>	<b>Joanna Reed</b>	Enrollment Limit: 130
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<b>TTH 8-9:30</b>	160 Kroeber
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**SOIAL 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 131AC</b>	<b>Andy Barlow</b>	Enrollment Limit: 50
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<b>TTH 5-6:30</b>	<b>56 Barrows</b>
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**RACE & ETHNIC RELATIONS: U.S. AMERICAN CULTURES:** students with the sociological theories, methods and data that allow the conceptualization of the new terrain of racism and anti-racism, and the efforts to achieve social justice in the United States today. The course revolves around several questions:

- What are the dynamics of race and ethnicity in the United States today?
- How does racism intersect with other social dynamics of inclusion, domination and subordination in the making of U.S. society?
- What are continuities and discontinuities between American racism in the past and racism today?
- How has globalization altered the dynamics of race and racism in American society?
- What strategies have people adopted in the face of intensified racism and inequality?
- What are realistic strategies for social justice in this era?

This course introduces students to the study of race and ethnicity as social processes, and examines the formation and transformation of racial systems throughout American history. Throughout the course, the dynamics of race and ethnicity are located in relationship to class, gender, sexuality and nationality, and are examined in the context of global socio-economic processes. Sociological theories are used to identify important themes, which are then studied through an examination of history, institutional dynamics in the present, and consideration of strategies for social justice. Course requirements include class participation (attendance, active class participation) (20% of course grade); two midterm exams 15% of course grade each), a final exam (20% of course grade), and a ten to twelve page final paper (30% of course grade). For the final

paper, students will utilize the concepts, issues and data addressed in this course to investigate a specific barrier to equal opportunity involving race and/or ethnicity and propose both short- and long-term solutions to it.

<b>Sociology 133</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
<b>TTH 8-9:30</b>	<b>50 Birge</b>	

**SOCIOLOGY OF GENDER:** The sociology of gender focuses on the social construction of gender; how gender is constructed at the level of society as well as how we engage in the re-creation and re-construction of gender in our everyday lives. Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories.

Some questions about gender that will be addressed in this course are:

- \* What exactly is gender and why do we need it?
- \* What are the forces that shape gender?
- \* How does gender help us understand issues of race, class, and sexuality?
- \* What happens when we don't live up to gender expectations?

One goal of this class is to help you gain a better understanding of gender and its effects, how it pervades all parts of our culture and lives, and also begin to question the assumptions, expectations, and requirements of gender.

<b>Sociology 136</b>	<b>Joanna Reed</b>	Enrollment Limit: 50
<b>TTH 3:30-5</b>	<b>B5 Hearst Annex</b>	

**URBAN SOCIOLOGY:** How does urban living affect social organization and relationships? In this course, an introduction to urban sociology, we will examine the history of urbanization, theories about how cities are socially and spatially organized, and the relationships between them. We will focus on urban experiences and lifestyles as well as consider problems commonly thought of as “urban” in the U.S. context— persistent poverty, housing, neighborhoods and residential segregation, and crime.

<b>Sociology 139F</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 195
<b>TTH 3:30-5</b>	<b>50 Birge</b>	

**SOCIAL PROBLEMS OF THE FOOD INDUSTRY:** This course will focus on one industry—the food industry—in order to illuminate the social construction of social problems. Thus, we will apply sociological theories to the study of various aspects of the food industry by examining, among other things, the industrialization of the food industry, the treatment and pay of workers, the relationship between government regulations and corporate influence, the impact on the environment, and the obesity epidemic. This class takes the United States as its starting point and looks at how our appetites have ripple effects around the world: from migrant farm workers toiling in Florida to the loss of family farms around the world, from the “obesity epidemic” in the US to an increasingly “fat” world. We will explore how US food policies and industries are connected to a global marketplace with far-reaching implications.

<b>Sociology 140</b>	<b>Dylan Riley</b>	Enrollment Limit: 100
<b>TTH 3:30-5</b>	<b>2 Le Conte</b>	

**POLITICS AND SOCIAL CHANGE:** Sociology 140 offers an introduction to political sociology. It focuses on two key questions: how should we explain the emergence of the "modern state" and how should we understand the various political regimes through which these states are governed? Students are introduced to three classic perspectives on these issues: Marxism, Pluralism, and Weberian analyses.

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 130
<b>MWF 1-2</b>	<b>160 Kroeber</b>	

**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>Cristina Mora</b>	Enrollment Limit: 130
<b>MW 5-6:30</b>	<b>105 NorthGate</b>	

**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 about how it works. We will then move on to examine how culture is produced by formal institutions, and thus examines such issues as journalism, television programming, and marketing. We will end by examining contemporary culture debates by considering empirical topics such as immigrant assimilation, global religious flows, and inequality in America.

<b>Sociology 163</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 195
<b>TTH 2-3:30</b>	<b>4 Le Conte</b>	

**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 166</b>	<b>Elif Kale Lostuvali</b>	Enrollment Limit: 130
<b>MWF 9-10</b>	<b>50 Birge</b>	

*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.*

**SOCIETY AND TECHNOLOGY:** Since the 1960s, there has been increasing recognition that science and technology are not universal goods, but come with variably distributed benefits, risks and harm. There are ongoing debates and struggles around the use of chemicals in consumer goods, industrial food production, current and alternative energy sources, genetic modification, information technologies and financial innovations. States, corporations, scientists, social movements and citizens partake in these struggles with varied resources. This course will explore the politics of science and technology. We will begin by discussing various theoretical approaches to studying the relations between science, technology, society, nature, environment, politics and morality. We will then use these theories to investigate problems of risk, inequality and governance in the fields of health, environment, biotechnology, agriculture, food, energy and the economy.

<b>Sociology 167</b>	<b>Edwin Lin</b>	Enrollment Limit: 195
<b>W 5:00-8:00</b>	<b>145 Dwinelle</b>	

*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.***

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

**VIRTUAL COMMUNITIES/SOCIAL MEDIA:** This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of virtual communication. We will explore the social changes due to the internet, including new social networks and their impact on social lives, the impact on youth and family, online gaming, the social dynamics of virtual worlds, education and open source information, and dating and romance online.

<b>Sociology 169</b>	<b>Edwin Lin</b>	Enrollment Limit: 25
<b>W 2-4</b>	<b>215 Dwinelle</b>	

**SELECTED TOPICS IN SOCIOLOGY OF CULTURE:** With globalization, the Internet, and the general shrinking of time and space, cross-cultural interaction has become a necessity in people's everyday lives. 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 180C</b>	<b>Szonja Ivester</b>	Enrollment Limit: 130
<b>MWF 2-3</b>	<b>3108 Etcheverry</b>	

***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.***

**COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: CULTURE:**  
Is America different from other developed nations? Attempts to answer this question are frequently lumped together under the concept of "American exceptionalism." Scholars use this term when describing various characteristics – such as individualism, egalitarianism, and religious fervor – that distinguish the United States from its European forebears. The notion of exceptionalism is, of course, not only a descriptive term. It is also an ideology. After all, many versions of the exceptionalism thesis suggest that America is empowered with a special role in world affairs due to its resources, national character, and (even) divine providence. Implied by this view is that America is not only different from the rest of the world but is, in fact, superior. In this class we will critically evaluate a number of versions of American exceptionalism by comparing the United States to its European peers in the domain of culture.

<b>Sociology 182</b>	<b>Loic Wacquant</b>	Enrollment Limit: 25
<b>TTH 2-3:30</b>	<b>104 Barrows</b>	

**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: Instructions**

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

THE PROCEDURES ARE AS FOLLOWS:

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

2) Complete the Sociology 190 Enrollment Form online at:

[https://www.surveymonkey.com/r/SOC190\\_SP16](https://www.surveymonkey.com/r/SOC190_SP16)

**\*\* Be sure to submit form by or before DECEMBER 4, 2015.** You can submit this form BEFORE adding to the wait-list. Please note: enrollment forms will continue to be reviewed on a rolling basis until the end of Phase II.

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

4) We will admit up to ~75% of the available space in each seminar, prior to classes beginning. Priority is given to declared sociology majors who have not satisfied the seminar requirement – graduating seniors first, then seniors graduating the next semester, etc. After these students are accommodated, other students will be considered by the instructor, if there is space, once the class starts meeting. Students will get an email informing them of their seminar placement in January.

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

6) After the first class meeting, the remaining seats (~5 seats) available in each seminar will be filled with students who are attending the class, and meet the priority groups listed above in item #4.

<b>190.1</b>	<b>Tom Gold</b>	Enrollment Limit: 25
<b>M 12-2</b>	<b>402 Barrows</b>	

**THE SOCIOLOGY OF COLLEGE LIFE:** This course provides an opportunity to apply the sociological skills which majors have honed to reflect on the college experience. This will involve such questions as: how did I get into Cal? What cultural capital did I bring? Did I lack? What were major challenges of the transition to college life at this specific institution? What were my patterns of social interaction? How has my experience here changed my relation to my family? Home neighborhood? High school friends? How did larger social structures shape my experience and trajectory? What would I do differently if I had the chance to start again? What advice would I give high school students considering attending Cal? In addition to writing a 15-20 page paper combining reflection with research, theory and concepts, students will write 2 short (3 page) papers critically evaluating readings and class discussion. They will also lead at least one discussion.

<b>Sociology</b> <b>190.003</b>	<b>Dylan Riley</b>	Enrollment Limit: 25
<b>TH 12-2</b>	<b>402 Barrows</b>	

**"ISMS" -- THE POLITICAL AND SOCIAL IMAGINATION OF THE MODERN WORLD.** This course introduces six important "isms", that is to say arguments about the nature of society, the state, and social transformation. The "isms" we will study are: Marxism, Anarchism, Syndicalism, Bolshevism, Liberalism, and Neo-liberalism.

<b>Sociology</b> <b>190.004</b>	<b>Ann Swidler</b>	Enrollment Limit: 25
<b>M 10-12</b>	<b>54 Barrows</b>	

**NGOS AND GLOBAL GOVERNANCE:** This is a research-based seminar, and each student must write a



research paper. We will look at the literature on the ways NGOs do altruism, advocacy, and foreign aid in Third World countries. Students will each choose a topic area: AIDS orphans, violence against women, climate change, gay rights, maternal health, clean water, sex trafficking, etc. and develop a comprehensive sense of the NGOs working on the problem, the funders sponsoring their activities, where they work, and their effects, if any. We will try to compare evidence across areas, regions, and perhaps types of NGOs to see what shapes NGO activities and effects.

<b>Sociology 190.006</b>	<b>Edwin Ackerman</b>	Enrollment Limit: 25
<b>W 10-12</b>	54 Barrows	

**INSURRECTION AND REVOLUTION: CAUSES, DEVELOPMENT, AND OUTCOMES OF POLITICAL UPRISINGS:** The wave of uprisings that came to be called the “Arab Spring” placed the issue of revolution back into public debate. At the same time, the appearance of massive demonstrations with occasional violent clashes, in countries such as Greece and Spain, has signaled for many that the possibility of broad-scale political transformation in the “First World” is not obsolete. This seminar delves into what scholars know about why and how revolutions take place, and what happens once a revolutionary government is set in motion. The first half of the course deals with theories seeking to explain the emergence of revolutions, while the second half takes a deeper look into particular case studies (such as the “Arab Spring”) that test the theories discussed.

<b>Sociology 190.007</b>	<b>Fidan Elcioglu</b>	Enrollment Limit: 25
<b>TH 12-2</b>	140 Barrows	

**SOCIOLOGY OF IM/MIGRATION POLITICS:** How and why do people migrate? What are the political causes and consequences of migration? This course will address these questions by considering contemporary im/migration politics sociologically, with a strong empirical focus on the US. We will begin with an exploration of how colonial histories, postcolonial nation-building, and global capitalism have structured migration patterns around the world. Next, we will explore how migrants get sorted by receiving countries. How do race, gender, class and other lines of difference shape the ways in which these membership boundaries are drawn and change over time? Then, we will examine how regimes of illegality and exclusion are translated into practice. Finally, we will consider the extent to which migration offers pathways to empowerment and what empowerment can look like in a globalizing world. Students will be required to complete short writing assignments as well as a final research paper or research proposal about a topic related to immigration politics.

<b>Sociology H190B.001</b>	<b>David Harding</b>	Enrollment Limit: 15
<b>T 12-2 PM</b>	102 Barrows	
<b>Sociology H190B.002</b>	<b>Mary Kelsey</b>	Enrollment Limit: 15
<b>T 12-2 PM</b>	115 Barrows	

*Note: Only students who have taken Sociology H190A are eligible to enroll in Sociology H190B.*

**SENIOR HONORS THESIS SEMINAR:** This is the second 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 194.1</b>	<b>Edwin Lin</b>	<b>Enrollment: 25</b>
<b>T 10-12</b>	<b>185 Barrows</b>	

**WRITING RESEARCH:** Sociology is the study of the social – social life, social change, social inequality, and the social causes and consequences of human behavior. Sociological research investigates the

structure of groups, organizations, and societies, and how people interact within these contexts. The primary objective of this course is to awaken students' sociological imagination through the process of conducting a sociological research study into a topic of their choice. Students will learn how to construct compelling research questions, analyze debates in a literature, collect empirical data (surveys, field work, or content analysis) to test their research question, and turn this research into a cohesive research paper.

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

**Deadline to submit DE-Cal course proposal for Spring 2016– October 30, 2015**

**Deadline to submit Independent study applications for Spring 2016\_ February 5, 2016**

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. Application requires faculty sponsorship and approval of the Department Chair, which can take up to TWO WEEKS. Once the Chair's approval is received, the student will be given a course control number in order to add the course via Tele-BEARS. Contact Rebecca Chavez ([rebeccaisme@berkeley.edu](mailto:rebeccaisme@berkeley.edu)) for the application.

## Important Information and Tips for Sociology Enrollment

### Enrolling for Sociology Courses on TeleBEARS:

- **Phase I:** All upper division sociology courses are **open only to officially declared sociology majors**. **Phase II:** Most courses will have some space open to undeclared and outside majors on a first-come, first-served basis in Phase II only, depending on space availability and demand from sociology majors. **Students who are prepared to declare the sociology major should do so as soon as possible**, to gain priority for sociology courses.
- In Phase II, We try to accommodate the needs of various allied majors. In that, we reserve a small number of seats in most of our upper division sociology courses for **Social Welfare, American Studies, Interdisciplinary Studies and IAS Majors** who rely heavily on sociology courses for completion of their major requirements.
- Soc 1 and Soc 5 have large blocks of seats reserved for sophomores and juniors who need these courses to declare the sociology major. Enrollment in Soc 3 and 3AC is first-come, first-serve and is a course that should not be taken by intended sociology majors.
- If you are a declared sociology major, you can simply enroll in sociology courses on TeleBEARS either in Phase I and/or Phase II. **Some courses may fill up entirely with sociology majors in Phase I or the early part of Phase II**, particularly smaller courses (less than 100 spaces). Thus it is advisable to make those courses a Phase I priority. We do not reserve space for sociology majors during the Adjustment Period, but they are usually given priority off the waitlist as space opens up.
- Most courses have just a lecture course to enroll in. Some courses have **required discussion sections**. If so, students must first enroll in a section before they can enroll in the lecture during pre-enrollment. Students will not be added into the lecture from waitlist status unless they are enrolled in an open discussion section.
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101, 102, 190, H190B, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, October 30, 2015. The deadline to submit applications for Spring 2016 Independent Studies is Friday, February 5, 2016. Go to: <http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-courses>
- Students should check the General Catalog to be sure they have met the prerequisites for a sociology course and are prepared to succeed in it. In upper division sociology courses the prerequisite is usually Soc 1, 3, 3AC, or the consent of instructor. **TeleBEARS does not have the capability to check for prerequisites** and will still allow students to enroll, even if the prerequisite course is not listed on their transcript. Most courses are taught with the assumption students have completed the necessary course preparation, and students may have troubles with assignments without it.

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

- **Attendance at all class meetings, including discussion sections, is required during the first 2 weeks in all sociology courses. Instructors will drop students for nonattendance.** There is generally about a 10% drop rate in most upper division sociology courses, and a higher rate in lower division sociology courses. Students who cannot attend class because of a conflict should write a note to the instructor or GSI explaining why they missed class and that they intend to take it. **Students should never assume they have been dropped from a course**, and should always check on TeleBEARS to make sure they have or haven't been dropped from a course after the second week.
- **Waitlists in all upper division sociology courses do not open until Phase II.** Nobody, including declared sociology majors, can get on a sociology course waitlist during Phase I, except in Soc 101, 102 and the 190 seminars.
- **Students who are unable to enroll in a sociology course** should add themselves to the TeleBEARS waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is almost always off the TeleBEARS waitlist only. An instructor cannot add a student to the course in any other way. The University requires that students show intent to take a course by enrolling or adding themselves to the TeleBEARS waitlist. We generally 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; and 4) Concurrent Enrollment 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 will give priority to students attending class.
- **If there is a discussion section, admittance to the lecture depends on getting into an open section.** Students should attend as many sections as possible to find one with space and put themselves on the course wait list on TeleBears. Students not already enrolled in the lecture will be added off the TeleBEARS waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on TeleBEARS or BearFACTS, especially during the first 5 weeks of the semester and by the add/drop deadline at the end of the fifth week and the deadline to change grading option (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.