

DEPARTMENT OF SOCIOLOGY
 SPRING 2017 UNDERGRADUATE COURSE DESCRIPTIONS
 February 1, 2017

- Please see the Spring 2017 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2017 *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, 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.**

Sociology 1	Ann Swidler	Enrollment Limit: 360
MWF 10-11	2050 VLSB	

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

INTRODUCTION TO SOCIOLOGY: A broad introduction to sociology focusing primarily on three issues: 1) variations in culture and institutions across modern societies; 2) variations in forms of economic, racial, and status inequality; and 3) political sociology--the study of power, political institutions, and global social change. Readings include classical theory (Marx, Weber, and Durkheim) as well as contemporary studies of America in a globalizing world.

Sociology 3AC	Tiffany Page	Enrollment Limit: 195
T/TH 11-12:30	100 GPB	

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.

Sociology 5	Daniel Schneider	Enrollment Limit: 240
T/TH 2-3:30	100 Lewis	

EVALUATION OF EVIDENCE: People today are barraged by information – a torrent of facts, opinions, and analyses that appear in books, in newspapers and magazines, on radio stations, through television broadcasts, on computer screens, and on cell phones. The pressure to make sense of that information has never been greater. This course will introduce you to the major types of data and analysis used by sociologists, and seeks to make students better consumers of social scientific research reported by the media or used in political or policymaking debates. This course will give you an overview of the tools used by social scientists and a sense of what distinguishes good research from bad. By the end of the semester, you will be able to assess the soundness of research by evaluating research designs and data-collection strategies in light of research questions and theory.

Sociology 101	Christopher Muller	Enrollment Limit: 120
T/TH 9:30-11	160 Kroeber	

Note: The only students who will be able to add during Phase I are declared Sociology seniors. In Phase II, declared Sociology juniors will be able to add the course. Sophomores and intended majors must wait-list. We will begin processing the wait-list after Phase II ends. Intended seniors have priority off the wait-list, then

intended juniors, then declared and intended sophomores. Non- majors will be added at the discretion of the Dept. There is a required discussion section which you must also enroll in.

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?

Sociology 102	Cihan Tugal	Enrollment Limit: 200
T/TH 9:30-11	145 Dwinelle	

Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Fall 2016. Students should add to the course directly and enroll in a discussion section no later than the end of Phase II, January 8th. 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 functionalists, phenomenologists, Foucault, and Bourdieu.

Sociology 105	TBD	Enrollment Limit: 25
MWF 10-11	115 Kroeber	

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.

Sociology 106	Dias	Enrollment Limit: 25
T 4-6	151 Barrows	

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.

Sociology 108	Edwin Lin	Enrollment Limit: 25
T 8-10	402 Barrows	

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

Sociology 110	Linus Huang	Enrollment Limit: 195
MWF 12-1	10 Evans	

ORGANIZATIONS AND SOCIAL INSTITUTIONS: Organizations are pervasive in our lives. They either bring us the food we eat, the clothes we wear, the entertainment we enjoy; or we participate in them as students, consumers, employees, or members of churches, clubs, neighborhood watches, or even citizens of a nation. How organizations are structured is therefore central to how social life is ordered. Organizations can dominate, exclude, exploit, preserve the status quo — but they may also be the instruments of social change and the diffusion of innovation. The sociological subfield of organizational theory is more theoretically formalized than most. We will look at some of the key conceptual paradigms within this subfield but make them concrete by applying them to contemporary case studies including the fast food industry, social movements, the "shareholder value" corporation; the federal government and in particular the Department of Homeland Security; and UC Berkeley itself.

Sociology 111AC	Mary Kelsey	Enrollment Limit: 195
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MW 5-6:30	145 Dwinelle
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NOTE: Meets American Cultures requirement.

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.

Sociology 112	Karen Barkey	Enrollment Limit: 50
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T/TH 2-3:30	60 Barrows
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TOPICS IN RELIGION AND POLITICS: The resurgence of religion and the attendant issues of religious and cultural intolerance and conflict have become key to the world of the twenty-first century. Among many others, Max Weber believed that modernity, which very much depended on religious values, and principles to emerge, would eventually lead to a general decline of religious faith and the role of religion in public life. He saw this as part of the “disenchantment of the world”. Modernization appears to have produced just the opposite, and contemporary sociologists strive to understand Weber’s perspective and the ways in which the modern global world we live in contradicts his predictions.

While this is one of the dilemmas of the modern world, the reality of the new ways in which religion and politics have appeared and become entangled forces us towards a careful historical, theoretical and empirical survey of these forces and their relations. In this course I intend to survey some of the classics in the sociology of religion, address secularization and state-church relationships as they were forged in different cases, and then concentrate on specific moments, spaces and processes of the entanglement of religion and politics. I focus on two areas of interest: *American religion and politics and fundamentalisms *Religion and politics in the Middle East

Sociol 113AC	Brian Powers	Enrollment Limit: 50
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MWF 11-12	56 Barrows
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SOCIOLOGY OF EDUCATION: 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.

Sociology 114	Andy Barlow	Enrollment Limit: 130
T/TH 5-6:30	2040 VLBS	

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

Sociology C115	Armando Lara-Millan	Enrollment Limit: 130
T/TH 12:30-2	160 Kroeber	

SOCIOLOGY OF HEALTH & MEDICINE: How do we know if a death is a “suspicious” death? At what point are parents supposed take over responsibility for critical ill newborns? Why do treatments and cures get developed for some biological phenomena and not others? Why are people in poor neighborhoods more likely to die in heatwaves? Medical science would have us believe that the answers to these questions are clear-cut; that they are a matters of science, evidence, and sound reasoning. This course examines the notion that we cannot understand the topics of health and illness by looking only at biological phenomena, but, instead, we must also consider a variety of social, political, economic, organizational, and cultural forces. This course is designed to provide a selective overview of how medical sociologists understand topics such as: the social meanings of illness; patterns in the distribution of health and illness; the ways people make sense of and manage their illnesses; how the law, economic factors, and organizational constraints shape the job of medical professionals; the functions that healthcare institutions play in our society; and the critical role that social movements play in what gets “medicalized.” By the end of the course students should have a firm understanding of how a sociologist could, for instance, argue that CPR is not really about stopping people from dying.

Sociology 116	Joanna Reed	Enrollment Limit: 130
MWF 11-12	277 Cory	

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

Sociology 117	Linus Huang	Enrollment Limit: 195
MWF 3-4	A1 Hearst Annex	

SPORT AS A SOCIAL INSTITUTION: To say that sport is a "social institution" carries unexpected consequences. When we refer to something in the sports world as a "social institution" we typically are referring to some longstanding, venerable tradition. From a sociological perspective, however, a social institution refers to any rule, law, or custom (formal or informal) that shapes social action in a persistent fashion and is seen as "the way things are". Some are seen as moral (family, marriage, friendship, religion). Others are seen as

immoral (sexism, racism, homophobia, elitism) -- and hence call for social change. The position of this course is that ALL aspects of sport -- fandom, participation, competition, the presumed amateur nature of college sports, the presumed appropriateness of using public money for sports stadiums, etc. -- are shaped by social institutions, in the sociological sense. Some of these institutions embody inequality and injustice -- but often are not recognized as such because they are seen as just "the way things are". This course is about understanding the institutional nature of sport in order to understand the organization of sport as constructed as opposed to necessary, and hence amenable to social change.

Sociology 120	Christoph Hermann	Enrollment Limit: 100
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T/TH 12:30-2	101 Morgan
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ECONOMY & 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. 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.

Sociology 121	Szonja Ivester	Enrollment Limit: 300
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MWF 1-2	245 Li Ka Shing
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Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend.

INNOVATION & ENTREPRENEURSHIP: The basic premise of this class is that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to entrepreneurship as a practical enterprise. This perspective, while popular in the late 19th and early 20th 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.

Sociology 130	Sandra Smith	Enrollment Limit: 100
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MW 5-6:30	141 McCone
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SOCIAL INEQUALITIES: This course offers students a survey of the most influential classical and contemporary studies of social inequality to date, studies that have shaped the field of stratification in the United States. Students will learn what inequality is and what purpose it serves in society. They will gain an understanding of the extent to which inequality varies internationally, explore how inequality is generated, and learn why it is growing in the U.S. context. Students will also become familiar with research on the change and persistence of racial, ethnic, and gender inequality, as well as the consequences of inequality in American society generally.

Sociology 131AC	Cybelle Fox	Enrollment Limit: 50
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TTH 3:30-5	56 Barrows
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Note: This course meets the American Cultures requirement

Note: Students who have completed Soc 131A or 131 will not earn credit for 131AC.

RACE & ETHNIC RELATIONS: U.S. AMERICAN CULTURES: This course will examine American race and ethnic relations in historical and contemporary perspective. It focuses on competing debates about the basic structure and evolution of the American ethno-racial hierarchy, with particular attention to the experiences of blacks, Asians, Latinos, and European immigrants.

Sociology 133	Jill Bakehorn	Enrollment Limit: 260
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TTH 8-9:30	245 Li Ka Shing
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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.

Sociology 136	Joanna Reed	Enrollment Limit: 50
MWF 2-3	219 Dwinelle	

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.

Sociology 139F	Jill Bakehorn	Enrollment Limit: 195
TTH 3:30-5	145 Dwinelle	

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.

Sociology 140	Laura Enriquez	Enrollment Limit: 50
TTH 3:30-5	170 Barrows	

POLITICS AND SOCIAL CHANGE: This course will focus on the relationship between society and politics, through a study of the interrelationship between economic development, social relations, and politics. In the process we will examine how class, race, ethnicity, and gender interact with political culture, ideology and the state. One expression of this interaction is engagement in political behavior, which takes diverse forms ranging from voting to participation in social movements. Our analysis of these forms of political behavior and the larger question of state/society relations will be comparative in nature, exploring the variations that exist between different regions of the world and between distinct social systems.

Sociology 145	Laleh Behbehanian	Enrollment Limit: 195
T/TH 3:30-5	100 Lewis	

SOCIAL CHANGE: Sociologists study the dynamics of social change through a wide variety of approaches. This course focuses upon social movements, exploring the various ways that people seek to collectively enact change. The course is comprised of three parts that each focus upon particular cases of social movements, approaching them as resistant responses to the larger political and socio-economic transformations of that period. We begin here at UC Berkeley with the Free Speech and Anti-War movements that emerged in resistance to McCarthyism and the US’ “Cold War.” We then proceed to examine how subsequent decades of neoliberalization, culminating in the Global Economic Crisis of 2008, fuel the rise of the largest social movement in the US since the 1960s, the Occupy movement. Finally, we turn to the contemporary Black Lives Matter movement, contextualizing it as a response to the historical development of a racialized police state, the

rise of mass incarceration and “the New Jim Crow.” Each empirical case provides an opportunity to explore different approaches that sociologists and other scholars offer for understanding these developments.

Sociology 146	Edwin Lin	Enrollment Limit: 100
T/TH 2-3:30	159 Mulford	

CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE: In the 21st century, with accelerating globalization, the shrinking of time and space, and the spread of culture across the globe, immigration has become a major issue everywhere. From traditional receiving countries like the US and Europe, to newer migration strategies taking place in Asia, Latin America, and Africa, migration is truly a global phenomenon. This class begins with core sociological theories, topics, and debates in the field of immigration. We will look at the most central theories of migration, immigration policies, assimilation, acculturation, belonging, and citizenship. After covering these core topics, we will touch on some of the most important contemporary immigration issues in the 21st century: remittances, refugees, security, and alternative migration strategies. This class has a large reading requirement and projects intended to provide hands on interaction with the topic of immigration. It is open to anyone with an interest in migration.

Sociology 150	Brian Powers	Enrollment Limit: 130
MWF 2-3	277 Cory	

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.

Sociology 160	Marion Fourcade	Enrollment Limit: 100
T/TH 11-12:30	160 Kroeber	

SOCIOLOGY OF CULTURE: This class will introduce students to sociological approaches to the question of culture. We will start by discussing important theoretical perspectives (culture as system of classification, as an instrument of power, as embodied practices linked to social positions, as a product of social interaction, as a system of signs) and then move on to specific empirical topics (artistic production; culture and organization; identity). The last part of the course will explore in depth the question of cultural difference through an analysis of national culture in comparative perspective, with a special focus on American culture.

Sociology 163	John Lie	Enrollment Limit: 65
W 4-7	101 Moffitt	

POPULAR CULTURE: After exploring the recent efflorescence of popular culture and reviewing major theories and perspectives, we will explore in some depth several contemporary genres including popular music and long-form television.

Sociology C167	Jill Bakehorn	Enrollment Limit: 390
T/TH 12:30-2	175 Boalt	

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.

Sociology 169.1	Edwin Lin	Enrollment Limit: 80
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T/TH 5-6:30	145 Moffitt
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SELECTED TOPICS IN SOCIOLOGY OF CULTURE: 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. The cornerstone of the course is being involved in a cultural subgroup that you are not familiar with in or around the East Bay (e.g. student group, church, volunteer organization, internship, etc.). You will be expected to join this co-culture regularly (weekly or biweekly) throughout the semester and write a final paper on the experience. Attendance and participation is mandatory and a crucial component to the course. Students do not need a background in culture or sociology to join this course.

Sociology 169.2	John Kaiser	Enrollment Limit: 80
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T/TH 5-6:30	126 Barrows
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SELECTED TOPICS IN SOCIOLOGY OF CULTURE: 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. The cornerstone of the course is being involved in a cultural subgroup that you are not familiar with in or around the East Bay (e.g. student group, church, volunteer organization, internship, etc.). You will be expected to join this co-culture regularly (weekly or biweekly) throughout the semester and write a final paper on the experience. Attendance and participation is mandatory and a crucial component to the course. Students do not need a background in culture or sociology to join this course.

Sociology 180C	Szonja Ivester	Enrollment Limit: 130
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MWF 3-4	2060 VLBS
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Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend.

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.

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. However we are usually able to accommodate most students in the major. 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_Spring17

** Be sure to submit form by or before **DECEMBER 9, 2016**. You should submit this form **BEFORE** attempting to enroll in the course.

Please note: request forms will continue to be reviewed on a rolling basis until DECEMBER 9, 2016.

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

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

5) During the winter 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, 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.

190.1	Cybelle Fox	Enrollment Limit: 25
W 12-2	130 Dwinelle	

POVERTY, INEQUALITY AND AMERICAN SOCIAL WELFARE POLICY: During the last four decades economic inequality in America has been rapidly increasing. Yet where most rich democracies use redistributive social policy to mitigate inequality, the United States has done less than any other rich democracy in this regard. In this class, we will examine American policy responses to poverty and inequality and evaluate different theories about why the response here has been so weak. We will pay particular attention to the role of public opinion, interest groups, race relations, social movements, and the state in explaining the scope, form, and function of American social welfare provision.

190.3	Daniel Schneider	Enrollment Limit: 25
W 10-12	285 Cory	

THE INEQUALITY OF TIME: The 21st century has witnessed the growth of a new movement oriented around inequality. Americans' rising concern with the unequal distribution of income and of wealth has fueled the Fight for \$15 campaign and Bernie Sanders' campaign. In this seminar we will examine another dimension of inequality – the inequality of time. We will explore inequalities in time spent in childcare and housework, in overwork and underwork, in paid leave, and in unstable and unpredictable work schedules along the dimensions of gender, class, and race/ethnicity. Just as concern with income and wealth inequality is shaping policy, so too is concern about inequalities in time. In addition to reading the scientific literature in sociology and other disciplines, we will also investigate innovative policy designed to reduce these inequalities of time.

190.4	Natalie Ingraham	Enrollment Limit: 25
TH 4-6	130 Dwinelle	
<p>CONSTRUCTING RISKY BODIES: HEALTH, BODY SIZE & SEXUALITY: We typically think of the human body as a fixed biological reality; however, the body also constructs and is constructed by profound social and cultural forces. This seminar explores the idea of "risky bodies" or the ways in which public health and medicine shape the ways that certain bodies are sites of such intense scrutiny and social control. Using perspectives from medical sociology, fat studies, and sexuality studies, we develop an analytical understanding of the body and health in contemporary society. This course is designed for students to develop a critical and analytical understanding of the body and its varied meanings in relation to health, illness, and medicine. Through various readings, films, and discussions, we will pay particular attention to how race, class, gender, and body size shape social understandings of the body and health.</p>		
190.6	Mara Loveman	Enrollment Limit: 25
T 10-12	54 Barrows	
RACE & ETHNICITY IN LATIN AMERICA		
190.7	Katherine Maich	Enrollment Limit: 25
M 10-12	285 Cory	
<p>GENDER, WORK AND LABOR: "So, what do you do for a living?" Work defines us—we spend our lives <i>working</i> formally for a wage, on projects, on our relationships, and on ourselves. We aspire to, or make do with, specific occupations, professions, vocations, jobs, careers, and gigs. Yet how much does gender "matter" at work, and how much does it shape the work that we do, and where and how we do it? This seminar will take a broad approach to gender, placing it into conversation with race and ethnicity, class, nation, and space, as we think through the dynamic relationship between gender, work and labor from a variety of situated and comparative perspectives. We will pay particular attention to whose labor "counts"; to labor degradation and informality; to worker resistance and agency; and to the gendered and racialized processes which shape the way that we understand our work and ourselves.</p>		
H190B.1	Mary Kelsey	Enrollment Limit: 15
T 12-2 PM	186 Barrows	
H190B.2	Laleh Behbehanian	Enrollment Limit: 15
T 12-2 PM	180 Barrows	
<i>Note: Only students who have taken Sociology H190A are eligible to enroll in Sociology H190B.</i>		
<p>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.</p>		
Sociology 193	John Kaiser	Enrollment: 25
T 2-4	475 Barrows	
<p>READING & WRITING FOR SOCIOLOGY: This course trains students in the both the explicit and tacit knowledge of academic writing. We focus on the skills necessary to excel at: 1) analyzing texts, especially their arguments, evidence, and implications; 2) writing as a means to develop one's own ideas and intellect; 3) writing as a means to clearly and effectively communicate ideas. In the first part of the course, we cover the essentials of writing and reading analytically, including essay and paragraph structure, argumentation, sentence mechanics, and analytical techniques. We practice these fundamentals with our readings of scholarly texts on the theme "empathy, care, and inequality." The second part of the course builds on the first, with advanced training that moves from writing shorter essays with limited sources to a longer paper that requires: 1) research using multiple sources; 2) analyzing, evaluating, and synthesizing those sources; and 3) organizing the claims and evidence of a relatively-complex argument.</p>		
Sociology 194.1	John Kaiser	Enrollment: 25
TH 2-4	475 Barrows	

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 198.24

Mara Loveman

Enrollment: 43

W 12-2

402 Barrows

What Next? Sociologists Speak on the Future of the World

November 8, 2016 marked a turning point in history. But what is this turning point? How did we come to arrive at this turning point? Are we heading for another "great transformation" that will transform the political and economic world in which we live? What does the new political regime mean for different realms of social life - the labor market, the military, education, migration and immigration, the family, health and social services? What will it mean for different dimensions of inequality - race, gender, sexuality and class? What will it mean for democracy, political parties and social movements? What will it mean for different countries, for global alliances, for war? Sociology faculty will turn the tools of their discipline on the present and the future that awaits us. This is a one unit course - Satisfactory/Unsatisfactory - requiring students to write brief commentaries on weekly lectures. It is open to all.

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

Deadline to submit DE-Cal course proposal for Spring 2017– October 28, 2016

Deadline to submit Independent study applications for Spring 2017 February 3, 2017

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 CalCentral. Contact Rebecca Chavez (rebeccaisme@berkeley.edu) for the application.

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 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 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. 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 28, 2016. The deadline to submit applications for Spring 2017 Independent Studies is Friday, February 3, 2017.** 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. **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 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 CALCentral 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 CALCentral waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is almost 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 generally do not use Course Entry Codes to add students to sociology courses.
- All sociology waitlists, except in Sociol 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 put themselves on the course wait list on CALCentral. Students not already enrolled in the lecture will be added off the CALCentral waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on CALCentral, especially during the first 5 weeks of the semester and by the add/drop deadline at the end of the fifth week and the deadline to change grading option (10th 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.