DEPARTMENT OF SOCIOLOGY

SPRING 2019 UNDERGRADUATE COURSE DESCRIPTIONS

February 4, 2019

- Please see the Spring 2019 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2019 *Online Schedule of Classes* first appeared.
- Students are strongly advised to read the last 2 pages of this handout on "Important Information and Tips for Sociology Enrollment." It will answer many questions about how the Sociology Department handles enrollment in its undergraduate courses, both on CALCentral and once classes begin.
- Sociology 101, 102, 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	**Robert Braun**	Enrollment Limit: 360
MWF 9-10	155 Dwinelle	

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.

Sociology 3AC	**Laleh Behbehanian**	Enrollment Limit: 195
T/TH 9:30-11	A1 Hearst Annex	

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

PRINCIPLES OF SOCIOLOGY: This course provides an introduction to the field of sociology through engagement with major contemporary issues. The underlying objective is for students to develop their "sociological imaginations" in relation to the world around them. The course is structured in three parts which each raise a major contemporary social issue: Mass Incarceration; Surveillance; and "Illegal Immigration". We begin each section by reflecting upon the "common sense" that shapes our understandings of these issues: what are the ideas, perspectives and underlying assumptions that we, often unconsciously, hold? Having excavated this "common sense" we then turn to sociology to develop radically new ways of approaching these issues. The goal is to utilize sociology, with its emphasis on analytic, theoretical and critical thinking, to disrupt our "common sense" and enable us to develop new ways of understanding the major political, economic and social issues of our time.

Sociology 5	**Heather Haveman**	Enrollment Limit: 240
T/TH 3:30-5	F295 Haas	

EVALUATION OF EVIDENCE: This course will improve your ability to evaluate the torrent of information you receive every day – facts, opinions, and analyses that appear in books, in newspapers and magazines, on radio stations, through television broadcasts, on computer and cell-phone screens. The course show you how to think about social research, which is commonly used to introduce and support, or challenge and discard, public policies. Your life as a citizen is shaped by people who argue that "the evidence shows" that we should legalize marijuana, eliminate welfare, establish markets for air pollution, keep abortion legal, and so on. Our task in this course is to learn how to treat those claims with the skepticism they deserve, without falling into the despairing conviction that since data can be used to prove anything, any kind of data is as good as any other. This course will give you an overview of the tools used by social scientists and a sense of what distinguishes good research from bad. By the end of the semester, you will be able to assess the soundness of research underpinning social

policy proposals by evaluating research designs and data-collection strategies. With these skills, you will be able to determine whether or not you agree with researchers' conclusions. And when you disagree, you will be able to articulate why.

Sociology 101	**Dylan Riley**	Enrollment Limit: 160
T/TH 9:30-11	390 Hearst Mining	

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 with a C- or better by the end of Fall 2018. Declared Sociology majors should be able to add to the course and a discussion section no later than the end of Phase II, January 6th. If you did not earn the minimum grade or have not yet completed Soc 101, you will be dropped from the course. If you completed Soc 101, and are not declared in Sociology, please contact Cristina Rojas at cmrojas@berkeley.edu about enrollment.

SOCIOLOGICAL THEORY II: In this course, we will discuss the works of major late 20th century theorists, their analyses, the methodologies they use and their social prescriptions. How do they study social processes? What are their major findings and arguments? How does the social world work? How can society be improved? We will look at how functionalists, phenomenologists, poststructuralists, neo-Marxists, and practice theorists have answered these questions in conflicting ways.
After completing two thirds of the course, we will ask: how does all of this theorization apply outside of mainstream western society? This will bring us to theories of race, gender, and postcolonialism. Class and section discussion will highlight how we might use these theories to think about our own lives and recent events and processes.

Sociology 105	**Edwin Lin**	Enrollment Limit: 30
T/TH 8-9:30	104 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.

Sociology 108	**Edwin Lin**	Enrollment Limit: 30
TH 2-4	104 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 10-11	10 Evans	

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

Sociology 111C	**Joanna Reed**	Enrollment Limit: 195
T/TH 2-3:30	Hearst Annex	

SOCIOLOGY OF CHILDHOOD: This course will examine how children shape the social worlds in which they live, and the experiences of children in the different contexts and institutions that shape them. We will consider how childhood and adolescence have been defined and have changed over time and why. We will explore social life from the perspectives of children and teens, paying particular attention throughout the course to how race, class and gender shape experiences. Topics we will cover include play, school, media and technology, peer cultures and childhood controversies.

Sociology111AC	**Mary Kelsey**	Enrollment Limit: 195
T/TH 3:30-5	Hearst Annex	

NOTE: Meets American Cultures requirement.

SOCIOLOGY OF THE FAMILY: This course will examine major elements in the complex relationship between families and larger social forces. Rather than assuming a universal model of the family (sometimes seen as the "building block" of society) we will look at families as diverse social entities that are supported or constrained by economic factors, gender ideologies, racial inequality, 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 can better imagine a variety of political, economic and cultural reforms that would truly support families in their diverse forms. Students must have completed at least one sociology class before enrolling in this class.

Sociol 113	**Sam Lucas**	Enrollment Limit: 65
T/TH 8-9:30	166 Barrows	

SOCIOLOGY OF EDUCATION: Substantively, the course will first convey key frameworks and foundational theories for considering education systems. Afterwards, several issues in education–such as educational tracking, effects of social background, the comparison of public and private school effectiveness, causes and consequences of teachers' pedagogy, factors in student motivation or the lack thereof –will be analyzed from a sociological perspective. Please note that issues not on the illustrative list above may be covered, and no issue on the list above is guaranteed to be covered.

Sociology 115G	**Yan Long**	Enrollment Limit: 65
T/TH 12:30-2	20 Barrows	

HEALTH IN A GLOBAL WORLD: This course focuses on the impact of globalization on health problems and policy responses. The course begins with an introduction to the main concepts and measurements of globalization. It then explores a global risk and inequality map by looking at a number of major health challenges such as infectious diseases, climate change, food crises, and mental health. We consider not only the unequal distribution of health and disease but also common threats around the globe. For example, how do countries vary in who gets sick and why? Why hasn't any country managed to get rid of hunger without rapidly

shifting to obesity? Next, we turn to those ways in which global interdependencies that do not appear immediately related to health—the ties of trade, of finance, of science, of media, of conflict, of violence, of migration—nevertheless shape people's experiences of sickness and health. Finally, the course examines different global health policy frameworks including primary health care system approaches (e.g. health workforce migration management), disease specific policies (e.g. AIDS treatment), and economic development (e.g. pharmaceutical patent protections).

Sociology C115	**Armando Lara-Millan**	Enrollment Limit: 195
T/TH 5-6:30	100 GPB	

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	**Christoph Hermann**	Enrollment Limit: 130
MWF 10-11	160 Kroeber	

SOCIOLOGY OF WORK: The objective of the course is threefold: It presents important thinkers and their contributions to a theory of work and society, covers essential aspects of work and working lives, and presents current debates affecting the sociology of work. The first part is dedicated to the theoretical foundations of the field. The course presents major thinkers and discusses their specific contributions to the sociology of work. The second part deals with important aspects of working lives such as skill formation, the labor market, the organization of work, collective bargaining, welfare, and domestic work. The third part introduces current debates related to the world of work including the role of migrant labor, the nature of knowledge work, and the challenge of the international division of labor. The course concludes with a general debate on the state of working classes, working lives, and trade unions in America.

Sociology 117	**Linus Huang**	Enrollment Limit: 195
MWF 12-1	100 GPB	

SPORT AS A SOCIAL INSTITUTION: This course will take a critical view of the sports world—critical not necessarily in the sense of disapproving of sports, but critical in the sense that we will seek to understand how the sports world is fundamentally shaped by gender, race, sexuality, class, and other elements of social structure. Our focus will be on the most visible parts of the sports world but we will talk about them in a different way than they are usually talked about. No knowledge or love of sports is required; HOWEVER, newcomers to sport must be prepared to wade into some of the details of this part of the social world (as would be the expectation in any substantive sociology course). On the flip side, those who are thoroughly versed in sports, whether as participants or spectators or both, MUST come to the course with a willingness to look and think about the sports world in a different way. The course should be rewarding to those on both extremes and everyone in-between.

Sociology 120	**Neil Fligstein**	Enrollment Limit: 100
T/TH 12:30-2	160 Kroeber	

ECONOMY & SOCIETY: The main objective of this class is to introduce students to sociological thinking about how markets, firms, and governments interact in modern capitalist societies. The class has three parts. It begins by offering a set of theoretical and conceptual tools to analyze the links between states and markets

and a sociological view of how markets work. Then the class takes up how sociologists have understood many of the important economic issues of the past 30 years. We discuss shareholder value capitalism in the U.S., the financialization of the American economy, the growth of income inequality, and the financial crisis. The third part of the class considers comparative capitalisms and globalization.

Sociology 121	**Szonja Ivester**	Enrollment Limit: 100
MWF 11-12	101 Barker	

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 131AC	**Andy Barlow**	Enrollment Limit: 50
T/TH 9:30-11	110 Barrows	

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: The course surveys sociological theories of race and ethnicity, the history and current dynamics of racism and ethnic formations in the United States, and past and current strategies for social justice. Course topics this semester will be the criminal justice system, housing, education, and immigration. Throughout, we will pay attention to the global context, the dynamics of ethnic communities, and the intersections of race, class, gender, sexuality, nationality, and religion.
Course requirements include class participation (attendance, active class participation) (20% of course grade); three three-page essays responding to course readings and lecture (each 10% of course grade), a ten-page final paper (30% of course grade) and a final exam (20% of course grade). For the final paper, students will utilize the concepts, issues and data addressed in this course to investigate a specific racial barrier in an American institution and propose both short- and long-term solutions to it.

Sociology 133	**Jill Bakehorn**	Enrollment Limit: 90
T/TH 8-9:30	101 Life Sciences Bldg	

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: 65
T/TH 3:30-5	170 Barrows	

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 140	**Laleh Behbehanian**	Enrollment Limit: 195
T/TH 3:30-5	100 Lewis	

POLITICS AND SOCIAL CHANGE: This course provides an introduction to political sociology through in-depth engagement with major contemporary developments. In Part I, we focus on the Global Economic Crisis of 2008, drawing upon a long tradition of Marxist scholarship that seeks to understand the relationship between state and economy. In doing so, we will grapple with a range of issues (the relation between state and capital, the political and economic power of the "ruling class," the role of the state in mediating or exacerbating the crises of capitalism) that we then apply towards understanding the Global Economic Crisis. In Part II, we explore the US' "War on Terror" through a range of Weberian approaches that focus upon the means of state power (violence, bureaucracy, war-making). What is the relationship between states and violence? How do states monopolize the power to classify certain forms of violence as "(il)legitimate"? How is war-making central to processes of state-making? What are the various forms of state power and how are they intrinsically gendered? Finally, we conclude in Part III by turning to Foucauldian scholars who reject "state centered" approaches, focusing instead upon the exercise of "technologies of power." What new technologies of power emerge with the "securitization" fueled by the "War on Terror"? In particular, we examine surveillance practices, contextualizing them within a long history of efforts to govern race and class relations in the US, and concluding by considering the emergence of new techniques of "risk assessment" in the contemporary period. Through exploring these contemporary developments, students are introduced to a range of important concepts (with an emphasis on "the state"), theories and debates within the field of political sociology.

Sociology 145	**Dylan Riley**	Enrollment Limit: 65
TR 3:30-5	102 Moffitt	

SOCIAL CHANGE: "Isms" -- The Political and Social Imagination of the Modern World. This course introduces five important "isms", that is to say arguments about the nature of society, the state, and social transformation. The "isms" we will study are: Anarchism, Conservatism, Fascism, Liberalism, Marxism and its varieties, and Neo-liberalism. The course seeks to develop political literacy defined as an understanding of the fundamental assumptions and arguments from which competing political perspectives derive. Our class time will be divided into two parts. A discussion component in which students will break into smaller groups to work on particular problems, and a lecture component, which will take up the latter part of the class. Assessment is based on a series of in class exams and participation in the discussions.

Sociology146AC	**Irene Bloemraad**	**Enrollment Limit: 50**
T/TH 12:30-2	110 Barrows	

CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE: Immigration is a major issue everywhere, from wealthy democracies like the US and European nations, to oil-rich Middle Eastern states and developing countries. This class tackles diverse questions in the field of immigration: Why do people migrate across international borders? Can states control migration? Are immigrants integrating into the societies where they live? How do we understand the politics of immigration, asylum and citizenship? We will examine central theories of migration, "assimilation" and citizenship. The course is anchored in the US case, but we also consider the lessons that other nations provide. The class has a significant reading requirement and multiple projects for hands-on engagement with course material. It is open to anyone with an interest in migration and a willingness to examine issues that raise difficult moral, political and academic questions.

Sociology 150	**Brian Powers**	Enrollment Limit: 130
MWF 2-3	101 Morgan	

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	**Jill Bakehorn**	Enrollment Limit: 195
T/TH 11-12:30	145 Dwinelle	

SOCIOLOGY OF CULTURE: The Sociology of Culture is a broad field of study encompassing every aspect of our lives. Culture is what give our lives shape, allows us to predict social action, informs our behavior and patterns of thought, and gives our lives meaning. In this course we will focus on a few core concepts: symbolic boundaries, cultural capital, and authenticity. These concepts will allow us to explore issues of power, hegemony, and inequality.

We will use this framework to answer questions like the following:

✳ What is cultural capital and what role does it play in educational achievement?

✳ How does cultural capital intersect with class and race?

✳ How do symbolic boundaries help reinforce gender, racial, and class inequality?

✳ How is culture created both by culture industries and individuals?

✳ What role does pop culture play in reproducing symbolic boundaries and inequality?

We will examine diverse cultural worlds from parenting styles and children's playgrounds, to the role of Shakespeare in American culture, to musical dislikes and musical genres, to the reproduction of inequality through educational institutions.

Sociology 166	**Linus Huang**	Enrollment Limit: 195
MWF 2-3	145 Dwinelle	

SOCIETY & TECHNOLOGY: What is the relationship between technology and society? We often think of technologies in terms of material artifacts which are introduced into society "from the outside" and which transform society in deterministic ways. Hence, communications technologies like automobiles, jet airplanes, and mobile phones eliminate geographic distance and bring people together. Computer and robot technologies will replace humans in the workplace and possibly outside it, as well. Revolutions in agricultural and energy technology will solve the problems of finite natural resources and create a world of consumer abundance. Conversely, revolutions in weapons technology bring the possibility of mass destruction. In this course we will explore an alternative understanding of the relationship between technology and society. Rather than see technologies acting upon society "from the outside", whether for better or for worse, we will gain an understanding of how the very development, diffusion, consumption, and perception of technologies are themselves all shaped by society. This is a necessary intervention for adopting a perspective in which society shapes technology and technological outcomes, rather than being at mercy of technology's deterministic effects. Throughout the course we will consider the ideology of progress that is associated with technology — and which often lead to an unexamined acceptance of it.

Sociology C167	**Jill Bakehorn**	Enrollment Limit: 325
T/TH 2-3:30	F295 Haas	

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 explores the kinds of communities and social interactions that occur online or virtually. In particular we will examine how we construct connections, meaning, self, and identity in the absence of face-to-face interaction. Theories both utopian and dystopian about the virtual world will be discussed: for instance, does the Internet provide a space free from the social inequalities that plague the "real" world or does it exacerbate them? We will begin the course with general sociological theories about the social construction of reality, the self, and interactions. We will use these as a basis for discussing and explaining online social relations, noting the ways in which these theories help illuminate the virtual world and the gaps that emerge. We will use empirical research on virtual communities to understand what the online world facilitates and enables that may not be possible offline. Technology is not, of course, neutral, so we will also take a critical eye to the ways in which new communication technologies are created: within what contexts, by whom, and for what ends. We will interrogate the intersection of society and social media, including Facebook, Twitter, Instagram and others. What are some of the dark sides of social media? Can social media be harnessed for social good?

Sociology 169C.1	**John Kaiser**	Enrollment Limit: 80
T/TH 5-6:30	2 LeConte	

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 169C.2	**Edwin Lin**	Enrollment Limit: 80
TH 5-8	101 Moffitt	

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: 65
MWF 1-2	180 Tan	

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 182	**Loic Wacquant**	Enrollment Limit: 30
T/TH 12:30-2	104 Barrows	

RACE & ETHNIC RELATIONS – INTERNATIONAL PERSPECTIVES This course is a comparative and

historical inquiry into the logic of racial domination as a veiled form of ethnicity based on putative physical differences. We first examine obstacles to knowledge, core concepts, and the peculiar logic and implications of "race" as a way of classifying people and things. We then consider how various societies have drawn, enforced, or dissolved ethnoracial boundaries, focusing on five "elementary forms of racial domination": categorization/stigma, 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 189G	**Szonja Ivester**	**Enrollment Limit: 130**
MWF 3-4	101 Morgan	

COMPARATIVE PERSPECTIVES IN SOCIOLOGY: THE GLOBAL ELITE: F. Scott Fitzgerald once remarked that the elite are different from you and me. This is especially true for the new global super-elite. No longer restricted by the boundaries of traditional nation states, this century's rich and famous are making their mark felt on our globally connected society in a singularly potent way. Who are these people? In what ways are they different from the rest of us? How did they become so powerful? Are there connections and interactions among them? And how do they shape our global economic policy, culture, and intellectual life? These are some of the questions that we will explore during the semester. Along the way, we will familiarize ourselves with both traditional and new elite theories, examine contemporary empirical evidence on the rise of the new global plutocracy, and think about the long-term implications of this phenomenon for inequality, culture, and society.

Sociology 190 Seminars: Instructions

Sociology 190 Seminars – Spring 2019

Students are unable to directly enroll or wait-list themselves into a SOC 190 seminar during Phase 1. Instead, enrollment permission into Sociology 190 seminars is done manually in order to ensure placement for those who are graduating seniors in the Sociology major and those considered high priority. However we are usually able to accommodate most interested Sociology students. Please see an advisor for assistance.

THE PROCEDURES ARE AS FOLLOWS:

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

http://sociology.berkeley.edu/course-descriptions

2) Complete the Sociology 190 Placement Request Form online at:
https://www.surveymonkey.com/r/SOC190_SP2019

** Be sure to submit survey by or before **DECEMBER 7, 2018**. You must submit this form by the deadline in order to ensure placement in the course. Please note: request forms will continue to be reviewed on a rolling basis until **DECEMBER 7, 2018**.

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

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

5)During the break, you will be granted permission to add the seminar you were assigned to. Students must

enroll into their assigned seminar course via Cal Central before the first day of instruction. **In order to retain your placement, students must also attend the seminar class during the first 2 weeks of instruction or you will be dropped from the course.**

6) After the first class meeting, any remaining seats in each seminar will be filled with students who are attending the class, and meet the priority groups listed above in item #4. Enrollment into the course is at the discretion of the department.

190.1	**Jason Ferguson**	Enrollment Limit: 25
W 10-12	104 Barrows	

SEXUALITY & SOCIAL THEORY: What did classical social theorists write about sexuality? How have contemporary scholars built on and challenged their work to rethink sexual desire, practice, and identity? This course traces the lineage of contemporary theories of sexuality back to the founding ideas of sociology. The course will pair classical texts in social theory with contemporary texts from the postwar period. We will examine, for example, works of theorists in the Marxian tradition on capitalism and sexual cultures, theorists in the Durkheimian tradition on the "cult of the individual" and the emergence of gay rights, Weberian theorists on bureaucracy and the organization of sexuality, and theorists in the Freudian tradition on civilization, sexual repression and sexual liberation, etc. For those who have already studied social theory, it will be an opportunity to revisit the classics; for those who have not, it will be a chance at a first encounter. The class will also introduce students to "queer of color" and postcolonial critiques, which also engage deeply with classical sociological texts. Prior knowledge of social theory is not a prerequisite for this course.

190.2	**Loic Wacquant**	Enrollment Limit: 25
T 4-6	104 Barrows	

URBAN INEQUALITY AND MARGINALITY: After characterizing the major paradigms for studying the city (ecological, Marxist, neo-Weberian, microinteractionist, identity based, Bourdieusian), we consider salient features of urban inequality and marginality: the rise of social dislocations in the inner city; how state and neighborhood affect life chances; the difference between ghetto, ethnic cluster, and slum; the variety and dynamism of the informal economy; how honor and interest intermingle in street drug dealing; why poor women don't marry; the survival strategies of the homeless in San Francisco; and how the jail contains and entrenches disruptive poverty. Throughout, we pay close attention not only to the empirical phenomenon at hand, getting close to ground level, but also to issues of conceptualization, political censorship, and implications for social justice. Among the books we'll read: Wilson's The Truly Disadvantaged, Wacquant's Urban Outcasts, Bourgois's In Search of Respect, Edin and Kefalas's Promises I Can Keep, Irwin's The Jail, and Gowan's, Hobos, Hustlers, and Backsliders.

190.3	**Alex Barnard**	Enrollment Limit: 25
M 4-6	104 Barrows	

FROM MADNESS TO MENTAL HEALTH: The American mental health system is widely seen as being in crisis. Advances in neuroscience and new pharmaceutical treatments have not succeeded in stemming the opioid epidemic, keeping people with severe mental illness from homelessness and out of prison, or prevented rising numbers of people from experiencing depression and anxiety. This course will examine the contributions sociology can make to understanding the origins of these crises and evaluating different responses to them. We will cover some basic frameworks of medical sociology (social determinants, social construction, medicalization) and then explore the building blocks of contemporary mental health systems (hospitals, psychiatrists, pharmaceuticals, and, yes, prisons) before discussing particularly relevant current themes (stigma, neuro-science, addiction, involuntary treatment). Throughout the course, we will use examples from outside the U.S. and from social movements within the U.S. to think about alternatives or complements to the current dominant bio-medical model of mental illness and treatment.

190.4	**Andy Chang**	Enrollment Limit: 25
T 10-12	B1 Hearst Annex	

GENDER AND INTERNATIONAL MIGRATION: Today, more than 200 million people worldwide work overseas. Why do women and men leave behind their home communities to traverse national boundaries, in a process that often exacts tremendous emotional and financial costs? How are individuals' migration projects mediated by broader sociopolitical and ideological forces? And, how does migration impact the family, society, and nation? This course will explore the causes, mechanisms, and consequences of international labor migration from a global perspective. We will examine the interplay between the economy and migration, along with a variety of intermediaries that render population flows possible, such as state bureaucracies, commercial recruiters, and migrant networks. We will pay attention to how modern techniques of border control imposed by governments affect who gets to move and access political rights through the constitution of migrant (il)legality. Another major theme we will investigate is how the social construction of gender, race, and class shapes migrant livelihoods and identity formation. Throughout the course, we will interrogate not only the structural factors that facilitate and impede cross-border mobility, but also migrants' diverse forms of agency in an age of rapidly expanding population movement.

190.5	**Shannon Ikebe**	Enrollment Limit: 25
TH 2-4	175 Barrows	

SOCIOLOGY OF POLITICAL PARTIES: The political party is a powerful institution in modern society, yet one often overlooked in sociology. But what is the political party and what does it do? Does the party only care about winning elections or does it aim to transform society? In what circumstances does the party shape society or is it rather a just a mirror of the society in which it operates? How much power do members have in a party? In this course, we will read various sociological theories and debates on what the party is and what it does externally and internally; then we will explore distinct models of parties that have emerged over the past century and half. Comparative dimensions are emphasized throughout the course, and we focus in particular on the case studies of labor, social democratic and communist parties in various European countries, which originally emerged out of movements to transform society in an egalitarian direction. Finally, we look at the contemporary and future developments of the party as an institution, as existing political systems are entering crisis in many countries; is the party form in decline today, or is it being transformed to suit the contemporary social patterns?.

190.6	**Matthew Stimpson**	Enrollment Limit: 25
TH 4-6	104 Barrows	

FLEXIBILITY, INEQUALITY, AND THE SELF: Today we must often navigate diverse social contexts as we move between different jobs and interact with a range of co-workers and peers. In this course we will examine the rising demand for this social flexibility in three areas of American life. (1) In the labor market, workers have become more likely to change employers and occupations, and firms are increasingly run by CEOs hired from outside the firm. (2) In the realm of cultural consumption, "omnivorous" tastes that span many different genres are now the dominant cultural marker of high status. (3) At universities, students are more and more likely to double major, and the prestige of interdisciplinary research has risen. After documenting a heightened demand for flexibility in these areas, we will focus on consequences for inequality and the self. Who has the resources to demonstrate this social flexibility? Who faces especially high demands for flexibility? How does a rising value for flexibility change our conceptions of ourselves, of success, of status?

190.7	**Mary Shi**	Enrollment Limit: 25
F 10-12	402 Barrows	

INTRO TO POL ECON: SOCIETY, SPACE, AND TRANSFORMATION IN THE SF BAY AREA: How does the organization of economic production and exchange affect other areas of social life? And how is the economy itself a socially embedded institution? As residents of the Bay Area, we are experiencing the ongoing, global transformation of capitalism from a particularly privileged vantage point. From urban restructuring to precarious work to neoliberal self-governance, reverberations of the emerging knowledge economy are visible throughout our everyday lives. This course has two main goals: (1) to give students an introduction to a sociological perspective on political economy; and (2) to challenge students to critically interrogate their own lived experience in the Bay Area as a reflexive entry-point into larger political economic

questions. To these ends, after using Marx, Polanyi, and Weber to lay a groundwork in classical political economy, this course will be organized around two themes— the production of space and the production of economic agents — as focused lenses into the literature and for student reflection.

H190B.1	**Mary Kelsey**	Enrollment Limit: 15
T 12-2 PM	186 Barrows	
H190B.2	**Laleh Behbehanian**	Enrollment Limit: 15
T 12-2 PM	78 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.

R1B	**John Kaiser**	Enrollment Limit: 17
T 2-4	174 Barrows	

SOCIOLOGICAL READING & COMPOSITION

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

Deadline to submit DE-Cal course proposal for Spring 2019– October 25, 2018

Deadline to submit Independent study applications for Spring 2018_February 1, 2019

Sociology 197: Field Study
Sociology 198: Group Study
Sociology 199: Independent Study

Independent Study is specialized study between 1 and 4 units arranged by a student or group of students in conjunction with a faculty member or current visiting lecturer in studying a particular area of interest. Students must have completed at least 60 units, have a GPA of 2.0 or above and should come prepared with some idea of areas of interest in which they would like to pursue further study. Students may also earn units in Field Studies via a job, internship or volunteer position they currently hold by writing about this experience and its relevance to the field of sociology. Unit value of a particular Independent Study course is arranged with the faculty sponsor. The workload determination should take into consideration the following formula: 1 unit = 3 hours of work per week over the 15 week semester (including meetings with the faculty member, research, etc.). All Independent Study courses must be taken Pass/No Pass, and a maximum of 16 units of Independent Study may be counted toward the requirements of a Bachelor's degree. A list of faculty and their areas of specialization and research interests is available for reference. 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 Thursday, October 25, 2018. The deadline to submit applications for Spring 2019 Independent Studies is Friday, February 1, 2019.** 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 do not use Course Entry Codes to add students to sociology courses.

- All sociology waitlists, except in Sociol 1 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 (10^{th} 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.