

SUMMER 2017 UNDERGRADUATE COURSE DESCRIPTIONS

June 22, 2017

IMPORTANT! This listing is subject to change. If anything changes, the listing will be amended accordingly and publicized on the sociology department website: <http://sociology.berkeley.edu>.

Continuing UC Berkeley students may register for summer session courses using CALCentral beginning in early February. Outside students should register using the appropriate forms in the Berkeley Summer Session catalog. Enrollment is first-come, first-served, and the department is not allowed to give priority to any particular majors, including Sociology majors (except in Soc 190, which has a special enrollment process). If a course fills up, please put your name on the CALCentral waiting list. There are inevitably students who drop the course, creating space for students on the waiting list. If the waiting list is large enough, there is a *possibility* that the class will be moved to a larger room. Please check with the Sociology Department for the status of each course as needed.

FIRST SIX-WEEK SESSION A (MAY 22 – JUNE 30, 2017)

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| Sociology C115 CCN: 15065 | John Kaiser | Enrollment Limit: 50 |
| M-TH 10-12 | 219 Dwinelle | |
| <i>Note: This course is cross-listed with Public Health C155 (15392)</i> | | |
| SOCIOLOGY OF HEALTH & MEDICINE: This course provides an overview of medical sociology. It covers the social determinants of morbidity and mortality, including various forms of inequality as fundamental causes; the social construction and phenomenology of health, illness, and care; cultural, institutional, and structural matrices that transform inequalities into health disparities, including psychosocial factors; cultural arenas for competing ideas and ideologies about health/illness; social processes and patterns of health care delivery, such as how race, class, gender, and ability shape treatment; healthcare and insurance systems; technology; challenges to market forces, biomedical practices, and medical authority; and the role of public policy in shaping healthcare systems and outcomes. Throughout the course, we situate the United States within the global context, such as the significance of the epidemiological transition and the national character of healthcare systems. | | |
| Sociology 120 CCN: 15110 | Andy Barlow | Enrollment Limit: 65 |
| M-TH 12-2 | 279 Dwinelle | |
| ECONOMY AND SOCIETY: The 2016 election has raised profound questions about the crisis of the middle class, globalization and inequality. These long-standing issues, as well as growing concern about the environment, has led some to call for fresh thinking about capitalism itself. At this consequential moment, this course will address these issues with an analysis of the nature of and dynamics of markets and the role of state policy, workers organizations and culture in their constitution. The course also studies the impact of markets on all social relationships. For sociology, economics is social, and all social behavior is in part economic. The course is organized around five units: 1. Sociological theories of economic behavior; 2. The social constitution of markets; 3. The crisis of 2008 and its aftermaths; and 4. The impact of neo-liberal ideology on everyday life; 5. Responses to neo-liberalism today. | | |
| Sociology 131AC CCN: 13212 | Zawadi Ahidiana | Enrollment Limit: 50 |
| M-TH 2-4 | 20 Barrows | |
| RACE AND ETHNIC RELATIONS: U.S.: This course will examine the theoretical and empirical literature on American race and ethnic relations. It will connect the literature to recent current events that illuminate the continuing significance of race. We will begin with a review of the theoretical literature on race to establish definitions for race and ethnicity, discuss how these concepts are socially constructed in the United States, and discuss theoretically how these social constructions produce inequality. From there, we | | |

will look at the historical and contemporary boundaries of the racial and ethnic categories of white, black, Latino, and Asian. The class will end with empirical examples of how race contributes to social inequities in the United States.

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| Sociology 145 CCN: 15112 | Dylan Riley | Enrollment Limit: 40 |
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| T/TH 2-6 | 402 Barrows |
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SOCIAL CHANGE: PLEASE CONTACT INSTRUCTOR FOR DESCRIPTION

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| Sociology 160 CCN: 13215 | Shelly Steward | Enrollment Limit: 65 |
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| M-TH 4-6 | 251 Le Conte |
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Sociology of Culture: From food to fashion to dating to emotions, culture is an incredibly broad area. This course examines sociological approaches to culture, centered on three questions. First, what is culture? We will consider the different understandings sociologists have of this complex concept. Second, what does culture do in a society? Here, we look at how culture can both reproduce and challenge power relations and inequality. Finally, we ask how culture works, and how it can be carried out through institutions, individuals, and interactions, in order to spread across contexts and contribute to social change. We will consider multiple answers to each of these questions, equipping students to develop their own understandings and apply them to the contemporary world.

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| Sociology 190 CCN: SeeDept. | Josh Seim | Enrollment Limit: 25 |
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| M/W 12-3 | 402 Barrows |
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THE SOCIOLOGY OF CRIME AND PUNISHMENT: This course will decode the sociological significance of crime and punishment. The first half will outline the causes of criminal behavior according to a handful of theories. The second half will detail punishment as a process embedded in larger social structures.

EIGHT-WEEK SESSION C (JUNE 19 - AUGUST 11, 2017)

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| Sociology N1H CCN: 13202 | Kat Thomson | Enrollment Limit: 65 |
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| T-TH 4-6 | 126 Barrows |
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NOTE: Students who have taken Soc 3, 3A or 3AC will not earn credit for Soc 1.

INTRODUCTION TO SOCIOLOGY FOR PRE-HEALTH STUDENTS: This section of Introduction to Sociology is designed for pre-health professionals and those preparing for the MCAT, but students of all majors are welcome. The course covers the full range of general sociological concepts with emphases in health inequalities and demography.

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| Sociology 3AC CCN: 13203 | Kristen Nelson | Enrollment Limit: 65 |
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| T-TH 12-2 | 20 Barrows |
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Note: Meets American Cultures Requirements. Students who have taken Soc1, 3 or 3A will not earn credit for Soc 3AC.

PRINCIPLES OF SOCIOLOGY: AMERICAN CULTURES: Why is there inequality? Why do members of some groups tend to enjoy a high quality of life, with access to many opportunities, while others struggle to get by? What leads to social change, and what blocks it? Sociology 3AC uses core sociological ideas to answer these questions. The class provides a general introduction to sociology, beginning with an exploration of classical theories of social cohesion, inequality and transformation. We

will consider how much individual success comes from hard work and merit, and how much it is influenced by institutions and laws. We will also learn about the ways in which power can be exercised through race, gender, and sexuality. Throughout, we will consider how our readings relate to current events, and our own lives.

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| Sociology 5 CCN: 13204 | James Lamb | Enrollment Limit: 50 |
| T-TH 10-12 | 402 Barrows | |

Note: This course has sections (13205 OR 13206) that you will need to register for.

EVALUATION OF EVIDENCE: Provides a general overview of the ways in which sociologists collect information about social phenomena, and it provides an elementary introduction to both quantitative and qualitative analyses of such data. I have several goals for this course: 1) To spark your interest in sociology and to encourage you to see sociology as a research enterprise, as a process of learning about our social world. 2) To introduce you to the elements of research design and to the basic principles of data analysis so that you will have a good foundation for future learning. 3) To teach you how to read a research report with a critical eye, so that you can know how to tell how trustworthy its information is. 4) To have you learn firsthand about the problems of research by trying out several data collection methods on a small scale. 5) To show you that research is a personal, human activity involving both your brain and your emotions, combining brilliant insights with spectacular failures, and invoking both dramatic visions and inescapable practical limitations.

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| Sociology 7 CCN: 15378 | Rene Patnode | Enrollment Limit: 25 |
| T-TH 8-10 | 402 Barrows | |

THE POWER OF NUMBERS: QUANTITATIVE DATA IN SOCIAL SCIENCES: This course will provide students with a set of skills to understand, evaluate, use, and produce quantitative data about the social world. It is intended specifically for social science majors, and it focuses on social science questions. Students will learn to: produce basic graphs; find good-quality and relevant data on the web; visualize and analyze data in statistical programs; understand and calculate basic statistical measures of central tendency, variation, and correlation; understand and apply basic concepts of sampling and selection; and understand and apply elementary techniques for hypothesis testing such as t-tests, chi-squared tests, and simple regression. Students do not need a strong mathematical, statistical, or computing background to succeed in this course.

SECOND SIX-WEEK SESSION D (JULY 3 – AUG 11, 2017)

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| Sociology 110 CCN: 13207 | Linus Huang | Enrollment Limit: 65 |
| M-TH 10-12 | 101 Moffitt | |
| <p>ORGANIZATIONS AND SOCIAL INSTITUTIONS: Why do organizations do the things they do? What are their objectives and practices, and what are the consequences of this for their key constituencies—or for society in general? A sociology of organizations provides a set of conceptual tools for understanding organizational behavior and its consequences. This course will emphasize two key dimensions of the organizational world. First, it seeks to understand the <i>social</i> dimension of organizational behavior. Just as the general mission of sociology is to show how social forces independent of individual choice shape what happens in the world, an organizational sociology seeks to understand how forces outside of individual organizations shape what those organizations do. Second, an organizational sociology shines a light on a part of the world that is everywhere, but curiously absent in the conceptual ways we usually understand society. We usually think about social action in terms of our <i>individual</i> choices: choices as consumers, as high schoolers deciding which college to attend, what to wear today, what to eat for breakfast, etc. Organizations play at best a background role in this picture of the world. This course will explore the profound but often unconsidered influence that organizations have on society. Our exploration will be constructed around an initial look at major theories—the "conceptual tools" of analysis—followed by case studies including social movements, publicly-traded corporations, the federal government, and U.C. Berkeley itself.</p> | | |
| Sociology 111AC CCN: 15639 | Mario Castillo | Enrollment Limit: 50 |
| T-TH 4-6 | 122 Barrows | |
| <p>SOCIOLOGY OF THE FAMILY: This course will critically examine the complex relationship between <i>the family</i> as a social institution and broader social forces. Rather than assuming a universal model of the family, we will look at families as evolving, diverse, social entities that are supported or constrained by economic factors, public policies, gender ideologies, racial hierarchies, sexual norms and consequential cultural shifts. By understanding how and in what ways broader social forces affect families in general, we can better understand not only the dynamics within individual families but also the unique dynamics existent within our own family structures.</p> | | |
| Sociology 113AC CCN: 13210 | Fithawee Tzegai | Enrollment Limit: 50 |
| M-TH 2-4 | 20 Barrows | |
| <p>SOCIOLOGY OF EDUCATION: Public education is often viewed as a principle democratic institution, offering equal opportunity for success regardless of one's economic or cultural status. In practice, however, an individual's educational success tends to correspond to his or her class and racial background—a fact that seems to apply throughout the history of universal public education. In this course, we will consider the relationship between school institutions and social divisions of race, class, and gender, asking how and why a young person's status shapes their experiences and outcomes in school. Topics will range from political and policy debates to classroom level studies of peer culture and teacher interactions. This course challenges students to reflect on the nature of class inequality and imagine alternative education institutions that might better live up to the democratic ideals of public education.</p> | | |
| Sociology 140 CCN: 13213 | Laleh Behbehanian | Enrollment Limit: 65 |
| M-TH 4-6 | 251 Le Conte | |
| <p>POLITICS & SOCIAL CHANGE: Sociologists have always been inspired by the need to make sense of the world around them. This course provides students with an introduction to the field of political sociology through engagement with major contemporary developments. The course is structured around three major themes – the Global Economic Crisis, the “War on Terror,” and the Occupy Movement. In pursuing questions related to these contemporary developments, students will be introduced to a variety of concepts, theories and debates that are central to the field of political sociology, with a particular focus on the “state”.</p> | | |

Part I of the course introduces the case of the Global Economic Crisis that spread throughout the world in 2008. This provides the opportunity to engage with a long tradition of Marxist scholarship that seeks to understand the relationship between state and economy, which we then apply towards understanding the Global Economic Crisis. Part II of the course explores the case of the US' "War on Terror" through the lens of Weberian inspired scholarship that focus on the means of state power (violence, bureaucracy, war-making, surveillance). Part III of the course introduces the case of the Occupy Movement as an entry point into scholarship on resistance and social movements, focusing both on how the economic and political developments discussed in the first two parts of the course have played a role in fueling the emergence of the movement, as well as how its tactics and strategies (disruption, civil disobedience and the physical occupation of public spaces) have been shaped by a long history of resistance in the US.

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| Sociology 150 CCN: 13214 | Brian Powers | Enrollment Limit: 65 |
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| M-TH 12-2 | 126 Barrows | |
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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.

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| Sociology 167 CCN: 13216 | Edwin Lin | Enrollment Limit: 50 |
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| MW 4-8 | 56 Barrows | |
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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 computers and computer network communication. We will explore the subjects social and economic change due to the internet – the internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.