

SUMMER 2018 UNDERGRADUATE COURSE DESCRIPTIONS

November 27, 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>.

Registration for summer session courses using CALCentral will begin in early February. 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.

**FIRST SIX-WEEK SESSION A (MAY 21 – JUNE 29, 2018)**

<b>Sociology R1B</b>	<b>John Kaiser</b>	Enrollment Limit: 17
M-R 2-4	104 Barrows	
<p><b>Sociology R1B: Social Inequalities:</b> Sociology R1B fulfills the second half of the Reading and Composition requirement. It has three main goals: 1) to assist you in developing a clear, persuasive, and personal prose style in English; 2) to refine and build upon the close reading techniques you practiced in R1A; and 3) to equip you with the skills necessary for writing a research paper—a standard requirement of many upper-division (100-level) courses. In the first part of the course, we study fundamentals: writing analytically; the structure of essays and paragraphs; how to construct arguments; sentence mechanics; and analytical reading techniques. We practice these techniques by writing essays on a range of scholarly texts on the theme of inequality. The second part of the course applies these skills to a longer research paper on a topic that students choose that requires synthesizing multiple sources to develop a relatively-complex argument.</p>		
<b>Sociology 112</b>	<b>Jerome Baggett</b>	Enrollment Limit: 65
M-R 10-12	150 GSPP	
<p><b>SOCIOLOGY OF RELIGION:</b> Religion is an enormously important and persistent component of human experience. Focusing primarily, although not exclusively, on the United States, this course will attempt to introduce students to the sociological study of religion and provide them with the theoretical tools necessary for thoughtfully analyzing the place of religion in the modern world. Among the topics this course will address are: the manner in which religion functions to provide a sense of individual meaning; the social construction of religious conversion and commitment; the types and dynamics of religious groups; the increasing significance of the “spiritual but not religious” and the religious “nones”; the secularization debate; and the impact of religion on social cohesion, conflict and change.</p>		
<b>Sociology 114</b>	<b>Andy Barlow</b>	Enrollment Limit: 65
M-R 10-12	60 Barrows	
<p><b>SOCIOLOGY OF LAW:</b> 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 the concepts of social justice as they appear in the legal construction of class, race, gender, citizenship and sexuality in the United States. Course requirements include class participation, two midterms, a final exam and a final paper.</p>		
<b>Sociology 130</b>	<b>Szonja Ivester</b>	Enrollment Limit: 65
M-R 12-2	60 Barrows	
<p><b>SOCIAL INEQUALITIES:</b> The past 50 years have brought with them tremendous increases in social inequality around the world. In many instances, these have taken place in the context of formally</p>		

meritocratic regimes. What happened? How can explain these changes and what, if anything, can we do about them? These questions will form the backbone of this class. Throughout the summer, we will cover recent debates, competing theories, and empirical research on social inequality. We will also explore how class, race, ethnicity, and gender continue to shape our life chances in the post-industrial world.

<b>Sociology 131AC</b>	<b>Zawadi Ahidiana</b>	Enrollment Limit: 65
M-R 4-6	3108 Etcheverry	

**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 review 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 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.

<b>Sociology 148</b>	<b>Josh Seim</b>	Enrollment Limit: 65
M-R 2-4	126 Barrows	

**SOCIAL POLICY:** Social policy is a massive topic in sociology, but this course will focus on “poverty governance” in the United States. Collectively, we will attempt to answer a simple question that yields complicated answers. How does the state, broadly defined, manage relatively poor populations? Particular attention will be given the various "frontline institutions" of urban poverty regulation (e.g., welfare offices, prisons, and hospitals).

<b>Sociology 167</b>	<b>Edwin Lin</b>	Enrollment Limit: 65
MW 4-8	60 Barrows	

**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.

<b>Sociology 190</b>	<b>Matty Lichtenstein</b>	Enrollment Limit: 25
MW 12-3	402 Barrows	

**SEMINAR & RESEARCH IN SOCIOLOGY: REGULATING THE AMERICAN FAMILY:** What does it mean to be an American family? How has that changed over time? This course will examine how social and economic forces have shaped the American family, from private charities in the colonial and industrial era, to state-run welfare services beginning in the Progressive Era, culminating in the policies of recent decades. We will track how historical American institutions and policy changes have influenced the development of current welfare, healthcare, and market policies regulating American families. We will consider how those policies may differently affect families of varying economic, social, and racial backgrounds.

**EIGHT-WEEK SESSION C (JUNE 18 - AUGUST 10, 2018)**

<b>Sociology 1H</b>	<b>Kat Thomson</b>	Enrollment Limit: 50
T-TH 5-7	56 Barrows	
<i>NOTE: Students who have taken Soc 3, 3A or 3AC will not earn credit for Soc 1.</i>		
<p><b>INTRODUCTION TO SOCIOLOGY FOR PRE-HEALTH STUDENTS:</b> 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. This course surveys the major theories, concepts, and substantive areas of sociology in ways that are specifically designed to assist undergraduate students pursuing careers in health and medicine. The readings, lectures, and assignments have been chosen with the needs of pre-med students in mind, consisting of units on social relationships, cultures, institutions, stratification, inequalities, and social change, with an emphasis in health inequalities. There are no prerequisites.</p>		
<b>Sociology 3AC</b>	<b>TBD</b>	Enrollment Limit: 65
T-TH 2-4	60 Barrows	
<i>Note: Meets American Cultures Requirements. Students who have taken Soc1, 3 or 3A will not earn credit for Soc 3AC.</i>		
<p><b>PRINCIPLES OF SOCIOLOGY: AMERICAN CULTURES:</b> 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.</p>		
<b>Sociology 5</b>	<b>Alex Roehrkasse</b>	Enrollment Limit: 50
T-TH 10-12	56 Barrows	
<i>Note: This course has sections that you will need to register for.</i>		
<p><b>EVALUATION OF EVIDENCE:</b> We seem to have available to us more and more information about individuals, groups, and whole societies, but this does not always lead us to cite facts more accurately or hold more justifiable opinions. This course provides students with skills to evaluate claims about social life by examining whether they are based on good evidence, sound reasoning, and ethical practices. It does so by surveying the ways that professional social researchers ask and answer empirical questions. Students will learn the basic principles and practices that guide good empirical research, how to decide whether others have followed them, and how to follow them themselves. By the end of the course students will have acquired skills that will make them more responsible consumers of social science and debates about social trends and public policy.</p>		
<b>Sociology 7</b>	<b>Byron Villacis</b>	Enrollment Limit: 25
T-TH 8-10	402 Barrows	
<p><b>THE POWER OF NUMBERS: QUANTITATIVE DATA IN SOCIAL SCIENCES:</b> 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.</p>		

**SECOND SIX-WEEK SESSION D (JULY 2 – AUG 10, 2018)**

<b>Sociology 111AC</b>	<b>Mario Castillo</b>	Enrollment Limit: 65
T-TH 2-4	126 Barrows	
<p><b>SOCIOLOGY OF THE FAMILY:</b> 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 both supported and constrained by political climates, economic factors, gender ideologies, racial and ethnic 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>		
<b>Sociology C115</b>	<b>Alex Barnard</b>	Enrollment Limit: 40
MW 12-4	402 Barrows	
<p><b>SOCIOLOGY OF HEALTH AND MEDICINE:</b> How did depression become an “epidemic”? Why do some racial minorities get better healthcare in prison than in their home communities? When did doctors become one of the richest professional groups in America? This course introduces students to medical sociology through three lenses. First, we examine the social determinants of health: the ways that race, class, and gender intersect with pathology and biology to produce disease and disability for some and wellness for others. Second, we look at the social construction of illness, asking how cultural conceptions and stigma can help explain why—for example—people with schizophrenia have better life outcomes in less developed countries. Finally, we explore the political economy of medicine: how care became a commodity and the healthcare system a central engine of American capitalism. Throughout this course, we will use examples from outside the United States to highlight alternative ways of thinking about health, illness, and medicine.</p>		
<b>Sociology 117</b>	<b>Linus Huang</b>	Enrollment Limit: 65
M-R 10-12	60 Barrows	
<p><b>SPORT AS A SOCIAL INSTITUTION:</b> What counts as a "sport" and what doesn't? Why is basketball unambiguously a sport, but not cheerleading? Why do women in the U.S. play soccer, but not football? Why is cricket a sport for the masses in India, but a sport restricted to the social elite in the U.S.? Why is college sports a multi-billion-dollar industry in the U.S., but barely even an activity for participants, let alone spectators, in other sports-mad countries? The objective of this course is, as the late sociologist Pierre Bourdieu proposed, to explain how the <i>supply</i> of sports (what sports we have, who plays them, how competition is organized) and the <i>demand</i> for sports (how we "consume" sports as fans) comes to be in particular places at particular times. The course is built upon case studies -- including those that address the questions above -- but students will learn how to question and analyze the social order of any part of the sports world.</p>		
<b>Sociology 133</b>	<b>Lindsay Berkowitz</b>	Enrollment Limit: 40
M-R 10-12	402 Barrows	
<p><b>SOCIOLOGY OF GENDER:</b> 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</p>		

of gender in our everyday lives. Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories. Some questions about gender that will be addressed in this course are:

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

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

<b>Sociology 140</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 75
M-TH 4-6	20 Barrows	

**POLITICS & SOCIAL CHANGE:** This course provides an introduction to political sociology through in-depth engagement with major contemporary developments. In Part I, we focus on the Global Economic Crisis of 2008, drawing upon a long tradition of Marxist scholarship that seeks to understand the relationship between state and economy. In doing so, we will grapple with a range of issues (the relation between state and capital, the political and economic power of the “ruling class,” the role of the state in mediating or exacerbating the crises of capitalism) that we then apply towards understanding the Global Economic Crisis. In Part II, we explore the US’ “War on Terror” – first through a range of Weberian approaches that focus upon the means of state power (violence, bureaucracy, war-making), followed by Foucauldian scholarship that examine “technologies” of power, particularly surveillance. Through exploring these contemporary developments, we will be introduced to a range of concepts (with an emphasis on “the state”), theories and debates within the field of political sociology.

<b>Sociology 145</b>	<b>Dylan Riley</b>	Enrollment Limit: 40
T/R 2-6	402 Barrows	

**SOCIAL CHANGE: PLEASE CONTACT PROFESSOR**

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 65
M-R 12-2	126 Barrows	

**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 members of society. 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. Writings: Short mid-term study of processes of identity formation of two individuals; final course project report, developed in stages (several brief 2 page field reports) over the summer, examining structures and processes linked to identity-formation observable in a setting selected by the student, with the approval of the instructor.