

INTRODUCTION TO SOCIOLOGY

Sociology 1 introduces major concepts, theories, scholars, subfields and research results of this very rich and diverse social science discipline. We will learn what it means to “think sociologically,” and how this differs from other ways of seeing the world around us. We will adopt a “constructivist” approach to thinking about social things, and will emphasize the crucial importance of institutions in mediating the relations between the individual and the larger society.

The first three weeks are primarily conceptual: we will discuss what Sociology is as a discipline, what sociologists do, how they see the world, what you can do with a degree in Sociology, etc. To get through the course, it is crucial to understand what it means to say, as C. Wright Mills does, that the sociological imagination grasps the “interplay of biography and history,” and that it works with the distinction between the “personal troubles of milieu” and “the public issues of social structure.”

Armed with these insights, we move to substantive areas of Sociology where we apply somewhat abstract concepts to examples of empirical research and daily life. These substantive units build from the social construction of the self and small groups, to larger groups such as the family and organizations, and then to collectivities such as economic class, ethnicity, gender, and social movements, all the way up to the nation-state and then global society. We will apply the same basic “ways of seeing” at all of these levels. Through frequent international comparisons, we will see how similar institutions such as the family, and social facts such as ethnic relations, are structured and function differently in different societies.

Everything we do in this course is immediately relevant to the Real World. Students are expected to follow current events. We will learn how to read the media as well as more academic publications critically, and how to write using social science concepts to explain social phenomena.

This is a fast-paced introductory course which condenses a huge amount of material into one term; depth is sacrificed to breadth. This can be very stimulating but also frustrating. There will be many suggestions for additional courses to take in our **No. 1 ranked department** as well as Cal professors to speak with and readings to do on your own on topics you wish to pursue more deeply.

Lecture and section complement each other. **Attendance at both is required.** Lecture introduces concepts, theories, controversies, different points of view, examples of research and influential scholars, provides context, background and interconnections for assigned readings, goes through *some* of the assigned readings and points out what is most important in them, shows how to apply seemingly abstract concepts to the world around us, and offers the chance to interact and debate with the professor, GSIs and other classmates. A power point outline will be provided for every topic and circulated after the lecture. In section, Graduate Student Instructors (GSIs) review the lecture and assigned readings and utilize a variety of other activities, including section-specific

assignments, to help students understand the material and how to apply it. GSIs hold separate office hours. Students having problems comprehending the material or managing their time should speak with the GSI before things get out of hand. The Student Learning Center is another very valuable resource for assistance.

By registering for this course, you acknowledge and accept that you have read this syllabus and that you know that attendance at lecture and section is required, and that everything in both lecture and section is fair game for examinations. This includes any guest speakers and videos shown in lecture or assigned for outside viewing. Lecture will begin promptly at 9:10 a.m. and end at 10:00. It is the student's responsibility to be aware of any assignments and changes to the syllabus which, along with announcements and additional required readings, will be posted on the course bspace site, soc1sp13@bspaace.berkeley.edu. Tardiness and absence are not acceptable excuses for not knowing about these. Some students have extremely heavy demands on their time due to extracurricular commitments. It is their responsibility to notify their GSI and the professor about this as soon as possible and to discuss how best to ensure successful completion of all course requirements on time. Students with disabilities should also notify the professor and GSI as soon as possible about special needs so that arrangements can be made expeditiously. Students who miss the first lecture are still responsible for knowing all of the information conveyed here.

All lectures will be conducted topless. This means that laptops and other electronic devices **may not be open during class** without the express permission of the professor.

The breakdown of the final grade is as follows: two class-wide written assignments at 10% each; in-class mid-term on March 6 (20%); cumulative final exam (**which emphasizes the post-mid-term material**), May 13, 7:00-10:00 p.m. (40%); and section grade (which includes attendance, participation, and all section assignments) (20%). Exams combine multiple choice, short answer and essay questions. Plagiarism is a very serious offense and any suspected cases will be investigated quite seriously and, if necessary, reported to the Office of Student Affairs for disposition.

There are two required books: Garth Massey, ed. *Readings for Sociology*, 7th edition, and Wes Moore, *The Other Wes Moore*. Additional readings (marked below with an asterisk (*)) will be posted to bspace. All assigned readings below are from Massey unless otherwise noted.

Students who have already taken Soc. 3 or 3AC cannot receive credit for Soc. 1.

UNIT I: INTRODUCTION

Week 1: January 23: Introduction to the Course

No required reading or sections

Week 2: January 28, 30: Sociology as a Way of Seeing

Ch. 2 Mills, "Personal Experiences and Public Issues"

Ch. 3 Durkheim, "What Makes Sociology Different?"

Ch. 4 Simmel, "The Stranger"

Ch. 7 Burawoy, "Public Sociologies: Contradictions, Dilemmas, and Possibilities"

Week 3: February 4,6: Seeing Society

Ch. 1 Berger, "Sociology as an Individual Pastime"

Ch. 5 Kelman and Hamilton, "The My Lai Massacre: A Crime of Obedience?"

Ch. 6 Best, "Telling the Truth about Damned Lies and Statistics"

Ch. 8 Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study"

UNIT II: THE SOCIAL CONSTRUCTION OF THE INDIVIDUAL

Week 4: February 11,13: The Individual and Society

Ch. 9 Read and Bartkowski, "To Veil or Not to Veil? A Case Study of Identity Negotiation Among Muslim Women in Austin, Texas"

Ch. 11 Anderson, "The Code of the Street"

Ch. 12 Pollan, "America's National Eating Disorder"

Ch. 13 Goldman and Papson, "*Nike Culture: The Sign of the Swoosh*"

Start reading *The Other Wes Moore*

Week 5: February 20: Socialization and Deviance

Ch. 18 Goffman, "On Face Work"

Ch. 32 Shearing and Stenning, "From the Panopticon to Disney World"

Ch. 33 Rhodes, "*Total Confinement: Madness and Reason in the Maximum Security Prison*"

Finish reading *The Other Wes Moore*

Week 6: February 25, 27: Family

Ch. 37 Gupta, "Love, Arranged Marriage, and the Indian Social Structure"

Ch. 38 Coontz, "The Radical Idea of Marrying for Love"

Ch. 39 Stack, "Domestic Networks"

Ch. 41: Hochschild, "The Emotional Geography of Work and Family Life"

*****First take-home assignment due in GST's Box in
410 Barrows by 3:30p.m. March 1****

Week 7: March 4, 6: Review and Mid-term (covers through Week 5)

****IN-CLASS MID-TERM MARCH 6****

UNIT III: INEQUALITY

Week 8: March 11, 13: Stratification

Ch. 23 Ehrenreich, "Nickel and Dimed: On (Not) Getting By in America"

Ch. 24 Marx and Engels, "Manifesto of the Communist Party"

Ch. 25 Thompson, "Hanging Tongues: A Sociological Encounter with the Assembly Line"

Ch. 27 Paules, "'Getting' and 'Making' a Tip"

Ch. 28 Eitzen, "Upward Mobility Through Sport?"

Ch. 29 Chambliss, "The Saints and the Roughnecks"

Ch. 31. Gans, "Uses of the Underclass in America"

Week 9: March 18, 20: continued

Week 10: March 25, 27 **SPRING BREAK!!**

Week 11: April 1, 3: Race and Ethnicity

Ch. 21 Ardizzone and Lewis, "Love and Race Caught in the Public Eye"

Ch. 22 Waters, "Optional Ethnicities: For Whites Only?"

Ch. 26 Benton-Cohen, "*Borderline Americans: Racial Divisions and Labor War in the Arizona Borderlands*"

Ch. 30 Wilson, "The Economic Plight of Inner-City Black Males"

Ch. 45 Obama, "A More Perfect Union"

Week 12: April 8, 10: Gender

Ch. 14 Messner, "Boyhood, Organized Sports, and the Construction of Masculinities"

Ch. 20 Bettie, "Women without Class: *Chicas, Cholas*, Trash, and the Presence/Absence of Class Identity"

Ch. 47 Pardo, "Grassroots Activism: Mothers of East Los Angeles"

*****SECOND TAKE-HOME ASSIGNMENT DUE IN YOUR GSI'S BOX IN
410 BARROWS BY 3:30p.m. FRIDAY APRIL 19*****

UNIT IV: INSTITUTIONS

Week 13: April 15, 17: Political Institutions

Ch. 48 Walker, "Industry-Driven Activism"

Bspace: Alexis DeTocqueville, "Democracy in America":

Max Weber, "Politics as a Vocation"

Robert Putnam "Bowling Alone: America's Declining Social Capital"

Week 14: April 22, 24: Global Society

Ch. 10 Watson, "McDonald's in Hong Kong: Consumerism, Dietary Change and the Rise of a Children's Culture"

Ch. 40 Weber, "*The Protestant Ethic and the Spirit of Capitalism*"

Ch. 42 Ritzer, "The McDonald's System"

Ch. 46 Adler, "Job on the Line"

Ch. 49 McKibbin, "The Cuban Diet"

Week 15: April 29, May 1

Finish Up and Review

*****FINAL EXAM MONDAY MAY 13, 7:00-10:00 P.M.*****