

DEPARTMENT OF SOCIOLOGY

FALL 2012 UNDERGRADUATE COURSE DESCRIPTIONS

September 4, 2012

- Please see the Fall 2012 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2012 *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 TeleBEARS and once classes begin.
- Sociology 101, 102, 190s, H190A and Independent Study courses (98, 197, 198, 199): Please be sure to read the special notations listed above each of these courses for deadlines and instructions for enrolling. More detailed information and forms can be found on <http://sociology.berkeley.edu/courses/>.
- Enrollment limits are provided to give you an idea of the approximate size of each class and are tentative and subject to change at any time. These limits are based on seating capacity and/or funding available for GSIs or Readers.

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

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

INTRODUCTION TO SOCIOLOGY: A broad introduction to sociology focusing primarily on three issues: 1) culture and religion in modern societies; 2) inequalities of class, gender, and status; and 3) political sociology--the study of power and political life. Readings include classical theory (Marx, Weber, and Durkheim) as well as contemporary studies of American society.

Sociology 3AC	Mary Kelsey	Enrollment: 250
MW 5-6:30	105 Stanley	

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

PRINCIPLES OF SOCIOLOGY: Sociology 3AC offers a general introduction to sociology---the study of the social institutions, organizations and social relations that shape our lives and life chances. Beginning with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements, the class then explores these sociological principles through concrete studies of class, race, gender and sexual inequality. The class concludes by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.

Sociology 5	Martin Sanchez Jankowski	Enrollment: 240
T-TH 3:30-5	245 Li Ka Shing	

EVALUATION OF EVIDENCE: This course will improve your ability to process information about everyday life, by showing you how to think about one specific kind of information – social-science research. This course will give you an overview of the tools used by social scientists and a sense of what distinguishes the good social research from the bad. By the end of the semester, you will be able to assess the soundness of social research by evaluating research designs and data-collection strategies in light of research questions and theory. We will read many examples of social-science research, including a number by current faculty of Berkeley’s Sociology Department. You will also do several assignments to get hands-on exposure to research.

Sociology 101 (Formerly	John Lie	Enrollment: 200
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101A)		
T-TH 12:30-2	A1 Hearst Mining	
<p><i>Note: The only students who will be able to add during Phase I are declared Sociology seniors (with 90 or more completed units). In Phase II, declared Sociology juniors (with a minimum of 60 completed units) will be able to add the course. Sophomores and intended majors must waitlist. We will begin processing the waitlist after Phase II ends on August 12th. Intended seniors have priority off the waitlist, then intended juniors, then declared and intended sophomores. There is a required discussion section which you must enroll in through Telebears. Sociology 101 will be offered again Spring 2013.</i></p>		
<p>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?</p>		
Sociology 102 (Formerly 101B)	Dylan Riley	Enrollment: 120
T-TH 2-3:30	105 North Gate	
<p><i>Note: Restricted to students who have completed 101 or 101A by the end of Spring 2012. Students should add to the course directly and enroll in a discussion section no later than the end of Phase II, August 12th. Anyone who is not eligible for the course because they have not completed Soc 101 will be dropped.</i></p>		
<p>SOCIOLOGICAL THEORY II: SOCIOLOGICAL THEORY: This course will explore several traditions of contemporary social theory. The focus is on close reading and analysis of key texts. It is intended as a continuation of Sociology 101.</p>		
Sociology 108	Krista Luker	Enrollment: 25
M 10-12	115 Kroeber	
<p><i>Note: Counts for Sociology Capstone Experience/Seminar requirement.</i></p>		
<p>ADVANCED METHODS: IN-DEPTH INTERVIEWING: All of us interview each other all of the time, whether we know it or not: “how was the movie?” “did you like that new restaurant?” Interviewing within the social sciences, however, has a different set of goals and procedures that in some ways mimic-- and in other ways radically depart from---the kinds of informal interviews most of us conduct on a daily basis. Interviewing in the social sciences has a long pedigree, and over the last century social scientists of all stripes have tried to formalize and operationalize the techniques and philosophies involved. In recent years, however, post-modernism has problematized much of the process of interviewing, with the interview increasingly being seen as a “discursive” “performance” produced by the interviewer and the interviewee working together in a particular historical and social context. What does this mean for social scientists who wish to study social life as something other than “text?” How do we build theory in the face of post-modern critiques? What does postmodernism do to day-to-day interviewing? This course examines these issues both as epistemological and practical concerns, and seeks to teach students how to conduct research interviews in a reflexive and rigorous way.</p>		
Sociology 110	Linus Huang	Enrollment: 195
MWF 2-3	4 Leconte	
<p>ORGANIZATIONS AND SOCIAL INSTITUTIONS: Three hours of lecture per week. All aspects of our social lives—work, citizenship, education, family, religion, etc.—are ordered by organizations. How do we understand how organizations are structured, and what consequences this has for those whose lives are ordered by them? The sociological subfield of organizational theory approaches these questions from</p>		

the perspective of organizations attempting to survive in worlds within which they are inextricably embedded and dependent upon. We will look at the conceptual frameworks organizational theory employs and seek to make these ideas concrete by applying them to contemporary case studies including the fast food industry, Hurricane Katrina, the credit crisis, and UC-Berkeley.

Sociology 111	Joanna Reed	Enrollment: 195
MWF 1-2	145 Dwinelle	

SOCIOLOGY OF THE FAMILY: This course explores the social importance of families and dimensions of contemporary family life in the United States. We cover the history of families from the 19th century to today, focusing on the influence of marriage as a social institution and changes in family organization over time. We discuss differences in family patterns related to class and race and sociological theories about families, including gender socialization. Much of the course is devoted to exploring contemporary family life, including relationships between men and women; parents and children; the influence of the marketplace; and work and family.

Sociology 113	Brian Powers	Enrollment: 130
MWF 12-1	50 Birge	

Note: Our course will be included in the new ACES (American Cultures Engaged Scholarship) program on campus, with a significant subgroup of students carrying out their field studies of learning venues through supervised and organized mentoring activities with several community partner sites participating in this new venture. ACES students will meet for an additional weekly study session about their work with mentees and community partners, integrating their course readings and required assignments with their work in the field. We anticipate offering additional study units to the ACES component participants.

SOCIOLOGY OF EDUCATION: We will use the tools of sociological analysis and concepts and theories in our field that have shaped research and discoveries about the nature of schooling to deconstruct and explore the logic of education as we have known and lived it in the US and other developed societies. One particular focus will be the reasons for and responses to the achievement gap across income and racial groups. We explore the organization, curriculum, and instructional practice of schools and other forms of education as they have emerged under the influence of the history, culture, and social structure of their particular social. Students' reading, journal writing, and required field work at a learning venue will enable them to examine the different goals that have been vested in schools and educational systems and practices. The observational study will focus on the effects of schooling -- intended and unintended ones -- on the formation of personal and social identities and on the growth, development, and change of the social order itself.

Sociology 117	Linus Huang	Enrollment: 130
MWF 4-5	50 Birge	

SPORT AS A SOCIAL INSTITUTION: Sports fill a very large portion of social activity, parent-child interaction, development, politics, business, culture, media. Yet it is often relegated to a minor role among the educated elite. "It's silly to watch grown men (or women) play a child's game" is a comment one often hears. Yet the first game children do is play acting, and they do so long before they ever swing a bat, and yet we don't view theatre as being a child's game. As Nixon and Frey* write "We demonstrate that sports play an important role and has real effects on people's lives". We use sociological knowledge to reveal and explain important social patterns, effects, and implications of sport in mainstream American and in a variety of other societies and cultures." Indeed, when studying sports, one has to consider the top dynamics of sociology: gender, race, age. Class, culture, finance, politics, media, deviance, roles, social psychology, statistics are other 'tools' of sociology that are core to understanding sports. Thus studying the sociology of sport serves as excellent vehicle for providing students access to the sociological way of thinking: that context matters and that individuals are affected by social structure. This class will use primarily baseball as the case study but students will be full participants in this class by

bringing in examples from the sports they know well.

Sociology 119T **Sylvia Flatt** Enrollment Limit: 65

M 5-8 **159 Mulford**

ORGANIZATIONAL DESIGN: This class surveys organization design issues through the lens of sociology, in a comparative manner--sociological perspectives are contrasted with economic, legal, anthropological and political views of organization design and strategy. We examine the comparative efficacy and recent rise in recognition of sociological factors in determining organizational performance (e.g., social media, social networks, among other areas). Internal as well as external influences on organization performances are examined via theory readings, cases, lectures, demonstrations/exercises, and in-class discussions. The course relentlessly returns to questions of practice, despite having a theoretical basis; the question "what should the be the action item(s)/strategy/implementation" is emphasized. Broadly speaking, this course addresses organizational strategy formulation and situational analysis (at the team- organization-, industry- and field-levels) for business-unit, corporate, entrepreneurial and not-for-profit organizational entities—this includes many small and medium-sized organizations as well as large firms, NGOs and charitable organizations. The course features a focus on international issues, key debates in org. design and their implications, as well as implications for strategy formulation and implementation in firms. The objective of the course is to enable a high degree of competency among students in the sociology of org. strategy-related areas in multiple (often internationally-operating) realms. Broadly, by the end of the course, students are expected to be able to detect, diagnose and recommend globally-savvy solutions for many types of org. design-related issues. More specifically, after this course, students should be able to apply any of a variety of (thoughtfully selected) analytical and prescriptive tools to answer the questions “What should the action going forward be?”

Sociology 120 **Andy Barlow** Enrollment: 130

T-TH 5-6:30 101 Morgan

ECONOMY AND SOCIETY: From Tahir Square to Zuccotti Park, people are demanding greater social accountability from the world’s financial institutions. Yet, at the same time, governments throughout the world are being pressured by sovereign debt crises to adopt neo-liberal policies that cut business taxes, deregulate markets and cut deeply into the social programs that historically supported the middle classes, as well as the safety net for the poor. The United States is in the early stages of recovery from the greatest economic downturn since the Great Depression. But this recovery is producing new jobs at an anemic pace, the gap between the rich and the poor is widening even further, and government is cutting ever deeper into social programs. We are truly in a time of crisis, a crisis with deep economic roots. This course provides students with a sociological analysis of economic behavior that can be of use in making sense of this dramatic moment in world and U.S. history. In contrast to the neo-liberal economic model, which treats economic behavior as rational and markets as self-regulating, sociology shows that economic behavior is social behavior, and describes the many ways in which markets are constituted by social factors, including government policy, culture, and political mobilizations. Indeed, the ideology of the market as something separate from society—an idea at the heart of much of modern economics—is itself responsible for many of the instabilities and irrationalities of market behavior today. The sociological understanding of economic behavior underscores the importance of political mobilizations by workers, middle class citizens, environmentalists and others for the constitution of the social arrangements in which markets can function in a way that produces social stability. In this way, sociology is able to address the current economic crisis is both a time of danger and a time of opportunity. The course is organized around four units: 1. sociological theories of economic behavior; 2. the social constitution of markets; 3. the crisis of 2008; and 4. labor and the constitution of modern society. Course readings: Fligstein, Neil, *The Architecture of Markets*; MacLean and Nocera, *All the Devils Are Here*, course reader.

Sociology 121	Szonja Ivester	Enrollment Limit: 170
T 5-8	245 Li Ka Shing	
<p>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 early twentieth century, has gotten steadily lost in the entrepreneurial fervor of the 1980's 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 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 also 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 effects.</p>		
Sociology 124	Martin Sanchez Jankowski	Enrollment Limit: 65
T-TH 8-9:30	166 Barrows	
PLEASE CONTACT INSTRUCTOR		
Sociology C126	John Wilmoth	Enrollment Limit: 24
T-TH 2-3:30	56 Barrows	
<i>Note: Cross-listed with Demography C126</i>		
<p>SOCIAL CONSEQUENCES OF POPULATION DYNAMICS: (Three hours of lecture and one hour of discussion per week) Introduction to population issues and the field of demography, with emphasis on historical patterns of population growth and change during the industrial era. Topics covered include the demographic transition, resource issues, economic development, the environment, population control, family planning, birth control, family and gender, aging, intergenerational transfers, and international migration.</p>		
Sociology 130AC	Joanna Reed	Enrollment Limit: 195
MWF 11-12	145 Dwinelle	
<p>SOCIAL INEQUALITIES – AMERICAN CULTURES: This course explores the causes and consequences of inequality in the U.S. We will begin by discussing concepts and theories scholars use to understand and measure different forms of inequality and explain its persistence. We will then turn to the main mechanisms and institutions important in structuring inequality in the U.S., including education, labor markets, welfare policy and family structure, residential segregation and neighborhoods, health and the environment and the criminal justice system. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class and gender. This course satisfies the American Cultures requirement.</p>		
Sociology 131AC	Cybelle Fox	Enrollment Limit: 50
T-TH 11-12:30	219 Dwinelle	
NOTES: Students who have completed Soc 131A or 131 will not earn credit for 131AC.		
<p>RACE AND ETHNIC RELATIONS: U.S. EXPERIENCE: This course will examine American race and ethnic relations in historical and contemporary perspective. It focuses on competing debates about the basic structure and evolution of the American ethno-racial hierarchy, with particular attention to the experiences of blacks, Asians, Latinos, and European immigrants.</p>		
Sociology 140	Szonja Ivester	Enrollment Limit:
T-TH 12:30-2	120 Latimer	
PLEASE CONTACT INSTRUCTOR		

144	Cristina Mora	Enrollment Limit: 130
MW 4-5:30	102 Wurster	
<p>ETHNIC POLITICS: This course surveys the trajectory and impact of ethnic group politics in the United States and abroad. Specifically, the course will be divided in three modules: the first will survey theories of ethnic conflict, ethnic mobilization, nationalism, and ethnic classification, the second module will compare Latino, African American, Native American, and Asian politics in America, while the third module will examine the contours of ethnic politics in Europe, Africa, and Latin America. Special emphasis will also be placed on the role of media and markets in ethnic politics.</p>		
Sociology 150	Brian Powers	Enrollment Limit: 130
MWF 3-4	50 Birge	
<p>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.</p>		
Sociology 151	Claude Fischer	Enrollment Limit: 100
MWF 9-10	141 McCone	
<p>PERSONALITY & SOCIAL STRUCTURE: This course addresses how individual psyches are shaped by the wider society – how persons’ locations in a culture, and historical era, and within a society affect how they think, what they feel, and how they express their personalities. Among the specific topics we will look at are Asian versus Western ways of thinking, class differences in the sense of control, historical changes in “intelligence,” and variations in happiness. Two section meetings a week. Note: This course has been chosen to have a GSI who will focus on developing student skills in writing sociology papers. The course requirements will involve multiple “grading opportunities,” including short exams and short papers.</p>		
Sociology 160	Jenna Johnson Hanks	Enrollment Limit: 195
MWF 10-11	145 Dwinelle	
<p>SOCIOLOGY OF CULTURE: In 1871, Edward Tylor wrote that culture is “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.” Over the subsequent century and a half, we have used the terms “culture” and “cultural” with a wide range of meanings: objects (such as works of art), actions (especially ritual or conventionalized action), mental representations (ideals, schemas), and even complex institutional structures (such as marriage systems) are called “culture”. In this course, we will explore some of all of these kinds of things, high and low, mental and material. What unifies our study of culture is not its object as much as its approach. We will examine things, ideas, actions, and systems as ways of meaning-making, treating culture as an integral part of economics, politics, religion, and family (for example), rather than as a separate domain.</p>		
Sociology 166	Timothy King	Enrollment Limit: 130

W 3-6	10 Evans	
<p>SOCIETY AND TECHNOLOGY: The rise and widespread diffusion of information and communications technologies (ICT's) have led many to declare ours an "information society". We will examine how ICT's have transformed various aspects of our society, including how we work, how we produce and consume goods, and how we form communities. In parallel to this, we will investigate what forms of inequality are characteristic of the information society and weigh this against popular notions of the democratizing potential of ICT's. Our broad objective will be to understand ICT's as embedded within social and institutional processes—i.e.. sociologically—rather than as prescribing a technologically determined path for society, be that path utopian or dystopian.</p>		
Sociology 167	Timothy King	Enrollment Limit: 300
TH 5-8	245 Li Ka Shing	
<p>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.</p>		
Sociology 180I	Szonja Ivester	Enrollment Limit: 160
M 2-5	390 Hearst Mining	
<p>COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: At the beginning of the 21st century it had become abundantly clear that North America, Western Europe, Australia, and Japan had developed enormously successful forms of modern capitalist societies: Immense wealth, extensive social security nets extending from birth to end of life, vastly expanded health care systems and increased life expectancy, an impressive edifice of education and research with unparalleled scientific advances across many fields, and a vibrant culture for creative and performing arts with books, music, dance, theater, and other art forms reaching larger segments of the population at lower cost and better quality than in any other time in history. Between these advanced capitalist societies there are however large variations. The U.S. has what today can be described as unprecedented levels of inequality, lack of health care for about 14 percent of the population, and high levels of homelessness. Central and especially Northern Europe are at the opposite end, with low levels of inequality, universal health care, and stronger social security nets. The U.S. in contrast has a strong entrepreneurial tradition, superb institutions in higher education, and has made strong efforts with significant successes in integrating ethnic minorities into the larger society and culture, with many European countries less successful in these domains. This class will explore differences between modern societies through systematic comparisons of the U.S. to European countries in several domains.</p>		

Sociology 190 Seminars: Instructions

Enrollment in Sociology 190 seminars is done manually in order to ensure placement for those who are graduating seniors in the Sociology major and those considered high priority in needing to fulfill this major requirement. However we are usually able to accommodate most students in the major.

THE PROCEDURES ARE AS FOLLOWS:

- 1) Review the course descriptions for the 190 seminars and identify the courses you are interested in.
 - 2) Complete the Sociology 190 Enrollment Form online at:
https://www.surveymonkey.com/s/f12_soc190_seminars
- ** Be sure to submit form by or before **MAY 11, 2012**. You can submit this form BEFORE adding to the waitlist. Please note: enrollment forms will continue to be reviewed on a rolling basis until the end of Phase II.
- 3) Students are recommended to list at least their top 3 preferences on the enrollment form. We will do our best to add students to their top choice, but cannot guarantee this. You may take more than one seminar only after all other students are added AND if space permits. Additional seminars count for electives in the major.
 - 4) We will admit up to ~75% of the available space in each seminar, prior to classes beginning. Priority is given to declared sociology majors who have not satisfied the seminar requirement – graduating seniors first, then seniors graduating the next semester, etc. After these students are accommodated, other students will be considered by the instructor, if there is space, once the class starts meeting. Students will get an email informing them of their seminar placement in August.
 - 5) During Phase II, add your name to the waitlist on Tele-BEARS for the seminar you got admitted to and/or are interested in taking. You will be officially added into the course from the waitlist before it meets on the first week of school. **In order to retain your placement, you must attend the seminar class during the first 2 weeks of instruction or you will be dropped from the course.**
 - 6) After the first class meeting, the remaining seats (~5 seats) available in each seminar will be filled with students who are attending the class, and meet the priority groups listed above.

Sociology 190.001	Sandra Smith	Enrollment Limit: 25
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M 10-12	475 Barrows
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SOCIAL NETWORKS AND INEQUALITY: HOW MUCH DOES WHO-YOU-KNOW MATTER?: Description Forthcoming

Sociology 190.002	Jerry Karabel	Enrollment Limit: 25
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T 4-6	475 Barrows
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AN EXCEPTIONAL NATION? THE UNITED STATES IN COMPARATIVE AND HISTORICAL PERSPECTIVE: This advanced undergraduate seminar will examine the question of “American exceptionalism” – the extent to which the United States differs in fundamental ways from other wealthy democratic countries – in comparative and historical perspective. Among the questions asked will be: why did the United States, alone among advanced industrial countries, never develop a mass-based socialist movement? Does the current American social and economic order embody a distinctive model of capitalism? How does the United States compare to other wealthy democratic countries in terms of the social well-being and quality of life of its population? The class will be organized as a research seminar, and each student will be required to make an empirically-grounded oral presentation on his or her research and to write a substantial research paper.

Sociology 190.003	Michael Levien	Enrollment Limit: 25
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T 10-12	203 Wheeler
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SOCIOLOGY OF DEVELOPMENT AND GLOBALIZATION: This course will cover major themes

in the sociology of development and globalization. We will begin with a short introduction to the foundational theoretical texts of Smith, Marx, and Polanyi. We will then cover major 20th themes in the study of development: modernization theory, dependency and world systems, state-centered approaches, the capabilities approach, political-ecology and critiques of “the development project,” neoliberalism and globalization, social capital and micro-credit, counter-hegemonies, and post-development. Students will pick a country as the focus of a research paper due at the end of the semester.

Sociology 190.004	Abigail Andrews	Enrollment Limit: 25
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T 2-4	475 Barrows
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GENDER, POWER, AND THE POLITICS OF GLOBALIZATION: This course explores the intersecting relationship between global poverty and inequality, and contemporary gender regimes. Today, women are ever more mobile as workers and immigrants, both internally and internationally. Furthermore, international development efforts have increasingly focused on "empowering women," drawing them into the global economy from that end as well. On one hand, New York Times journalist Nicholas Kristof, therefore, writes that gender injustice is “the paramount moral challenge” of the 21st century, and that states “focusing on women and girls is the most effective way to fight global poverty and extremism.” On the other hand, some theorists worry "empowering women" can help to perpetuate the exploitation of the workforce as a whole. Even more nefarious, it may justify Western military intervention in regions like the Middle East. In turn, we might ask, what of men? Through specific focuses on 1) gender and migration, and 2) international development projects to "empower women," this course will interrogate how the political economy of globalization reshapes peoples' positions as workers and political subjects, and on which gendered terms. We ground our analysis in a theoretical interrogation of the ways gender categories get constructed, over time, in relationship to shifting regimes of class and race. How, we ask, might contemporary logics of gender emancipation alter - or, perversely, reinforce - inequalities of class, nation, race, and even gender itself? In this increasingly mobile, interconnected world, we conclude, how and on what terms can we imagine gender, economic, and social justice?

Sociology 190.005	Gabriel Hetland	Enrollment Limit: 25
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W 4-6	402 Barrows
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IS ANOTHER WORLD POSSIBLE? FROM SOCIAL THEORY TO SOCIAL TRANSFORMATION: Sociologists often stay away from making normative pronouncements about what the world should be like. But from its beginning, sociology has been connected to efforts to change the world instead of just interpreting it. From Marx, Durkheim and Weber to Erik Olin Wright’s notion of “real utopias”, sociologists have grappled with the question of how (and whether) to change the world they study. In this course we will examine the overt and hidden utopias that animate classic and contemporary social theory. We begin with the Marxist tradition and “mainstream” sociological critiques of Marxism before moving on to feminism, post-colonial and critical race theory. The second half of the course consists of a series of case studies of “real utopias” from worker-run cooperatives in Mondragon, Spain, socialist production in Salvador Allende’s Chile, to participatory budgeting in Porto Alegre, Brazil, contemporary Venezuela and the United States. Students will choose a local (or non-local) example of an ongoing real utopia for their final, research-based papers.

Sociology 190.006	Elif Kale Lostuvali	Enrollment Limit: 25
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TH 12-2	402 Barrows
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POLITICS OF THE AMERICAN UNIVERSITY: This course will examine ongoing changes in and debates on American universities from a socio-historical perspective. We will begin by reviewing sociological approaches to the study of higher education and the history of the American university over the twentieth century. We will then draw on this socio-historical background to investigate some key

<p>problems in higher education: access, funding, content, governance and politics. Throughout the course, we will read on the University of California system and UC Berkeley, and aim to link broader changes to local developments. Course requirements include a substantial research paper.</p>		
Sociology 190.7	Jenna Johnson Hanks	Enrollment Limit: 25
T 12-2	2232 Piedmont Room 100 (Demography Conf Rm)	
<p>CULTURE, POPULATION, AND THE PARADOX OF CHOICE: The 19th century astronomer and population scientist Adolphe Quetelet famously quipped, "all across France women think that they are making free choices about when to marry. And they all marry at age 21." Of course, Quetelet was exaggerating the degree of uniformity in marriage, but like all exaggerations, this one had a kernel of truth. Many of our most private actions follow highly regular social patterns. No one commits suicide because fewer people than average have done so in this calendar year; no one has an unwanted pregnancy in order to offset the thwarted intentions of the infertile. And yet, rates of suicide remain flat, and (at least in the US) observed births match the desired number of births almost exactly. How and why does this happen? In this course, we will work through cultural and demographic approaches to this question, reading a mix of classic and contemporary work, mostly books (or parts of books). The class will be run as a seminar, with an emphasis on careful reading and lively discussion.</p>		
Sociology 190AC	Irene Bloemraad	Enrollment Limit: 25
W 10-12	402 Barrows	
<p>IMMIGRATION AND MEMBERSHIP: THEORY AND PRACTICE: This seminar is part of the American Cultures Engaged Scholarship Initiative. It will combine academic study of immigration with a service-learning component in a local community-based organization. In readings and discussions, we will consider how important a particular legal status is for membership and belonging, especially compared to other identities or social positions that might be relevant, such as national origin, race, or socio-economic status. The seminar will also expose students to the theoretical underpinnings of service-learning, and provide them with hands-on experience in a community setting. Interested students must be prepared to devote 20-30 hours to community work during the semester, in addition to regular seminar attendance. Community work will likely be done off-campus, at locations accessible by public transportation.</p>		
Sociology 191 (Formerly 100)	Cristina Mora	Enrollment Limit: 25
W 1-2	420 Barrows	
<p><i>NOTE: No special enrollment instructions. This course is only 1 unit and does not satisfy the sociology seminar requirement. Students who completed Soc 100 in a previous semester will not earn credit for 191.</i></p>		
<p>SOCIOLOGY PROSEMINAR: This proseminar for Sociology majors will familiarize students with sociology faculty and their various research interests. It consists of presentations by faculty of their ongoing work and provides students with an opportunity to address questions within and about the discipline.</p>		
Sociology H190A.001	Sam Lucas	Enrollment Limit: 15
TUES 12-2 PM	475 Barrows	
Sociology H190A.002	Mary Kelsey	Enrollment Limit: 15

TUES 12-2 PM

115 Barrows

NOTE: Applications for the Senior Honors Program are due by May 25, 2012. The program is limited to 30 students, and students will be notified on the status of their application in early July. Once accepted students will be added from the waitlist for the course on Tele-BEARS during Phase II which begins in July. If the first application review process does not yield 30 students, there may be a new application deadline in August for those who qualify. Please contact Cristina Rojas. cmrojas@berkeley.edu for more information.

SENIOR HONORS THESIS SEMINAR: This is the first 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.

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

Deadline to submit DE-Cal course proposal for Fall 2012–May 25, 2012

Deadline to submit Independent study applications for Fall 2012 – September 13, 2012

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 Tele- BEARS. Applications are available outside 450 Barrows.

Important Information and Tips for Sociology Enrollment

Enrolling for Sociology Courses on TeleBEARS:

- **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 reserve a small number of seats in most of our upper division sociology courses for **Social Welfare, American Studies and ISF 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 TeleBEARS 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. However, section enrollments for Soc 101A/B are not handled on TeleBEARS, and there is a form to fill out at the first class meeting that is used to assign students to sections.
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101A, 107A, 190, H190A, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, May 25, 2012. The deadline to submit applications for Fall 2012 Independent Studies is Thursday, September 13, 2012. Go to: http://sociology.berkeley.edu/index.php?page=special_enrollment
- 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. **TeleBEARS 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 usually drop students for nonattendance.** There is generally about a 20% 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 TeleBEARS 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 TeleBEARS waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is almost always off the TeleBEARS 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 TeleBEARS waitlist. We generally do not use Course Entry Codes to add students to sociology courses.
- All sociology waitlists, except in Soc 3 and 3AC, are manual waitlists. This means that **students are added selectively, rather than in numerical order, based on pre-established priorities** (i.e. priority majors and/or class level). Students are generally added off the waitlist at the end of Phase II, if space is available, and once the semester begins, after enrolled students start to drop.
- **Once classes begin, the instructor and/or GSI decide which students to add off the waitlist.** Instructors do not make these decisions prior to the start of the semester. In most cases they use established departmental priorities: 1) Sociology majors; 2) Social Welfare, American Studies and Interdisciplinary Studies Field Majors; then 3) Other majors and undeclared students. 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 also tend to 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 attend as many sections as possible to find one with space and put themselves on the course wait list on TeleBears. Students not already enrolled in the lecture will be added off the TeleBEARS waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on TeleBEARS or BearFACTS, 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 P/NP to letter grade (5th week) and a letter grade to a P/NP (10th week.). Students are responsible for ensuring their schedule is accurate. Changes due to instructor drops or adds off waitlists can occur without notification through the fifth week of the semester.