

**DEPARTMENT OF SOCIOLOGY**  
**FALL 2014 UNDERGRADUATE COURSE DESCRIPTIONS**  
 August 27, 2014

- Please see the Fall 2014 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2014 *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.

<b>Sociology 1</b>	<b>Ann Swidler</b>	Enrollment: 360
MWF 10-11	2050 Valley LSB	

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

*NOTE: This course has discussion sections.*

**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, political institutions, and global social change. Readings include classical theory (Marx, Weber, and Durkheim) as well as contemporary studies of America in a globalizing world.

<b>Sociology 3AC</b>	<b>Mary Kelsey</b>	Enrollment: 300
MW 4-5:30	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—by way of a special focus on education. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements. We then explore these sociological principles through concrete studies of class, race, gender and sexual inequality. The articles in the course reader address the broader dimensions of social inequality. Two of the four assigned texts explore how these issues specifically affect American youth as students in the public school system. Once familiar with basic theoretical and empirical approaches used to explain unequal social outcomes, we will consider the ways in which educational systems can be used to perpetuate or resist social inequality. We conclude the class by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.

<b>Sociology 5</b>	<b>Sam Lucas</b>	Enrollment: 240
T/TH 8-9:30	145 Dwinelle	

*NOTE: This course has discussion sections.*

**EVALUATION OF EVIDENCE:** The course covers multiple research approaches in sociology. The first part of the course emphasizes fundamental methodological concepts. The second part of the course emphasizes hands-on data collection experiences. Throughout, students will prepare a research proposal to

answer a sociological empirical question of their own choosing.		
<b>Sociology 101 (Formerly 101A)</b>	<b>Marion Fourcade</b>	Enrollment: 280
T-TH 9:30-11	100 Lewis	
<i>NOTE: This course has discussion sections.</i>		
<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. 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 Fall 2015.</i>		
<b>SOCIOLOGICAL THEORY I:</b> 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?		
<b>Sociology 103</b>	<b>Michael Burawoy</b>	Enrollment: 25
T 4-7	402 Barrows	
<i>Note: This course is open only to those who have passed Sociology 101 and 102.</i>		
<i>Note: Counts for Sociology Capstone Experience/Seminar requirement</i>		
<b>ADVANCED STUDY IN SOCIAL THEORY:</b> This is a difficult course on the work of Pierre Bourdieu, the most significant social theorist of the last 50 years. We will examine three themes that thread through his writings: his theory of symbolic domination, his analysis of reflexivity and his public engagement. Throughout we will compare Bourdieu with the writings of Marx, Weber and Durkheim that we studied in Sociology 101-102. Requirements include weekly reading notes and several essays. It will be run as a seminar.		
<b>Sociology 106</b>	<b>TBD</b>	Enrollment: 25
TH 4-6	475 Barrows	
<b>QUANTITATIVE SOCIOLOGICAL METHODS: CONTACT INSTRUCTOR</b>		
<b>Sociology 110</b>	<b>Linus Huang</b>	Enrollment: 195
MWF 12-1	145 Dwinelle	
<b>ORGANIZATIONS AND SOCIAL INSTITUTIONS:</b> 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 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.		
<b>Sociology111AC</b>	<b>Joanna Reed</b>	Enrollment: 130
T/TH 12:30-2	160 Kroeber	
<i>Note: This course meets the American Cultures requirement</i>		
<b>SOCIOLOGY OF THE FAMILY:</b> 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.

<b>Sociology 113</b>	<b>Sam Lucas</b>	Enrollment: 50
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T/TH 9:30-11	126 Barrows
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*NOTE: If you have taken 113AC you cannot take 133 in order to make up for a deficient grade.*

*NOTE: This course has discussion sections.*

*NOTE: In this course students will engage in in-class exercises that are recorded via video. The video material will be a resource students in class will be expected to use in completing related written assignments. Students registering for this class will be asked to sign a permission form authorizing video-recording of them during these exercises. Only students in the class, the GSI, and the professor will see the video. Use of the video outside of class for any purpose is *\*strictly\** forbidden.*

**SOCIOLOGY OF EDUCATION:** Substantively, the course will first convey key contemporary problematics of education systems, followed by presentation of several foundational theories for analyzing education systems. Afterwards, several issues in education—such as educational tracking, effects of social background, the alleged greater effectiveness of private schools, causes and consequences of teachers’ pedagogy, factors in student motivation or the lack thereof—will be analyzed from a sociological perspective. Please note that issues not on the illustrative list above may be covered, and no issue on the list above is guaranteed to be covered.

<b>Sociology C115</b>	<b>Laura Nathan</b>	Enrollment: 130
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T/TH 2-3:30	160 Kroeber
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**SOCIOLOGY OF HEALTH AND MEDICINE :** Examination of the social, cultural, and structural contributions to health, illness, and health care. Specific topics to be addressed include: 1) correlates of health (e.g., sex, race, etc.), health disparities, and factors impacting access to care; 2) the U.S. health care system and attempts to reform it, with special attention to the Patient Protection and Affordable Care Act; 3) organization of health care delivery systems and associated patient outcomes in comparative perspective; 4) social meanings and experiences of illness; and 5) providers and patients—the impact of culture, roles, and relationships.

<b>Sociology 115B</b>	<b>TBD</b>	Enrollment: 30
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MW 5-6:30	105 Dwinelle
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**BIOLOGY, GENETICS AND SOCIETY:** The course will provide an overview of the intersections of biology, genetics and society in an examination of the past, present, and possible future effects of such intersections. In particular, the course addresses contemporary controversies, such as the search for the gay gene and the biology of human behavior, the biology of superiority, and the nature-nurture debate, in order to provide students a critical insight into biology’s profound role in shaping our modern way of life.

<b>Sociology 117</b>	<b>Linus Huang</b>	Enrollment: 130
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MWF 2-3	2060 Valley LSB
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**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.

<b>Sociology C118</b>	<b>Jenna Johnson Hanks</b>	Enrollment: 20
M 2-5	210 Wheeler	

*Note: Crosslisted with Integrative Biology C130*

*Note: This course has a lab section*

**HUMAN FERTILITY:** Childbearing is one of the most intimate and personal choices that individuals and couples ever make. At the same time, fertility is highly ordered and constrained, both socially and biologically. This course explores human reproduction through the lenses of evolutionary biology, population statistics, and culture. Throughout, we organize the course in terms of major transitions and the question of choice. How do evolved biology and inherited culture make some choices more accessible and others less so? What happened to human fertility—and to the possibility of making choices about fertility—at such moments of change as the emergence of pair bonding in hominids, the advent of agriculture, the industrial revolution, and the development of proceptive technologies in the 20<sup>th</sup> century? What consequences do these histories on different time-scales have for young people today contemplating their own reproductive choices?

<b>Sociology 119S</b>	<b>Sylvia Flatt</b>	Enrollment: 100
TH 5-8	390 Hearst Mining	

**ORGANIZATIONAL STRATEGY AND DESIGN: A Sociological Perspective\***  
 Organizations face a rapidly changing external environment that make sustaining a competitive advantage and success more tenuous. Firms that were successful last year may no longer be as successful. This course uses a sociological lens to examine organizational strategy and design influence organizational success. We begin with a brief history of strategy, its emergence and roots in sociology and business, and then we review classic and contemporary models and theories. Since Sociology and business management have each contributed towards organizational strategy and design, we critically examine both perspectives by continually juxtaposing them throughout the course. Some of the topics that we will cover include the following: history of strategy, the internal and external context of organizations, developing a competitive advantage, why firms are similar, why firms are different, competing in a global environment, alignment of organizational design with strategy, organizational ambidexterity, blue ocean strategy, and organizational status/reputation.

<b>Sociology 120</b>	<b>Andy Barlow</b>	Enrollment: 100
T/TH 5-6:30	105 North Gate	

*NOTE: This course has discussion sections.*

**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.

<b>Sociology 121</b>	<b>Szonja Ivester</b>	Enrollment Limit: 350
T 5-8	245 Li Ka Shing	

*Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend. Further, if you did not attend the first and second lecture you will not be added.*

**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 1980s as the study of entrepreneurship was passed almost exclusively into the hands of people in and around the business-school community. The objective of this class is to (re-) incorporate critical social analysis into the field. Throughout the semester, we will explore the various ways in which the social sciences have provided fresh new insights into entrepreneurial behavior by placing innovation in its broader social, cultural, and cross-national contexts. Additionally, we will 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.

<b>Sociology 124</b>	<b>Martin Sanchez Jankowski</b>	Enrollment Limit: 130
T/TH 8-9:30	160 Kroeber	

**SOCIOLOGY OF POVERTY:** This class explores the nature and extent of poverty in the United States. We will look at its causes and consequences. We will also explore the antipoverty effects of existing and proposed government programs and policies. The types of questions that we will be addressing throughout the quarter include the following: What is poverty? Why is poverty so persistent? How has it changed over time? Why are poverty rates for minorities so high? Is there a culture of poverty? What is the relationship between poverty, family structure, inner city neighborhoods, labor market conditions, and public policies? Is poverty passed on from one generation to the next?

<b>Sociology C126</b>	<b>Leora Lawton</b>	Enrollment Limit: 24
T-TH 11-12:30	56 Barrows	

*Note: Cross-listed with Demography C126*

**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.

<b>Sociology 127</b>	<b>Tom Gold</b>	Enrollment: 195
T/TH 11-12:30	A1 Hearst Annex	

**DEVELOPMENT&GLOBALIZATION:** Development and globalization are terms that frequently come up in political debates over the economy, rising unemployment, poverty and inequality to name just a few. But, what do these words mean? These terms, or at least the phenomena that they represent, are contested.

In this course we will consider the various debates over development and globalization from post-WWII to the present, how the global economy and relationships between and within nations have changed during this period, the actors involved in shaping the nature of this change, and the social and environmental impacts of the prevailing way of conceiving of and structuring development and globalization.

<b>Sociology 130AC</b>	<b>Joanna Reed</b>	Enrollment Limit: 195
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T-TH 3:30-5	145 Dwinelle
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*Note: This course meets the American Cultures requirement*

**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.

<b>Sociology 131AC</b>	<b>Cybelles Fox</b>	Enrollment Limit: 50
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<b>T/TH 12:30-2</b>	122 Barrows
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*Note: This course meets the American Cultures requirement*

*Note: Students who have completed Soc 131A or 131 will not earn credit for 131AC.*

*NOTE: This course has discussion sections.*

**RACE AND ETHNIC RELATIONS: U.S. AMERICAN CULTURES:** 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.

<b>Sociology 135</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
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MWF 10-11	160 Kroeber
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**SEXUAL CULTURES:** In this course we will be drawing upon social construction theory to examine the creation, reproduction, and stratification of sexualities and sexual cultures in particular social, cultural, historical, and political contexts. The course will begin with an examination of sociological theories of sexuality: \*How do sociologists approach the study of sexuality? \*What does it mean to say that sexualities are constructed? \*How have sexualities been constructed over time? \*How does sexual practice become sexual identity? \*What types of subcultures form in relation to sexuality? \*How are sexual norms constituted and negotiated in everyday lives? In the second half of the semester, we will focus on the pornography industry. We will apply the theories and understandings of sexualities learned in the first part of the course to the modern day pornography industry in the United States. We will examine the history, laws, policies, public sentiment, debates, and politics of the industry, paying particular attention to pornography made by women. We will examine how the sex industry can be a reflection of and reinforce sexual inequalities, but can also be used to challenge these inequalities. Sexuality will be explored in relationship to other social locations such as gender, race, class, and ethnicity. The differential effects of sexuality and sexual politics along these lines will be discussed and highlighted throughout all of the applied topics. We will unpack terms like heterosexual, gay, lesbian, bisexual, queer, transgender, asexual, polyamorous, and others.

<b>Sociology 140</b>	<b>Tiffany Page</b>	Enrollment Limit: 100
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T-TH 2-3:30	141 McCone
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*NOTE: This course has discussion sections.*

**POLITICS AND SOCIAL CHANGE:** This course focuses on the interaction between the political sphere and society, and how social change comes about. We will examine different forms of political action and politics - such as voting, political parties, social movements, revolution - and discuss the impact

of each of these forms of political action has on social change. We will explore these forms of politics in different national contexts, and look at both historical examples and contemporary cases.

<b>Sociology 146AC</b>	<b>Irene Bloemraad</b>	Enrollment Limit: 50
MWF 11-12	210 Wheeler	

*Note: This course meets the American Cultures requirement*

*NOTE: This course has discussion sections.*

**CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE:** Immigration is once again transforming the United States, but also the European nations that used to send migrants to the US, oil-rich Middle Eastern states and developing nations. How do we understand these transformations, and what does it mean for the future? The class is divided into three parts. (1) **MIGRATION:** Why do people migrate across international borders? Can states control migration, especially “unwanted” migrants? (2) **INTEGRATION:** How do sociologists model, evaluate and theorize immigrant “assimilation?” In what ways are foreign “outsiders” and their children becoming integrated, or excluded, in their new homes? What is the effect on the countries that receive them? (3) **BELONGING:** What are the contours of membership in a world of migration? How does immigration affect notions of belonging, nationality, and social cohesion? This class is open to anyone with an interest in immigration.

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 130
MWF 2-3	101 Morgan	

**SOCIAL PSYCHOLOGY:** This course in sociological social psychology explores the relationship between society and the self. With the help of research and theory from a number of social psychological traditions, especially interpretive, constructionist, and symbolic interactionist perspectives, we identify features of society, including its institutions and symbolic systems that influence the thinking, action, and identity of individuals and groups. Readings, films, and guided research initiatives over the session shed light on the processes by which the external world affects the perceptions, beliefs, and actions of others. With a sociological focus, we examine the formation of personal identities within social categories of race, gender, sexuality, and social class. We revisit landmark episodes of collective behavior in history to better understand the social factors involved in communal violence and moral panics. We also explore the force of structural contexts and social situations in intimate activities like mothering, falling in love, and social withdrawal among educated youth in contemporary, high-tech societies. Journals and reflections. Short mid-term study of processes of identity; final course paper examining the structures and processes of identity-formation observable in a setting selected by the student with the approval of the instructor.

<b>Sociology 151</b>	<b>Claude Fischer</b>	Enrollment Limit: 100
<b>MWF 9-10</b>	2 Le Conte	

*NOTE: This course has discussion sections.*

**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.

<b>Sociology 160</b>	<b>Ariane Zambiras</b>	Enrollment Limit: 130
<b>MW 5-6:30</b>	106 Moffitt	

**SOCIOLOGY OF CULTURE:** This class will introduce students to sociological approaches to the question of culture. We will start by discussing important theoretical perspectives (culture as system of classification, as an instrument of power, as embodied practices linked to social positions, as a product of

social interaction, as a system of signs) and then move on to specific empirical topics (artistic production; culture and organization; identity). The last part of the course will explore in depth the question of cultural difference through an analysis of national culture in comparative perspective, with a special focus on “American” culture. Throughout the semester, we will use empirical examples close to us (from Silicon Valley and its ecosystem of tech companies) when studying themes such as gentrification, innovation, anti-tech mobilizations, high-technology capitalism, and inequality.

<b>Sociology 166</b>	<b>Linus Huang</b>	Enrollment Limit: 195
MWF 9-10	145 Dwinelle	

**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.

<b>Sociology C167</b>	<b>TBD</b>	Enrollment Limit: 250
W 5-8	10 Evans	

*Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend. Further, if you did not attend the first and second lecture you will not be added.*

*Note: Crosslisted with Information School C167*

**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 169F</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
<b>MWF 12-1</b>	160 Kroeber	

**CULTURAL PERSPECTIVES OF FOOD:** This course will provide a broad overview of food as culture. Food has more meaning than mere sustenance. Food itself is a social construction; how and what is defined as suitable to eat is socially constructed. What is acceptable as food in one culture can be taboo in another. Food reflects a culture’s values and is a way one culture asserts their superiority over another. How food is prepared and consumed is imbued with cultural, gender, religious, ethnic, and class meanings. We will begin the course by examining some foundational writings on the cultural implications and explanations of food: \*How and why we consume what we do \*How food is used to create social distinctions \*The implications of a global food world. We will use these foundations to explore how food is imbued with gender, race, class, ethnic, and sexual meanings and can form the basis for the constitution and recreation of identities.

<b>Sociology 180I</b>	<b>Szonja Ivester</b>	Enrollment Limit: 195
M 5-8	100 GPB	

**Note: As with most of our upper division courses, this course in particular has a very strict instructor drop policy. You will be dropped in the first 2 weeks if you do not attend. Further, if you did not attend the first and second lecture you will not be added.**

**COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: INEQUALITY:** This class explores the problem of fairness and inequality in America by comparing it with other advanced post-industrial societies in Europe. Throughout the semester, we will look at the both causes and the consequences of social inequality, as well as the anti-inequality effects of existing and proposed government programs and policies. The types of questions that we will address include the following: What is inequality and why does it matter? Why is it so persistent? Why is inequality so pervasive among women as well as among racial and ethnic minorities? What is the relationship between inequality, family structure, inner city neighborhoods, health, labor market conditions, and public policies? How is inequality passed on from one generation to the next? Whenever possible, class lectures and discussions will illustrate these themes by exploring contemporary social problems and developments, including the debate over a national health care system, the sources of current racial tensions, the relationship between poverty and the occupy movement, and the continued discrimination (or is it a backlash?) against women.

#### 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/Fall14\\_soc190](https://www.surveymonkey.com/s/Fall14_soc190)  
\*\* Be sure to submit form by or before May 16, 2014. You can submit this form BEFORE adding to the wait-list. 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 wait-list on Tele-BEARS for the seminar you were admitted to and/or are interested in taking. You will be officially added into the course from the wait-list 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 in item #5.

<b>Sociology 190.001</b>	<b>Tom Gold</b>	Enrollment Limit: 25
M 4-6	140 Barrows	
<p><b>TAIWAN SOCIETY SINCE THE END OF MARTIAL LAW:</b> This seminar will explore various aspects of social, political, economic and cultural change in Taiwan since the end of martial law in 1987. We will situate Taiwan's experience in the larger context of the Third Wave of Democracy as well as the growth of globalization and, especially, the rise of China. We will critically apply theories of development, globalization, democratization, and the rise of civil society. This will be a reading intensive seminar. Students will prepare reading responses and take turns leading discussion. Each student will write a 20 page research paper on a topic of his/her own choosing in consultation with the professor.</p>		
<b>Sociology 190.002</b>	<b>Brian Powers</b>	Enrollment Limit: 25
M 4-6	83 Dwinelle	
<p><b>Accommodating Students' Differences in American Education: English Language Learners, Students of Color, and Students With Disabilities</b></p> <p>For the past 50 years, legal and legislative mandates for inclusiveness and the accommodation of differences in American education have required schools to guarantee that their curricula, organization, and instructional practices do not exclude learners from the benefits of education because of their social characteristics, linguistic heritage, or learning disabilities. This seminar offers the chance to review how schools manage students' differences within the framework of standard educational programs. This seminar rooted in the sociology of education looks at policies and concrete practices pursued by contemporary schools to offer educational resources and opportunities to a truly diverse population of learners. Based on semester-long observational studies of teaching and learning venues, students will explore how schools concretely navigate expectations that they educate all youth to a common standard, but find the means to do so that constructively accommodates consequential differences in preparation for mainstream curriculum that students bring to their educations on the basis of their social backgrounds, origins, or physical capabilities. *Students may choose a site on their own at any level of the K-12 educational system, or work with the instructor in identifying a study site appropriate to students' topics of interest. *Requirements: weekly field notes posted at bspace (1 to 2 pages) which encompass the data for your papers; *A series of four Interim Study Reports which <b>each represents a stage in the development of the final paper:</b> 1. Problem Definition and Justification, 2. Study Site Description and Appropriateness, 3. Mid Term Observations and Preliminary Findings (useful in building a paper) and 4. Draft of A Thesis statement, analysis strategy, and Data Roundup, *Each field report will include comments on a sample of relevant scholarly literature from the syllabus and students' own topic-specific bibliographies that link to formulating or supporting a thesis claim or refining and deepening interpretations of data. *The work can include BRIEF in-class reflection pieces (non-graded free writes) comparing emerging analyses of selected class members' projects to one's own. *The work will culminate in a paper of 15 to 20 pages in length, <b>substantial section of which will be drawn from FIELD REPORTS, and whose data for analysis will be drawn from the Field Notes compiled weekly</b> from observations over the term. *The Instructor will review a <b>draft</b> of students' final paper prior to final submission of the completed work.</p>		
<b>Sociology 190.003</b>	<b>Kim Voss</b>	Enrollment Limit: 25
W 4-6	140 Barrows	
<p><b>HIGHER EDUCATION AND INEQUALITY:</b> American higher education has often been characterized</p>		

as the great equalizer and, thus, as one of the foundational pillars of the American Dream. This seminar will explore the extent to which this characterization still applies today. We will explore the current state of U.S. higher education from several different points of view: that of the students who apply and attend college, that of colleges and universities, and that of society at large. We will also briefly put U.S. higher education in its historical and comparative context. Throughout we will consider what policies might best fulfill the promise of higher education in the U.S.

<b>Sociology 190.004</b>	<b>Zach Levenson</b>	Enrollment Limit: 25
TH 12-2	321 Haviland	

**SPACE AND POWER: A GLOBAL SOCIOLOGY OF URBAN PLANNING:** Urban sociologists have explored social conditions in cities quite extensively, from the changing function of cities to the persistence of inequality, employing methods ranging from political economic analysis to ethnography. Far less attention, however, has been paid to the forces that produce these social conditions in the first place. Where do cities come from? How do urban planners carve up space, and how does this shape the prevailing social relations in these cities? Social scientists have been writing about urban planning in relation to the changing social landscape for decades, and yet these scattered writings have rarely been treated as a coherent body of literature. In this course, we will explore the connection between human intervention in urban space and power relations through an extensive survey of writings on the sociology of urban planning. We will focus in particular on cities beyond Europe and North America, places all too often omitted from urban sociology syllabi. Rather than exporting concepts we derive from our own cities to cities in Asia, Africa, and Latin America, we will attempt to derive a sociology of urban planning from cities abroad and then apply them to contemporary planning issues in American cities. How should we understand urban restructuring and planned gentrification in light of the global sociology of urban planning?

<b>Sociology 190.005</b>	<b>Graham Hill</b>	Enrollment Limit: 25
W 2-4	203 Wheeler	

**RELIGION, SELF AND SOCIETY:** The seminar explores what social science can and cannot tell us about relationships between three types of social phenomena, all of which are growing American social trends: supernatural orientations, psychic afflictions and socioeconomic instability. The first half of the seminar examines canonical theoretical accounts of relationships between religion, psyche and economy from the turn of the 20<sup>th</sup> century. The second half moves to the turn of the 21<sup>st</sup> century and looks at case studies that revisit theoretical concepts from the first half of the seminar.

<b>Sociology 190.006</b>	<b>Roi Livne</b>	Enrollment Limit: 25
M 10-12	140 Barrows	

**THE SOCIOLOGY OF DEATH, DYING AND KILLING:** Death presents itself as an asocial phenomenon. It is the ultimate moratorium of social obligations—a moment where the existence of the individual as a social being ends. In this seminar, we will take on sociologizing death. We will look at how death is socially and politically circumscribed: how the experience of dying, the orchestration of killing, and the very definition of what constitutes “death” are social, political, and legal constructions. Technologies that mediate the dying process, cultural and historical transitions that invest death with meaning, and social mechanisms of oppression and consent that determine when, how, and for what legitimate reason people die and kill will all be of primary interest to us. The seminar is divided into three parts: “death,” “dying,” and “killing.” In the first part, we will discuss death in itself, as a social, political, and historical phenomenon. We will read Durkheimian analyses of the relationship between death, morality, and society, observe how modernity changed the social meaning of death, look into capitalist markets that have developed around death, and analyze the sociology of how death is defined and

determined. In the second part, we will focus on medical sociology literature that analyzes how people die in the U.S. today. We will look at how new medical technologies are raising ethical questions of prime existential importance: What is a life worth living? When is it appropriate to give up curing patients? Who should make decisions on withdrawing life sustaining efforts? Finally, in the third part of the class, we will look at situations of killing. We will discuss when and how organized killing is exercised as a necessary, legitimate, and even moral act. Through this provocative juxtaposition of seemingly distinct cases of healthcare delivery and mass killing, we will examine critically the social and political apparatuses that pervade life and manage death.

<b>Sociology 191 (Formerly 100)</b>	<b>TBD</b>	Enrollment Limit: 25
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TBD	TBD
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*NOTE: 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.*

**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.

<b>Sociology H190A.001</b>	<b>Mara Loveman</b>	Enrollment Limit: 15
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T 12-2 PM	129 Barrows
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<b>Sociology H190A.002</b>	<b>Mary Kelsey</b>	Enrollment Limit: 15
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T 12-2 PM	115 Barrows
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*NOTE: Students must apply and be selected to participate in the Honors Thesis Program. Applications for the Senior Honors Program are due by May 23, 2014. The program is limited to 30 students, and students will be notified of the status of their application in early July. Once accepted students will be added from the wait-list for the course on Tele-BEARS during Phase II which begins in July. There is an additional application deadline on August 1, 2014 for those who qualify. For eligibility information and deadlines, please visit our web-site at <http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-courses>.*

**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 2014–May 23, 2014

Deadline to submit Independent study applications for Fall 2014 – September 10, 2014

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 on our website: <http://sociology.berkeley.edu/regular-faculty>

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 from Rebecca Chavez at [rebeccaisme@berkeley.edu](mailto:rebeccaisme@berkeley.edu)

## 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. .
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101/102, 107A, 190, H190A, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, May 23, 2014. The

deadline to submit applications for Fall 2014 Independent Studies is Wednesday, September 10, 2014. Go to: [http://sociology.berkeley.edu/index.php?page=special\\_enrollment](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. **Please note, we LOCK all upper division courses when we begin instructor drops. We will not allow for entry to courses past week 3 unless you have special permission from the instructor AND if there is room available.**
  
- **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 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 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, by the add/drop deadline at the end of the fifth week, by the deadline to change P/NP to letter grade (5<sup>th</sup> week) and a letter grade to a P/NP (10<sup>th</sup> 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.