

DEPARTMENT OF SOCIOLOGY
FALL 2017 UNDERGRADUATE COURSE DESCRIPTIONS
 September 11, 2017

- Please see the Fall 2017 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2017 *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 CALCentral 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	Tom Gold	Enrollment: 360
MWF 4-5	2050 VLSB	

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: What does it mean to “think sociologically” and how does this differ from other ways of seeing the world around us? We will answer this question by taking off from C. Wright Mills’ distinction between “the personal troubles of milieu and the public issues of social structure” and then applying it to a wide range of issues: construction of the life course; socialization and deviance; family; gender; race; inequality; political economy and globalization. The course will emphasize international comparisons to show how similar institutions are structured and function differently in different societies around the world. We will read some classic works by Marx, Weber and Durkheim, more modern classics by Mills, Milgram, Goffman, Davis and Moore, and Huntington, as well as a number of other readings. Requirements include an in-class midterm (20%), a cumulative final exam (40%), several short assignments and section participation (40%)

Sociology 3AC	Mary Kelsey	Enrollment: 300
T/TH 5-6;30	245 Li Ka Shing	

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.

Sociology 5	David Harding	Enrollment: 240
T-TH 9:30-11	100 Lewis	
<i>NOTE: This course has discussion sections.</i>		
EVALUATION OF EVIDENCE: People today are barraged by information – a torrent of facts, opinions, and analyses that appear in books, in newspapers and magazines, on radio stations, through television broadcasts, on computer screens, and on cell phones. The pressure to make sense of that information has never been greater. This course will introduce you to the major types of data and analysis used by sociologists, and seeks to make students better consumers of social scientific research reported by the media or used in political or policy-making debates. This course will give you an overview of the tools used by social scientists and a sense of what distinguishes good research from bad. By the end of the semester, you will be able to assess the soundness of research by evaluating research designs and data-collection strategies in light of research questions and theory.		
Sociology 7	TBD	Enrollment: 30
MWF 8-9	104 Barrows	
THE POWER OF NUMBERS: QUANTITATIVE DATA IN SOCIAL SCIENCES		
Sociology 101 (Formerly 101A)	Michael Burawoy	Enrollment: 200
T-TH 2-3:30	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. In Phase II, declared Sociology juniors will be able to add the course. Sophomores and intended majors must wait-list. We will begin processing the wait-list after Phase II ends. Intended seniors have priority off the wait-list, then intended juniors, then declared and intended sophomores. Discuss section is required. Students should enroll in any available discussion section via Cal Central.</i>		
SOCIOLOGICAL THEORY I: This course is the first semester of a two semester course on the history of social theory. This semester we will examine the works of Marx and Engels and show how some elements of their thought were conserved while others were transformed by the Marxists that followed them, in particular Lenin, Gramsci, and Fanon. In order to facilitate comparisons we will focus on a single substantive theme, studied by all the theorists, namely the origins, development, future and consequences of the division of labor.		
Sociology 102	Chris Muller	Enrollment: 120
T/TH 9:30-11	160 Kroeber	
<i>Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Spring 2017. Declared Sociology majors should be able to add to the course directly and enroll in a discussion section no later than the end of Phase II, August 13th. If you did not earn the minimum grade or have not yet completed Soc 101, you will be dropped from the course. If you completed Soc 101, and are not declared in Sociology, please contact Seng Saelee at ssaelee@berkeley.edu about enrollment.</i>		
SOCIOLOGICAL THEORY II: SOCIOLOGICAL THEORY II: The second of two terms offering an introduction to the construction of social theories through a survey and critical analysis of the foundational texts in sociology. We will continue to explore the following questions: (1) What are the main themes and arguments developed in 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?		
Sociology 105	Jill Bakehorn	Enrollment: 25
MWF 9-10	104 Barrows	
RESEARCH DESIGN & SOCIOLOGICAL METHODS: The course functions as a tutorial in research design, a place to engage the epistemological, theoretical, abstract, and practical concerns of developing		

and conducting research in sociology, exposing students to the conventions of the field and providing a place to ask and answer the questions that every scholar in the social sciences must address when they take on the role of researcher. Students will learn the process of developing a research question, identifying and analyzing relevant sources, incorporating theory into project conceptualization, differentiating between and choosing methods to answer questions, writing, and revising the design of a research project. Students will analyze existing scholarship with research design as a critical focus, cultivate and practice practical research skills (library research, identifying alternative explanations, building an analytical argument), and develop their sociological imaginations as they think about the task of knowledge production from their individual standpoints.

Sociology 106	TBD	Enrollment: 25
W 2-4	104 Barrows	

QUANTITATIVE SOCIOLOGICAL METHODS:

Sociology 107	Armando Lara-Millan	Enrollment: 15
F 2-4	402 Barrows	

PARTICIPANT OBSERVATION: This course will introduce you to the craft of participant observation and why it is important that we continue its long tradition. Its focus will be in two parts. Foremost, you will learn first-hand about the methodological challenges and riches of observing people in their social worlds. This kind of “deep hanging out” will allow you to observe, hear, and learn about things that are commonly neglected and missed in other methods — both quantitative and qualitative. Second, we will read select examples of a small number of contemporary ethnographic research. We will attempt to disentangle how these recent publications navigate the multitude of methodological commitments and agendas they have received from the past. By the end of the course students should have a firm understanding about the kind or “style” of ethnography they find most appealing.

Sociology 108	Edwin Lin	Enrollment: 30
T 8-10	402 Barrows	

ADVANCED METHODS: IN-DEPTH INTERVIEWING: Scientists primarily use different methods of observation to gather data about their subjects. Social scientists go a step further and instead of just observing their subjects, they also ask them questions directly to gain a deeper understanding of their lived experiences, motivations, and ways of thinking. This course teaches students in a step-by-step manner how to conduct in-depth interviews for the purpose of research. We will learn how interview data is used, how to determine who to talk to, how to develop good questions, and how to gather and interpret interview data. A key part of the course is writing a sociological research paper using interview data that you will gather as a result of the class. This course requires a high amount of individual and outside-of-lecture research, and is especially relevant for students who have a social research question that they want to answer.

Sociology 110	Linus Huang	Enrollment: 195
MWF 11-12	100 Lewis	

ORGANIZATIONS AND SOCIAL INSTITUTIONS: Why do organizations do the things they do? What are their objectives and practices, and what are the consequences of this for their key constituencies—or for society in general? A sociology of organizations provides a set of conceptual tools for understanding organizational behavior and its consequences. This course will emphasize two key dimensions of the organizational world. First, it seeks to understand the *social* dimension of organizational behavior. Just as the general mission of sociology is to show how social forces independent of individual choice shape what happens in the world, an organizational sociology seeks to understand how forces outside of individual organizations shape what those organizations do. Second, an organizational sociology shines a light on a part of the world that is everywhere, but curiously absent in the conceptual ways we usually understand society. We usually think about social action in terms of our *individual* choices: choices as consumers, as high schoolers deciding which college to attend, what to wear today, what to eat

for breakfast, etc. Organizations play at best a background role in this picture of the world. This course will explore the profound but often unconsidered influence that organizations have on society. Our exploration will be constructed around an initial look at major theories—the "conceptual tools" of analysis—followed by case studies including social movements, publicly-traded corporations, the federal government, and U.C. Berkeley itself.

Sociology 111AC	Joanna Reed	Enrollment: 130
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T-TH 8-9:30	160 Kroeber
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Note: This course meets the American Cultures requirement

SOCIOLOGY OF THE FAMILY: This course explores the dimensions and diversity of contemporary family life in the United States from an institutional perspective. We consider how family patterns have changed over the 20th and into the 21st Century, focusing on changes in marriage and other aspects of family organization over time, with attention to class, race, and gender. We consider sociological theories about family life by exploring contemporary aspects of relationships between romantic partners, parents and children, gender relations, the influence of the marketplace on family life and work and family.

Sociology 112	Karen Barkey	Enrollment: 50
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T/TH 9:30-11	155 Kroeber
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NOTE: This course has discussion sections.

SOCIOLOGY OF RELIGION/TOPICS IN RELIGION AND POLITICS: The resurgence of religion and the attendant issues of religious and cultural intolerance and conflict have become key to the world of the twenty-first century. Among many others, Max Weber believed that modernity would eventually lead to a general decline of religious faith and the role of religion in public life. He saw this as part of the "disenchantment of the world". Modernization appears to have produced just the opposite, and contemporary sociologists strive to understand Weber's perspective and the ways in which the modern global world we live in contradicts his predictions. While this is one of the dilemmas of the modern world that we will address, we will spend more time reading and discussing the ways in which religion and politics have become entangled as religion became more influential to move beyond the confines of the private realm. The first part of the course will present the classical statements in the sociology of religion, both the Durkheimian and the Weberian traditions, discussing their different perspectives as well as how to study religion. We will then discuss secularization, modernization, pluralism and "twin tolerations" in the context of the relationship between religion and politics. The last part of the course will take a more in depth look at the United States, paying attention to religion and fundamentalism in America. We will explore why religion both unites and divides Americans, but also look at fundamentalism in the US context.

Sociology 113	Sam Lucas	Enrollment: 50
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T/TH 8-9:30	56 Barrows
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NOTE: This course has discussion sections.

SOCIOLOGY OF EDUCATION: Substantively, the course will first convey key frameworks and foundational theories for considering education systems. Afterwards, several issues in education—such as educational tracking, effects of social background, the comparison of public and private school effectiveness, 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.

Sociology 115G	Laura Nathan	Enrollment: 130
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T-TH 2-3:30	277 Cory
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GLOBAL HEALTH & SOCIAL JUSTICE: This course examines the social forces that promote and sustain illness throughout the globe, emphasizing the roles of poverty and politics in shaping health risks and outcomes. Policies and programs designed to alleviate health problems are reviewed and evaluated.

Attention is focused on problems most prevalent in low and middle-income nations, underscoring how health is linked to social and economic development. Specific topics of the course include: 1) major health threats and global health priorities; 2) food and water supply; 3) the impact of natural disasters and war; and 4) the health of women and children.

Sociology 119S	Sylvia Flatt	Enrollment: 130
Monday 5-8	101 Morgan	

ORGANIZATIONAL STRATEGY AND DESIGN: 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 how 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 (explore and exploit), blue ocean strategy, and organizational status/reputation.

Sociology 120	Christoph Hermann	Enrollment: 100
T/TH 11-12:30	105 North Gate	

NOTE: This course has discussion sections.

ECONOMY AND SOCIETY: The main objectives of this course are to introduce students to economic thinking about society and social change and to explain the functioning and transformation of capitalist societies. To this end the course is divided into four parts: The first part engages with major controversies in economic thinking and looks at the work of important theorists such as Smith, Marx, and Schumpeter, as well as contemporary economists such as Piketty and Sen. The second part deals with a number of institutions that are essential for the functioning of capitalist economies, including money, finance, markets, enterprises, and states. One class will specifically deal with the Varieties of Capitalism literature. The third part introduces major concepts and theories of economic and social change, including globalization, neoliberalism, and financialization. The fourth part is devoted to a discussion of the Great Recession, and the fifth part looks beyond capitalism and engages with the de-growth debate and the discussion about democratic planning. Course readings will be available from the bcourse website.

Sociology 121	Szonja Ivester	Enrollment Limit: 195
MWF 10-11	145 Dwinelle	

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 late 19th and early 20th centuries, 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 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 (often not so positive) effects.

Sociology C126	Jenna Johnson-Hanks	Enrollment Limit: 60
MWF 11-12	2 Le Conte	

Note: This course is cross-listed with Demography C126

Sex, Death, and Data: Our most intimate moments—of birth, marriage, illness, sex, and death—are at the same time our most widely shared, and even our most statistically predictable. New forms of data continue to make these regularities in vital rates clearer than ever. Using population data, we can address questions like: “Why are death rates so different for men and women?” and “Can we really know how often people have sex?” and “How do changes in birth rates matter for social life?”

This course provides a broadly accessible introduction to the social science of demography through an examination of some of the social, political, and ethical issues related to population size, structure, and change. Over the course of the semester, we will address three major questions:

1. How do we create knowledge about population? (What are the sources of data? What is the relationship between demographic data and models? How do we evaluate different explanations of data?)
2. How do population size, structure, and change matter—for the economy, for politics, for social structure, for culture? (What things can they affect directly? Indirectly? Through what processes?)
3. What is the relationship between what individuals want, fear, or try to achieve and aggregate-level demographic patterns?

At the end of this course, you will have a basic toolkit for understanding population issues, and for thinking about relationships between aggregate statistics and individual choices or actions.

Sociology 127	Tiffany Page	Enrollment: 130
T/TH 12:30-2	2060 VLSB	

DEVELOPMENT&GLOBALIZATION: 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, economic and environmental outcomes of the prevailing way of conceiving of and structuring development and globalization. We will consider various theories of development, approaches to development and their outcomes, as well as explore three topics in-depth (labor in today’s global economy, global finance, and the environment). We will conclude the course by considering alternative approaches to pursuing development (South-South development), and alternative conceptualizations of development as offered by social movements. Over the course of the semester we will compare and contrast the development experience of countries in different regions of the world.

Sociology 130AC	Joanna Reed	Enrollment Limit: 130
T/TH 11-12:30	145 Dwinelle	

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.

Sociology 135	Jill Bakehorn	Enrollment Limit: 150
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MWF 11-12	390 Hearst Mining	
<i>Note: This course has discussion sections</i>		
<p>SEXUAL CULTURES: 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. While many people think of sexuality as inherent, biological, and purely “natural”, we will be challenging the idea of a “pre-social” sexuality. You will come to see sexuality as something that is constructed and structured by and through social relations. The course will begin with an examination of sociological theories of sexuality, including queer theory. 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 in the last section 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 how the sex industry can be a reflection of and reinforce sexual inequalities, but can also be used to challenge these inequalities.</p>		
Sociology 140	Cihan Tugal	Enrollment Limit: 100
T-TH 12:30-2	160 Kroeber	
<i>NOTE: This course has discussion sections.</i>		
<p>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.</p>		
Sociology 141	Laleh Behbehanian	Enrollment Limit: 130
MW 5-6:30	100 GPB	
<p>SOCIAL MOVEMENTS & POLITICAL ACTION: This course provides an introduction to the sociology of social movements. The objective in this course is twofold: to introduce students to the various frameworks, concepts and theories that sociologists and other social scientists have developed for understanding the nature and the dynamics of social movements; and to do so through exploring actual empirical cases of social movements in 20th and 21st century US history. Applying various sociological approaches to these real cases, we will ask a range of questions about the possibilities for the emergence, organization and strategies/tactics of social movements, as well as consider the range of challenges they face.</p>		
Sociology 142	Martin Sanchez-Jankowski	Enrollment Limit: 65
T/TH 11-12:30	170 Barrows	
<p>GLOBAL WAR AND CONFLICT: This course will look at the social basis of group conflict and war. In this pursuit we will investigate the social psychology of individual and group violence, the role of social and economic change in causing group violence, and the social basis of civil and national war. Issues such of personal insecurity, morality, citizenship, injustice, greed, and solidarity will be examined as they relate to the killing, murder, and genocide of peoples; with a emphasis of how each of these affects their respective societies.</p>		
Sociology 145L	Laura Enriquez	Enrollment Limit: 50
T/TH 3:30-5	155 Kroeber	
<i>Note: This course has discussion sections.</i>		
<p>SOCIAL CHANGE IN LATIN AMERICA: The purpose of this course is to introduce students to the origins and nature of social change in contemporary Latin America, with a special emphasis on Central America and Venezuela. A socio-historical approach will be used to analyze the region’s development,</p>		

which will lay the groundwork for understanding the emergence in recent decades of movements promoting social change. We will examine the socioeconomic and geopolitical aspects of conflicts in these countries, the actors involved in these processes, and the dilemmas that have arisen where social movements have succeeded in gaining power and initiating a process of social transformation.

Sociology 150	Brian Powers	Enrollment Limit: 130
MWF 2-3	2060 VLSB	

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.

Sociology 160	Jill Bakehorn	Enrollment Limit: 195
MWF 1-2	10 Evans	

SOCIOLOGY OF CULTURE: The Sociology of Culture is a broad field of study encompassing every aspect of our lives. Culture is what give our lives shape, allows us to predict social action, informs our behavior and patterns of thought, and gives our lives meaning. In this course we will focus on a few core concepts: symbolic boundaries, cultural capital, and authenticity. These concepts will allow us to explore issues of power, hegemony, and inequality. We will examine diverse cultural worlds from parenting styles and children's playgrounds, to the role of Shakespeare in American culture, to musical dislikes and musical genres, to the reproduction of inequality through educational institutions, and the gender, class, and sexuality policing of the slut discourse in college.

Sociology 166	Linus Huang	Enrollment Limit: 195
MWF 1-2	100 GPB	

SOCIETY AND TECHNOLOGY: What is the relationship between technology and society? We often think of technologies in terms of material artifacts which are introduced into society "from the outside" and which transform society in deterministic ways. Hence, communications technologies like automobiles, jet airplanes, and mobile phones eliminate geographic distance and bring people together. Computer and robot technologies will replace humans in the workplace and possibly outside it, as well. Revolutions in agricultural and energy technology will solve the problems of finite natural resources and create a world of consumer abundance. Conversely, revolutions in weapons technology bring the possibility of mass destruction. In this course we will explore an alternative understanding of the relationship between technology and society. Rather than see technologies acting upon society "from the outside", whether for better or for worse, we will gain an understanding of how the very development, diffusion, consumption, and perception of technologies are themselves all shaped by society. This is a necessary intervention for adopting a perspective in which society shapes technology and technological outcomes, rather than being at mercy of technology's deterministic effects. Throughout the course we will consider the ideology of progress that is associated with technology — and which often lead to an unexamined acceptance of it.

Sociology C167	Edwin Lin	Enrollment Limit: 300
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T/TH 2-3:30	Hertz 320	
<p><i>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.</i></p>		
<p><i>Note: This course is cross-listed with Information School C167</i></p>		
<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 virtual communication. We will explore the social changes due to the internet, including new social networks and their impact on social lives, the impact on youth and family, online gaming, the social dynamics of virtual worlds, education and open source information, and dating and romance online.</p>		
Sociol 169C.1	John Kaiser	Enrollment Limit: 70
T/TH 5-6:30	126 Barrows	
<p>CULTURAL COMMUNICATION: This course is designed to interrogate different aspects of cross-cultural communication and cultural differences: family life, social relationships, the workplace, government, education, gender, romance, and religion. Throughout exploring these topics, we will strive to engage in personal self-reflection, hands-on experience, and to understand the connections to larger social structures.</p>		
Sociol 169C.2	Edwin Lin	Enrollment Limit: 60
TH 5-8	155 Kroeber	100
<p>CULTURAL COMMUNICATION: This course is designed to interrogate different aspects of cross-cultural communication and cultural differences: family life, social relationships, the workplace, government, education, gender, romance, and religion. Throughout exploring these topics, we will strive to engage in personal self-reflection, hands-on experience, and to understand the connections to larger social structures.</p>		
Sociology 173	Tom Gold	Enrollment Limit: 100
T/TH 3:30-5	3 Le Conte	
<p>CONTEMPORARY CHINESE SOCIETY: China's three-plus decades of economic reforms have had an enormous impact both within the country and worldwide. This course will explore important aspects of this: social, political, cultural, and environmental, as well as economic. We will start off by grounding our understanding of contemporary China with a review of important elements of Chinese history, including its relation to the outside world, and how this has influenced the mindset of its communist leaders and the goals they have set for the nation. The course draws on many subfields of sociology, but the main theme will be globalization: how China's growth has been shaped by and is shaping global society. Grades will be based on a mid-term and final exam, and short paper.</p>		
Sociology 179	John Lie	Enrollment Limit: 25
T 5-8	402 Barrows	
<p>EAST ASIA IN THE AGE OF GLOBALIZATION: In this course, we will consider East Asia – here defined as the descendants of the broadly Confucian world of Ming-Qing Chinese dominance – in the age of globalization. After a brief historical and theoretical overview, we will focus on two related dynamics. First, the making of the modern national identity and the simultaneous movement of peoples. That is, we will consider how the modern nation-states formed in East Asia and how concurrent and massive</p>		

migrations occurred. Secondly, we will consider the flow of culture, and especially popular culture, in East Asia. Against the backdrop of geopolitics and political economy, we will explore how seemingly superficial cultural flows in fact create many of the backdrops against which weighty matters of power politics and economic matters take places. If you have never enrolled in a college-level course on modern East Asia, then please be prepared to complete preparatory readings before or shortly after the course commences.

Sociology 180I	Szonja Ivester	Enrollment Limit: 195
MWF 12-1	145 Dwinelle	

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? Does education matter? 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 social problems, and the continued discrimination (or new backlash?) against women.

Sociology 190 Seminars – Fall 2017

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. However we are usually able to accommodate most students in the major. Please see an advisor for assistance.

THE PROCEDURES ARE AS FOLLOWS:

1) Review the course descriptions for the 190 seminars and identify the courses you are interested in.

<http://sociology.berkeley.edu/course-descriptions>

2) Complete the Sociology 190 Placement Request Form online at:

https://www.surveymonkey.com/r/SOC190_Fall2017

**** Be sure to submit form by or before MAY 5, 2017. You should submit this form BEFORE attempting to enroll in the course.**

Please note: request forms will continue to be reviewed on a rolling basis until **MAY 5, 2017**.

3) Students are recommended to list at least their top 3 preferences on the online request 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 the beginning of classes. 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 may be considered by the instructor during the first day of instruction, if space permits. Students will get an email informing them of their seminar placement in mid-June.

5) During the break, you will be granted permission to add the seminar you were assigned to. Students must enroll into their assigned seminar course via Cal Central before the first day of instruction. **In order to retain your placement, students must also 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 #4.

Sociology 190.001	Sam Lucas	Enrollment Limit: 25
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TH 10-12	106 Wheeler
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SOCIOLOGY OF DISCRIMINATION: The course begins with the view that discrimination is a social phenomenon that could implicate people of different races, ages, sexes, genders, religions, sexual orientations, heights, weights, physical capabilities, and more. Given this perspective, the course first introduces and analyzes the major social science definitions of discrimination, then turns its attention to considering the social scientific challenge of establishing the existence and effects of discrimination. The third part of the course surveys potential policy responses to discrimination.

Sociology 190.002	Carter Koppelman	Enrollment Limit: 25
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M 10-12	106 Wheeler
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GENDER & THE CITY: Gender is built into the cities we inhabit. Gendered ideas and assumptions permeate the design of our homes and workplaces, the physical layout of our neighborhoods, and the modes of transportation we use to move throughout the city. Relations of gender power and violence shape who can use urban spaces without fear of retribution; who controls the construction, redevelopment, and destruction of cities and neighborhoods; and who can take advantage of the opportunities and pleasures offered by urban life. Urban sociology has long addressed questions of how social relations shape the ways in which cities and urban spaces are created, changed, and used. However, this field has focused primarily on relations and inequalities of class and race, while gender has remained at the margins. In this course, we will situate gender not as merely an additional dimension of urban inequality, but rather as a constitutive aspect of social relations that vitally shapes cities and urban life. Over the course of the semester, we will draw on classical and contemporary readings and themes in urban sociology and critically reexamine them through a gendered lens. We will also incorporate insights from gendered approaches to geography, city planning, architecture, and urban history. In the process, we will build a set of conceptual tools and use them to analyze urban processes in various global regions through our class discussions and student research papers. Some key topics and themes we will address include: everyday experiences of urban life; urban politics and policy; political economy of urban development; housing and the home; urban social movements; urban informality; and globalization.

Sociology 190.003	Manuel Rosaldo	Enrollment Limit: 25
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T 12-2	7 Evans
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FROM SEX WORKERS TO TACO TRUCKS: INFORMAL LABOR IN THE GLOBAL ECONOMY: Improving the political power and material conditions of informal workers, the invisible majority of the global workforce, is arguably the most pressing challenge facing the global labor

movement today. Once seen as a transitory phenomenon soon to be erased by economic development, the informal economy now employs most workers in developing countries and increasing numbers in industrialized countries as well. Women and ethnic minorities are overrepresented in informal jobs, which are not regulated by the state, and are often characterized by low incomes and grueling work conditions. Labor scholars and unionists have long dismissed informal workers as too weak and fragmented to collectively contest and recreate policies that impact their lives. Nonetheless, over the past quarter century, millions of informal workers—such as domestic workers, street vendors, sex workers, and waste pickers—have begun collectively organizing on the local, national, and transnational levels. What are the causes, limitations, and potentials of the recent global upsurge of collective organizing among the world’s most vulnerable workers? And what types of policies should be pursued to improve the livelihoods of informal workers?

Sociology 190.004	Jaren Haber	Enrollment Limit: 25
TH 12-2	321 Haviland	

THE SOCIOLOGY OF SCHOOL CHOICE: As a capstone course for advanced sociology undergraduates, this participatory seminar builds on and applies students’ sociological knowledge to a specific, contemporary topic: school choice. Through readings, writing assignments, and research projects, students will develop the skills and knowledge to critically engage the school choice movement and its politics. We will address questions of inclusivity, efficacy, and impact—asking especially whether charter schools are living up to their 25-year-old promise of bringing greater equality into U.S. education. The course will begin with an overview of popular contention and the institutional and political contexts at play; develop a conceptual foundation in identity, power, and theoretical orientations; and weigh the evidence on school choice, paying particular attention to organizational dynamics and identity claims.

Sociology 190.005	Chris Herring	Enrollment Limit: 25
TH 4-6	402 Barrows	

POVERTY ETHNOGRAPHY: A SOCIOLOGY OF US URBAN POVERTY THROUGH AN ETHNOGRAPHIC LENS: How is poverty (re)produced, managed, and experienced in the contemporary US city? How does an ethnographic approach to poverty - studying through first hand observation and/or participation – produce sociological knowledge, theory, and representations distinct from other qualitative and quantitative methods? This seminar will answer both questions through reading and discussing selections from a recent ethnographic study each week. On the one hand, students will relate key strands of the sociology of poverty and urban sociology, including spatial segregation, precarious work, the effects of welfare and criminal justice policy, and the impact of violence, crime, and community organizing in poor communities. On the other hand, students will be introduced to the key schools and traditions of the ethnographic method, evaluate genres of ethnographic writing, consider the ethics of doing participant observation in poor communities, and grapple with the politics of representation. Students will be required to complete short (500 word) reaction papers each week and write a 15-page research paper relating the readings to a contemporary issue of urban poverty or comparative book review for their final project.

Sociology 190.006	Laleh Behbehanian	Enrollment Limit: 25
T 4-6	118 Barrows	

SOCIOLOGY OF POLICING

Sociology H190A.001	Mara Loveman	Enrollment Limit: 15
T 12-2 PM	204 Dwinelle	

Sociology	Mary Kelsey	Enrollment Limit: 15
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H190A.002		
T 12-2 PM	225 Dwinelle	
<p><i>NOTE: Students must apply and be selected to participate in the Honors Thesis Program. Applications for the Senior Honors Program are due by May 19, 2017. 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 granted access to add the class via Cal Central in August. There is an additional application deadline on July 21, 2017. For eligibility information and deadlines, please visit our web-site at http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-courses.</i></p>		
<p>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.</p>		
Sociology 193	John Kaiser	Enrollment Limit: 25
TH 2-4	175 Barrows	
<p>SOCIOLOGICAL WRITING AND ANALYSIS: This course trains students in both the explicit and tacit knowledge of academic writing, and is designed to significantly improve students' analytical writing abilities. We focus on: 1) analyzing the structure of arguments, including their contexts, evidence, logic, and implications; 2) writing as a means to clarify and evolve one's own thinking; and 3) writing as a means to effectively communicate ideas. In the first part of the course, we study the structure of essays and paragraphs, how to construct arguments, sentence mechanics, and analytical reading techniques. We engage these fundamentals with scholarly texts on the theme, "care, empathy, and inequality." The second part of the course builds on the first by moving beyond writing shorter essays on the course theme to a research paper—the topic of which students choose themselves—that requires synthesizing multiple sources for a relatively-complex argument.</p>		
<p>Sociology 98, 197, 198, 199 - DE-Cal and Independent Study courses</p>		
<p>Deadline to submit DE-Cal course proposal for Fall 2017–May 19, 2017</p>		
<p>Deadline to submit Independent study applications for Fall 2017 – September 7, 2017</p>		
<p>Sociology 197: Field Study Sociology 198: Group Study Sociology 199: Independent Study</p> <p>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</p> <p>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 CALCentral. Applications are available from Rebecca Chavez at rebeccaisme@berkeley.edu</p>		

Important Information and Tips for Sociology Enrollment

Enrolling for Sociology Courses on CALCentral:

- **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 CALCentral 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, 190, H190A, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, May 19, 2017. The deadline to submit applications for Fall 2017 Independent Studies is Thursday, September 7, 2017. 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. **CALCentral 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 10% 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 CALCentral 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 CALCentral waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is always off the CALCentral 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 CALCentral 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 CALCentral. Students not already enrolled in the lecture will be added off the CALCentral waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on CALCentral, 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 (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.