

# DEPARTMENT OF SOCIOLOGY

## FALL 2020 UNDERGRADUATE COURSE DESCRIPTIONS

April 16, 2020

- Please see the Fall 2020 Undergraduate Course Descriptions Supplement for a list of all changes made after the Fall 2020 *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.

Pre-Requisite

<b>Sociology 1</b>	<b>Jill Bakehorn</b>	Enrollment: 360
MWF 9-10	155 Dwinelle	
<i>NOTE: Students who have taken Soc 3, 3A or 3AC will not earn credit for Soc 1.</i>		
<i>NOTE: This course has discussion sections.</i>		
<b>INTRODUCTION TO SOCIOLOGY:</b> This class will cover some of the fundamental theories, concepts, and methodologies of sociology. You will learn what it means to have a sociological imagination. Once you complete this course, you will have the basic tools you will need to further your sociological training and to evaluate and analyze the social world. Sociologists approach any study of the social world with the understanding that human behavior is not simply the outcome of individual free will. We are powerfully shaped by the social and historical context in which we live. Further, sociologists study social structures, institutions, division of power and resources, and social relations as outcomes of human action, not simply as natural or inevitable. Because these arrangements are created and sustained by us, they can be changed by us. Sociology provides a unique framework for understanding the social world. Thus, in this class we will not only study sociological concepts and theories, we will be looking at specific, real-world applications of sociology.		
<b>Sociology 3AC</b>	<b>Mary Kelsey</b>	Enrollment: 300
T/TH 3:30-5	245 Li Ka Shing	
<i>NOTE: Meets American Cultures requirement. Students who have taken Soc 1, 3, or 3A will not earn credit for Soc 3AC.</i>		

**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. Once familiar with basic theoretical and empirical approaches used to explain social inequality, we will consider the ways in which educational systems can be used to perpetuate or resist the reproduction of social hierarchies. 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.

Pre-Requisite

<b>Sociology 5</b>	<b>Danya Lagos</b>	Enrollment: 240
T/TH 11-12:30	100 Lewis	
<i>NOTE: This course has discussion sections.</i>		
<b>EVALUATION OF EVIDENCE:</b> We seem to have available to us more and more information about individuals, groups, and whole societies, but this does not always lead us to cite facts more accurately or		

	hold more justifiable opinions. This course provides students with skills to evaluate claims about social life by examining whether they are based on good evidence, sound reasoning, and ethical practices. It does so by surveying the ways that professional social researchers ask and answer empirical questions. Students will learn the basic principles and practices that guide good empirical research, how to decide whether others have followed them, and how to follow them themselves. By the end of the course students will have acquired skills that will make them more responsible consumers of social science and debates about social trends and public policy.		
Pre-requisite*	<b>Sociology 7</b>	<b>Linus Huang</b>	Enrollment: 30
	MWF 10-11	151 Barrows	
	<b>THE POWER OF NUMBERS: QUANTITATIVE DATA IN SOCIAL SCIENCES:</b> This course will provide students with a set of skills to understand, evaluate, use, and produce quantitative data about the social world. It is intended specifically for social science majors, and focuses on social science questions. Students will learn to: produce basic graphs, find good-quality and relevant data on the web, manipulate data in a spreadsheet, including producing pivot tables, understand and calculate basic statistical measures of central tendency, variation, and correlation, understand and apply basic concepts of sampling and selection, and recognize an impossible statistic.		
Theory I	<b>Sociology 101</b>	<b>Michael Burawoy</b>	Enrollment: 200
	T/TH 12:30-2	145 Dwinelle	
	<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. Declared Sociology juniors will be able to add the course during Phase II. Sophomores and intended majors must wait-list in Phase II. 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. <b>Non- majors will be added at the discretion of the Dept.</b> Students should enroll in any available discussion section via Cal Central.</i>		
	<b>SOCIOLOGICAL THEORY I:</b> 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 Du Bois. 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.		
Theory II	<b>Sociology 102</b>	<b>Marion Fourcade</b>	Enrollment: 160
	T/TH 2-3:30	A1 Hearst Annex	
	<i>Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Spring 2020. Declared Sociology majors should be able to add to the course directly and enroll in a discussion section. 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 <a href="mailto:ssaelee@berkeley.edu">ssaelee@berkeley.edu</a> about enrollment</i>		
	<b>SOCIOLOGICAL THEORY II:</b> 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?		
Elective	<b>Sociology 103</b>	<b>John Lie</b>	Enrollment: 25
	W 2-5	175 Barrows	
	<b>CONTEMPORARY SOCIAL THEORY:</b> The course will consider several significant issues raised by contemporary social theory (contemporary largely defined as the modal student's lifetime, or the twenty-		

\*For the Stat/Logic requirement, you can use the following courses: Soc 7, Stats 2, 20, 21, 131A, Psych 101, or Philo 12A.

first century). The bulk of the course will consider the impending (or ongoing) environmental catastrophe and the dynamics of globalization.

Elective

**Sociology 105**

**Edwin Lin**

Enrollment: 25

T/TH 8-9:30

174 Barrows

**RESEARCH DESIGN AND SOCIOLOGICAL METHODS:** This course is meant to be an opportunity for practical application of research methods and design; it is specifically geared toward guiding students in the development of a sociological research project. We will be addressing some of the major concerns and issues related to sociological research including: the goals of sociological research, methodologies, developing a research topic and question, theoretical traditions, literature reviews, ethics, and reporting on research findings. In this seminar you will begin the transition from being a consumer of sociological research, synthesizing others' work, to a producer of sociological knowledge. This can seem like a particularly intimidating process, so we will break down the steps involved. The small size of the class means that we can spend class time discussing your questions and concerns about the research process. We will treat class time like a workshop for your individual projects. While lecture will be a component of class time, your active participation in the course is required. You will produce an original research proposal that can be the starting place of your senior or honors thesis or a springboard for graduate school.

Elective

**Sociology 106**

**Fatmir Haskaj**

Enrollment: 25

T 4-6

174 Barrows

**QUANTITATIVE SOCIOLOGICAL METHODS:** This course provides students with the necessary fundamentals for designing, analyzing, and producing quantitative sociological research. We will focus on the evaluation and construction of research design, and also on the practice of particular quantitative research methods using statistics and the software program SPSS. We will move along gradually and slowly taking a collaborative and hands on approach to familiarizing ourselves with the concepts, practices and tools to build a quantitative research project. We will start by building a strong conceptual and theoretical base of research design and practice by exploring questions such as: What is sociological research and publishing? What does a professional sociologist do? How does sociology contribute to knowledge about society and individuals? Then we will begin to learn how to conduct quantitative research using basic quantitative concepts and methods. Some topics and techniques covered during this semester will include the sociological research process, theory building and testing, tendency and variability, probability, statistical inference and hypothesis testing, and correlation and linear regression. Throughout this course, quantitative methods are treated as a tool for investigating and explaining the social world as a set of relationships (between variables). Class will be split between lecture followed by in class exercises focusing on research issues and studies within sociology. *Some elementary algebra is necessary and basic computer skills.*

Some pencil and paper and handheld calculator problems in this course. However, a laboratory component will also be included, relying on Statistical Package for the Social Sciences (SPSS) software. Lab assignments will incrementally build a set of basic skills necessary to program and interpret statistical analyses.

**LEARNING OBJECTIVES**

Upon successful completion of the course requirements, you will:

- become familiar with the basic concepts, methods, and procedures of statistical analysis in the social sciences, as well as the logic underlying those procedures;

- acquire statistical literacy (to be able to explain the differences among various statistical techniques and identify an appropriate technique for a given set of variables and research questions);
- obtain hands-on experience with data programming (SPSS) and analyses; and
- learn how to apply your knowledge of statistics in thinking critically about scholarly research and popular press reports of data and research.

Elective

<b>Sociology 108</b>	<b>TBD</b>	Enrollment: 25
M 2-4	104 Barrows	
<b>ADVANCED METHODS: IN-DEPTH INTERVIEWING:</b> Social scientists rely on a variety of methodologies to conduct their research, including Interviewing. In using this methodology, we pose questions to those who are somehow related to the social phenomenon we are interested in to gain a deeper understanding of their experience with the phenomenon, their motivations, and their 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 during the class. This course requires a notable 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.		

Survey

<b>Sociology 110</b>	<b>Linus Huang</b>	Enrollment: 195
MWF 1-2	10 Evans	
<b>ORGANIZATIONS AND SOCIAL INSTITUTIONS:</b> How does social structure shape organization's objectives and practices? What consequences does this have for people inside organizations, and for society overall? When do we get change in organizational behavior, and why is it difficult to get it? This course will introduce theoretical perspectives organizational sociologists use to make sense of the organizational world. Although the course is built upon specific case studies, students will learn how to understand and engage any part of the organizational world—organizations large and small, for-profit and not-for-profit, or public and private. NOTE: Course is open to all, but non-sociology majors must wait until Phase 2 to enroll as per departmental policy.		

Elective

<b>Sociology 111AC</b>	<b>Joanna Reed</b>	Enrollment: 195
MWF 10-11	A1 Hearst Annex	
<i>Note: This course meets the American Cultures requirement</i>		
<b>SOCIOLOGY OF THE FAMILY:</b> 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 20 <sup>th</sup> and into the 21 <sup>st</sup> 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.		

Elective

<b>Sociology 114</b>	<b>Andy Barlow</b>	Enrollment: 130
TR 11-12:30	145 Moffitt	
<b>SOCIOLOGY OF LAW:</b> The Sociology of law studies law and legal institutions as social relationships. Everyday life both incorporates and creates legal meanings and practices. Utilizing sociological theories and methods, this course explores the legal field as a set of social networks and cultural meanings and examines the relationship of the legal field to social life. Specifically, the course examines the ways that 'legality' is constituted in the United States by a wide range of political, economic and cultural practices, and the ways that law appears in the very conceptions of American society, community and the individual. Topics to be covered include: sociological theories of law and society, and the social constitution of tort law, contract law, criminal law and institutions. This semester, we will focus attention on immigration law		

and its impacts. Throughout, attention will be given to the concepts of social justice as they appear in the legal construction of class, race, gender, citizenship and sexuality in the United States. Course requirements include class participation, two midterms, a final exam and a final paper.

Elective

**Sociology 119S**

**Sylvia Flatt**

Enrollment: 65

M 2-5

126 Barrows

**ORGANIZATIONAL STRATEGY AND DESIGN:** Organizations face greater difficulty achieving success and a competitive advantage due a rapidly changing external environment and higher levels of competition. Why are some firms more strategically successful than others? Why do some firms compete successfully and then lose their competitive edge? This course examines these questions by examining selected sociological and business strategy perspectives and theories. We begin with an overview of business strategy and sociological concepts to set a foundation for more in depth readings and discussion on different key themes in business strategy. Classic and contemporary theories will be reviewed. Some of the topics that we will cover include: the internal and external context of organizations, developing a competitive advantage, why firms are similar, why firms are different, alignment of organizational design with strategy, organizational ambidexterity, blue ocean strategy, organizational status and reputation, and optimal distinctiveness. Therefore, business strategy and sociology perspectives are juxtaposed throughout the course to deepen our analysis and to show how sociology and business strategy have both contributed to the field.

Survey

**Sociology 120**

**Andy Barlow**

Enrollment:130

T/TH 2-3:30

2040 VLSB

**ECONOMY AND SOCIETY:** This course introduces students to the study of economics as sets of social relationships and social institutions. This approach offers useful ways of explaining economic behavior that stand in contrast to those offered by neo-classical economics. The first section of the course explores the assumptions about human behavior and society embedded in neo-liberal economic thought. The second section explores the rich tradition of sociological theories of economic life, ranging from Marx to Weber to Bourdieu. The third section will introduce the concept of markets as more or less organized social fields. The fourth section will examine globalization, neo-liberalism and the financialization of markets. The fifth unit will examine the Great Recession 2007-2010 through a sociological lens. The sixth section will look at explanations of the rise of hyper-inequality in the 21<sup>st</sup> Century and its social consequences. The seventh section will examine work in the 21<sup>st</sup> Century. And the final section of the course will look at conceptions of and movements for economic justice in the present era. Course requirements include five discussion posts, a midterm and final exam, and a final paper.

Elective

**Sociology 121**

**Szonja Ivester**

Enrollment Limit: 130

T/TH 9:30-11

101 Morgan

**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 19<sup>th</sup> and early 20<sup>th</sup> 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.

Elective

**Sociology C126**

**TBD**

Enrollment Limit: 140

Survey	MWF 11-12	145 Moffitt	
	<i>Note: This course is cross-listed with Demography C126</i>		
	<b>SEX, DEATH &amp; DATA:</b> 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 social demography through an examination of some of the social, political, and ethical issues related to population size, structure, and change. 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.		
	<b>Sociology 130AC</b>	<b>Joanna Reed</b>	Enrollment Limit: 195
Elective	MWF 1-2	100 GPB	
	<i>Note: This course meets the American Cultures requirement</i>		
	<b>SOCIAL INEQUALITIES – AMERICAN CULTURES:</b> 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 133</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
Elective	MWF 11-12	105 Northgate	
	<b>SOCIOLOGY OF GENDER:</b> The sociology of gender focuses on the social construction of gender; how gender is constructed at the level of society as well as how we engage in the re-creation and re-construction of gender in our everyday lives. Throughout the course we will examine current events that highlight the importance of gender, using these examples to illustrate key concepts and theories.		
	Some questions about gender that will be addressed in this course are:		
	<ul style="list-style-type: none"> <li>* What exactly is gender and why do we need it?</li> <li>* What are the forces that shape gender?</li> <li>* How does gender help us understand issues of race, class, and sexuality? * What happens when we don't live up to gender expectations?</li> </ul> <p>One goal of this class is to help you gain a better understanding of gender and its effects, how it pervades all parts of our culture and lives, and also begin to question the assumptions, expectations, and requirements of gender.</p>		
Elective	<b>Sociology 139H</b>	<b>Szonja Ivester</b>	Enrollment Limit: 130
	TR 12:30-2	105 Northgate	
	<b>Health and Wealth:</b> The underlying principle of meritocracy is that everyone should have an equal opportunity to put their life plans in action. When structural barriers get in the way of such human flourishing, we think of them as unjust. Being in good health and of sound mind are two core requirements of a life well-lived. Without them, all other attempts at fair play (such as those in the		

distribution of income and other valued resources) are likely to fail. It makes good sense, therefore, to pay close attention to the relationship between health and wealth. Such a study has important scholarly and policy implications. We will participate in precisely this kind of inquiry during the semester. We will ask: What are the social determinants of health? How are they reproduced over time and across generations? What policies have communities taken to ameliorate their impact on human flourishing? Which of these have worked and which have not? Who is responsible for making sure that equal opportunities to flourish exist? Should these responsibilities be left up to the individual? Should we trust them to the market? Or do they require intervention by the state? None of these are easy questions, but all are actively debated by contemporary nation-states.

Survey	<b>Sociology 140</b>	<b>Cihan Tugal</b>	Enrollment Limit: 100
	T-TH 12:30-2	160 Kroeber	

**POLITICS AND SOCIAL CHANGE:** This course focuses on the interaction between politics and society. We will look at different forms of politics including voting, social movements, party politics, state policies, direct democratic action, and revolution. We will discuss whether, how, when, and why each of these forms of political action impact social change. We will ask whether some are more influential ways of bringing about change than others. We will study both historical examples and contemporary cases based on sociological perspectives. The cases we will focus on include the New Deal, the Bolshevik Revolution, the Civil Rights movement, student movements of the 1960s, and the global uprisings of 2011-2013.

Elective	<b>Sociology 141</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 130
	T/TH 11-12:30	2060 VLSB	

**SOCIAL MOVEMENTS AND POLITICAL ACTION:** While this course introduces students to sociological scholarship on social movements, it aims to do so from the perspective of movements themselves. We explore a variety of social movements in 20<sup>th</sup> and 21<sup>st</sup> century U.S. history, including: the Movement of the Unemployed; the Civil Rights and Black Power Movements; The Free Speech Movement; the Chicano Movement; the Gay Liberation Movement; the Occupy Movement; Black Lives Matter, and Standing Rock. Focusing on questions and concerns that emanate from the experiences of these movements, we turn to sociological scholarship to develop analytic and theoretical approaches that enable us to pursue those questions. What are the conditions that allow for (or obstruct) the emergence of movements, and how can we recognize and fully exploit those conditions when they arise? What forms of organization have facilitated movements, and which have endangered them? What different kinds of strategies and tactics have various movements adopted and how effective have they been in different contexts? What strategic and tactical innovations have been introduced in the contemporary period? What challenges and forms of repression have movements historically faced, and how have they adapted? Finally, how can we fully assess the impacts of movements, even accounting for their unintended reverberations?

Elective	<b>Sociology C146M</b>	<b>Irene Bloemraad (Sociology)</b>	Enrollment Limit: 150 (75 each side)
	<b>LegalSt C134</b>	<b>Sarah Song (Law)</b>	
	T/TH 9:30-11	390 Hearst Mining	

**MEMBERSHIP & MIGRATION:** Empirical and Normative Perspectives  
This co-taught course explores questions about migration and membership by drawing on empirical and normative perspectives. What does social science evidence tell us about the drivers of migration or the benefits of citizenship? What is the morally right, just, or fair thing to do on issues of migration and citizenship? This innovative class will require students to move back and forth between different types of thinking, from data-based evaluation to fundamental questions of justice and fairness.

Elective	<b>Sociology 149</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 130
	TBD	TBD	

**SOCIOLOGY OF POLICING:** The course traces the historical development of policing in the U.S. from the colonial era through the contemporary period. How are we to understand the power, means, and function of police? If the mandate of police is to enforce and guarantee “order”, what is the relationship between policing and the maintenance of the class order of capitalism, the racial order of white supremacy, and the gendered and heteronormative order of patriarchy? And how are deviations and resistances to these orders criminalized as forms of “disorder” that then become targets of policing? The second part of the course examines major current developments that are transforming contemporary policing. How can we understand the phenomenon referred to as the “militarization of police”? What new forms of policing have emerged alongside neoliberalization, and what becomes the role of police in the maintenance of a neoliberal order? How have contemporary technologies ushered in a new era of “predictive policing”? Finally, we focus on resistance, particularly the increasing centrality of criticisms of policing within contemporary social movements, and we conclude the course by imagining the possibilities for abolition...

Survey

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 130
MWF 2-3	160 Kroeber	
<b>SOCIAL PSYCHOLOGY:</b> 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.		

Survey

<b>Sociology 160</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
MWF 12-1	120 Latimer	
<b>SOCIOLOGY OF CULTURE:</b> In this class we will be focusing on two major concepts within the sociology of culture: <b>cultural capital</b> and <b>symbolic boundaries</b> . We will be spending the bulk of the course focusing on the intersections of gender, race, and class with the educational system. We will examine two very different high school contexts—one a primarily working- and lower-middle class rural school and the other an elite college-preparatory boarding school—before moving on to exploring the college experience. We will look at how cultural knowledge, skills, and embodiment impact not only educational experiences but future prospects. Further, we will see how we can, both knowingly and unknowingly, reproduce inequality through our engagement with culture by how we define and distinguish ourselves through symbolic boundaries.		

Elective

<b>Sociology 167</b>	<b>Edwin Lin</b>	Enrollment Limit: 400
T/TH 6:30-8	2050 VLSB	
<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>		
<b>VIRTUAL COMMUNITIES/SOCIAL MEDIA:</b> 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.

Elective

<b>Sociol 169C.1</b>	<b>Edwin Lin</b>	Enrollment Limit: 65
T/TH 5-6:30	20 Barrows	

**CULTURALCOMMUNICATION:** 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.

Elective

<b>Sociol 169C.2</b>	<b>John Kaiser</b>	Enrollment Limit: 65
T/TH 5-6:30	126 Barrows	

**CULTURALCOMMUNICATION:** 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.

Elective

<b>Sociology 179</b>	<b>John Lie</b>	Enrollment Limit: 65
T 2-5	101 Moffitt	

**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 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.

Survey

<b>Sociology 180I</b>	<b>Szonja Ivester</b>	Enrollment Limit: 130
T/TH 3:30-5	106 Northgate	

**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 (Capstone Seminars).

Students are unable to directly enroll or wait-list themselves into a Sociology 190 seminar via Cal Central. Instead, enrollment permission into seminars is done manually 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 interested Sociology students. 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/F20 Soc190 Request](https://www.surveymonkey.com/r/F20_Soc190_Request)

**\*\* Be sure to submit your request online by or before MAY 1, 2020. You must submit this request by the deadline in order to ensure placement in a course.**

3) Students are recommended to list at least their top 3 preferences on the online request form. We will do our best to assign students to their top choice, but cannot guarantee this. You may take more than one seminar course only after all other students are added AND if space permits. Additional seminars count as electives in the major.

4) We will assign most of the available space in each seminar prior to the beginning of classes. Priority is given to declared sociology seniors who have not satisfied the seminar requirement – graduating seniors first, then seniors graduating the following 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.

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, any remaining seats in each seminar will be filled with students who are attending the class, and meet the priority groups listed above in item #4. Enrollment into the course is at the discretion of the department.

<b>Sociology 190.001</b>	<b>TBD</b>	Enrollment Limit: 25;
W 5-7	185 Barrows	
<b>TBD:</b>		

<b>Sociology 190.002</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 25
<b>W 12-2</b>	385 Le Conte	
<b>PATRIARCHY: CONTACT PROFESSOR</b>		
<b>Sociology 190.003</b>	<b>Armando Lara-Millan</b>	Enrollment Limit: 25
<b>M 4-6</b>	106 Wheeler	
<b>CULTURES OF CAPITALISM:</b> We are often told that global capitalism is about the interconnection of world markets - from commodity chains that stretch around the world, to real time financial transactions, to the reach of media platforms like Facebook or Twitter. But this tells us little about the specifics of any given set of connections. Should we understand a Chinese-fueled real estate boom in Vietnam with the same tools we might use to understand the relationship of the Atlantic slave trade to the Industrial revolution? Should we understand the valuation of art with the same lens that we examine the valuation of environmental disasters or even technology start-ups in Silicon Valley? Drawing on the frameworks offered in new political economy, racial capitalism, and ethnographic studies of economic markets this class will take us around the world of social and economic relations structured by market capitalism.		
<b>Sociology 190.004</b>	<b>Kim Voss</b>	Enrollment Limit: 25
<b>T 12-2</b>	174 Barrows	
<b>Writing Across the Partisan Divide</b> <i>Kim Voss &amp; Tyler Leeds</i>		
<p>The sciences are losing their legitimacy. Social science, in particular, has come to elicit skepticism from the very spaces where its insights are most needed. In the words of Chief Justice John Roberts, our models and theories are mere “goobledygook.” Our nation’s highest judge was deriding the “efficiency gap,” a numerical tool for assessing how many votes in a given election are “wasted,” an approach that may offer a means to measure the degree to which an electoral district has been manipulated for one party’s political advantage. In an era when electoral districts are beginning to resemble the aftermath from a dropped bowl of soup, the efficiency gap offers a tool for deciding how much manipulation is too much. However, as Roberts made clear, research on politics is often dismissed as lacking rigor or, even worse, simply inappropriate—why should social scientists be meddling in matters of democracy? However, as tools like the efficiency gap show, social science has the power to strengthen democracy by casting light on obscure corners of the political process. But how are social scientists to proceed if they are viewed with suspicion?</p> <p>Surely part of the answer is good, clear writing. Writing that is able to overcome skepticism with reason. This seminar will teach just that, and to do so by focusing on moments of political contention, topics that foreground precisely where social science is most resented and, quite frequently, most useful. To do this, we will highlight how scholars have approached heated political themes across the political divide, such as the birth of the Tea Party, police reform, and the abortion debate. Throughout, we will consider not only how social scientists write about data, both quantitative and qualitative, but how they frame their own position, background and agenda. For example, in a recent book on Tea Party members in the south, sociologist Arlie Hochschild fesses up at the beginning that she conforms to the right’s worst vision of a Berkeley liberal. Throughout our semester, students will be taught to weigh and consider the merits of such an approach, while learning how to clearly communicate social science research so that it can be heard, valued and considered beyond the ivory tower.</p>		
<b>Sociology 190.005</b>	<b>Robert Pickett</b>	Enrollment Limit: 25
<b>T 5-7</b>	242 Hearst Gym	

**RACE AND NUMBERS:** Statistics on race are often leveraged to identify and describe racial inequalities in the United States and guide efforts towards amelioration of those inequalities. This important work, however, can serve to make racial differences appear normal or inevitable. This course explores this tension between racial representation and essentialization. We will cover perspectives on the social construction of race, discuss how race is measured in practice, review how race is often deployed in statistical work, and how this work is critiqued by critical race scholars. Finally, we will conclude with a review of recent work attempting to bring statistical practice closer in line with constructionist theory.

<b>Sociology 190.006</b>	<b>Karen Barkey</b>	Enrollment Limit: 25
------------------------------	---------------------	----------------------

T 2-4	106 Wheeler
-------	-------------

**SOCIOLOGY AND HISTORY: RELIGIOUS PLURALISM IN THE MEDITERRANEAN:** This is a comparative and historical study of Mediterranean societies where people defined by difference have found negotiated solutions to living together. Taking the Mediterranean as a fulcrum of civilizational unity as well as upheaval, we will read about religious pluralism at different analytical levels and at different historical and contemporary moments.

Three analytic and comparative levels invite study across societies and histories. Empires are macro-historical political formations that left an important imprint on the Mediterranean and have shown both intolerance and tolerance with deep pockets of religious pluralism. Historically, urban centers as hubs of trade and exchange have been more open to positive coexistence and institutional openness. Even today, in the context of nation-states, cities have been far more diverse than the nation-state as a whole. And in the interstices of urban and rural space, shared sacred sites continue to foster joint prayer and worship despite differences in religious belief. We will explore examples of each of these analytic sites through cases such as “Convivencia” in Medieval Spain, to the urban dynamics of the city of Marseille and the local entanglements of shrines and sacred spaces such as the Synagogue of the Ghriba in Tunisia or the Bektashi Shrines in Greece and Macedonia. We will use documentaries, short novels and historical archival materials to add to sociological texts.

<b>Sociology 190.007</b>	<b>Jessica Schirmer</b>	Enrollment Limit: 25
------------------------------	-------------------------	----------------------

TH 2-4	106 Wheeler
--------	-------------

**HOUSING & POVERTY:** Housing, for better or worse, has been central to American exceptionalism—the idea that the United States is a distinctly egalitarian nation, and/or distinctly unresponsive and punitive toward the poor. High rates of homeownership were viewed as a triumph and cornerstone of democracy throughout much of the twentieth century. At the same time, ‘slums’ undercut the nation’s idea of itself as a place of unbounded opportunity. This course introduces students to long-standing debates about the relationship between housing and poverty, including the importance of consumption vs. production relations in determining major social divides and the role of urban neighborhoods in protest and social movements. It also aims to apply and test social science arguments in the context of the urban history of the United States, including the problematization of ‘slums’ in early twentieth century, the rise of racial segregation in postwar America, and shifting policy responses to housing and poverty in the twentieth century. Students will be encouraged to draw on these perspectives to think about the possibilities for the transformation of American cities and communities in the future.

<b>Sociology H190A.001</b>	<b>Mary Kelsey</b>	Enrollment Limit: 15
--------------------------------	--------------------	----------------------

TH 12-2 PM	420 Barrows
------------	-------------

<b>Sociology H190A.002</b>	<b>Mara Loveman</b>	Enrollment Limit: 15
--------------------------------	---------------------	----------------------

TH 12-2 PM	214 Haviland
------------	--------------

**SOC H190A NOTE:** Students must apply and be selected into the Honors Thesis Program in order to enroll in Sociology H190A and H190B. Students accepted into the program will be granted access to add the class via Cal Central in August. For eligibility information and deadlines, please see a major advisor or 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.

<b>Sociology R1B</b>	<b>John Kaiser</b>	Enrollment Limit: 17
F 10-12	402 Barrows	

## **SOCIOLOGICAL READING & COMPOSITION**

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

Deadline to submit DE-Cal course proposal for Fall 2019–May 15, 2020

Deadline to submit Independent study applications for Fall 2020 – September 4, 2020

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 CALCentral. Applications are available here:

<https://bit.ly/2IqzZJH>

## **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 15, 2020. The deadline to submit applications for Fall 2019 Independent Studies is Friday, September 5, 2019. For an application go to: <https://bit.ly/2IqzZJH>

☐ 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 4 weeks of the semester. Changes due to instructor drops or adds off waitlists can occur without notification through the fourth week of the semester.