

SOCIOLOGY 1

Introduction to Sociology

University of California, Berkeley

Fall 2021

Lecture: Mondays, Wednesdays and Fridays at 10-11am

[Zoom Room for Lecture \(Links to an external site.\)](#)

[Discussion Section Information/Graduate Student Instructor Office Hours](#)

Professor: Dr. Tianna S. Paschel (she/her/hers)

Office Hours: Thursdays 2:00-4:00pm

Sign-up at: <https://tiannapaschel.youcanbook.me/> (Links to an external site.)

Professor Paschel's Office Hours Location: <https://berkeley.zoom.us/j/3570148705> (Links to an external site.)

[Course Playlist \(stay tuned\) \(Links to an external site.\)](#)

Course Description

Humans are inherently social beings. We organize our lives, strive to meet our basic needs, build institutions, engage in conflict and seek meaning, all through society. Yet, so much of our social world – from the social categories we use to the ways we behave and organize our world– are often taken for granted. In this class you will learn how to think sociologically about the world, which in a nutshell means making the world that we see as normal, strange. You will be asked to step back and ask questions about aspects of our social world that may have otherwise seemed natural, inevitable, or always true. Together we will unpack sociological patterns, explore how they came to be, discuss how they persist, and explore the social systems that reflect and often help to reproduce those patterns. Sociology is a broad and diverse field that touches on many aspects of social life from our romantic lives to labor processes, from aging to criminal justice, from economic inequality to childrearing. In this introduction to sociology, we will focus more specifically on one of sociology's central questions: Why does inequality exist? More specifically, we will explore the formation of, and inequalities rooted in, class, race and gender. In the final section of the class, we will ask if another world is possible, and if so, what would it take to bring it about.

Course Objectives

The main objective of this course is for students to develop their sociological imagination to think critically about the world around them. More specifically, students should be able to answer the following four questions by the end of this course:

1. What is sociology?
2. What methods do sociologists use to come to their ideas about the social world?
3. How is inequality (based in class, race and gender) created and why does it persist?
4. Do/can societies change?

Course Requirements

Grades in this class will be based on the following:

Section Participation (20%)

Students are required to **attend and participate in discussions sections** during the scheduled time. Your participation grade will be calculated based on your active participation during these discussion sections. Students are expected to come to section having read course material attended or watched recorded lecture, provide comments and insights on reading material and ask questions.

Memo on Part II (10%)

In this brief memo (3-pages double spaced), you will be asked to show your comprehension of course material from Part II, test sociological theories about class formation and inequality, and apply these concepts to your everyday life. You may also be asked to reflect on and share about your own identity and experiences. Instructors will be available during designated “Writing Café” times (normal lecture times) to answer any questions regarding the exam, which is due via BCourses by 11:59 pm on Sunday, **September 26**.

Take-Home Midterm Exam (30%)

The Midterm Exam will be a “take-home” exam consisting of three questions covering course material. It will be distributed via BCourses on Monday, **October 11**. Instructors will be available during designated “Writing Café” times (normal lecture times) to answer any questions regarding the exam, which is due via BCourses by 11:59 pm on Sunday, **October 17**.

Memo on Part IV (10%)

In this brief memo (3-pages double spaced), you will be asked to show your comprehension of course material from Part IV, test sociological theories about gender formation and inequality, and apply these concepts to your everyday life. You may also be asked to reflect on and share about your own identity and experiences. Instructors will be available during designated “Writing Café” times (normal lecture times) to answer any questions regarding the exam, which is due via BCourses by 11:59 pm on Sunday, **November 7**.

Take-Home Final Exam (30%)

The Final Exam will be a “take-home” exam consisting of three questions covering course material. It will be distributed via BCourses on Monday, **December 6**. The professor and GSIs for this course will be available during normal lecture times during the designated writing café to answer any questions regarding the exam, which is due via BCourses by 11:59 pm on Sunday, **December 12**.

Required Readings

Students will find all of the assigned readings on this courses Bcourses page. Simply go to Bcourses and navigate to the Course Syllabus. There you will find links to readings each week. **Please note that all readings should be completed before class on the day they appear in the course schedule (below)**. Reading before class will be critical to your learning. The lectures and discussion sessions serve to hone in on key concepts from the reading as well as offer more context and depth to the readings. Thus, your ability to grapple with and grasp the material really does depend on the time you spend out of class. Reading thoroughly before class will also help facilitate meaningful class discussions. This does not mean that you have to **understand** everything you read. You should come to class, and especially, discussion sections with questions

Class Policies

Time Conflicts: This course allows for time conflicts with other classes. However, students who do have a time conflict are expected to watch all lectures, which will be available via My Media before the end of the day on the day of the lecture. Students who have a time conflict must email their Graduate Student Instructors (GSIs) letting them know they will be watching lectures asynchronously. **All students are required to attend discussion sections during the hours they are scheduled to happen.**

Breakout groups during lecture: While this is a large lecture course, there will be Zoom breakout rooms. You are expected to show up to each lecture having read the assigned readings and prepared to participate in class. Out of respect for your own education and that

of your fellow students, please do readings in advance of class and participate in the breakout groups. I will try my best to have stable breakout groups throughout the term. Students who have time conflicts during lecture will, unfortunately, miss out on these rich discussions.

DSP Accommodations: If you believe you need accommodations for any physical, psychological, or learning disability, you may also choose to apply for the Disabled Students' Program (DSP). You may apply at any time during the semester. You can learn more about applying to DSP at the following link: <https://dsp.berkeley.edu/students/new-students/application-process>Links to an external site.

If you already have accommodations through DSP, you do not have to take any action. However, if you are concerned that your accommodations are delayed, please email GSI Natalie Pasquinelli (natalie_pasquinelli@berkeley.edu), ideally during the first two weeks of class.

All course lectures will be recorded, captioned and posted to bCourses immediately after lecture. Remote and in-person discussion sections will not be recorded. Slides from the lecture will also be posted to Bcourses.

[Recordings can be found here](#)

[Lecture Slides can be found her](#)

Community Guidelines:

We aim to create an environment in which we can learn from one another and collaboratively develop knowledge. We will work to make sure that everyone feels comfortable to ask questions, disagree, and compassionately and critically challenge one another (and the readings). You will also be asked to be reflexive, and to think more about your own experiences and thinking. We will do our best to create a nurturing environment. Ultimately, though it is everyone's responsibility to uphold community standards in our classroom.

Assignment Policies

- ***Honesty:*** All academic work for this course must meet the University of California – Berkeley standards of students conduct. All class assignments will automatically be read using Turnitin plagiarism detection software, which checks work against published work, the internet and previously submitted papers. With this software, you will be able to see immediately if there is an issue that needs addressing before you turn the assignment in. Students are responsible for informing themselves about those standards and violations before performing any academic work <http://sa.berkeley.edu/conduct/faculty-staff/violations>Links to an external site.

- **Late Assignment:** A late assignment is one that is turned in after the due date and time. Late assignments lose 5% points a day (starting immediately after the due date)
- **Extensions:** There are NO extensions on any assignments, except for in the case of an emergency. This might include a medical emergency, childcare or eldercare emergency, or a work emergency. Having multiple assignments due or exams in multiple classes is NOT considered an emergency.
- **Incompletes:** Incomplete grades are given to students who, due to circumstances out of their control, cannot fulfill the course requirements, but plan to do so at a later date. I normally give incompletes for the course only in the case of a documented medical or family emergency. However, due to the pandemic, I realize that taking normal coursework may be especially hard. I will give an incomplete to any student who has completed ½ of the course requirements or more. For more information on incompletes, see: <https://lsadvising.berkeley.edu/policies/incomplete-grades>[Links to an external site.](#)
- **Feedback:** I will answer specific questions about assignments but will not read drafts before the due date. However, you are welcome to come to my office hours or those of your GSI to discuss assignments and exams before they are due.
- **Grievances:** If you wish to contest a grade, you must first submit a ½ page statement explaining why you think you earned a different grade. Please note that I will not change any grade without first discussing it with the GSI for the course. Also consider that, should I decide to re-grade, your grade could also possibly move down.

Resources

Campus Community Resources: <https://csi.berkeley.edu/campus-community-resources/>[Links to an external site.](#)

Writing

The SLC Writing Program supports Cal undergraduates in their journey to become more persuasive and purposeful writers. Via student-initiated conferences and peer-facilitated workshops, our services seek to embolden students to take ownership of their growth as writers and scholars. <https://slc.berkeley.edu/writing>[Links to an external site.](#)

Mental Health

Mental Health and Wellness: All students — regardless of background or identity — may experience a range of issues that can become barriers to learning. These issues include, but

are not limited to, strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. Such mental health concerns can diminish both academic performance and the capacity to participate in daily activities. In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services. Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.

Recalibrate: <http://recalibrate.berkeley.edu/Links to an external site.>

Counseling and Psychological Services

(CAPS): <https://uhs.berkeley.edu/counseling/individualLinks to an external site.>

Pandemic Resources: <https://uhs.berkeley.edu/coronavirus/student-mental-healthLinks to an external site.>

Course Schedule

Part I: Introduction and Key Concepts

<p>Week 1: What is Sociology?</p>	<p>Aug 25</p>	<p>Introduction and Review Syllabus No Readings</p>
	<p>Aug 27</p>	<p>Read: Emile Durkheim, “What is a Social Fact” 50-59 (10 pages)</p> <p>Read: C. Wright Mills The Promise</p> <p>Actions (5 pages)</p>
<p>Week 2: The Sociological Imagination/ Method</p>	<p>Aug 30</p>	<p>Read: Dubois - Philadelphia Negro (Chapters 1-3) – (25 pages) Ch. 1</p> <p>Actions</p> <p>Ch. 2.</p> <p>Actions</p> <p>Ch. 3</p> <p>Actions</p>

	Sept 1	<p>Read: Goffman, Irving. "Introduction" in <i>The Presentation of Self in Everyday Life</i>" (10 pages)</p> <p>Actions</p>
	Sept 3	<p>Read: Conley, Dalton. <i>You May Ask Yourself</i>. Chapter 2 (24 pages)</p> <p>Actions</p>

Part II: Capitalism, Class and Power

Is the American Dream really real, and if so, for whom? Why does class inequality exist and what accounts for its reproduction? What does class inequality have to do with capitalism? Is there a cultural component to class formation?

	Sept 6	NO CLASS HOLIDAY
Week 3: What is class?	Sept 8	<p>Read: Marx, Karl. <i>The Communist Manifesto</i> (Chapters 1-2)</p> <p>Actions (24 pages)</p>
	Sept 10	<p>Read: DiMaggio, Paul. "On Pierre Bourdieu." (1979): 1460-1474</p> <p>Actions (25 pages)</p>
Week 4: Class, power and Inequality	Sept 13	<p>NO CLASS: Film Day</p> <p>Watch: Capital in the 21st Century (Links to an external site.)</p>

	Sept 15	<p>Read: Picketty, Thomas and Emmanuel Saez. 2006. "The Evolution of Top Incomes: A Historical and International Perspective." American Economic Review 96(2): 200-205.</p> <p>Actions (5 pages)</p>
	Sept 17	<p>Read: Catanzarite, Lisa. 2000."Brown-Collar Jobs: Occupational segregation and earnings of recent-immigrant Latinos." Sociological Perspectives 43(1): 45-75</p> <p>Actions (31 pages)</p>
<p>Week 5: Social Mobility</p>	Sept 20	<p>Read: Beller, Emily, and Michael Hout. 2006."Intergenerational Social Mobility: The United States in Comparative Perspective." The Future of Children: 19-36.</p> <p>Actions (18 pages)</p> <p>Read: Taylor, Keeanga-Yamahtta. "Back Story to the Neoliberal Moment: Race Taxes and the Political Economy of Black Urban Housing in the 1960s." Souls 14.3-4 (2012): 185-206</p> <p>Actions (22 pages)</p>
	Sept 22	NO CLASS: Writing Cafe for Memo

Sept 24 NO CLASS: Writing Cafe for Memo

SEPTEMBER 26 : PART II MEMO DUE via BCourses by 11:59 p.m.

Part III: Race, Power and Inequality

Okay, so race is a social construct, but what does that really mean? How does race shape individuals' identities, experiences and life chances? What role do institutions and culture play in the reproduction of racial inequality? What is the relationship between race and class?

Week 6: Racial Formation	Sept 27	Omi, Michael, and Howard Winant. 2014. "The Theory of Racial Formation" in "Racial formation in the United States. Routledge, 2014. _download. (32 pages)
	Sept 29	Read: Oliver, Melvin, and Thomas Shapiro. 2013. "A Story of Two Nations: Race and Wealth" in <i>Black Wealth/White Wealth: A New Perspective on Racial Inequality</i>. Actions Routledge. (37 pages)
	Oct 1	NO CLASS: FILM DAY Watch: Race the Power of an Illusion, Episode 3: The House We Live In (Links to an external site.) **make sure to click the link to Episode 3**
Week 7: Racial Formation Continued	Oct 4	Read: Bertrand, Marianne, and Sendhil Mullainathan. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." <i>American economic review</i> 94.4 Actions (2004): 991-1013. (23 pages)

	Oct 6	<p>Read: Kim, Claire Jean. "The racial triangulation of Asian Americans." <i>Politics & society</i> 27.1 (1999): 105-138.</p> <p>Actions (37 pages)</p>
	Oct 8	<p>Read: McGhee, Heather. "Racism Drained the Pool" in <i>The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together</i>. (13 pages)</p>
Week 8: Midterm Exam	Oct 11	NO CLASS – Writing Café for Midterm
	Oct 13	NO CLASS – Writing Café for Midterm
	Oct 15	NO CLASS – Writing Café for Midterm

OCTOBER 17: TAKE-HOME MIDTERM DUE via BCourses by 11:59 p.m.

Part IV: GENDER, POWER AND INEQUALITY

Are men really from Mars, and women really from Venus? What is gender anyway, and how has it shaped our lives and livelihoods? What does gender inequality look like? What is the relationship between the body and social understandings of gender? How might constructions of and experiences with motherhood help us better understand the role of gender in society?

Week 9:	Oct 18	<p>Read: West, Candace and Don H. Zimmerman 1987. <i>Doing Gender. Gender & Society</i>, 1, 125-151.</p> <p>Actions (27 pages)</p>
----------------	--------	--

Doing Gender	Oct 20	<p>Read: Kane, Emily. 2006. No Way My Boys Are Going to Be Like That!" Parents' Responses to Children's Gender Nonconformity. Gender & Society, 20, 149-176. Dozier, Raine. 2005.</p> <p>Actions (28 pages)</p>
	Oct 22	<p>Read: Avellar, Sarah, and Pamela J. Smock. 2003. "Has the Price of Motherhood Declined over Time? A Cross-Cohort Comparison of the Motherhood Wage Penalty." Journal of Marriage and Family 65(3): 597-607.</p> <p>Actions (21 pages)</p>
Week 10: Racialized Gender	Oct 25	NO CLASS
	Oct 27	<p>Read: Moore, Mignon R. "Gendered power relations among women: A study of household decision making in Black, lesbian stepfamilies." American Sociological Review 73.2 (2008): 335-356.</p> <p>Actions (22 pages)</p>
		<p>Read: Dow, Dawn Marie. "Integrated motherhood: Beyond hegemonic ideologies of motherhood." Journal of Marriage and Family 78.1 (2016): 180-196.</p> <p>Actions (17 pages)</p>
	Oct 29	<p>Read: Parreñas, Rhacel Salazar. 2000. "Migrant Filipina domestic workers and the international division of reproductive labor." Gender & Society 14(4): 560-580</p> <p>Actions (20 pages)</p>

Week 11: Gender Identity and Sexuality	Nov 1	Read: Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." <i>Gender and Society</i> 20: 465-490 Actions (26 pages)
	Nov 3	Read: Kay Hoang, Kimberly. "'She's Not a Low-Class Dirty Girl!': Sex work in Ho Chi Minh City, Vietnam." <i>Journal of Contemporary Ethnography</i> 40.4 (2011): 367-396. Actions (30 pages)
	Nov 5	NO CLASS: Writing Café

NOVEMBER 7: PART IV MEMO DUE via BCourses by 11:59 p.m.

Part V: SOCIAL SYSTEMS

What role do formal social systems like the education and criminal justice system play in the reproduction of social inequalities? How do individuals and groups navigate these systems/institutions.

Week 12: The Education System	Nov 8	NO CLASS: FILM DAY Watch: Waiting for Superman (no subtitles)Links to an external site. Waiting for Superman (English subtitles)Links to an external site.
	Nov 10	Read: Cook, Lindsey, U.S. Education: Still Separate and Unequal Actions (10 pages)

	Nov 12	<p>Read: Wing, Jean Yonemura. "Beyond Black and White: The model minority myth and the invisibility of Asian American students." The Urban Review 39.4 (2007): 455-487.</p> <p>Actions (33 pages)</p> <p>Listen: Fresh Air Interview with Chana Joffe Walt - How 'Nice White Parents' Become Obstacles In Integrated Schools" (Links to an external site.) (Links to an external site.) (Links to an external site.) (36 minutes)</p>
<p>Week 13: The Criminal Justice System</p>	Nov 15	<p>NO CLASS: FILM DAY</p> <p>Watch: 13th Film, Ava Duvernay (2016) (Links to an external site.)</p>
	Nov 17	<p>Read: Alexander, Michelle. 2020. "The Injustice of This Moment Is Not an 'Aberration' From Mass Incarceration to Mass Deportation, our Nation Remains in Deep Denial." (Links to an external site.) (10 pages)</p>
	Nov 19	<p>Read: Rios, Victor. 2011. "Dummy Smart' Misrecognition, Acting Out, and "Going Dumb" in <i>Punished: Policing the Lives of Black and Latino Boys</i></p> <p>Actions (27 pages)</p>

Part VI: CAN SOCIETIES CHANGE?

How do societies change? What are the mechanisms of said change? What role do individuals, collectives, institutions play? Is all social change for the bad, or do societies ever change for the good?

Week 14: Can Societies Change?	Nov 22	<p>Read: Saad, Lydia, 10 Major Social Changes in the 50 Years Since Woodstock</p> <p>Actions (2 pages)</p> <p>Read: Putnam, Robert D. 2000. "Bowling alone: America's declining social capital." <i>Culture and politics</i>. Palgrave Macmillan, New York, 223-234 _download. (12 pages)</p>
	Nov 24	NO CLASS - HOLIDAY
	Nov 26	NO CLASS - HOLIDAY
Week 15: Change from Above, Change from Below	Nov 29	<p>Read: Nagel, Joanne. 1995. "American Indian ethnic renewal: Politics and the resurgence of identity." <i>American sociological review</i>. 947-965 _download. (19 pages)</p>
	Dec 1	<p>Read: Morris, Aldon D. "A retrospective on the civil rights movement: Political and intellectual landmarks." <i>Annual review of Sociology</i> 25.1 (1999): 517-539</p> <p>Actions (23 pages)</p>
	Dec 3	<p>Read: Kaba, Mariame. 2020. So You're Thinking About Becoming an Abolitionist (Links to an external site.). (6 pages)</p> <p>Read: Wright, Erik Olin. 2011. "Real utopias." <i>Contexts</i> 10(2): 36-42</p> <p>Actions (7 pages)</p>
RRR Week: Study Halls/	Dec 6	Wrap-up/Handout Final Exam

Take-Home Final	Dec 8	Student-Led Study Halls (optional)
	Dec 10	Student-Led Study Halls (optional)

DECEMBER 12: FINAL EXAM DUE via BCourses by 11:59 p.m.