

**Sociology 3AC: Principles of Sociology**  
**T/Th 3:30 – 5:00 p.m.**  
**10 Evans Hall**  
**Fall Semester 2021**

Instructor: Mary Kelsey, Ph.D

Office: 454 Social Sciences Building

Office Hours: 10 – 11:30 am Thursday

Office hours are on a drop-in basis (masked and limited to 3 students in office)

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**Course Description:**

This course offers a general introduction to sociology—the study of the social institutions, social relations, and power dynamics that shape our lives and life chances. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and weaknesses within different social arrangements. Once familiar with basic sociological principles, we will use case studies drawn from our public education system to better understand concrete expressions of inequality based on class, race/ethnicity, gender, sexuality and their complex intersections. Through these case studies, we will consider how 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 society and human development.

**Learning Objectives:**

- 1) Gain knowledge of the broad contours of social inequality in American society;
- 2) Use sociological insights to understand the larger social contexts that shape individual experiences by limiting or expanding life chances;
- 3) Gain specific knowledge on how our educational system can perpetuate or mitigate social inequality;
- 4) Learn to identify basic arguments made by others and construct and support your own arguments in written and oral forms;
- 5) Practice civil discourse in the classroom and beyond;
- 6) Learn information literacy skills to become an independent and self-motivated learner.

**Learning Materials:**

All assigned readings, resources for assignments, class power points, recordings of lectures, etc. will be posted in the **Modules** section on B-course. Quickly read the assigned readings **before** class. Read the assigned readings more carefully after class.

**Grading:**

**25% Quizzes** (best 5 of 6): The quizzes will be relatively short “objective,” open-book exams that will be posted on b-course by noon on Fridays and due the following Monday (except quiz 1, due Sept 7, the Tuesday after Labor Day). You may take each quiz twice, the higher score will be recorded in the Grades section on B-course. Quiz 6 may be used to make-up a missed quiz, improve your cumulative quiz average, or skipped.

**15% Midterm Essay 1:** 1000 word essay on social theory comparing Marx/Engels and Durkheim

- 20% Midterm Essay 2:** 1500 word essay on the relationship between your community's social conditions (class/race/ethnicity) and the quality of your high school education
- 25% Research Prospectus:** 1900 to 2200 word research proposal that analyzes how an aspect of race/ethnicity contributes to unequal educational outcomes. You will be given basic data on one of the major public high schools in Oakland. Your analysis will focus primarily on race/ethnicity, but can also include intersections with class, gender and/or sexuality. In addition to school-specific data, you will use course readings, and supplemental readings that you find from the library to explain your research question. You will be given a detailed handout to guide you through the steps of this research project, including instruction on how to find appropriate sources in the library's electronic databases. You will also have the opportunity to revise a draft of your research prospectus.
- 5% Discussion Posts** You will post **one** comment in response to any question in the discussion board for each module of the class. There are 5 modules, therefore 5 discussion posts to be graded on a credit/no credit basis.
- 10% Credit/No Credit Writing Exercises (P/NP students can skip these assignments)**  
To help you write better essays, you will turn in short assignments that will assist in the preparation of your essays.
- Essay 1:** Short body paragraphs describing Marx/Engels' and Durkheim's views on the relationship between capitalist industrialization and social stability (2%)
- Essay 2:** Submit a brief statistical profile of your home community using US Census data (international students will have an alternative assignment) as well as a brief description of the character and quality of the high school you attended (3%)
- Final Project (Research Prospectus) (2 exercises):**
- Academic Literature Search** You will join a group of students (online) who share a similar research interest and contribute two summaries (per person) of scholarly articles addressing your research topic (2%)
- Drafts of final project**  
Drafts are a credit/no credit assignment to demonstrate that you have **started** your paper (i.e., the assignment is to start your final project). No extensions will be given (3%)

**Final Research Projects are due Tuesday, December 14**

Because of the need to turn in final grades soon after Dec. 14, no extensions can be given.

**THERE IS NO FINAL EXAM FOR SOC 3AC!!!!!!!**

**Extra credit:** Instructions for extra credit are explained in the Assignments section on B-course (last entry) Students may earn **one** point extra (added to total class score) by watching and reviewing any of the recommended videos listed in the extra credit assignment section. Address questions at the beginning of this section in your review of the video (1-2 pages double spaced). Each long video is worth 0.5 point per submission.

Each short video (mainly the TED talks) is worth 0.25 point per submission.

You may review several videos for a total of one point.

All extra credit should be submitted to the Extra Credit section under the Assignments tab on B-course by or before December 16. Your extra credit score will be added to your total grade at the end of the semester.

### Late Policy

Assignments are released with ample time for completion (generally 10 – 14 days before due). Start early! Plan on emergencies! If, despite your best efforts, you cannot complete an assignment on time, email Prof Kelsey.

### Drop Policy

University policy allows professors to drop students for “insufficient engagement” during the first 3 weeks of the semester. To demonstrate engagement, students must complete quiz 1 or email Prof Kelsey with an explanation for their inability to complete this assignment. Students who do not complete the first quiz without explanation will be dropped from the class.

### SIGNIFICANT DATES

Tuesday, Sept 7 Quiz 1 due

<b>Wed., Sept 15</b>	<b>Last Day for Students to Add/Drop Classes</b>
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Monday, Sept 20 Quiz 2 due  
Wed., Sept 22 Marx/Engels and Durkheim paragraphs due  
**Monday, Sept 27 First essay due**  
Monday, Oct 11 Quiz 3 due  
Monday, Oct 18 Data/reflections on home community due  
**Monday, Oct 25 Second essay due**

<b>Friday, Oct 29</b>	<b>Last Day to Change Grading Options</b>
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Monday, Nov 1 Quiz 4 due  
Monday, Nov 8 Academic literature search due  
Monday, Nov 15 Quiz 5 due  
**Monday, Nov 22 Draft of final project due**  
Friday, Dec 10 Quiz 6 due (make-up or optional quiz)

<b>Tuesday, Dec 14</b>	<b>Final Project Due</b>
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Thursday, Dec 16 Extra credit due

### Grading Scale

Your assignments will be given a numeric score and posted on B-Course Gradebook. The numeric score of each assignment will be **weighted by its percentage in the overall grade**, (e.g., your first midterm essay will contribute 15% to your final grade, your final project will contribute 25%). *Grades in Soc. 3AC are based on proof of comprehension and are not curved.* At the end of the semester, your scores will be totaled and converted to a letter grade based on the following scale:

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-

### **University policy on cheating or plagiarism:**

Achievement and proficiency in subject matter include your realization that *neither is to be achieved by cheating*. An instructor has the right to give you an F on a single assignment produced by cheating without determining whether you have a passing knowledge of the relevant factual material. That is an appropriate academic evaluation for a failure to understand or abide by the basic rules of academic study and inquiry. An instructor has the right to assign a final grade of F for the course if you plagiarized a paper for a portion of the course, even if you have successfully and, presumably, honestly passed the remaining portion of the course. It must be understood that any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student. (<http://catalog.berkeley.edu/policies/conduct.html> downloaded from *U.C. Berkeley General Catalog Online 2021-2*)

### **Turnitin**

All papers submitted to B-course will be checked for originality using Turnitin Software. Papers with Turnitin scores above 15% will be reviewed and subject to a failing grade.

### **Class Dynamics**

We will look at important but controversial topics. You may not always feel comfortable with some of the material and opinions expressed in this class. In order to make class discussions productive and safe for participants, we need to adhere to some basic ground rules.

***Respect the class.*** This class will challenge many preconceived ideas about society. It is important that you show respect for the class by reading the assigned material before you enter the classroom. It is not necessary that you agree with the authors, but you are responsible for knowing the content of their arguments. The expression of factually unfounded opinions simply wastes class time. **Talking with friends, surfing the internet, texting, etc. during lecture is disrespectful and wastes your time in class.**

***Respect your classmates.*** When taking a position in a class discussion, it is important that you express your ideas with tact. I hope that you will make bold arguments, but your questions need to show some consideration of your audience, just as your answers need to show knowledge of the topic at hand. You will undoubtedly disagree with some of the perspectives presented in class. Please respond to the ideas rather than personally attacking the opinion holder.

### **Additional Course Support through the Student Learning Center**

<https://slc.berkeley.edu/>

### **SLC Writing Program:** <https://slc.berkeley.edu/writing>

The Writing Program within the Student Learning Center has tutors available by appointment beginning in the third week of the semester. Writing tutors are often fully booked during the second half of the semester, so plan ahead. Writing tutors will help you brainstorm for ideas as well as give pointers on expression and grammar, but they are most helpful if you are prepared for your sessions. Tutors will not proofread your papers. See the SLC web site (given above) for further information.

## Reading Assignments and Schedule

### **Module 1: Introduction to Sociology and Sociological Theory: What is a good society?**

#### **Key ideas:**

- Developing a “sociological imagination”
- Industrial Revolution/Industrialization
- Social factors in suicide
- Social integration and moral regulation
- Social stratification
- Social cohesion/social solidarity
- Capitalism/socialism/welfare state capitalism
- Social change, stability, and social justice

### **Week 1**

#### **August 26**

##### Assigned Reading

- 1) The class syllabus
- 2) C. Wright Mills, “The Promise”
- 3) Anthony Giddens et al. “What is Sociology?”

### **Week 2**

#### **August 31**

##### Assigned Readings

- 1) Comments on and selections from Emile Durkheim’s *Suicide*

##### Suggested Reading

- 1) Paul Piff et al., “Higher Social Class Predicts Increased Unethical Behavior”

#### **September 2**

##### Assigned Reading

- 1) “The Industrial Revolution” Encyclopedia Britannica
- 2) Friedrich Engels, Excerpts from “The Great Towns”

Highly recommended background video (best to watch before class!)

**Coal, Steam, and The Industrial Revolution: Crash Course World History #32**

<https://www.youtube.com/watch?v=zhL5DCizj5c>

**\*\*\*Sept 7 Quiz 1 due** (quiz will be posted by noon on Sept 3)\*\*\*

### **Week 3**

#### **September 7**

##### Assigned Reading

- 1) Karl Marx and Friedrich Engels, Excerpts from *The Manifesto of the Communist Party*

## September 9

Assigned Reading

- 1) Comments/selections from Emile Durkheim's *Division of Labour*

## Week 4

### September 14

Assigned Reading

- 1) Richard Reeves, "Saving Horatio Alger: Equality, Opportunity and the American Dream"

Discussion: Identify key elements and similarities/differences among Mills, Durkheim, Marx/Engels, and Reeves

### Module 2: Class Inequality

#### Key ideas:

Class (socio-economic status) determinants: Income, wealth, education, occupation  
Economic inequality in US society, now and in the past  
Social policies and economic inequality  
Social costs of (extreme) economic inequality  
Capitalist welfare states  
Class inequality and education

### September 16

Assigned Reading

- 1) Anthony Giddens et al., "Stratification, Class and Inequality" pp.
- 2) Christopher Ingraham, "The Richest 1 Percent Now Owns More . . . Wealth"

Suggested video

"Social Class & Poverty in the US"

<https://www.youtube.com/watch?v=c8PEv5SV4sU>

## Week 5

\*\*\*September 20 Quiz 2 Due\*\*\*

### September 21 (Film)

Watch *Inequality for All*

<https://video-alexanderstreet-com.libproxy.berkeley.edu/watch/inequality-for-all-2>

\*\*\* September 22 Marx/Engels and Durkheim paragraphs due\*\*\*

## September 23

### Assigned Readings

- 1) Claude S. Fischer et al., excerpt from *Inequality by Design*, “Why Inequality?” and “How Unequal”: America’s Invisible Policy Choices”

**\*\*\* September 27 FIRST MIDTERM ESSAY due\*\*\***

## Week 6

### September 28

#### Assigned Reading

- 1) Joseph Stiglitz, “The One Percent’s Problem”
- 2) Richard Wilkinson and Kate Pickett, “The Science Is In: Greater Equality Makes Societies Healthier and Richer”

### September 30

#### Assigned Reading

- 1) Kathryn Edin and H. Luke Shaefer, Introduction and Chapter 2 from *\$2.00 A Day*
- 2) Liz Alderman and Steven Greenhouse, “Living Wages, Rarity for US Fast Food Workers, Served Up in Denmark”

#### Recommended Reading

- 1) Anthony Giddens et al., “Poverty in the United States”

## Week 7

### October 5

#### Assigned Reading

- 1) Raj Chetty, “The Fading American Dream”
- 2) Gareth Cook, “Raj Chetty’s American Dream”
- 3) Justin Wolfers, “Why the New Research on Social Mobility Matters”
- 4) Eduardo Porter, “Education Gap Between Rich and Poor Is Growing Wider”

### October 7

#### Assigned Reading

- 1) Jay MacLeod, excerpt from *Ain’t No Makin’ It* (section on Gintis and Bowles and Bourdieu)
- 2) Annette Lareau, “Unequal Childhoods: Class, Race, and Family Life”
- 3) Daniel Markovits, “Meritocracy’s Miserable Winners”
- 4) Melinda Anderson, “Why the Myth of Meritocracy Hurts Kids of Color”

**\*\*\*October 11 Quiz 3 Due\*\*\***

## **Module 3: Race, Space, and Social Policy**

### **Key ideas:**

Race as a social construction  
Racial hierarchies:  
    White privilege  
    Racism/Anti-racism  
Institutional discrimination:  
    Residential segregation  
    Unequal schooling  
    Unequal employment opportunities  
Racial/ethnic wealth inequality  
Ethnicity  
Immigration  
Racism in education

## **Week 8**

### **October 12**

#### Assigned Reading

- 1) Natalie Angier, “Do Races Differ? Not Really, Genes Show”
- 2) Matthew Desmond and Mustafa Emirbayer, “Race in the 21<sup>st</sup> Century” pp. 2 – 26, 30 - 37

### **October 14**

#### Assigned Reading

Matthew Desmond and Mustafa Emirbayer, “The Invention of Race” pp. 38-79  
(This is a very dense chapter! Think of it as a resource to be reviewed multiple times.)

**\*\*\*October 18 Data/reflections on home community/school due\*\*\***

## **Week 9**

### **October 19**

#### Assigned Readings

- 1) Stephen Menendian et al., “The Roots of Structural Racism”  
<https://belonging.berkeley.edu/roots-structural-racism>
- 2) Richard Rothstein, “Washington Forced Segregation on the Nation”
- 3) Tracy Jan, “Redlining was banned 50 years ago. It’s still hurting minorities today”
- 4) Ariel Jao, “Segregation, School Funding Inequalities Still Punishing Black, Latino Students”

#### Recommended Reading

Matthew Desmond and Mustafa Emirbayer, “Housing,”

The most relevant section is pp. 153 – 172 (top). If a subsequent section describes the type of community where you live, e.g., ethnic enclave, suburbia, read that section more carefully

#### Recommended Resource

(Radio Broadcast) “Why America’s Schools Have a Money Problem.” Check out this broadcast as well as other episodes in the NPR series on issues affecting public schools.  
<http://www.npr.org/series/473636949/schoolmoney>

## October 21

### Assigned Readings

- 1) Matthew Desmond and Mustafa Emirbayer, “Economics” pp. 116 – 141
- 2) Lisa Dettling et al., “Wealth-Holding by Race and Ethnicity”

### Recommended Reading

- 1) Richard Fry and Rakesh Kuchlar, “How Wealth Inequality Has Changed. . .” Pew Foundation <http://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/>

**\*\*\* October 25 SECOND MIDTERM ESSAY due\*\*\***

## Module 4 Intersectionality: Race/Ethnicity, Class, Gender, Sexuality

### Intersectionality

Social constructions of femininity/masculinity

Gender as a raced and classed construction

Intersectionality and education

## Week 10

### October 26

#### Assigned Readings

- 1) Review Desmond and Emirbayer on intersectionality (p. 14 of “Race in the 21<sup>st</sup> C”)
- 2) US Department of Education Office for Civil Rights, “Data Snapshot: School Discipline”
- 3) Michael Kimmel, “The Gendered Classroom”

### October 28

#### Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 1-4

#### Recommended Reading

Victor Rios, “From Culture of Control to Culture of Care” (conclusion from *Human Targets*) (posted on B-course)

**Friday, October 30 Last day to change grading option (letter grade or P/NP)**

**\*\*\*November 1 Quiz 4 Due\*\*\***

## Week 11

### November 2

#### Assigned Reading

- 1) Guadalupe Valdés, “Con Respeto”
- 2) Mariela Rodriguez, “‘But They Just Can’t Do It’: Reconciling Teacher Expectations of Latino Students”
- 1) Anthony Giddens et al. “Sociological Questions” (pp. 18-31)  
Introduce Final Research Project

## **November 4**

### Assigned Reading

- 1) Patricia Gandara, “Overcoming Triple Segregation”
- 2) Julie Bettie, “How Working-Class Chicas Get Working Class Lives”

### Suggested Reading

- 1) Review pp. 61 – 64 in Desmond and Emirbayer “The Invention of Race”

**\*\*\*November 8 Academic Literature Search Articles due\*\*\***

## **Week 12**

## **November 9**

### Assigned Reading

- 1) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’”
- 2) Samuel Museus and Peter Kiang, “Deconstructing the Model Minority Myth. . .”
- 3) Phys.Org. “Study: Asian Americans Are Not Viewed as Ideal Leaders”
- 4) Karthick Ramakrishnan and Jennifer Lee, “Despite what you might have heard, Asian American CEO’s are the exception, not the norm”

### Suggested Reading

- 1) Review pp. 67 – 69 in Desmond and Emirbayer “The Invention of Race”

## **November 11**

NO CLASS (Veterans’ Day)

**\*\*\*November 15 Quiz 5 Due\*\*\***

## **Week 13**

## **November 16**

### Assigned Reading

- 1) C.J. Pascoe, *Dude You’re a Fag*, chs. Intro, 2, 3

## **November 18**

### Assigned Reading

- 1) C.J. Pascoe, *Dude You’re a Fag*, ch. 5
- 2) Jane Brody, “Gay or Straight, Youths Aren’t So Different”
- 3) Jan Hoffman, “Gay and Lesbian High School Students Report ‘Heartbreaking’ Levels of Violence”

## **Week 14**

**\*\*\* November 22 Draft of Research Prospectus due\*\*\***

**November 23 Thanksgiving Break NO CLASS!**

**Module 5: A Better Society?****Key ideas:**

Importance of social solidarity

Collective action and the “sociological imagination”

Social justice and social policies

**Week 15****November 30**

Assigned Readings

- 1) Robert Reich, “What Happened to the American Social Compact?”
- 2) Brett Johnson et al., “Creating a More Just and Sustainable World”
- 3) John Lewis, “Together, You Can Redeem the Soul of Our Nation”

**December 2**

Catch-up and Review

**December 7 and 9 (Study Week) TBA**

**\*\*\*December 10 (Friday) Quiz 6 Due\*\*\***

**\*\*\* December 14 (Tuesday) Research Prospectus due\*\*\***

**\*\*\*December 16 Last Day to Submit Extra Credit\*\*\***