

DEPARTMENT OF SOCIOLOGY
SPRING 2013 UNDERGRADUATE COURSE DESCRIPTIONS
 January 29, 2013

- Please see the Spring 2013 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2013 *Online Schedule of Classes* first appeared.
- Students are strongly advised to read the last 2 pages of this handout on “Important Information and Tips for Sociology Enrollment.” It will answer many questions about how the Sociology Department handles enrollment in its undergraduate courses, both on TeleBEARS and once classes begin.
- Sociology 101, 102, 185, 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/special-enrollment-procedures-seminars-other-sociology-courses>
- Enrollment limits are provided to give you an idea of the approximate size of each class and are tentative and subject to change at any time. These limits are based on seating capacity and/or funding available for GSIs or Readers.

Sociology 1	Tom Gold	Enrollment Limit: 360
MW 9-10	155 Dwinelle	

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

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

Sociology 3AC	Brian Powers	Enrollment Limit: 195
MWF 1-2	4 LeConte	

NOTE: Meets American Cultures requirement. Students who have taken Soc 1, 3, or 3A will not earn credit for Soc 3AC.

PRINCIPLES OF SOCIOLOGY: Sociology 3AC offers a general introduction to sociology---the study of the social institutions, organizations and social relations that shape our lives and life chances. Beginning with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements, the class then explores these sociological principles through concrete studies of class, race, gender and sexual inequality. The class concludes by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.

Sociology 5	Heather Haveman	Enrollment Limit: 200
TTH 5-6:30	145 Dwinelle	

EVALUATION OF EVIDENCE: This course will show you how to think about and do social research. Social research is commonly used to introduce and support, or challenge and discard, public policies in all societies. Your life as a citizen is shaped by people who argue that “the evidence shows” that we should abolish affirmative action, reinstitute the draft, eliminate welfare, establish markets for air pollution, keep abortion legal, and so on. Our task in this course is to learn how to treat those claims with the skepticism

they deserve, without falling into the despairing conviction that since data can be used to prove anything, any kind of data is as good as any other. This course will not give you deep proficiency in any single research method; instead, it will give you an overview of the tools used by social scientists and a sense of what distinguishes good research from bad. By the end of the semester, you will be able to assess the soundness of research by evaluating research designs and data-collection strategies in light of research questions and theory. With these skills, you will be able to determine whether or not you agree with researchers' conclusions. And when you disagree, you will be able to articulate why.

Sociology 101 (Formerly 101A)	Dylan Riley	Enrollment Limit: 120
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TTH 2-3:30	50 Birge
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*Note: The only students who will be able to add during Phase I are declared Sociology seniors (with 90 or more completed units). In Phase II, declared Sociology juniors (with a minimum of 60 completed units) will be able to add the course. Sophomores and intended majors must waitlist. We will begin processing the waitlist after Phase II ends on **January 13th**. Intended seniors have priority off the waitlist, then intended juniors, then declared and intended sophomores. There is a required discussion section which you must enroll in through Telebears. Sociology 101 will be offered again **Fall 2013**.*

SOCIOLOGICAL THEORY I: This course introduces "classical social theory" defined as the attempt to explain dramatic social structural change. We will address three exemplary approaches to this problem: dialectical (exemplified by Karl Marx), evolutionary (exemplified by Émile Durkheim) and contingent/comparative (exemplified by Max Weber). The course aims to teach students how each thinker's underlying theoretical assumptions produces a different account of change. Students will be evaluated on the basis of a mix of writing assignments, and in class examinations.

Sociology 102 (Formerly 101B)	Cihan Tugal	Enrollment Limit: 200
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TTH 2-3:30PM	A1 Hearst Annex
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*Note: Restricted to students who have completed 101 or 101A by the end of **Fall 2012**. Students should add to the course directly and enroll in a discussion section no later than the end of Phase II, **January 13th**. Anyone who is not eligible for the course because they have not completed Soc101 will be dropped.*

SOCIOLOGICAL THEORY II: In this course, we will discuss the works of major theorists of the 20th century, their analyses, the methodologies they use and their social prescriptions. How do they study social processes? What are their major findings and arguments? How does the social world work? How can society, if such a thing exists, be improved? We will look at how functionalists, symbolic interactionists, poststructuralists, neo-Marxists, and practice theorists have answered these questions in conflicting ways.

Sociology 103	Loic Wacquant	Enrollment Limit: 15
TH 4-7	107 Mulford	

ADVANCED STUDY IN SOCIOLOGICAL THEORY - PIERRE BOURDIEU AND CLASSICAL SOCIAL THEORY: This course is designed for upper-division sociology majors with a strong background and interest in the topic who intend to pursue graduate studies in the social sciences. It explores the work of Pierre Bourdieu both in its internal thematics and conceptual economy and in its relation to key strands of classical and contemporary social theory: Marx, Weber, Durkheim and Mauss, structuralism and Lévi-Strauss, phenomenology and Merleau-Ponty, the ordinary language philosophy of Wittgenstein and Austin, and the historical epistemology of Gaston Bachelard and Georges Canguilhem. The agenda is to get a solid understanding of the core concepts (habitus, capital, field, doxa, symbolic

violence) and basic parameters of Bourdieu’s “social praxeology” and, in the process, learn how to think our way around the central dichotomies of sociological theory: object versus subject, structure versus agent, body versus mind, reason versus emotion, the material versus the symbolic, explanation versus interpretation, rationalism versus historicism, etc.

Sociology 106	Leo Goodman	Enrollment Limit: 15
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T 4-6	475 Barrows
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QUANTITATIVE SOCIOLOGICAL METHODS: In this course we will cover various topics in quantitative sociological research methods, particularly the statistical reasoning and methods used in the analysis of social data. Recommended for undergraduate students who may be considering the possibility of going on either to (a) graduate work in sociology and/or related fields, or (b) other work leading toward a career in sociology and/or related fields. For additional information, phone 642-5988 or 843-6013.

Sociology 110	Linus Huang	Enrollment Limit: 100
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MWF 11-12	160 Kroeber
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ORGANIZATIONS AND SOCIAL INSTITUTIONS: *Searching for Organizational Rationality, in theory and practice.* The calamities of NASA, the effectiveness of the university, the success of startups, the mortgage foreclosure crisis and the near collapse of the financial system, the diffusion of popular culture, the challenges of the education and the health care systems, the ambiguous successes of national security strategies, and the distribution of advancement opportunities to the genders and the races all reflect social processes we explore in sociological studies of organizations and the real, emerging or potential rationality in their formal frameworks and working assumptions. We look at how organizational sociology offers insights into the principles shaping systems and networks of cooperation in numerous areas from carrying through complex work, maintaining social relations, exercising power, and constructing opportunities for diversion and pleasure. Scholarly and critical debates about the basis, degree, and qualities of the rationality found in real world organizations, the dilemmas and challenges they face, and the strategies they deploy to thrive and survive are at the center of this course. Alongside readings from theories, classical and contemporary studies, and illustrative videos, course members will develop and apply concepts and techniques of organizational analysis through the stages of a guided, in-depth, semester-long field-study of the work and survival strategies of an organization of their choice (e.g., a workplace, business, non-profit, social movement, administrative office, student group). Collaborative work is encouraged; classroom time is available for reporting on research, solving analytical puzzles, and linking data to course themes and scholarship.

Sociology 111	Mary Kelsey	Enrollment Limit: 130
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TTH 8-9:30	160 Kroeber
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SOCIOLOGY OF THE FAMILY: This course will examine major elements in the complex relationship between families and larger social forces. Rather than assuming a universal model of the family (sometimes seen as the “building block” of society) we will look at families as diverse social entities that are supported or constrained by economic factors, gender ideologies, racial inequality, sexual norms and cultural changes—including those brought through immigration. Once we understand how forces of social inequality play out within families in general, we can better understand the dynamics within individual families. With insights into social and institutional influences on American families, we can better imagine a variety of political, economic and cultural reforms that would truly support families in their diverse forms.

Sociology 113	Jerry Karabel	Enrollment Limit: 40
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M 4-7	104 Barrows
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SOCIOLOGY OF EDUCATION: This course will examine the relationship between education and society. While it will deal primarily with the United States, it will also examine aspects of education in other countries. Particular emphasis will be placed on explaining the “achievement gap” -- the gap in

educational achievement between nations and between races and social classes. The ultimate goal of the course is to enable students to think critically about education as a social institution; towards this end, we will examine current efforts to reform the American educational system.

Sociology 114	Andy Barlow	Enrollment Limit: 100
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TTH 2-3:30	9 Lewis	
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SOCIOLOGY OF LAW: 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. Throughout, attention will be given to class, race and gender issues in the construction of law and its impact on American society. Course requirements include class participation, two midterms, a final exam and a final paper.

Sociology C115	Laura Nathan	Enrollment Limit: 200
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TTH 5:30-7	100 GPB	
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SOCIOLOGY OF HEALTH AND MEDICINE Examination of the social, cultural, and structural contributions to health, illness, and health care. Specific topics to be addressed include: 1) Providers and patients—the impact of culture, roles, and relationships; 2) the correlates of health (e.g., sex, race, etc.), health disparities, and factors impacting access to care; 3) social meanings and experiences of illness; 4) the organization of health care delivery systems and associated patient outcomes; and 5) attempts to reform the U.S. health care system, with special attention to the Patient Protection and Affordable Care Act.

Sociology 116	Linus Huang	Enrollment Limit: 130
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MWF 2-3	159 Mulford	
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SOCIOLOGY OF WORK: This course will provide an overview of questions concerning the world of work and how sociology goes about answering them. These questions include: what types of jobs are there in the U.S. and how has the occupational structure changed over the last quarter century? How are job seekers “matched” to jobs? How are careers shaped? How are our lives in the workplace ordered in terms of authority relations, what tasks we perform, the role of technology, and the experience of time? How do our lives *at* work shape our lives *outside* work? Other topics addressed include organized labor, globalization, the role of the educational system in workforce preparation, and the role of the financial world in shaping the working world (“how Wall Street affects Main Street”).

Sociology 120	Neil Fligstein	Enrollment Limit: 100
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TTH 2-3:30	20 Barrows	
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ECONOMY & SOCIETY: Economic sociology is concerned with all aspects of material life including the organization of production and consumption, households, labor markets, and firms. In the past 25 years, sociologists have critiqued the discipline of economics from the point of view of observing that all forms of economic transactions are embedded in social relations. Culture, politics, networks, and social structure are the bits out of which all market relationships are formed. Markets cannot function without governments, law, common understandings, networks, and the invention of cultural tools to structure transactions and trust. Changes in labor and product markets in the past 35 years in the U.S. have generally worked in two fundamental but contradictory directions. First, capital has generally trumped the power of labor resulting in more income and wealth inequality and less stable working conditions for most people. But at the same time, these changes have created new products, new forms of communication, and pushed forward worldwide economic growth. The class begins by considering how

scholars have used these sociological perspectives to understand how capitalist societies are organized, how product and labor markets work, and how these have changed over time. We apply these understandings to contemporary America and how to think about economic globalization. The class intensively studies the current financial crisis as a case study in the limits of economics and propose a more sociological way to make sense of what has happened.

Sociology 121	Szonja Ivester	Enrollment Limit: 300
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M 6-9	F295 Haas
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INNOVATION & ENTREPRENEURSHIP: The basic premise of this class is that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to entrepreneurship as a practical enterprise. This perspective, while popular in the early twentieth century, has gotten steadily lost in the entrepreneurial fervor of the 1980's 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 various ways in which the social sciences have provided fresh new insights into entrepreneurial behavior by placing innovation in its broader social, cultural, and cross-national contexts. Additionally, we will also look at entrepreneurship from the perspective of a much wider range of actors (classes, genders, racial and ethnic groups) than is typically done by the business community. By the end of the semester, you should have a firm grasp of what entrepreneurs do (the usual purview of modern business schools), as well as the causes of entrepreneurship and its cumulative effects.

Sociology 124	Sandra Smith	Enrollment Limit: 100
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TTH 8-9:30	101 LSA
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SOCIOLOGY OF POVERTY: Why, in the midst of great affluence, are people poor, and in some cases, persistently so? Social scientists have put forth a number of explanations—culture of poverty and dependency, macroeconomic conditions, changing demographic trends, too much government coddling, not enough government intervention... These are just to name a few. This semester we will examine these explanations and interrogate their central assumptions. In the process, students will become informed about the likely causes of poverty amidst affluence, as well as what society needs to do to address this seemingly intractable problem.

Sociology 127 (Formerly 172)	Crystal Chang	Enrollment Limit: 121
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MW 4-5:30	160 Kroeber
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NOTE: Students who completed Soc 172 in a past semester will not earn credit for 127.

DEVELOPMENT AND GLOBALIZATION:

This course serves as an introduction to the Sociology of Development and Globalization. We will examine both current and past events with international political, social and economic ramifications, as well as theories that seek to provide systematic explanations for the situation in different regions and countries. The course material is divided into four sections: First, we will compare and contrast a number of different theories that seek to provide general explanations for world development. This also includes the nature of relations between dominating world economies and the developing world. We will examine specific topics, problems and policy issues and apply the different theories to explain these phenomena. Second, we will trace the development of interstate economic developments and interactions. Third, we will examine problems and advancements with regard to migration and regional integration. Fourth, we will focus on challenges of development, conflicts, violence, malnutrition and other current problems. Possible solutions and advancements are discussed.

Sociology 130AC	Joanna Reed	Enrollment Limit: 130
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TTH 2-3:30	2060 Valley LSB
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SOCIAL INEQUALITIES – AMERICAN CULTURES: This course explores the causes and

consequences of inequality in the U.S. We will begin by discussing concepts and theories scholars use to understand and measure different forms of inequality and explain its persistence. We will then turn to the main mechanisms and institutions important in structuring inequality in the U.S., including education, labor markets, welfare policy and family structure, residential segregation and neighborhoods, health and the environment and the criminal justice system. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class and gender. This course satisfies the American Cultures requirement.

Sociology 133	Raka Ray	Enrollment Limit: 100
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TTH 3:30-5	160 Kroeber
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SOCIOLOGY OF GENDER: This course will bring together feminist theories, history, and institutional analysis to arrive at a better understanding of how gender is organized for and experienced by various groups of women and men. In order to do this we will first examine theories, both past and present, which have been called upon to explain gender and “gender differences”. Are gender differences just natural? If not, how do we explain them? Is the main gender difference that of power? If so, how is that power qualified by race and class and geopolitics? The exploration of key institutions such as the family, state and workplace will give us an understanding of the social, economic and cultural factors that shape our lives as men and women. We will ask how these forces and institutions affect groups of women and men, (working class and middle class, first world and third world, white and non-white) who are differently placed within them. I hope you will get out of this class not only an understanding of the way gender operates in our daily lives, but also the ability to read, think and write critically about the social world you inhabit. Course requirements include a mid-term, 2 short papers and a final examination.

Sociology 136	Joanna Reed	Enrollment Limit: 100
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TTH 11-12:30	3 Leconte
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URBAN SOCIOLOGY: This course is an introduction to urban sociology. The first part of the course will examine the history of urbanization, theories about how cities are socially and spatially organized, and the relationships between them. In the second part of the course, we will examine urban experiences and lifestyles. The third part of the course focuses on problems commonly thought of as “urban”—persistent poverty, housing, neighborhoods and residential segregation, crime and gangs and governance.

Sociology 140	Laura Enriquez	Enrollment Limit: 50
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TTH 9:30-11	56 Barrows
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POLITICS AND SOCIAL CHANGE: This course will focus on the relationship between society and politics, through a study of the interrelationship between economic development, social relations, and politics. In the process we will examine how class, race, ethnicity, and gender interact with political culture, ideology and the state. One expression of this interaction is engagement in political behavior, which takes diverse forms ranging from voting to participation in social movements. Our analysis of these forms of political behavior and the larger question of state/society relations will be comparative in nature, exploring the variations that exist between different regions of the world and between distinct social systems.

Sociology 148	Cybelle Fox	Enrollment Limit: 130
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TTH 11-12:30	159 Mulford
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SOCIAL POLICY: During the last four decades economic inequality in America has been rapidly increasing. Yet where most rich democracies use redistributive social policy to mitigate inequality, the United States has done less than any other rich democracy in this regard. In this class, we will examine American policy responses to poverty and inequality and evaluate different theories about why the response has been so weak. We will pay particular attention to the role of public opinion, interest groups, race and class relations, social movements, and the state in explaining the scope, form, and function of

American social welfare provision.		
Sociology 160	STAFF	Enrollment Limit: 195
MWF 10-11	100 GPB	
SOCIOLOGY OF CULTURE:		
Sociology 166	Timothy King	Enrollment Limit: 150
M 2-5	50 Birge	
<p>SOCIETY AND TECHNOLOGY: The rise and widespread diffusion of information and communications technologies (ICT's) have led many to declare ours an "information society". We will examine how ICT's have transformed various aspects of our society, including how we work, how we produce and consume goods, and how we form communities. In parallel to this, we will investigate what forms of inequality are characteristic of the information society and weigh this against popular notions of the democratizing potential of ICT's. Our broad objective will be to understand ICT's as embedded within social and institutional processes—i.e., sociologically—rather than as prescribing a technologically determined path for society, be that path utopian or dystopian.</p>		
Sociology 167	Timothy King	Enrollment Limit: 400
W 5:30-8:30	2050 Valley LSB	
<p>VIRTUAL COMMUNITIES/SOCIAL MEDIA: This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of computers and computer network communication. We will explore the subjects social and economic change due to the internet – the internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.</p>		
Sociology 180C	Szonja Ivester	Enrollment Limit: 130
T 5-8	159 Mulford	
<p>COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: CULTURE: What kind of society do we live in? What does it even mean to talk about a "kind" of society? This class will explore differences between post-industrial societies through a systematic comparison of America with European countries in the domain of culture. Throughout the semester we will focus on three basic themes: (1) in a context of "hyper-capitalism," America is exceptional in its heavy reliance on the market as a way of regulating social life; (2) in this "land of opportunity," the American Dream is under threat by the endurance of social and economic inequalities; and (3) in this oldest and most stable of the world's democracies, political institutions show considerable weakness in that they tend to ignore citizen organization and undermine broad-based involvement in governance. In each of these clusters, there are common claims made, namely that America is exceptional and that reliance on individual initiative and the free market are the best way to confront and solve contemporary social problems. We will critically explore these claims and contrast them to feasible alternative visions that are currently emerging in Europe: Is Europe's vision of the future quietly eclipsing the American Dream?</p>		
Sociology 189	Szonja Ivester	Enrollment Limit: 175
TTH 12:30-2	50 Birge	
<p>THE GLOBAL ELITE: F. Scott Fitzgerald once remarked that the elite are different from you and me. This is especially true for the new global super-elite. No longer restricted by the boundaries of traditional nation states, this century's rich and famous are making their mark felt on our globally connected society</p>		

in a singularly potent way. Who are these people? In what ways are they different from the rest of us? How did they become so powerful? Are there connections and interactions among them? And how do they shape our global economic policy, culture, and intellectual life? These are some of the questions that we will explore during the semester. Along the way, we will familiarize ourselves with both traditional and new elite theories, examine contemporary empirical evidence on the rise of the new global plutocracy, and think about the long-term implications of this phenomenon for inequality, culture, and society.

Sociology 190 Seminars: Instructions

Enrollment in Sociology 190 seminars is done manually in order to ensure placement for those who are graduating seniors in the Sociology major and those considered high priority in needing to fulfill this major requirement. However we are usually able to accommodate most students in the major.

THE PROCEDURES ARE AS FOLLOWS:

- 1) Review the course descriptions for the 190 seminars and identify the courses you are interested in.
- 2) Complete the Sociology 190 Enrollment Form online at:

https://www.surveymonkey.com/s/soc190_spring2013

** Be sure to submit form by or before **DECEMBER 7, 2012**. You can submit this form BEFORE adding to the waitlist. Please note: enrollment forms will continue to be reviewed on a rolling basis until the end of Phase II.

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

4) During Phase II, add your name to the wait-list on Tele-BEARS for the seminar you were admitted to and/or are interested in taking. However you must be sure you have also completed an on-line enrollment form at the link provided above under item #2. You will be officially added into the course from the wait-list before it meets during the first week of school. **In order to retain your placement, you must attend the seminar class during the first 2 weeks of instruction or you will be dropped from the course.**

5) We will admit up to ~75% of the available space in each seminar, prior to classes beginning. Students will get an email informing them of their seminar placement in January.

Priority is given to declared sociology majors who have not satisfied the seminar requirement – Sociology graduating seniors first, then Sociology seniors graduating the next semester, etc..

6) After the first class meeting, the remaining seats (~5 seats) available in each seminar will be filled with students who are attending the class and meet the priority groups listed above in item #5.

Sociology 190.001	Neil Fligstein	Enrollment Limit: 25
TH 4-6	402 Barrows	

FINANCIALIZATION AND GLOBALIZATION: It is difficult to escape the impression that we live in a world dominated by finance. Financial news dominates the business press. The management of American corporations, large and small, is driven by Wall Street criteria. As consumers, we are now expected to have sufficient financial literacy to manage our health care, our retirements, and our household expenditures. The recent financial crisis has demonstrated how financial machinations have superseded any other productive activity in the U.S. economy. This course explores how the financial sector of the economy, the financialization of corporations, and the financialization of everyday life in the past 30 years has evolved. We also consider how finance has gone global and how it now dominates life in Western Europe and Asia and is at least part of what we mean what we use the term globalization. This class is run as a seminar and students are expected to read, present, and produce a research paper over the course of the semester.

Sociology 190.002	Tom Gold	Enrollment Limit: 25
W 10-12	203 Wheeler	

GLOBALIZING CHINESE SOCIETY: This seminar will examine different aspects of China's 3-plus decades of opening its economy and society to the forces of globalization. This includes the impact of globalization on China as well as China's impact on global society. We will review theories of globalization before turning to the China case. For China, we will cover topics such as: China's experience with imperialism; the post-Mao reforms; China as a site in the global production chain; the environment; social structure; popular culture; hard and soft power; Chinese abroad and foreigners in China; International Non-Governmental Organizations; China's role in international organizations; and political change. Students will make presentations on the readings and turn in two 2-3 page essays on the readings. Each student will write a 15-20 page research paper on a topic of their choosing in consultation with the instructor. Although there is no prerequisite, priority will be given to students have taken a course on some aspect of Chinese history, society or politics.

Sociology 190.003	Jenny Carlson	Enrollment Limit: 25
TH 2-4	475 Barrows	

SOCIOLOGY OF VIOLENCE: While scholars such as Steven Pinker show that historically speaking, we live in times of exceptional peace, today's societies are far from 'nonviolent'. This course unpacks the social life of violence, especially how individuals, groups and institutions engage in, and are subject to, violence. Our weekly discussions will situate contemporary examples in their broader social and historical context, including but not limited to: the shooting of Trayvon Martin and the politics of self-defense; the decriminalization of domestic violence in Topeka, KA; urban gangs as 'quasi-governments'; police repression of the Occupy movement; and the Arab Spring. The course content will organized as follows: After taking a broad, global-historical view of violence as a social phenomenon, we will interrogate legitimate violence (war, policing and self-defense), particularly the raced, gendered and classed processes through which violence becomes legitimated versus criminalized. We will then turn to violent crime, with particular attention to the ways in which social inequalities are expressed and sustained through illegal, illegitimate and/or deviant violence. Finally, we turn to revolutionary violence and insurrection and the paradoxes of peaceful political orders that are 'birthed in blood,' circling us back to our initial questions surrounding legitimate violence. Throughout the course, we will pay special attention to the tensions between violence and nonviolence; legitimate versus illegitimate force; and exceptional violence versus everyday violence.

Sociology 190.004	Loic Wacquant	Enrollment Limit: 25
TH 12-2	402 Barrows	

PUNISHMENT AND IMPRISONMENT IN CONTEMPORARY SOCIETY: This course is a selective inquiry into punishment as a social institution standing at the crossroads of (i) social inequality and solidarity, (ii) authority and the state, (iii) economy and the labor market, and (iv) culture and morality. We first outline the major theoretical approaches to penalty derived from Emile Durkheim, Karl Marx, Jeremy Bentham, Max Weber, Norbert Elias and Michel Foucault, as well as from positivist, functionalist, and interactionist criminologies. We draw on these conceptual resources to examine imprisonment as the preeminent form of punishment in modern society and to probe the social causes, functions, and consequences of the turn to hyperincarceration made by the United States in the post-Civil rights era and of the widening of the "penal net" in other advanced societies after the breakup of the Keynesian-Fordist social compact.

Sociology 190.005	Siri Colom	Enrollment Limit: 25
M 4-6	115 Kroeber	

VISUALIZING THE CITY: In this class we begin to analyze the ways in which urban spaces have been

visualized. We address this through the way the city is understood by social theorists, urban planners, and politicians, through the use of maps, photography and film, and other forms of representing the city. Grounded in the urban sociological literature, this class addresses the ways in which, how we visualize the city is fundamental to how we understand the city: its social “problems” and the corresponding ‘solutions’, its relationship viz a viz the rural as well as the suburbs, how we picture and incorporate newcomers, the way we visualize the ‘others’ translates into residential patterns (gated communities and ghettos), and how politics around these ideas occurs at the street level. Our visions of the city are not merely reflections of a material reality, but are also productive, that is the spaces we see and the corresponding images we create continue to produce (ideas, solutions, etc) long after they’ve been made.

Sociology 190.006	Emily Brissette	Enrollment Limit: 25
W 10-12	475 Barrows	

THE OCCUPY MOVEMENT: In Fall 2011 the Occupy movement exploded. Occupy represented itself as the movement of the “99 percent,” who were striking back against the wealthy and privileged “1 percent” and their systems of institutionalized oppression and inequality. With its trademark tent cities and general assembly meetings, Occupy inspired many and seized public attention in a way that had not been seen in years. The movement was most visible in major American cities such New York, Portland, and Oakland, but Occupy popped up across the United States and even began to spread across the globe. Through this course we will examine the events that have transpired and begin to think about them critically and sociologically. We will consider how Occupy relates to existing theories about social movements and politics, and compare it to historical examples such as the Paris Commune and the Civil Rights Movement. We will also construct a dialogue between social science interpretations, the perspectives of those inside the movement, and our own empirical investigations. Students will generate a portion of the course material by conducting independent research projects, which will be based on the vast pool of available online material (news articles, blog postings, videos, movement-produced documents, etc.) pertaining to the movement. Through these various lenses, we will begin to make of Occupy.

Sociology 190.007	Sarah Minkin	Enrollment Limit: 25
W 2-4	115 Kroeber	

GENDER, WAR AND THE MILITARIZATION OF SOCIETY: Every day in the news we hear the new developments of multiple wars and long-term conflicts around the planet, from Iraq and Afghanistan to Darfur and the Congo. In this course, we will study the relationship between gender and war, looking at the constructions of gender that underlie the news. We’ll study the gendered effects of war – how men’s and women’s lives are shaped by war and how our notions of what men and women are supposed to be are themselves shaped by violent conflict. Through a critical look at the near-universal associations between masculinity and violence on the one hand and femininity and nurturing on the other, we’ll study the ways in which gender roles and identities are constructed and maintained in the service of a military-oriented society, through a process called militarization.

Sociology H190B.001	Sam Lucas	Enrollment Limit: 15
T 12-2 PM	180 Barrows	
Sociology H190A.002	Mary Kelsey	Enrollment Limit: 15
T 12-2 PM	129 Barrows	

Note: Only students who have taken Sociology H190A are eligible to enroll in Sociology H190B.

SENIOR HONORS THESIS SEMINAR: This is the second semester of a two-semester sequence in which each student will complete a senior honors thesis. During the semester students will research and write an honors thesis, based on the prospectus prepared in H190A.

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

Deadline to submit DE-Cal course proposal for Spring 2013– November 2, 2012

Deadline to submit Independent study applications for Spring 2013_ February 8, 2013

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. Application requires faculty sponsorship and approval of the Department Chair, which can take up to two weeks. Once the Chair's approval is received, the student will be given a course control number in order to add the course via Tele- BEARS. Applications are available outside 450 Barrows.

Important Information and Tips for Sociology Enrollment

Enrolling for Sociology Courses on TeleBEARS:

- **Phase I:** All upper division sociology courses are **open only to officially declared sociology majors**. **Phase II:** Most courses will have some space open to undeclared and outside majors on a first-come, first-served basis in Phase II only, depending on space availability and demand from sociology majors. **Students who are prepared to declare the sociology major should do so as soon as possible**, to gain priority for sociology courses.
- In Phase II, we reserve a small number of seats in most of our upper division sociology courses for **Social Welfare, American Studies and ISF majors** who rely heavily on sociology courses for completion of their major requirements.
- Soc 1 and Soc 5 have large blocks of seats reserved for sophomores and juniors who need these courses to declare the sociology major. Enrollment in Soc 3 and 3AC is first-come, first-serve and is a course that should not be taken by intended sociology majors.
- If you are a declared sociology major, you can simply enroll in sociology courses on TeleBEARS either in Phase I and/or Phase II. **Some courses may fill up entirely with sociology majors in Phase I or the early part of Phase II**, particularly smaller courses (less than 100 spaces). Thus it is advisable to make those courses a Phase I priority. We do not reserve space for sociology majors during the Adjustment Period, but they are usually given priority off the waitlist as space opens up.
- Most courses have just a lecture course to enroll in. Some courses have **required discussion sections**. If so, students must first enroll in a section before they can enroll in the lecture during pre-enrollment. However, section enrollments for Soc 101/102 are not handled on TeleBEARS, and there is a form to fill out at the first class meeting that is used to assign students to sections.
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101, 107A, 185, 190, H190A, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, November 2, 2012. The deadline to submit applications for Spring 2012 Independent Studies is Friday, February 8, 2013. Go to: http://sociology.berkeley.edu/index.php?page=special_enrollment
- Students should check the General Catalog to be sure they have met the prerequisites for a sociology course and are prepared to succeed in it. In upper division sociology courses the prerequisite is usually Soc 1, 3, 3AC, or the consent of instructor. **TeleBEARS does not have the capability to check for prerequisites** and will still allow students to enroll, even if the prerequisite course is not listed on their transcript. Most courses are taught with the assumption students have completed the necessary course preparation, and students may have troubles with assignments without it.

Sociology Waitlists and Enrollment Changes Once the Semester Begins:

- Attendance at all class meetings, including discussion sections, is required during the first 2 weeks in all sociology courses. **Instructors usually drop students for nonattendance.** There is generally about a 20% drop rate in most upper division sociology courses, and a higher rate in lower division sociology courses. Students who cannot attend class because of a conflict should write a note to the instructor or GSI explaining why they missed class and that they intend to take it. **Students should never assume they have been dropped from a course,** and should always check on TeleBEARS to make sure they have or haven't been dropped from a course after the second week.
- **Waitlists in all upper division sociology courses do not open until Phase II.** Nobody, including declared sociology majors, can get on a sociology course waitlist during Phase I, except in Soc 101, 102 and the 190 seminars.
- **Students who are unable to enroll in a sociology course** should add themselves to the TeleBEARS waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is almost always off the TeleBEARS waitlist only. An instructor cannot add a student to the course in any other way. The University requires that students show intent to take a course by enrolling or adding themselves to the TeleBEARS waitlist. We generally 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; and 4) Concurrent Enrollment students. Further priority is usually given within each of these categories by class level--seniors first, then juniors, etc. and even further by the order those groups of students are listed on the waitlist. Instructors also tend to give priority to students attending class.
- **If there is a discussion section, admittance to the lecture depends on getting into an open section.** Students should attend as many sections as possible to find one with space and put themselves on the course wait list on TeleBears. Students not already enrolled in the lecture will be added off the TeleBEARS waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on TeleBEARS or BearFACTS, especially during the first 5 weeks of the semester and by the add/drop deadline at the end of the fifth week and the deadline to change grading option (10th week.). Students are responsible for ensuring their schedule is accurate. Changes due to instructor drops or adds off waitlists can occur without notification through the fifth week of the semester.