

DEPARTMENT OF SOCIOLOGY
SPRING 2015 UNDERGRADUATE COURSE DESCRIPTIONS
 February 2, 2015

- Please see the Spring 2015 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2015 *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, 121, 166, 167, 180C, 185, 189G, 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: 320
MWF 10-11	2050 Valley LSB	

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	Tiffany Page	Enrollment Limit: 195
MWF 10-11	10 Evans	

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 12:30-2	10 Evans	

EVALUATION OF EVIDENCE: People today are barraged by information – a torrent of facts, opinions, and analyses that appear in books, in newspapers and magazines, on radio stations, through television broadcasts, on computer screens, and on cell phones. The pressure to make sense of that information has never been greater. This course will improve your ability to evaluate much of that

information by showing you how to think about 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 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 102 (Formerly 101B)	Marion Fourcade	Enrollment Limit: 280
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TTH 9:30-11A	105 Stanley
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Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Fall 2014. Students should add to the course directly and enroll in a discussion section no later than the end of Phase II, January 11th. Anyone who is not eligible for the course because they have not completed Soc101 will be dropped.

SOCIOLOGICAL THEORY II: The second of two terms surveying fundamental ideas about modern society, via an examination of contemporary works in sociological theory. This course focuses more specifically on the social construction of the self. Readings include Simmel, Mead, DuBois, Schutz, Berger and Luckman, Garfinkel, Goffman, Fanon, Bourdieu, Foucault, Butler among others.

Sociology 103	Loic Wacquant	Enrollment Limit: 25
T 4-7	225 Dwinelle	

RESEARCH DESIGN AND SOCIOLOGICAL METHODS: PIERRE BOURDIEU AND CLASSICAL SOCIAL THEORY

Sociology 106	Leo Goodman	Enrollment Limit: 25
T 4-6	475 Barrows	

Note: This is a quantitative methods course. This course satisfies the seminar requirement in the sociology major.

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 108	Kristen Luker	Enrollment Limit: 15
TH 12-2	402 Barrows	

Note: This course counts for Sociology Capstone Experience/Seminar requirement.

ADVANCED METHODS: IN-DEPTH INTERVIEWING: All of us interview each other all of the time, whether we know it or not: “how was the movie?” “did you like that new restaurant?” Interviewing within the social sciences, however, has a different set of goals and procedures that in some ways mimic-- and in other ways radically depart from---the kinds of informal interviews most of us conduct on a daily basis. Interviewing in the social sciences has a long pedigree, and over the last century social scientists of all stripes have tried to formalize and operationalize the techniques and philosophies involved. In recent years, however, post-modernism has problematized much of the process of interviewing, with the

interview increasingly being seen as a “discursive” “performance” produced by the interviewer and the interviewee working together in a particular historical and social context. What does this mean for social scientists who wish to study social life as something other than “text?” How do we build theory in the face of post-modern critiques? What does postmodernism do to day-to-day interviewing? This course examines these issues both as epistemological and practical concerns, and seeks to teach students how to conduct research interviews in a reflexive and rigorous way.

Sociology 110	Linus Huang	Enrollment Limit: 195
MWF 12-1	145 Dwinelle	

ORGANIZATIONS AND SOCIAL INSTITUTIONS: Organizations are everywhere! We work within them, get an education within them, and buy other goods and services within and from them. Even when we're at home, our apartments/condos/homes are filled with products made by organizations. Also, our apartments/condos/homes are themselves likely constructed by, inspected by, and bought and sold (or rented, or leased) through organizations. But how do organizations behave? What are their objectives? What are the consequences of organizational behavior for people within them, or who procure goods and services from them? How can organizations be changed? A sociology of organizational behavior does two things. First, it draws our attention to the role that organizations play in society at all, as opposed to approaching society from the perspective of individual consumers (i.e., us) who choose between organizations, leaving the organization itself unexamined. Second, it adopts a *social* perspective that moves beyond an understanding of organizational behavior as a reflection of the behavior of individuals within organizations. The organizational world is vast and cannot be comprehensively surveyed within the course of a semester (or a lifetime). But to make the theoretical perspectives we will consider concrete, we will explore in-depth a select few organizational settings of special concern to us: the fast food industry, social movements, Corporate America, the federal government, and U.C. Berkeley itself.

Sociology 111AC	Mary Kelsey	Enrollment Limit: 195
TTH 8-9:30	145 Dwinelle	

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.

Sociol 113AC	Brian Powers	Enrollment Limit: 80
MWF 11-12	20 Barrows	

Note: Our course will be included in the new ACES (American Cultures Engaged Scholarship) program on campus, with a significant subgroup of students carrying out their field studies of learning venues through supervised and organized mentoring activities with several community partner sites participating in this new venture. ACES students will meet for an additional weekly study session about their work with mentees and community partners, integrating their course readings and required assignments with their work in the field. We anticipate offering additional study units to the ACES component participants.

SOCIOLOGY OF EDUCATION: "After learning about some tools of sociological analysis that have shaped research about the nature and effects of schooling, we will explore the logic of aspects of education as we have known and lived it in our times. One particular focus will be on reasons for gaps in achievement and attainment across income and racial groups in the US. We will look at ways concern about such educational disparities has shaped policy and practice in education. The course addresses the

development of the organization, curriculum, and instructional practices of schools under the influence of history, cultural values, and the social structure. Readings and students' course writings based on observations at learning venues of their choosing will enable them to look closely at how everyday practices of schooling reflect policies and the explicit and implicit goals of a society for education. We will identify ways schooling affects students' achievement alongside their personal and social identities, and thus, helps to shape the social order itself."

Sociology 114	Andy Barlow	Enrollment Limit: 130
T/TH 3:30-5	390 Hearst Mining	

SOCIOLOGY OF LAW: PLEASE CONTACT INSTRUCTOR

Sociology 115G	Laura Nathan	Enrollment Limit: 130
TTH 5-6:30	105 North Gate	

GLOBAL HEALTH AND SOCIAL JUSTICE: This course examines the social forces that promote and sustain illness throughout the globe and contribute to illness outbreaks becoming epidemics and pandemics. Emphasizing the central roles of poverty and politics in shaping health risks, disparities within and across nations are explored. With the understanding that health is, at core, a social justice issue, this course reviews policies and programs that attempt to address health problems, some of which have helped to alleviate suffering and some of which have caused additional harm. Specific topics of the course include: 1) food and water supply and quality; 2) the impact of natural disasters; 3) war and 4) the health of women and children.

Sociology 116	Joanna Reed	Enrollment Limit: 130
TTH 11-12:30	105 North Gate	

SOCIOLOGY OF WORK: This course will explore contemporary transformations of work and employment. We will consider the social organization of work and employment in the U.S. today, grounded in historical perspective, as well as how different types of work and workers are interconnected worldwide. Topics covered include classic and contemporary theories of work and employment, labor market processes and segmentation, workers' experiences, and the impact of market work on social organization and change.

Sociology 120	Neil Fligstein	Enrollment Limit: 125
TTH 2-3:30	159 Mulford	

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
M 5-8	2050 Valley LSB	
<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.</i>		
<p>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.</p>		
Sociology 124	Sandra Smith	Enrollment Limit: 100
MW 4-5;30	159 Mulford	
<p>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.</p>		
Sociology 127 (Formerly 172)	Tiffany Page	Enrollment Limit: 130
MWF 2-3	101 Morgan	
<i>NOTE: Students who completed Soc 172 in a past semester will not earn credit for 127.</i>		
<p>DEVELOPMENT AND GLOBALIZATION: In this course we will consider the various debates over development and globalization from post-WWII to the present, how the global economy and relationships between and within nations have changed during this period, the actors involved in shaping the nature of this change, and the social, economic and environmental outcomes of the prevailing way of conceiving of and structuring development and globalization. We will begin by examining the geopolitical context out of which the ideas of development and underdevelopment emerged, and how the concept was constructed. We will compare and contrast the different ways that Modernization theory, Dependency theory and World Systems theory explain this idea of underdevelopment, and how they argue it can be overcome. We will consider various explanations for the relative success of the East Asian NICs, as well as later what led up to the Asian Financial Crisis, and how it impacted Asia and the rest of the world. We will learn about how neoliberal policies came to be implemented throughout the world, the social, economic and environmental impacts of these policies, and how neoliberalism has reinvented itself in response to critiques of it. Throughout the course, we will examine the impact development theory has had on rural areas—from modernization theory to neoliberalism—and by extension its impact on urban areas. And, finally we will examine the issues and debates between countries over the question of governance of the global economy. In the process of discussing these various topics related to development and globalization, we will look at in-depth case studies of countries from throughout the world.</p>		

Sociology 130	Daniel Schneider	Enrollment Limit: 65
TTH 12:30-2	166 Barrows	
<p>SOCIAL INEQUALITIES : This course explores the extent, causes, and consequences of social and economic inequality in the U.S. The course begins with a discussion of key concepts and metrics that we will use to discuss and measure inequality. We then follow a life-course perspective to trace out the institutions through which inequality is structured, reproduced, and experienced in the contemporary United States. We examine the family, the neighborhood, the educational system, labor markets, the criminal justice system, and the financial system, attending to the roles of race, class, and gender as axes of stratification in these domains.</p>		
Sociology 133	Jill Bakehorn	Enrollment Limit: 130
TTH 8-9:30	390 Hearst Mining	
<p>SOCIOLOGY OF GENDER: 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:</p> <ul style="list-style-type: none"> * What exactly is gender and why do we need it? * What are the forces that shape gender? * How does gender help us understand issues of race, class, and sexuality? * What happens when we don't live up to gender expectations? <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>		
Sociology 136	Joanna Reed	Enrollment Limit: 130
TTH 8-9:30	2060 Valley LSB	
<p>URBAN SOCIOLOGY: How does urban living affect social organization and relationships? In this course, an introduction to urban sociology, we will examine the history of urbanization, theories about how cities are socially and spatially organized, and the relationships between them. We will focus on urban experiences and lifestyles as well as consider problems commonly thought of as “urban” in the U.S. context— persistent poverty, housing, neighborhoods and residential segregation, and crime.</p>		
Sociology 140	Margaret Weir	Enrollment Limit: 65
TTH 9:30-11	160 Dwinelle	
<p>POLITICS AND SOCIAL CHANGE: This course focuses on the intersection between politics and society. We will examine different forms of political engagement including social movements, voting, and political parties. We will consider how the changing organization of civil society and new technologies, including the internet and social media, influence political engagement. Among the questions we will ask are: How does the organization of the political system affect whose voices get heard? How do different groups mobilize to become effective in politics? How do great inequalities of wealth affect patterns of political mobilization and the prospects for social change? The course will draw on material from the United States, Europe, and the developing world.</p>		
Sociology 148	Cybelle Fox	Enrollment Limit: 50
MW 5-6:30	200 Wheeler	
<p>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,</p>		

race and class relations, social movements, and the state in explaining the scope, form, and function of American social welfare provision.

Sociology 150	Brian Powers	Enrollment Limit: 130
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MWF 1-2	2040 Valley LSB	
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SOCIAL PSYCHOLOGY: This course in sociological social psychology explores the relationship between society and the self. With the help of research and theory from a number of social psychological traditions, especially interpretive, constructionist, and symbolic interactionist perspectives, we identify features of society, including its institutions and symbolic systems that influence the thinking, action, and identity of individuals and groups. Readings, films, and guided research initiatives over the session shed light on the processes by which the external world affects the perceptions, beliefs, and actions of others. With a sociological focus, we examine the formation of personal identities within social categories of race, gender, sexuality, and social class. We revisit landmark episodes of collective behavior in history to better understand the social factors involved in communal violence and moral panics. We also explore the force of structural contexts and social situations in intimate activities like mothering, falling in love, and social withdrawal among educated youth in contemporary, high-tech societies. Journals and reflections. Short mid-term study of processes of identity; final course paper examining the structures and processes of identity-formation observable in a setting selected by the student with the approval of the instructor.

Sociology 160	Jill Bakehorn	Enrollment Limit: 130
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TTH 9:30-11	105 NorthGate	
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SOCIOLOGY OF CULTURE: The Sociology of Culture is a broad field of study encompassing every aspect of our lives. Culture is what give our lives shape, allows us to predict social action, informs our behavior and patterns of thought, and gives our lives meaning. In this course we will focus on a few key areas in the sociology of culture:

- ❖ Cultural production
- ❖ Cultural reception/consumption
- ❖ Issues of power, hegemony, and inequality
- ❖ Identity formation through cultural processes

Some questions about culture that will be addressed in this course:

- ♣ How is culture created both by culture industries and by individuals?
- ♣ How is culture consumed?
- ♣ How is power and inequality reproduced through culture?
- ♣ What is the importance of cultural products and subcultures to identity formation?

We will explore diverse cultural worlds from musical genres, to subcultures, to children's playgrounds, to identity formation.

Sociology 163	Jill Bakehorn	Enrollment Limit: 130
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TTH 12:30-2	105 Stanley	(3 Units)
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POPULAR CULTURE: In this course we will be examining various forms of popular culture including media, subcultures, art, and consumer culture. We will begin the course with an examination of the definition of popular culture and how cultural texts, artifacts, and behavior come to be seen as popular. Then we will focus on sociological theories that will guide our understanding of popular culture. While popular culture is often denigrated and criticized for being "dumbed down" or homogenous, we will explore the enormous diversity of popular cultural forms and the important role they play in our lives. Here we will take popular culture seriously. Some of the issues we will explore include:

- **The role of social context.** What is the role of social context in the production of popular culture? What is the structure of the media industries?
- **Reproduction of inequality.** How does popular culture play a role in reproducing

gender, racial, ethnic, sexuality, and class inequality? In what ways could it be used to challenge inequality?

- **Cultural reception.** How do we decode popular culture texts? What are the different uses of popular culture?
- **Mass production and consumption of goods.** What is consumer culture? What power do we have as consumers?
- **The relationship between culture and identity.** How are identities shaped by popular culture?
- **Subcultures and countercultures.** What is the relationship between the mainstream and fringe?
- **Popular culture and social change.** How does popular culture reflect shifts in larger cultural beliefs and trends?

Sociology 166	Linus Huang	Enrollment Limit: 130
MWF 2-3	50 Birge	

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.

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

Sociology 167	TBD	Enrollment Limit: 180
W 5:00-8:00	120 Latimer	

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.

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.

Sociology 179.1	Shira Offer	Enrollment Limit: 25
TTH 11-12:30	54 Barrows	

SOCIOLOGICAL PERSPECTIVES ON ISRAELI SOCIETY: In recent decades, Israeli society has

undergone significant demographic, economic, and political transformations that have reshaped its socio-cultural landscape. In this seminar we will discuss how these processes, including the move toward a neoliberal economy, massive immigration from the former Soviet Union and Ethiopia, the arrival of migrant workers, and increasing political polarization, have affected Israel's stratification system and institutions. Using insights from various sociological approaches, special attention will be dedicated to the issue of how features and dynamics of Israeli society reflect broader global trends. This seminar is designed for students interested in gaining critical knowledge about contemporary Israeli society and an in-depth understanding of the ethnic, religious, and political cleavages that characterize it.

Sociology 179.2	John Lie	Enrollment Limit: 25
TTH 3:30-5	201 Giannini	

CULTURAL CHANGE IN EAST ASIA: After a brief historical overview, the course will analyze cultural - as well as political, economic, and social - changes taking place in East Asia. The focus will be on Japan and South Korea, though China, Taiwan, North Korea, and other countries will be considered. The stress will be on the expunction of tradition and the emergence of neo-traditional or nationalist ideology.

Sociology 180C	Szonja Ivester	Enrollment Limit: 140
T 5-8	277 Cory	

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.

COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: CULTURE:

Is America different from other developed nations? Attempts to answer this question are frequently lumped together under the concept of "American exceptionalism." Scholars use this term when describing various characteristics – such as individualism, egalitarianism, and religious fervor – that distinguish the United States from its European forebears. The notion of exceptionalism is, of course, not only a descriptive term. It is also an ideology. After all, many versions of the exceptionalism thesis suggest that America is empowered with a special role in world affairs due to its resources, national character, and (even) divine providence. Implied by this view is that America is not only different from the rest of the world but is, in fact, superior. In this class we will critically evaluate a number of versions of American exceptionalism by comparing the United States to its European peers in the domain of culture.

Sociology 182	Loic Wacquant	Enrollment Limit: 30
TTH 2-3:30	151 Barrows	

RACE & ETHNIC RELATIONS – INTERNATIONAL COMPARISONS This course is a comparative sociohistorical inquiry into the logic of racial domination as a denigrated form of ethnicity based on putative physical differences. We first examine core concepts, epistemological obstacles, and the peculiar logic and implications of "race" as a type of social classification. We then consider how various societies have drawn, enforced, or dissolved ethnoracial boundaries, focusing on five "elementary forms of racial domination": categorization, discrimination, segregation, ghettoization, and institutional violence (including policies of extermination). Readings include a wide range of sociological, historical, and anthropological studies of ethnoracial division in Latin America, Asia, Western Europe, the United States, and Africa from antiquity to the present.

Sociology 189G	Szonja Ivester	Enrollment Limit: 100
TTH 11-12:30	3 LeConte	(3 Units)

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.

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 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_SP15

**** Be sure to submit form by or before DECEMBER 5, 2014.** You can submit this form BEFORE adding to the wait-list. 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) We will admit up to ~75% of the available space in each seminar, prior to classes beginning. Priority is given to declared sociology majors who have not satisfied the seminar requirement – graduating seniors first, then seniors graduating the next semester, etc. After these students are accommodated, other students will be considered by the instructor, if there is space, once the class starts meeting. Students will get an email informing them of their seminar placement in January.
- 5) 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. You will be officially added into the course from the wait-list before it meets on 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.
- 6) After the first class meeting, the remaining seats (~5 seats) available in each seminar will be filled with students who are attending the class, and meet the priority groups listed above in item #4.

190.1	Claude Fischer	Enrollment Limit: 25
W 4-6	475 Barrows	

RESEARCH ON A PERSONAL NETWORKS SURVEY: Students will learn some about survey studies of people's personal ties to families and friends. Most of the semester will be devoted to developing their own project using the just-arrived data from the UCNets study

(<http://ucnets.berkeley.edu/>). This will be an opportunity for students to learn how to set up an analysis of the data.

Sociology 190.002	Neil Fligstein	Enrollment Limit: 25
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TH 10-12	402 Barrows
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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 190.003	Jerry Karabel	Enrollment Limit: 25
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T 4-6	IRLE_2521 Channing Way
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An Exceptional Nation? The United States in Comparative and Historical Perspective: This limited-enrollment, advanced undergraduate seminar will examine the question of “American exceptionalism” - the extent to which the United States differs in fundamental ways from other wealthy democratic countries -- in comparative and historical perspective. Among the questions asked will be: why did the United States, alone among many industrial countries, never develop a mass-based socialist movement? Does the current American social and economic order embody a distinctive model of capitalism? How does the United States compare to other wealthy democratic countries in terms of the social well-being and quality of life of its population? The class will be organized as a research seminar, and each student will be required to make an empirically-grounded oral presentation on his or her research and to write a substantial research paper. Readings may include: Seymour Lipset, *American Exceptionalism*, John W. Kingdon, *America the Unusual*, Peter Schuck and James Wilson, *Understanding America*, Steven Hill, *Europe’s Promise*, and Howard Friedman, *The Measure of a Nation*.

Sociology 190.004	Sandra Smith	Enrollment Limit: 25
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M 10-12	54 Barrows
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THE JOB CONTACT'S DILEMMA: This course is devoted to one of the most important but understudied players in the job-matching process, the job contact. In the U.S., more than half of those who find work are aided during the search process by this key player. We will explore the job contact from the perspective of job seekers, examining who gets helped, how they are helped, and under what circumstances. We will also examine how much job contacts matter for job seekers' odds of finding work and for the wages they garner. We will then explore the job contact from the perspective of employers, examining what types of firms encourage recruitment through networks, under what circumstances, and why. And finally we will study job contacts themselves, examining the conditions that facilitate their activation and mobilization and the cultural logics that inform their actions with the following question in mind: Given the potential downsides associated with helping, why do job contacts help, and what actions do they take to avoid adverse selection and to protect themselves from disreputable outcomes? In the process of addressing these questions, we will draw from theories in economics, social psychology, and of course sociology to develop a comprehensive theory of the motivations and actions of one of the most ubiquitous of personal intermediaries.

Sociology 190.005	Sarah Anne Minkin	Enrollment Limit: 25
W 10-12	54 Barrows	
<p>SOCIOLOGY OF EMOTIONS: Although individuals tend to think of emotions as an aspect of human existence that is personal and natural, sociologists agree that emotions are a social construct and can be studied as such. In this course, we will explore emotions from different sociological perspectives, paying specific attention to how emotions are shaped, learned, and embedded within power relations. We will address how emotions are mobilized in the service of the state, the family, wage labor, and racial and gender categories. We will look at how emotions are used to maintain social norms and how social movements utilize emotions – and often transform them – in their efforts towards social change.</p>		
Sociology 190.006	Gabriel Hetland	Enrollment Limit: 25
W 2-4	123 Dwinelle	
<p>DEMOCRACY & DEVELOPMENT IN LATIN AMERICA: This course examines the tension between capitalist development and democratic rule in Latin America in the twentieth and twenty-first centuries. Throughout the semester we will explore the following questions: What is democracy? What is capitalism? What is the relationship between capitalism and democracy? Are the two compatible? To what extent and how can democracy tame or eliminate the negative consequences of capitalism? Does “true democracy” necessitate the establishment of socialism? Can this be done through democratic channels? Finally, how has this played out in Latin America over the last hundred years?</p>		
Sociology H190B.001	Mara Loveman	Enrollment Limit: 15
T 12-2 PM	129 Barrows	
Sociology H190A.002	Mary Kelsey	Enrollment Limit: 15
T 12-2 PM	102 Barrows	
<p><i>Note: Only students who have taken Sociology H190A are eligible to enroll in Sociology H190B.</i></p>		
<p>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.</p>		
<p>Sociology 98, 197, 198, 199 - DE-Cal and Independent Study courses</p>		
<p>Deadline to submit DE-Cal course proposal for Spring 2015– October 31, 2014</p>		
<p>Deadline to submit Independent study applications for Spring 2015 February 7, 2015</p>		
<p>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</p>		

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. Contact Rebecca Chavez (rebeccaisme@berkeley.edu) for the application.

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 try to accommodate the needs of various allied majors. In that, we reserve a small number of seats in most of our upper division sociology courses for **Social Welfare, American Studies, Interdisciplinary Studies and IAS 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. Students will not be added into the lecture from waitlist status unless they are enrolled in an open discussion section.
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101, 102, 190, H190B, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, October 31, 2014. The deadline to submit applications for Spring 2015 Independent Studies is Friday, February 6, 2015. Go to: <http://sociology.berkeley.edu/special-enrollment-procedures-seminars-other-sociology-courses>
- 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 will 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 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 will 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.