

**DEPARTMENT OF SOCIOLOGY**  
 SPRING 2018 UNDERGRADUATE COURSE DESCRIPTIONS  
 January 18, 2017

- Please see the Spring 2018 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2018 *Online Schedule of Classes* first appeared.
- Students are strongly advised to read the last 2 pages of this handout on “Important Information and Tips for Sociology Enrollment.” It will answer many questions about how the Sociology Department handles enrollment in its undergraduate courses, both on CALCentral and once classes begin.
- Sociology 101, 102, 121, 166, 167, 180C, 190s, H190A and Independent Study courses (98, 197, 198, 199): Please be sure to read the special notations listed with 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.**

<b>Sociology 1</b>	<b>Sandra Smith</b>	Enrollment Limit: 360
<b>MWF 9-10</b>	2050 VLSB	

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

**INTRODUCTION TO SOCIOLOGY:** Sociology is the study of the social—social life, social change, and the social causes and consequences of human behavior. The primary objective of this course is to awaken students’ sociological imagination—to get students beyond the individual when trying to understand and explain human behavior—by helping them to see how social forces and social environments affect human behaviors in multiple and complex ways.

<b>Sociology 3AC</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 195
<b>T/TH 5-6:30</b>	A1 Hearst Annex	

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

**PRINCIPLES OF SOCIOLOGY:** This course provides an introduction to the field of sociology. The underlying objective is for students to develop their “sociological imaginations” in relation to the world around them. We will explore a wide range of sociological scholarship that engage with major contemporary developments such as mass incarceration, neoliberalism, and the rise of new social movements like “Black Lives Matter.” Sociology – with its emphasis on critical thinking, empirical analysis and theory – disrupts our “common sense” and enables us to develop new ways of understanding the major political, economic and social issues of our time.

<b>Sociology 5</b>	<b>Heather Haveman</b>	Enrollment Limit: 280
<b>T/TH 3:30-5</b>	245 Li Ka Shing	

**EVALUATION OF EVIDENCE:** This course will improve your ability to evaluate the torrent of information you receive every day – facts, opinions, and analyses that appear in books, in newspapers and magazines, on radio stations, through television broadcasts, on computer and cell-phone screens. The course show you how to think about social research, which is commonly used to introduce and support, or challenge and discard, public policies. Your life as a citizen is shaped by people who argue that “the evidence shows” that we should legalize marijuana, 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 underpinning social policy proposals by evaluating research designs and data-collection strategies. 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.

<b>Sociology 7</b>	<b>Linus Huang</b>	Enrollment Limit: 30
<b>MWF 10-11</b>	155 Barrows	
<p><b>THE POWER OF NUMBERS: QUANTITATIVE DATA IN SOCIAL SCIENCE:</b> This course will provide students with a set of skills to understand, evaluate, use, and produce quantitative data about the social world. It is intended specifically for social science majors, and focuses on social science questions. Students will learn to: produce basic graphs, find good-quality and relevant data on the web, manipulate data in a spreadsheet, including producing pivot tables, understand and calculate basic statistical measures of central tendency, variation, and correlation, understand and apply basic concepts of sampling and selection, and recognize an impossible statistic.</p>		
<b>Sociology 101</b>	<b>Christopher Muller</b>	Enrollment Limit: 160
<b>T/TH 8-9:30</b>	100 GPB	
<p><i>Note: The only students who will be able to add during Phase I are declared Sociology seniors. In Phase II, declared Sociology juniors will be able to add the course. Sophomores and intended majors must wait-list. We will begin processing the wait-list after Phase II ends. Intended seniors have priority off the wait-list, then intended juniors, then declared and intended sophomores. <b>Non- majors will be added at the discretion of the Dept.</b> There is a required discussion section which you must also enroll in.</i></p>		
<p><b>SOCIOLOGICAL THEORY I:</b> This course offers an introduction to the construction of social theories through a survey and critical analysis of the foundational texts in sociology. We will explore the following questions: (1) What are the main themes and arguments developed in classical sociological theory? (2) How do they relate to the social and intellectual context in which these texts were produced? (3) How do these theories help us understand the world around us?</p>		
<b>Sociology 102</b>	<b>Michael Burawoy</b>	Enrollment Limit: 200
<b>T/TH 2-3:30</b>	4 Le Conte	
<p><i>Note: Restricted to students who have completed SOC 101 or 101A with a C- or better by the end of Fall 2017. Students should add to the course directly and enroll in a discussion section no later than the end of Phase II, <b>January 7th</b>. Anyone who is not eligible for the course because they have not completed Soc101 will be dropped.</i></p>		
<p><b>SOCIOLOGICAL THEORY II:</b> This semester is the second semester of the required theory sequence. Sociology 101 is a requirement for Sociology 102 which examines the writings of Durkheim, Weber, Foucault, Beauvoir, MacKinnon, and Collins</p>		
<b>Sociology 105</b>	<b>Mao-Mei Liu</b>	Enrollment Limit: 25
<b>MWF 8-9</b>	186 Barrows	
<p><b>RESEARCH DESIGN &amp; SOCIOLOGICAL METHODS:</b> The course functions as a tutorial in research design, a place to engage the epistemological, theoretical, abstract, and practical concerns of developing and conducting research in sociology, exposing students to the conventions of the field and providing a place to ask and answer the questions that every scholar in the social sciences must address when they take on the role of researcher. Students will learn the process of developing a research question, identifying and analyzing relevant sources, incorporating theory into project conceptualization, differentiating between and choosing methods to answer questions, writing, and revising the design of a research project. Students will analyze existing scholarship with research design as a critical focus, cultivate and practice practical research skills (library research, identifying alternative explanations, building an analytical argument), and develop their sociological imaginations as they think about the task of knowledge production from their individual standpoints.</p>		
<b>Sociology 106</b>	<b>Mao-Mei Liu</b>	Enrollment Limit: 25
<b>TH 8-10</b>	402 Barrows	
<p><b>QUANTITATIVE SOCIOLOGICAL METHODS:</b> 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</p>		

and/or related fields.

**Sociology 108**

**Edwin Lin**

Enrollment Limit: 25

**TH 2-4**

104 Barrows

**ADVANCED METHODS: IN-DEPTH INTERVIEWING:** Scientists primarily use different methods of observation to gather data about their subjects. Social scientists go a step further and instead of just observing their subjects, they also ask them questions directly to gain a deeper understanding of their lived experiences, motivations, and ways of thinking. This course teaches students in a step-by-step manner how to conduct in-depth interviews for the purpose of research. We will learn how interview data is used, how to determine who to talk to, how to develop good questions, and how to gather and interpret interview data. A key part of the course is writing a sociological research paper using interview data that you will gather as a result of the class. This course requires a high amount of individual and outside-of-lecture research, and is especially relevant for students who have a social research question that they want to answer.

**Sociology 110**

**Linus Huang**

Enrollment Limit: 195

**MWF 12-1**

10 Evans

**ORGANIZATIONS AND SOCIAL INSTITUTIONS:** How does social structure shape organization's objectives and practices? What consequences does this have for society? How do we effect change in organizational behavior, and why is it difficult to do so? This course will introduce theoretical perspectives organizational sociologists use to make sense of the organizational world. Although the course is built upon specific case studies, students will learn how to understand and engage any part of the organizational world—organizations large and small, for-profit and not-for-profit, or public and private.

**Sociology 111C**

**Joanna Reed**

Enrollment Limit: 130

**T/TH 9:30-11**

277 Cory

**SOCIOLOGY OF CHILDHOOD:** This course will examine how children shape the social worlds in which they live, and the experiences of children in the different contexts and institutions that shape them. We will consider how childhood and adolescence have been defined and have changed over time and why. We will explore social life from the perspectives of children and teens, paying particular attention throughout the course to how race, class and gender shape experiences. Topics we will cover include play, school, media and technology, peer cultures and childhood controversies.

**Sociology 111AC**

**Mary Kelsey**

Enrollment Limit: 195

**T/TH 3:30-5**

A1 Hearst Annex

*NOTE: Meets American Cultures requirement.*

**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. Students must have completed at least one sociology class before enrolling in this class.

**Sociol 113AC**

**Brian Powers**

Enrollment Limit: 65

**MWF 11-12**

170 Barrows

**SOCIOLOGY OF EDUCATION:** With the help of sociological research and theory, and a particular focus on the achievement gap, we examine schooling as both a bridge and barrier to opportunity in the US and other societies. We investigate educational disparities and their reasons and consequences across income and racial groups in the US and other societies. We will explore the organization, curriculum, and instructional practice of schools (and other forms of education) as they have emerged under the influence of the history, culture, and the structure of their particular social settings. We will examine some debates in contemporary educational policy – the common core, charter schools, the testing regime, school finance equalization, educational inclusion policy for English learners and students with disabilities – from a sociological perspective. This course

integrates readings, lectures, and modest amount of on-site observation at a venue of students' choice, leading to a final paper of about 8–10 pages. The course project allows for the first-hand examination of the various goals that have been established for educational systems and practices. The observational study will focus on the effects -- intended and unintended – of socially-situated schooling on the academic achievement and engagement, aspirations, formation of personal and social identities and on the growth, development, and change of the social order itself. Our course is included in the ACES (American Cultures Engaged Scholarship) program on campus, so students may find productive sites for their observation with one of three community partner educational programs, which value our students' work on site. An optional ACES seminar (time TBA) for 2 P/NPunits, will support students' observations, experience with their study sites, and deepen their grasp of the significance of course materials.

<b>Sociology C115</b>	<b>Armando Lara-Millan</b>	Enrollment Limit: 130
<b>W 2-5</b>	390 Hearst Mining	

**SOCIOLOGY OF HEALTH & MEDICINE:** How do we know if a death is a “suspicious” death? At what point are parents supposed take over responsibility for critical ill newborns? Why do treatments and cures get developed for some biological phenomena and not others? Why are people in poor neighborhoods more likely to die in heatwaves? Medical science would have us believe that the answers to these questions are clear-cut; that they are a matters of science, evidence, and sound reasoning. This course examines the notion that we cannot understand the topics of health and illness by looking only at biological phenomena, but, instead, we must also consider a variety of social, political, economic, organizational, and cultural forces. This course is designed to provide a selective overview of how medical sociologists understand topics such as: the social meanings of illness; patterns in the distribution of health and illness; the ways people make sense of and manage their illnesses; how the law, economic factors, and organizational constraints shape the job of medical professionals; the functions that healthcare institutions play in our society; and the critical role that social movements play in what gets “medicalized.” By the end of the course students should have a firm understanding of how a sociologist could, for instance, argue that CPR is not really about stopping people from dying.

<b>Sociology 117</b>	<b>Linus Huang</b>	Enrollment Limit: 195
<b>MWF 2-3</b>	A1 Hearst Annex	

**SPORT AS A SOCIAL INSTITUTION:** What counts as a "sport" and what doesn't? Why is basketball unambiguously a sport, but not cheerleading? Why do women in the U.S. play soccer, but not football? Why is cricket a sport for the masses in India, but a sport restricted to the social elite in the U.S.? Why is college sports a multi-billion-dollar industry in the U.S., but barely even an activity for participants, let alone spectators, in other sports-mad countries? The objective of this course is, as the late sociologist Pierre Bourdieu proposed, to explain how the *supply* of sports (what sports we have, who plays them, how competition is organized) and the *demand* for sports (how we "consume" sports as fans) comes to be in particular places at particular times. The course is built upon case studies -- including those that address the questions above -- but students will learn how to question and analyze the social order of any part of the sports world.

<b>Sociology 120</b>	<b>Neil Fligstein</b>	Enrollment Limit: 150
<b>T/TH 3:30-5</b>	2040 VLSB	

**ECONOMY & SOCIETY:** The main objective of this class is to introduce students to sociological thinking about how markets, firms, and governments interact in modern capitalist societies. The class has three parts. It begins by offering a set of theoretical and conceptual tools to analyze the links between states and markets and a sociological view of how markets work. Then the class takes up how sociologists have understood many of the important economic issues of the past 30 years. We discuss shareholder value capitalism in the U.S., the financialization of the American economy, the growth of income inequality, and the financial crisis. The third part of the class considers comparative capitalisms and globalization.

<b>Sociology 121</b>	<b>Szonja Ivester</b>	Enrollment Limit: 260
<b>MWF 11-12</b>	105 Stanley	

*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.*

**INNOVATION & ENTREPRENEURSHIP:** The basic premise of this class is that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to entrepreneurship as a practical enterprise. This perspective, while popular in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, has gotten steadily lost in the entrepreneurial fervor of the 1980s as the study of entrepreneurship was passed almost exclusively into the hands of people in and around the business-school community. The objective of this class is to (re-) incorporate critical social analysis into the field. Throughout the semester, we will explore the various ways in which the social sciences have provided fresh new insights into entrepreneurial behavior by placing innovation in its broader social, cultural, and cross-national contexts. Additionally, we will look at entrepreneurship from the perspective of a much wider range of actors (classes, genders, racial and ethnic groups) than is typically done by the business community. By the end of the semester, you should have a firm grasp of what entrepreneurs do (the usual purview of modern business schools), as well as the causes of entrepreneurship and its cumulative (often not so positive) effects.

<b>Sociology 127</b>	<b>Cihan Tugal</b>	Enrollment Limit: 130
<b>T/TH 12:30-2</b>	160 Kroeber	

**DEVELOPMENT & GLOBALIZATION:** This course studies the construction and ongoing destruction of a globally integrated economy and society. Global society has been in the making for centuries, although globalization became a buzz word only in the 1980s. After taking a more careful look at the closest historical parallel to our era (the Western-led globalization of the 1830s-1920s), we will go on to study the dynamics of economic and social integration of the 1970s-2000s. We will then analyze the major disruptions this integration has created. While these disturbances include processes parallel to the anti- and counter-globalizations of the 1930s (most starkly, devastating financial collapse and the rise of the populist right), the “lacks” (e.g. of a programmatic, internationalist labor alternative) and new developments (e.g. the rise of an alternative powerhouse, China) of our era are as telling. What will a post-global 21<sup>st</sup> century look like in the light of these parallels and differences?

<b>Sociology 130</b>	<b>Daniel Schneider</b>	Enrollment Limit: 100
<b>MWF 10-11</b>	160 Kroeber	

**SOCIAL INEQUALITIES:** The 21<sup>st</sup> century has witnessed the growth of a new movement oriented around inequality. Americans’ rising concern with the unequal distribution of income and of wealth has fueled the Fight for \$15 campaign and Bernie Sanders’ campaign. In this course, we will explore the extent, causes, and consequences of social and economic inequality in the United States. The course begins with a discussion of key concepts and metrics that we will use to discuss and measure inequality and we take a close look at occupational stratification, income and wealth inequality, and intergenerational mobility. We then trace out the institutions through which inequality is structured, reproduced, and experienced in the contemporary United States. We examine how disadvantage is manifest and reproduced through such institutions as the family, the neighborhood, the educational system, and the criminal justice system.

<b>Sociology 131AC</b>	<b>Andy Barlow</b>	Enrollment Limit: 65
<b>T/TH 3:30-5</b>	110 Barrows	

*Note: This course meets the American Cultures requirement*

*Note: Students who have completed Soc 131A or 131 will not earn credit for 131AC.*

**RACE & ETHNIC RELATIONS: U.S. AMERICAN CULTURES:** This course provides an overview of the sociology of race and ethnicity so that we can utilize theories and data to explain why white supremacy is now on the rise as well as to assess different strategies for social justice. To do this, we will look at sociological theories of race and ethnicity, the history and current dynamics of racism and ethnic formations in the United States, and past and current strategies to resist racism. Course topics this semester will be the criminal justice system, education, immigration, and voting rights. Throughout, we will pay attention to the global context, the dynamics of ethnic communities, and the intersections of race, class, gender, sexuality, nationality, and religion. Course requirements include class participation (attendance, active class participation) (20% of course grade); three three-page essays responding to course readings and lecture (each 10% of course grade), a ten to twelve page final paper (30% of course grade) and a final exam (20% of course grade). For the final paper, students will utilize the concepts, issues and data addressed in this course to investigate a specific barrier to social justice

involving race and/or ethnicity and propose both short- and long-term solutions to it.

<b>Sociology 133</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 195
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<b>T/TH 8-9:30</b>	145 Dwinelle	
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**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:

- \* 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?

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.

<b>Sociology 136</b>	<b>Joanna Reed</b>	Enrollment Limit: 65
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<b>T/TH 12:30-2</b>	60 Barrows	
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**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.

<b>Sociology 140</b>	<b>Laleh Behbehanian</b>	Enrollment Limit: 195
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<b>T/TH 12:30-2</b>	A1 Hearst Annex	
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**POLITICS AND SOCIAL CHANGE:** This course provides an introduction to political sociology through in-depth engagement with major contemporary developments. In Part I, we focus on the Global Economic Crisis of 2008, drawing upon a long tradition of Marxist scholarship that seeks to understand the relationship between state and economy. In doing so, we will grapple with a range of issues (the relation between state and capital, the political and economic power of the “ruling class,” the role of the state in mediating or exacerbating the crises of capitalism) that we then apply towards understanding the Global Economic Crisis. In Part II, we explore the US’ “War on Terror” – first through a range of Weberian approaches that focus upon the means of state power (violence, bureaucracy, war-making), followed by Foucauldian scholarship that examine “technologies” of power, particularly surveillance. Through exploring these contemporary developments, we will be introduced to a range of concepts (with an emphasis on “the state”), theories and debates within the field of political sociology.

<b>Sociology 145</b>	<b>Dylan Riley</b>	Enrollment Limit: 65
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<b>TR 3:30-5</b>	170 Barrows	
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**SOCIAL CHANGE:** "Isms" -- The Political and Social Imagination of the Modern World. This course introduces five important "isms", that is to say arguments about the nature of society, the state, and social transformation. The "isms" we will study are: Anarchism, Conservatism, Fascism, Liberalism, Marxism and its varieties, and Neo-liberalism. The course seeks to develop political literacy defined as an understanding of the fundamental assumptions and arguments from which competing political perspectives derive. Our class time will be divided into two parts. A discussion component in which students will break into smaller groups to work on particular problems, and a lecture component, which will take up the latter part of the class. Assessment is based on a series of in class exams and participation in the discussions.

<b>Sociology146AC</b>	<b>Irene Bloemraad</b>	<b>Enrollment Limit: 50</b>
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<b>T/TH 11-12:30</b>	110 Barrows	
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**CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE:** Immigration is a major issue everywhere, from wealthy democracies like the US and European nations, to oil-rich Middle Eastern states and

developing countries. This class tackles diverse questions in the field of immigration: Why do people migrate across international borders? Can states control migration? Are immigrants integrating into the societies where they live? How do we understand the politics of immigration, asylum and citizenship? We will examine central theories of migration, “assimilation” and citizenship. The course is anchored in the US case, but we also consider the lessons that other nations provide. The class has a significant reading requirement and multiple projects for hands-on engagement with course material. It is open to anyone with an interest in migration and a willingness to examine issues that raise difficult moral, political and academic questions.

<b>Sociology 148</b>	<b>Cybele Fox</b>	Enrollment Limit: 65
<b>MW 5-6:30</b>	20 Barrows	

**SOCIAL POLICY:** During the past four decades economic inequality has rapidly increased. Yet where most rich democracies use redistributive social policy to mitigate poverty and inequality, the United States has done less in this regard. In this class, we will examine American policy responses to poverty and inequality and evaluate different theories about why the United States is so exceptional. We will pay particular attention to the role of public opinion, interest groups, race relations, social movements, and the state in explaining the scope, form, and function of American social welfare provision.

<b>Sociology 150</b>	<b>Brian Powers</b>	Enrollment Limit: 130
<b>MWF 2-3</b>	2040 VLBS	

**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.

<b>Sociology 160</b>	<b>Cristina Mora</b>	Enrollment Limit: 130
<b>T/TH 5-6:30</b>	105 North Gate	

**SOCIOLOGY OF CULTURE:** This class will introduce students to sociological approaches to the question of culture. We will start by discussing important theoretical perspectives (culture as system of classification, as an instrument of power, as embodied practices linked to social positions, as a product of social interaction, as a system of signs) and then move on to specific empirical topics (artistic production; culture and organization; identity). The last part of the course will explore in depth the question of cultural difference through an analysis of national culture in comparative perspective, with a special focus on American culture.

<b>Sociology 163</b>	<b>John Lie</b>	Enrollment Limit: 50
<b>T 4-7</b>	56 Barrows	

**POPULAR CULTURE:** After a survey of historical and theoretical background, the course will focus on a series of screens: the big screen of movies, the small screen of television, and the smaller screens of videos, video games, and social media. We will try to make sense not only of the economic, cultural, and technological transformations that gave rise to these distinct modes of visual popular culture, but also how they in turn affected everyday life and larger society.

<b>Sociology C167</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 360
<b>T/TH 11-12:30</b>	2050 VLBS	

*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.*

*Note: This course is cross-listed with Information School C167*

**VIRTUAL COMMUNITIES/SOCIAL MEDIA:** This course explores the kinds of communities and social interactions that occur online or virtually. In particular we will examine how we construct connections, meaning, self, and identity in the absence of face-to-face interaction. Theories both utopian and dystopian about the virtual world will be discussed: for instance, does the Internet provide a space free from the social inequalities that plague the “real” world or does it exacerbate them? We will begin the course with general sociological theories about the social construction of reality, the self, and interactions. We will use these as a basis for discussing and explaining online social relations, noting the ways in which these theories help illuminate the virtual world and the gaps that emerge. We will use empirical research on virtual communities to understand what the online world facilitates and enables that may not be possible offline. Technology is not, of course, neutral, so we will also take a critical eye to the ways in which new communication technologies are created: within what contexts, by whom, and for what ends. We will interrogate the intersection of society and social media, including Facebook, Twitter, Instagram and others. What are some of the dark sides of social media? Can social media be harnessed for social good?

<b>Sociology 169C.1</b>	<b>John Kaiser</b>	Enrollment Limit: 80
<b>T/TH 5-6:30</b>	102 Moffitt	

**SELECTED TOPICS IN SOCIOLOGY OF CULTURE:** This course is designed to interrogate different aspects of cross-cultural communication and cultural differences: family life, social relationships, the workplace, government, education, gender, romance, and religion. Throughout exploring these topics, we will strive to engage in personal self-reflection, hands-on experience, and to understand the connections to larger social structures. The cornerstone of the course is being involved in a cultural subgroup that you are not familiar with in or around the East Bay (e.g. student group, church, volunteer organization, internship, etc.). You will be expected to join this co-culture regularly (weekly or biweekly) throughout the semester and write a final paper on the experience. Attendance and participation is mandatory and a crucial component to the course. Students do not need a background in culture or sociology to join this course.

<b>Sociology 169C.2</b>	<b>Edwin Lin</b>	Enrollment Limit: 80
<b>TH 5-8</b>	101 Moffitt	

**SELECTED TOPICS IN SOCIOLOGY OF CULTURE:** This course is designed to interrogate different aspects of cross-cultural communication and cultural differences: family life, social relationships, the workplace, government, education, gender, romance, and religion. Throughout exploring these topics, we will strive to engage in personal self-reflection, hands-on experience, and to understand the connections to larger social structures. The cornerstone of the course is being involved in a cultural subgroup that you are not familiar with in or around the East Bay (e.g. student group, church, volunteer organization, internship, etc.). You will be expected to join this co-culture regularly (weekly or biweekly) throughout the semester and write a final paper on the experience. Attendance and participation is mandatory and a crucial component to the course. Students do not need a background in culture or sociology to join this course.

<b>Sociology 169F</b>	<b>Jill Bakehorn</b>	Enrollment Limit: 130
<b>T/TH 2-3:30</b>	105 North Gate	

**CULTURAL PERSPECTIVES OF FOOD:** This course will provide a broad overview of food as culture. Food has more meaning than mere sustenance. Food itself is a social construction; how and what is defined as suitable to eat is socially constructed. What is acceptable as food in one culture can be taboo in another. Food reflects a culture’s values and is a way one culture asserts their superiority over another. How food is prepared and consumed is imbued with cultural, gender, religious, ethnic, and class meanings. We will begin the course by examining some foundational writings on the cultural implications and explanations of food: \*How and why we consume what we do \*How food is used to create social distinctions \*The implications of a global food world. We will use these foundations to explore how food is imbued with gender, race, class, ethnic, and sexual meanings and can form the basis for the constitution and recreation of identities.

<b>Sociology 180C</b>	<b>Szonja Ivester</b>	Enrollment Limit: 130
<b>MWF 1-2</b>	160 Kroeber	

*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 189G**

**Szonja Ivester**

**Enrollment Limit: 65**

**MWF 3-4**

60 Barrows

**COMPARATIVE PERSPECTIVES IN SOCIOLOGY: 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**

### **Sociology 190 Seminars – Spring 2018**

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. However we are usually able to accommodate most interested Sociology students. Please see an advisor for assistance.

#### THE PROCEDURES ARE AS FOLLOWS:

1) Review the course descriptions for the 190 seminars and identify the courses you are interested in.

<http://sociology.berkeley.edu/course-descriptions>

2) Complete the Sociology 190 Placement Request Form online at:

[https://www.surveymonkey.com/r/SP18\\_SOC190](https://www.surveymonkey.com/r/SP18_SOC190)

\*\* Be sure to submit survey by or before **DECEMBER 8, 2017**. You must submit this form by the deadline in order to ensure placement in the course. Please note: request forms will continue to be reviewed on a rolling basis until **DECEMBER 8, 2017**.

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

4) We will assign most of the available space in each seminar prior to the beginning of classes. Priority is given to declared sociology seniors who have not satisfied the seminar requirement – graduating seniors first, then seniors graduating the next semester, etc. After these students are accommodated, other students may be

considered by the instructor during the first day of instruction, if space permits. Students will get an email informing them of their seminar placement mid-December.

5) During the winter break, you will be granted permission to add the seminar you were assigned to. Students must enroll into their assigned seminar course via Cal Central before the first day of instruction. **In order to retain your placement, students must also attend the seminar class during the first 2 weeks of instruction or you will be dropped from the course.**

6) After the first class meeting, the remaining seats (up to 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.

<b>190.1</b>	<b>Chris Muller</b>	Enrollment Limit: 25
<b>T 2-4</b>	54 Barrows	

**INCARCERATION AND INEQUALITY IN THE UNITED STATES:** In this seminar we will read and discuss writings by historians and social scientists on the topic of incarceration and inequality..

<b>190.3</b>	<b>Matthew Rowe</b>	Enrollment Limit: 25
<b>W 12-2</b>	104 Barrows	

**CULTURAL PRODUCTION:** Arts and media are important sources of meaning and stimulation in our everyday lives. For sociologists, they are also forms of economic activity and social participation. Cultural products are made in particular ways and, in the process, historic structural inequalities are reproduced. This course looks at the production of visual art, news and entertainment media, fashion and cuisine, and online social media content. How are different kinds of cultural products created? What is it like to work in these fields? What does their content tell us about the society that produces them? We will examine a different type of cultural production each week, using four themes: technology, uncertainty, identity, and opportunity. Grading is based on writing assignments and oral participation: students will write weekly reading responses; pairs of students will also help to facilitate one class discussion. The course culminates in a final paper, giving students the chance to do additional research on one of the fields that we discuss in class.

<b>190.4</b>	<b>Kim Voss</b>	Enrollment Limit: 25
<b>T 2-4</b>	402 Barrows	

**HIGHER EDUCATION IN THE U.S.:** American higher education has often been characterized as the great equalizer and, thus, as one of the foundational pillars of the American Dream. This seminar will explore the extent to which this characterization still applies today, at a time when higher education is going through a period of multiple crises and rapid change, both in the U.S. and elsewhere. Focusing on recently published research, we will consider several different points of view on the current state of U.S. higher education. Each student will write a research paper on a topic of interest, to be based on either original data (interviews, documents, etc.) or an assessment of the relevant scholarly debate. Throughout the course, we will ponder what policies might best fulfill the promise of higher education in the U.S.

<b>190.5</b>	<b>Chris Herring</b>	Enrollment Limit: 25
<b>TH 4-6</b>	54 Barrows	

**DIVIDED CITIES: A GLOBAL SOCIOLOGY OF URBAN INEQUALITY:** A majority of the world's population has now become urban, ensuring that many of the most urgent, fascinating, and frustrating questions of our time have become urban questions. This course is concerned with the planetary intensification of urban inequality over the past four decades. Drawing on social scientific studies spanning the globe, this course will examine how market processes, politics, and community institutions drive and challenge spatial polarization and marginalization. After a historical overview of the emergence of the European, US, and Colonial metropolis under capitalism, students will grapple with various processes creating urban divisions such as gentrification and displacement, ethnic segregation and ghettoization, urban informality, environmental degradation, and housing provision in a wide array of urban contexts across cities in both the global north and south. Drawing from this global perspective, students will be required to write a 15-page research paper on a local Bay Area struggle around one of the issues covered in the course, and complete short (500 word) reaction papers each week.

<b>190.7</b>	<b>Ben Shestakofsky</b>	<b>Enrollment Limit: 25</b>
<b>M 12-2</b>	104 Barrows	
<p><b>WORK, TECHNOLOGY, AND SOCIETY:</b> This course draws on research and theorizing from across the social sciences to conceptualize the complex and dynamic relationship between work and technology. Rather than viewing technology as an immutable force that sweeps across societies and leaves social change in its wake, we will examine how the design, implementation, and outcomes of technological change are imbricated in political, economic, and social forces. We will begin by examining theoretical perspectives on the historical interplay between work and technology. Then, we will consider contemporary issues, building dialogues between our theoretical groundwork and empirical evidence to trace continuities and disjunctures. By the end of the course, you will be equipped to interrogate the role of technology in capitalism's past, understand its relation to our present age of digital disruption, and imagine the possibilities for our uncertain future.</p>		
<b>190.8</b>	<b>Caitlin Daniel</b>	<b>Enrollment Limit: 25</b>
<b>M 4-6</b>	24 Wheeler	
<p><b>FOOD CHOICE, HEALTH, AND INEQUALITY:</b> Food and diet-related health have become a pressing topic in policy and public discourse, in part because disadvantaged groups tend to have poorer diets than their more advantaged peers. In order to understand these social differences in what we eat, this course will examine how people's food choice is related to their material resources, to their social circumstances, and to the meaning that they attach to—and derive from—food. Additionally, we will consider how the public imagines that disadvantaged people eat, and how these ideas relate to social inequalities. In addressing these issues, we will consider several core questions: 1) How do patterns of food consumption reflect existing inequalities?; 2) How do patterns of food consumption contribute to social inequalities?; and 3) How do cultural constructions of what other people eat also contribute to inequality? While these questions focus on food, they will also broaden our appreciation of structure, culture, agency, and stigma more broadly.</p>		
<b>H190B.1</b>	<b>Mara Loveman</b>	<b>Enrollment Limit: 15</b>
<b>T 12-2 PM</b>	50 Barrows	
<b>H190B.2</b>	<b>Mary Kelsey</b>	<b>Enrollment Limit: 15</b>
<b>T 12-2 PM</b>	54 Barrows	
<i>Note: Only students who have taken Sociology H190A are eligible to enroll in Sociology H190B.</i>		
<p><b>SENIOR HONORS THESIS SEMINAR:</b> 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>		
<b>Sociology 193</b>	<b>John Kaiser</b>	<b>Enrollment: 25</b>
<b>T 2-4</b>	174 Barrows	
<p><b>READING &amp; WRITING FOR SOCIOLOGY:</b> This course trains students in the both the explicit and tacit knowledge of academic writing. We focus on the skills necessary to excel at: 1) analyzing texts, especially their arguments, evidence, and implications; 2) writing as a means to develop one's own ideas and intellect; 3) writing as a means to clearly and effectively communicate ideas. In the first part of the course, we cover the essentials of writing and reading analytically, including essay and paragraph structure, argumentation, sentence mechanics, and analytical techniques. We practice these fundamentals with our readings of scholarly texts on the theme "empathy, care, and inequality." The second part of the course builds on the first, with advanced training that moves from writing shorter essays with limited sources to a longer paper that requires: 1) research using multiple sources; 2) analyzing, evaluating, and synthesizing those sources; and 3) organizing the claims and evidence of a relatively-complex argument.</p>		
<b>Sociology 194</b>	<b>John Kaiser</b>	<b>Enrollment: 25</b>
<b>TH 2-4</b>	54 Barrows	
<p><b>WRITING RESEARCH:</b> Sociology is the study of the social – social life, social change, social inequality, and the social causes and consequences of human behavior. Sociological research investigates the</p>		

structure of groups, organizations, and societies, and how people interact within these contexts. The primary objective of this course is to awaken students' sociological imagination through the process of conducting a sociological research study into a topic of their choice. Students will learn how to construct compelling research questions, analyze debates in a literature, collect empirical data (surveys, field work, or content analysis) to test their research question, and turn this research into a cohesive research paper.

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

**Deadline to submit DE-Cal course proposal for Spring 2018– October 27, 2017**

**Deadline to submit Independent study applications for Spring 2018\_ February 2, 2018**

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 CalCentral. Contact Rebecca Chavez ([rebeccaisme@berkeley.edu](mailto:rebeccaisme@berkeley.edu)) for the application.

## Important Information and Tips for Sociology Enrollment

### Enrolling for Sociology Courses on CALCentral:

- **Phase I:** All upper division sociology courses are **open only to officially declared sociology majors**. **Phase II:** Most courses will have some space open to undeclared and outside majors on a first-come, first-served basis in Phase II only, depending on space availability and demand from sociology majors. **Students who are prepared to declare the sociology major should do so as soon as possible**, to gain priority for sociology courses.
- In Phase II, We 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 CALCentral either in Phase I and/or Phase II. **Some courses may fill up entirely with sociology majors in Phase I or the early part of Phase II**, particularly smaller courses (less than 100 spaces). Thus it is advisable to make those courses a Phase I priority. We do not reserve space for sociology majors during the Adjustment Period, but they are usually given priority off the waitlist as space opens up.
- Most courses have just a lecture course to enroll in. Some courses have **required discussion sections**. If so, students must first enroll in a section before they can enroll in the lecture during pre-enrollment. 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 27, 2017. The deadline to submit applications for Spring 2018 Independent Studies is Friday, February 2, 2018.** 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. **CalCentral does not have the capability to check for prerequisites** and will still allow students to enroll, even if the prerequisite course is not listed on their transcript. Most courses are taught with the assumption students have completed the necessary course preparation, and students may have troubles with assignments without it.

## Sociology Waitlists and Enrollment Changes Once the Semester Begins:

- **Attendance at all class meetings, including discussion sections, is required during the first 2 weeks in all sociology courses. Instructors 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 CALCentral 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 CALCentral waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is almost always off the CALCentral waitlist only. An instructor cannot add a student to the course in any other way. The University requires that students show intent to take a course by enrolling or adding themselves to the CALCentral waitlist. We do not use Course Entry Codes to add students to sociology courses.
- All sociology waitlists, except in Sociol 1 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 put themselves on the course wait list on CALCentral. Students not already enrolled in the lecture will be added off the CALCentral waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on CALCentral, especially during the first 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 (10<sup>th</sup> 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.