

DEPARTMENT OF SOCIOLOGY
 SPRING 2020 UNDERGRADUATE COURSE DESCRIPTIONS
 January 30, 2020

- Please see the Spring 2020 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2020 *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.

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| Sociology 88 | David Harding | Enrollment Limit: 25 |
| TH 10-12 | 4 Evans | |

DATA SCIENCE FOR SOCIAL IMPACT: This course explores the role of social research in policymaking and public decisions and develops skills for the communication of research findings and their implications in writing and through data visualization. Students will develop an understanding of various perspectives on the role that data and data analysts play in policymaking, learn how to write for a public audience about data, results, and implications, and learn how to create effective and engaging data visualizations.
 Prerequisite/Corequisite: This course is a Data Science Connector course and is should be taken concurrent with or after COMPSCI C8/ INFO C8 / STAT C8.

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| Sociology 1 | Robert Braun | Enrollment Limit: 360 |
| MWF 9-10 | 145 Dwinelle | |

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

INTRODUCTION TO SOCIOLOGY: Sociology studies how forces beyond our control and outside the realm of nature shape what we feel, perceive, want and get. Behaviors that may at first seem like deeply personal choices or determined by nature -suicide, academic achievement, college major- are shown by sociologist to be clearly affected by how we are raised and who we interact with. Sociologist apply this distinct approach to three interrelated sets of questions:

Identity: To which groups do we belong and how does this affect our behavior?

Inequality: Which group gets what, when and most importantly why?

Integration: How do groups produce social order and solidarity?

Sociologists believe that answering these questions lies at the hard of understanding both the history of mankind and the world we live in today. In this class you will learn how to answer these questions yourself by investigating differences within and across societies, studying how sociologists have made sense of these differences and exploring how all of this matters for you and your surroundings. Students will improve their analytical skills by drawing connections between social science theory, popular non-fiction, historical monographs and journalistic accounts. Upon completing the course, students will not only be acquainted with the main types of sociological explanation, but they will also be able to evaluate the evidence supporting the various explanations. In turn, this will help students to see society more clearly and, hopefully, with greater empathy for those who are different.

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| Sociology 3AC | Laleh Behbehanian | Enrollment Limit: 195 |
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| T/TH 2-3:30 | A1 Hearst Annex | |
| <i>NOTE: Meets American Cultures requirement. Students who have taken Soc 1, 3, or 3A will not earn credit for Soc 3AC.</i> | | |
| PRINCIPLES OF SOCIOLOGY: This course provides an introduction to the field of sociology through engagement with major contemporary issues. The underlying objective is for students to develop their “sociological imaginations” in relation to the world around them. The course is structured in three parts which each raise a major contemporary social issue: Mass Incarceration; Surveillance; and “Illegal Immigration”. We begin each section by reflecting upon the “common sense” that shapes our understandings of these issues: what are the ideas, perspectives and underlying assumptions that we, often unconsciously, hold? Having excavated this “common sense” we then turn to sociology to develop radically new ways of approaching these issues. The goal is to utilize sociology, with its emphasis on analytic, theoretical and critical thinking, to disrupt our “common sense” and enable us to develop new ways of understanding the major political, economic and social issues of our time. | | |
| Sociology 5 | Daniel Schneider | Enrollment Limit: 220 |
| T/TH 11-12:30 | A1 Hearst Annex | |
| 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 introduce you to the major types of data and analysis used by sociologists, and seeks to make students better consumers of social scientific research reported by the media or used in political or policymaking debates. 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. | | |
| Sociology 101 | Dylan Riley | Enrollment Limit: 160 |
| T/TH 9:30-11 | 390 Hearst Mining | |
| <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. Non- majors will be added at the discretion of the Dept. There is a required discussion section which you must also enroll in.</i> | | |
| SOCIOLOGICAL THEORY I: This course introduces the classic works of social theory. By "classical social theory" I mean an explanation of the origins, internal dynamic, and fate of modern society. Marx, Durkheim and Weber reacting to industrialization and the rise of the nation-state all held modern societies to be sharply different from pre-modern ones. They further asked, "What were the causes and consequences of this distinctiveness"? In answering this question, each thinker developed a set of concepts that have proven to be of enduring relevance in grappling intellectually with our present circumstances. These concepts divide into four main clusters: a set of descriptions of key elements of the condition of living in modern society, a set of concepts useful for understanding the role of ideas in modern society, a set of concepts useful for explaining historical change, and a set of concepts useful for analyzing modern systems of stratification. In this class you will learn to understand, contrast, and evaluate these different concepts and their relationship to the broader theoretical visions in which they are embedded. | | |
| Sociology 102 | Cihan Tugal | Enrollment Limit: 200 |
| T/TH 9:30-11 | 145 Dwinelle | |
| <i>Note: Restricted to students who have completed SOC 101 with a C- or better by the end of Fall 2019. Declared Sociology majors should be able to add to the course and a discussion section no later than the end of Phase II. If you did not earn the minimum grade or have not yet completed Soc 101, you will be dropped from the course. If you completed Soc 101, and are not declared in Sociology, please contact Cristina Rojas at cmrojas@berkeley.edu about enrollment.</i> | | |

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

After completing two thirds of the course, we will ask: how does all of this theorization apply outside of mainstream western society? This will bring us to theories of race, gender, and postcolonialism. Class and section discussion will highlight how we might use these theories to think about our own lives and recent events and processes.

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| Sociology 108 | Laura Enriquez | Enrollment Limit: 25 |
| W 10-12 | 402 Barrows | |

Note: It is recommended that you take Sociol 5 as a pre-requisite to this course. If you don't have Soc 5 then you will need to seek the permission of the professor.

ADVANCED METHODS: IN-DEPTH INTERVIEWING: Social scientists rely on a variety of methodologies to conduct their research, including Interviewing. In using this methodology, we pose questions to those who are somehow related to the social phenomenon we are interested in to gain a deeper understanding of their experience with the phenomenon, their motivations, and their 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 during the class. This course requires a notable 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.

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| Sociology 110 | Linus Huang | Enrollment Limit: 195 |
| MWF 11-12 | 145 Dwinelle | |

ORGANIZATIONS AND SOCIAL INSTITUTIONS: How does social structure shape organization's objectives and practices? What consequences does this have for society? When do we get change in organizational behavior, and why is it difficult to get it? 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. NOTE: Course is open to all, but non-sociology majors must wait until Phase 2 to enroll as per departmental policy.

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| Sociology 111C | Joanna Reed | Enrollment Limit: 130 |
| T/TH 9:30-11 | 101 Morgan | |

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.

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| Sociology 111AC | Mary Kelsey | Enrollment Limit: 195 |
| T/TH 5-6:30 | 10 Evans | |

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.

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| Sociology 111L | Linus Huang | Enrollment Limit: 130 |
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| MWF 1-2 | 160 Kroeber | |
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SOCIOLOGY OF THE LIFE COURSE: We live in a society ordered by age. Our lives for instance are divided into spaces that are age-integrated (the family) and others that are age-segregated (school, to a certain extent the workplace). Institutionalized norms tell us roughly when we are children, adolescents, adults, or elderly persons, and roughly what we should or should not be doing during each stage. A sociology of the life course is interested in understanding the age-ordering of society in terms of the norms that govern the stages of the life course and particularly the *transitions* between them. When do we go from being a child to an adolescent? From an adolescent to an adult? As we get on in years, do there continue to be productive roles we can play in society—or does retirement entail a substantive withdrawal from society altogether? This course will examine issues associated with each stage of the entire life course, with an emphasis on issues related to old age.

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| Sociology 113AC | Brian Powers | Enrollment Limit: 65 |
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| MWF 11-12 | 166 Barrows | |
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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.

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| Sociology 114 | Andy Barlow | Enrollment Limit: 130 |
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| T/TH 5-6:30 | 105 North Gate | |
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SOCIOLOGY OF LAW: The sociology of law studies law and legal institutions as social relationships. Everyday life both incorporates and creates legal meanings and practices. Utilizing sociological theories and methods, this course explores the legal field as a set of social networks and cultural meanings and examines the relationship of the legal field to social life. Specifically, the course examines the ways that ‘legality’ is constituted in the United States by a wide range of political, economic and cultural practices, and the ways that law appears in the very conceptions of American society, community and the individual. Topics to be covered include: sociological theories of law and society, and the social constitution of tort law, contract law, criminal law and institutions. This semester, we will focus attention on immigration law and its impacts. Throughout, attention will be given to the concepts of social justice as they appear in the legal construction of class, race, gender, citizenship and sexuality in the United States. Course requirements include class participation, two midterms, a final exam and a final paper.

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| Sociology 120 | Neil Fligstein | Enrollment Limit: 100 |
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| T/TH 12:30-2 | 3 Le Conte | |
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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 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 we use this understanding to consider how sociologists have understood many of the important economic changes of the past 30 years. We first discuss shareholder value capitalism in the U.S. and its impact on work and income inequality. Then we discuss the evolution of two of the most vibrant industries in the U.S.: the internet platforms (Facebook, Amazon, Apple, Microsoft, and Google) and finance. Finally, we use the model to make sense of globalization, trade, and the rise of China.

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| Sociology 121 | Szonja Ivester | Enrollment Limit: 130 |
| MWF 10-11 | 160 Kroeber | |

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 19th and early 20th 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.

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| Sociology 127 | Edwin Lin | Enrollment Limit: 160 |
| T/TH 8-9:30 | 390 Hearst Mining | |

DEVELOPMENT AND GLOBALIZATION: Development and globalization are terms that frequently come up in political debates over the economy, rising unemployment, poverty and inequality to name just a few. But, what do these words mean? These terms, or at least the phenomena that they represent, are contested. 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 and environmental impacts of the prevailing way of conceiving of and structuring development and globalization.

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| Sociology 133 | Jill Bakehorn | Enrollment Limit: 130 |
| T/TH 11-12:30 | 105 North Gate | |

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.

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| Sociology 136 | Joanna Reed | Enrollment Limit: 65 |
| T/TH 12:30-2 | 9 Lewis | |

URBAN SOCIOLOGY: This course is an introduction to urban sociology that characterizes cities as physical spaces that magnify social inequalities and shape how we experience them in our daily lives. We may all live in the Bay Area, but our daily experiences of place are often radically different within short distances. We may

experience the same public and private spaces differently as well. In this class, we will explore why this is—how our experiences of the city vary so widely depending on where and who we are—and how where we live and conduct our lives shapes other aspects them. We will explore several topics related to urbanization and urbanism in this course by focusing on the urban space common to us—the Bay Area. We will use the Bay Area, and the East Bay and San Francisco in particular as lenses through which we can gain a national perspective on urban issues. We begin the course by considering the historical forces that shaped the Bay Area into the region it is today, and how that history continues to shape and inform current urban experiences and controversies. The later part of the course focuses on how neighborhoods influence life chances, social interactions in urban spaces, and topics typically considered as urban problems—homelessness and neighborhood violence. Throughout the course we will consider the relationships between spatial organization, social inequalities and social interaction.

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| Sociology 139F | Jill Bakehorn | Enrollment Limit: 130 |
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| T/TH 8-9:30 | 105 North Gate |
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SOCIAL PROBLEMS OF THE FOOD INDUSTRY: This course will focus on one industry—the food industry—in order to illuminate the social construction of social problems. Thus, we will apply sociological theories to the study of various aspects of the food industry by examining, among other things, the industrialization of the food industry, the treatment and pay of workers, the relationship between government regulations and corporate influence, the impact on the environment, and the obesity epidemic. This class takes the United States as its starting point and looks at how our appetites have ripple effects around the world: from migrant farm workers toiling in Florida to the loss of family farms around the world, from the “obesity epidemic” in the US to an increasingly “fat” world. We will explore how US food policies and industries are connected to a global marketplace with far-reaching implications.

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| Sociology 141 | Laleh Behbehanian | Enrollment Limit: 195 |
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| TR 3:30-5 | A1 Hearst Annex |
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SOCIAL MOVEMENTS AND POLITICAL ACTION: Contact Professor for more information

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| Sociology146AC | Irene Bloemraad | Enrollment Limit: 50 |
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| T/TH 11-12:30 | 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.

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| Sociology 148 | Cybelle Fox | Enrollment Limit: 50 |
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| MW 5-6:30 | 56 Barrows |
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SOCIAL POLICY: During the last four decades economic inequality in America has increased rapidly. Yet where most rich democracies use redistributive social policy to mitigate inequality, the United States has done less than any other rich democracy in this regard. In this class, we will examine American policy responses to poverty and inequality and evaluate different theories about why the response has been so weak. We will pay particular attention to the role of public opinion, interest groups, race relations, social movements, and the state in explaining the scope, form, and function of American social welfare provision.

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| Sociology 150 | Brian Powers | Enrollment Limit: 130 |
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| MWF 2-3 | 160 Kroeber |
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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.

152AC

Andy Barlow

Enrollment Limit: 65

T/TH 12:30-2

126 Barrows

DEVIANCE AND SOCIAL CONTROL: Marginalization, Identities and Social Justice in the United States -- This course is about and for people who are labeled “different.” Its goal is to empower people who have been marginalized by racism, xenophobia, poverty, patriarchy, homophobia, ableism and other forms of domination in the United States with the knowledge needed to combat their own subordination. The sociology of deviance provides students with analyses of marginalizing social processes and the intersecting ways these processes form a matrix of domination. It is this matrix of domination that forms the context in which people forge their own identities. This understanding that deviance is a set of social processes provides marginalized people with an important insight: that the most effective way to address the many hardships that come with marginalization is through collective resistance to the social processes that create ‘difference’ in the first place.

Students in this course will learn: 1. sociological frameworks on understanding the intersecting processes by which people are made “different” 2. the socio-psychological processes by which people forge identities in the context of those experiences, and 3. Strategies, both individual and collective, that people utilize to resist marginalization. People vary greatly in their experiences of marginalization, their identities and their strategies for addressing it, but fostering collective identities that empower resistance to marginalization is essential if people are to be liberated from oppression.

Since the purpose of this course is to empower marginalized people to achieve social justice, this course is organized around a pedagogy that is intended to ensure that students’ own experiences of marginalization will be at the center of the course.

Students are expected to actively participate in class discussions throughout the semester. Some of these discussions will be for the entire class (circle discussions) to contribute, and others will be through student panels. There will be eight student panels throughout the semester. **All students must participate in one of these panels.** The panel presentation, along with class attendance and on-going contributions to student learning, will be the basis for 35% of the course grade. The other graded assignments will be a midterm and final exam (20% of the course grade each); and an eight to ten-page final paper examining the processes of domination, identity formation and efforts to challenge marginalization in one particular setting. (25% of the course grade).

Sociology 160

Cristina Mora

Enrollment Limit: 130

T/TH 2-3:30

2060 VLBS

SOCIOLOGY OF CULTURE: This class will introduce students to the sociology of culture. We will begin by examining the theoretical debates on what culture is, where it comes from, and how it works. We will then move on to examine empirical sites of cultural transmission – schools, immigrant communities, and religious institutions. We will end by examining the production of culture perspective and considering how mass media is produced and connected to social change.

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| Sociology 163 | Jill Bakehorn | Enrollment Limit: 130 |
| T/TH 2-3:30 | 160 Kroeber | |
| <p>POPULAR CULTURE: This course will focus on the idea that popular culture is a site of dominance and contestation between those who have power and those with relatively little power. We will explore this theme through a wide range of popular cultural forms including Sci-fi, Filipino taxi dancers, Morrissey and his Latinx fans, romance novels, Elvis, fandom, Beatlemania, symbolic representations of African-Americans, slash fiction, and the challenging of racism by Black and non-Black Muslim youth through hip-hop and the performance of “Blackness.”</p> <p>By focusing on a wide range of topics, we can see how thoroughly saturated our daily lives are with popular culture, how it impacts our identity and our social relationships, and how culture can be used to both reinforce and challenge social inequality.</p> | | |
| Sociology 167 | Edwin Lin | Enrollment Limit: 195 |
| T/TH 9:30-11 | 100 Lewis | |
| <p>VIRTUAL COMMUNITIES/SOCIAL MEDIA: This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of virtual communication. We will explore the social changes due to the internet, including new social networks and their impact on social lives, the impact on youth and family, online gaming, the social dynamics of virtual worlds, education and open source information, and dating and romance online.</p> | | |
| Sociology 169C.1 | John Kaiser | Enrollment Limit: 80 |
| MW 5-6:30 | 101 Moffitt | |
| <p>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.</p> | | |
| Sociology 169C.2 | Edwin Lin | Enrollment Limit: 80 |
| TH 2-5 | 100 GPB | |
| <p>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.</p> | | |
| Sociology 180C | Szonja Ivester | Enrollment Limit: 130 |
| MWF 1-2 | 105 North Gate | |
| <p>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</p> | | |

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

126 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 2020

Students are unable to directly enroll or wait-list themselves into a Sociology 190 seminar via Cal Central. Instead, enrollment permission into seminars is done manually 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/SOC190_Spring2020

** Be sure to submit request online by or before **DECEMBER 6, 2020**. You must submit this form by the deadline in order to ensure placement in the course.

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 as 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 following 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.

5) During the 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, any remaining seats in each seminar will be filled with students who are attending the class, and meet the priority groups listed above in item #4. Enrollment into the course is at the discretion of the department.

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| 190.1 | Robert Braun | Enrollment Limit: 25 |
| M 6-8 | 104 Barrows | |

UNDERSTANDING GENOCIDE: In this course we will examine one of the most destructive, evil and perplexing phenomena haunting society: genocide – i.e. , the on a large scale organized exclusion and killing of populations defined by race, ethnicity, nationality, political affiliation or religion. In the first section of this course students will be introduced to ideational, rational and psychological explanations of genocide. Causes of genocide can be found at different levels of analysis. We will focus on theories at three different levels. First, we will look at how national and international processes such as modernization and political leadership cause genocide (*macro-level*). Second, we will look at why individuals, both victims and non-victims, accept or even participate in mass killings (*micro level*). Third, we will look at what role subnational groups such as religious congregations, organizations, local communities and militias play in linking micro and macro forces (*meso-level*). In the second part of this course, we will assess the validity of different explanations through the comparative study of four particular cases: the Holocaust, the Armenian Genocide, Bosnia and Rwanda. Students will explore and present a fifth case on their own. We will end the course with a discussion on resistance and foreign intervention. Students will improve their analytical skills by drawing connections between social science theory, historical monographs, journalistic accounts and policy documents. Upon completing the course, students will not only be acquainted with the main types of explanations offered for genocide, but they will also be able to evaluate the evidence supporting the various explanations. In turn, this should help students to develop and evaluate proposals to end and prevent mass killing and recognize opportunities for resistance against mass-killing.

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| 190.2 | Karen Barkey | Enrollment Limit: 25 |
| M 10-12 | 115 Kroeber | |

SOCIOLOGY'S HISTORICAL IMAGINATION: STUDYING RELIGIOUS PLURALISM IN COMPARATIVE PERSPECTIVE: This course will focus on successful examples of religious pluralism across empires and nation-states, in the past and in contemporary societies. One segment will look at empires, such as Rome, the Ottomans, the Mughals and the Russians to compare different trajectories of religious pluralism and coexistence. We will look at what made empires more open to religious diversity and the mechanisms of the management of religious pluralism. A second segment will discuss religious pluralism in contemporary western nation-states where through post-colonial settlement and immigration, diversity has steadily increased. We will discuss how this new religious diversity is transforming western states and societies and the efforts at the integration, or assimilation of minorities, as well as their response. We will read and reflect on Sharia councils in England, Sharia' courts in Greece and cases of more or less successful integration in cities such as Marseille. In this course you will each work on a paper that will focus on a particular case of religious pluralism, carrying out in depth research on the case.

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| 190.3 | Cihan Tugal | Enrollment Limit: 25 |
| TH 2-4 | 174 Barrows | |

THE RE-BIRTH OF POPULISM ACROSS THE GLOBE: This is a research-heavy course that focuses on populist movements. We first discuss the major sociological approaches to populism: modernization theory; Marxism and post-Marxism; institutionalism; cultural (performative, ideological) analyses; and social movement theory. We then turn to the world-historical development of populism and discuss its ebbs and flows by focusing on specific cases. The overall goal is understanding what has brought us to the current populist moment.

The precursor to the current global populist wave was the rise of new movements and regimes in Latin America in the 1990s. After the 2008 financial crisis, revolutions and protests erupted in quite dissimilar geographies: the Tea Party and Occupy Wall Street in the US, the failed Arab revolutions, horizontalist revolts in Southern Europe, ISIS in the Muslim world, and right-wing radicalization in Venezuela, Ukraine, France, Poland, Hungary, Turkey, Italy, and India. The more recent rise of Trump, Bolsonaro, Farage, Corbyn, Syriza, Podemos, and Sanders/DSA shows that the trend is intensifying. What are the sociological dynamics behind this global rise of populism (and the decline of the liberal-conservative center)?

Lectures will focus on the mentioned cases, as well as historical precursors (the People's Party in the US, Narodnism in pre-Bolshevik Russia, Devrimci Yol in Turkey, Peronism, Maoism, Titoism, fascism, Nazism, and Italian Communism). Students will write a research paper on one or two historical and/or contemporary case(s).

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| 190.4 | Jaren Haber | Enrollment Limit: 25 |
| W 12-2 | 2 Evans | |

SOCIOLOGY OF SCHOOL CHOICE: As a capstone course for advanced sociology undergraduates, this participatory seminar builds on and applies students' sociological knowledge to a specific, contemporary topic: school choice. Through readings, writing assignments, and research projects, students will develop the skills and knowledge to critically engage the school choice movement and its politics. We will address questions of inclusivity, efficacy, and impact—asking especially whether charter schools are living up to their 25-year-old promise of bringing greater equality into U.S. education. The course will begin with an overview of popular contention and the institutional and political contexts at play; develop a conceptual foundation in identity, power, and theoretical orientations; and weigh the evidence on school choice, paying particular attention to organizational dynamics and identity claims.

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| 190.5 | Tiffany Page | Enrollment Limit: 25 |
| T 4-6 | 2038 VLSB | |

UPRISING IN CHILE: SOCIAL MOVEMENTS & INEQUALITY: In Chile today, we see mass mobilization in opposition to the neoliberal model. This may seem surprising since Chile has been regarded as a poster child of neoliberalism and as one of the more economically successful and politically stable countries in the region. Neoliberal policies were first introduced in Chile in the mid-1970s under the military dictatorship. Post-dictatorship governments maintained the neoliberal policies, but with some social reforms that reduced the poverty rate. Three decades later we see levels of mobilization that parallel the mobilization that ended the dictatorship, with protesters expressing widespread dissatisfaction with the neoliberal model and Chile's political system. In this course, we will explore the social and political dynamics that help us understand why Chileans are calling for both economic and political change.

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| 190.6 | Andrew Jaeger | Enrollment Limit: 25 |
| W 10-12 | 115 Kroeber | |

THE SOCIOLOGY OF CLIMATE CHANGE: What is the sociology of climate change? That is yet to be determined. While climate change is a deeply social issue, it has received only scant attention from sociologists. This course develops a novel approach by drawing on theory from a wide range of subfields, including political, economic and environmental sociology, to explore three interrelated questions: 1) What are the social origins of the climate crisis? 2) How will social structure shape its impacts and solutions? 3) How should we understand the history of political attempts to address it? As sociologists, we will answer these questions with attention to inequalities of power, capitalism, culture, class, race, colonialism and gender. As pioneers in the sociology of climate change, we will highlight work by a new group of sociologists working on the subject. And as graduates entering the most ambitious and sustained period of climate politics in history, we will end the course by analyzing and debating contemporary social movements and policy proposals.

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| 190.7 | Parul Baxi | Enrollment Limit: 25 |
| T 12-2 | 205 Dwinelle | |

THE POLITICS OF SOUTH ASIAN MIGRATION TO THE GLOBAL NORTH: In the last few decades,

international migrations have transformed the world economy and in many countries, fierce debates are ongoing over immigration. Underlying these debates are questions on citizenship, borders, equality, rights, inclusion, legality, and justice. This seminar engages with these questions by focusing on migration from South Asia, especially, India, Pakistan, Bangladesh, Nepal, and Sri Lanka. Historical forces of colonialism have shaped migrations from Asia to the US, Europe, the Caribbean, and Africa since the early 19th century, but major waves of South Asian immigrants to the US began after the passage of the Immigration and Nationality Act of 1965. Today, South Asians are among the fastest-growing minority groups in the United States. Public narratives tend towards binary depictions of South Asian immigrants as either “model minorities” in some contexts or dangerous outsiders in others. In this seminar, we dissect these binaries and examine the peculiarities of South Asian immigrant experience in the context of global capitalism. Substantive thematic areas of focus include labor markets, gender, assimilation and identity, transnationalism and citizenship, and the politics of border control. The seminar is divided into three sections. The first offers an understanding of the global history of South Asian migration and focuses on South Asian immigrants’ experiences in the US and Europe. The second investigates South Asian immigrants’ influence on US politics, economy, and popular culture. The third traces the intersections between migration, development, and transnationalism, and examines transnational migrant organizations and activism. In the end, we discuss the phenomenon of return migration with immigrants leaving the US to pursue lives in native lands. The course draws upon theoretical and empirical works at the intersections of migration, globalization, citizenship, and South Asian diaspora studies that illustrate how the politics of migration transforms host and sending societies.

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| H190B.1 | Mary Kelsey | Enrollment Limit: 15 |
| T 12-2 PM | 78 Barrows | |
| H190B.2 | Laleh Behbehanian | Enrollment Limit: 15 |
| T 12-2 PM | 211 Dwinelle | |

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

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

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| R1B | John Kaiser | Enrollment Limit: 17 |
| T 2-4 | 104 Barrows | |

SOCIOLOGICAL READING & COMPOSITION

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

Deadline to submit DE-Cal course proposal for Spring 2020– October 24, 2019

Deadline to submit Independent study applications for Spring 2020 January 31, 2020

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) 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 Thursday, October 24, 2019. The deadline to submit applications for Spring 2019 Independent Studies is Friday, January 31, 2020.** 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 (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.