

SUMMER 2015 UNDERGRADUATE COURSE DESCRIPTIONS

March 4, 2015

**IMPORTANT!** This listing is subject to change. If anything changes, the listing will be amended accordingly and publicized on the sociology department website: <http://sociology.berkeley.edu>.

Continuing UC Berkeley students may register for summer session courses using Tele-BEARS beginning in early February. Outside students should register using the appropriate forms in the Berkeley Summer Session catalog. Enrollment is first-come, first-served, and the department is not allowed to give priority to any particular majors, including Sociology majors (except in Soc 190, which has a special enrollment process). If a course fills up, please put your name on the Tele-BEARS waiting list. There are inevitably students who drop the course, creating space for students on the waiting list. If the waiting list is large enough, there is a *possibility* that the class will be moved to a larger room. Please check with the Sociology Department for the status of such courses.

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**FIRST SIX-WEEK SESSION A (MAY 26 – JULY 2, 2015)**

<b>Sociology 113AC</b> <b>CCN: 83335</b>	<b>TBD</b>	Enrollment Limit: 65
<b>M-TH 2-4</b>	<b>166 Barrows</b>	
<b>SOCIOLOGY OF EDUCATION:</b> Schools are unique institutions in society: while they are held as the great “equalizers” of social, political, racial, and economic disparities, they almost always fall short of this goal. The sociology of education is dedicated to the investigation of how social forces shape education and schooling, and in turn, how education affects individuals, society, and social structures. Thus, this course seeks to understand the ways in which schools both reproduce and challenge the status quo. As an American Cultures requirement, there is a particular emphasis in this course on how educational experiences structure and are structured by ethnicity, culture, race, and ideals of pluralism and meritocracy in U.S. society. These social and institutional dynamics will be analyzed through an exploration of the political and economic theories underlining different conceptions of schooling; the intersections across race, class, and gender divisions; the racial and class implications of educational reform efforts; and the location of the U.S. educational experience within larger global and historical processes of colonialism, post-colonialism, and the global political economy.		
<b>Sociology 131AC</b> <b>CCN: 83345</b>	<b>Andy Barlow</b>	Enrollment Limit: 65
<b>M-TH 10-12</b>	<b>166 Barrows</b>	
<b>RACE&amp;ETHNIC RELATIONS: PLEASE CONTACT INSTRUCTOR FOR DESCRIPTION</b>		
<b>Sociology 167</b> <b>CCN: 83370</b>	<b>TBD</b>	Enrollment Limit: 50
<b>MW 5-9</b>	<b>56 Barrows</b>	
<b>VIRTUAL COMMUNITIES/SOCIAL MEDIA:</b> This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of computers and computer network communication. We will explore the subjects social and economic change due to the internet – the internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.		
<b>Sociology 190</b> <b>CCN: See Dept</b>	<b>Dylan Riley</b>	Enrollment Limit: 25
<b>T/TH 12-3</b>	<b>420 Barrows</b>	

**THE UTOPIAN - 'ISMS' IN COMPARATIVE PERSPECTIVE:** Utopian imagery is a central component of any social theory -- even those that claim to neutral and scientific. This class explores the imagery associated with the great "isms" of our time: socialism, communism, liberalism/neo-liberalism and fascism.

**EIGHT-WEEK SESSION C (JUNE 22 - AUGUST 14, 2015)**

<b>Sociology 3AC</b> <b>CCN: 83305</b>	<b>Nora Broege</b>	Enrollment Limit: 65
<b>TWTH 4-6</b>	<b>60 Barrows</b>	
<i>Note: Meets American Cultures Requirements. Students who have taken Soc1, 3 or 3A will not earn credit for Soc 3AC.</i>		
<b>PRINCIPLES OF SOCIOLOGY: AMERICAN CULTURES:</b> Sociology 3AC offers a general introduction to sociology---the study of the social institutions, organizations and social relations that shape our lives and life chances. Beginning with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements, the class then explores these sociological principles through concrete studies of class, race, gender and sexual inequality. The class concludes by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.		
<b>Sociology 5</b> <b>CCN: 83310</b>	<b>Szonja Ivester</b>	Enrollment Limit: 50
<b>TWTH 10-12</b>	<b>56 Barrows</b>	
<i>Note: This course has sections that you will need to register for.</i>		
<b>EVALUATION OF EVIDENCE:</b> Provides a general overview of the ways in which sociologists collect information about social phenomena, and it provides an elementary introduction to both quantitative and qualitative analyses of such data. I have several goals for this course: 1) To spark your interest in sociology and to encourage you to see sociology as a research enterprise, as a process of learning about our social world. 2) To introduce you to the elements of research design and to the basic principles of data analysis so that you will have a good foundation for future learning. 3) To teach you how to read a research report with a critical eye, so that you can know how to tell how trustworthy its information is. 4) To have you learn firsthand about the problems of research by trying out several data collection methods on a small scale. 5) To show you that research is a personal, human activity involving both your brain and your emotions, combining brilliant insights with spectacular failures, and invoking both dramatic visions and inescapable practical limitations.		
<b>Sociology 130</b> <b>CCN: 83340</b>	<b>Szonja Ivester</b>	Enrollment Limit: 65
<b>TWTH 2-4</b>	<b>170 Barrows</b>	
<b>SOCIAL INEQUALITIES:</b> This course offers a comprehensive and rigorous overview of social stratification theory and research. The first few weeks will be devoted to general conceptual and methodological questions surrounding the logic of class analysis. The remainder of the course will involve both theoretical analyses and empirical investigations of four substantive areas: various (status, gender and racial) dimensions of social inequality, patterns of class formation, the shape and the contours of the modern class structure, and the nature of class outcomes. Each section will contain an examination of key theoretical debates and a survey of recent research that is relevant to these debates.		
<b>Sociology 190</b> <b>CCN: See Dept</b>	<b>Trinh Tran</b>	Enrollment Limit: 25
<b>T/TH 12-3</b>	<b>402 Barrows</b>	
<b>URBAN NEIGHBORHOODS, SOCIAL NETWORKS, AND THE PURSUIT OF SCHOOL CHOICE:</b> School closures and the growth of school choice programs have dramatically changed the		

American educational landscape. Drawing insights from both the sociology of education and urban sociology, this course examines the processes by which individuals make schooling decisions. Which students choose schools outside their neighborhoods? Which students choose to stay local? We will look at how school traits, neighborhood factors, and social ties sort students into different educational contexts. We will also explore how schools shape students' sense of belonging within their home neighborhoods.

**SECOND SIX-WEEK SESSION D (JULY 6 – AUG 14, 2015)**

<b>Sociology 110</b> <b>CCN: 83325</b>	<b>Linus Huang</b>	Enrollment Limit: 65
<b>M-TH 10-12</b>	<b>101 Barker</b>	
<p><b>ORGANIZATIONS AND INSTITUTIONS:</b> Organizations are everywhere! We work within them, get an education within them, and buy other goods and services within and from them. Even when we're at home, our apartments/condos/homes are filled with products made by organizations. Also, our apartments/condos/homes are themselves likely constructed by, inspected by, and bought and sold (or rented, or leased) through organizations. But how do organizations behave? What are their objectives? What are the consequences of organizational behavior for people within them, or who procure goods and services from them? How can organizations be changed? A sociology of organizational behavior does two things. First, it draws our attention to the role that organizations play in society at all, as opposed to approaching society from the perspective of individual consumers (i.e., us) who choose between organizations, leaving the organization itself unexamined. Second, it adopts a <i>social</i> perspective that moves beyond an understanding of organizational behavior as a reflection of the behavior of individuals within organizations. The organizational world is vast and cannot be comprehensively surveyed within the course of a semester (or a lifetime). But to make the theoretical perspectives we will consider concrete, we will explore in-depth a select few organizational settings of special concern to us: the fast food industry, social movements, Corporate America, the federal government, and U.C. Berkeley itself.</p>		
<b>Sociology 135</b> <b>CCN: 83350</b>	<b>Matthew Rowe</b>	Enrollment Limit: 50
<b>M-TH 2-4</b>	<b>140 Barrows</b>	
<p><b>SEXUAL CULTURES:</b> This course explores the cultural nature of sexual desire, sexual identities, and sexual communities. Specific topics will include:</p> <ul style="list-style-type: none"> <li>• theories of sexuality and power;</li> <li>• the social construction of identity, specifically gender and sexual identity;</li> <li>• norms and institutions of American heterosexuality and related controversies;</li> <li>• LGBT social movements and subcultures; and</li> <li>• the globalization of sexuality, with a focus on AIDS activism and biomedical institutions.</li> </ul> <p>Students will come away with an understanding of how sexualities are institutionalized, how this varies by time and place, and how change occurs.</p>		
<b>Sociology 140</b> <b>CCN: 83355</b>	<b>James Lamb</b>	Enrollment Limit: 65
<b>M-TH 4-6</b>	<b>170 Barrows</b>	
<p><b>POLITICS &amp; SOCIAL CHANGE:</b> This is a course that aims to introduce classical sociological theories of the state and politics, and then to apply those theories to some concrete cases of political and social change. For the first half of the course, the focus will be on reading and analyzing broad theories of the state and politics from the canonical sociological traditions of analysis: liberal/pluralist; structural-functionalist; Weberian/realist/institutionalist; and Marxist. In the second half of the course, we will be applying these theoretical frameworks to some specific instances of socio-political change: how social movements interact with the state and politics; politics and the state in Latin America; and an analysis of current events from a political sociology perspective. Throughout, we will keep in mind our main analytical line of inquiry, and our most basic and fundamental questions: what are the relationships between and among state, politics and society?</p>		

<b>Sociology 150</b> <b>CCN: 83360</b>	<b>Brian Powers</b>	Enrollment Limit: 65
<b>M-TH 12-2</b>	<b>166 Barrows</b>	
<p><b>SOCIAL PSYCHOLOGY:</b> 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.</p>		
<b>Sociology 160</b> <b>CCN: 83365</b>	<b>TBD</b>	Enrollment Limit: 65
<b>M-TH 2-4</b>	<b>166 Barrows</b>	
<p><b>SOCIOLOGY OF CULTURE:</b> 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. Throughout the semester, we will use empirical examples close to us (from Silicon Valley and its ecosystem of tech companies) when studying themes such as gentrification, innovation, anti-tech mobilizations, high-technology capitalism, and inequality.</p>		