

SUMMER 2020 UNDERGRADUATE COURSE DESCRIPTIONS

December 16, 2019

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>.

Registration for summer session courses using CALCentral will begin in early February. 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 CALCentral waiting list.

FIRST SIX-WEEK SESSION A (MAY 26 – JULY 2, 2020)

Sociology 112	Jerome Baggett	Enrollment Limit: 50
M-R 10-12	150 GSPP	
SOCIOLOGY OF RELIGION: Religion is an enormously important and, to many observers, a surprisingly persistent component of contemporary life. Focusing primarily, although not exclusively, on the United States, this course introduces students to the sociological study of religion and provides them with the theoretical tools necessary for thoughtfully analyzing the place of religion in the modern world. Among the topics this course will address are: the ways in which religion provides many with a sense of personal meaning; the social construction of religious conversion and commitment; the types and dynamics of religious groups (churches, sects, cults, etc.); the increasing significance of both the “spiritual but not religious” and the nonreligious; the various connections between religion and popular culture; the intersection of religiosity and other dimensions of personal identity; and the impact of religion on social cohesion, conflict and change. There are no prerequisites for this course. Course requirements are: class participation; three brief (2-3-page) critical analysis papers, and an in-class final exam.		
Sociology C115	Laura Nathan	Enrollment Limit: 40
T/F 2-6	222 Wheeler	
SOCIOLOGY OF HEALTH AND MEDICINE: Examination of the social, cultural, and structural contributions to health, illness, and health care. Specific topics to be addressed include: 1) correlates of health (e.g., sex, race, etc.), health disparities, and factors impacting access to care; 2) the U.S. health care system and attempts to reform it; 3) organization of health care delivery systems and associated patient outcomes in comparative perspective; 4) social meanings and experiences of illness; and 5) providers and patients—the impact of culture, roles, and relationships.		
Sociology 145	Dylan Riley	Enrollment Limit: 40
T/TH 2-6	402 Barrows	
SOCIAL CHANGE: Please contact professor		
Sociology 150	John Kaiser	Enrollment Limit: 50
M-R 4-6	126 Barrows	
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 members of society. 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. Writings: Short mid-term study of processes of identity formation of two individuals; final course project report, developed in stages (several brief 2 page		

field reports) over the summer, examining structures and processes linked to identity-formation observable in a setting selected by the student, with the approval of the instructor.

Sociology 160	Jerome Baggett	Enrollment Limit: 50
M-R 2-4	150 GSPP	

SOCIOLOGY OF CULTURE: In his widely read collection *Keywords*, the Marxist theorist Raymond Williams famously decreed that “culture is one of the two or three most complicated words in the English language.” Nevertheless, it is also a pivotal concept for sociologists as well as for anyone seeking to understand how people create the symbolic worlds that, in turn, shape them in often profound ways. Understanding how this occurs is what this course is all about. It will explore the various dimensions of culture. In doing so, we will address how cultural symbols, frames, narratives, conceptions of selfhood, etc. are central to such things as: 1. consolidating self-identity and broader social structures; 2. organizing individual and collective action; 3. establishing moral and other symbolic boundaries among people; 4. perpetuating (and sometimes challenging) power dynamics, and so on. There are not prerequisites for this course. Course requirements are: class participation, five 2-page response memos, and an in-class final exam.

EIGHT-WEEK SESSION C (JUNE 22 - AUGUST 14, 2020)

Sociology 5	Edwin Lin	Enrollment Limit: 50
T-TH 12-2	166 Barrows	

Note: This course has sections that you will need to register for.

EVALUATION OF EVIDENCE: We seem to have available to us more and more information about individuals, groups, and whole societies, but this does not always lead us to cite facts more accurately or hold more justifiable opinions. This course provides students with skills to evaluate claims about social life by examining whether they are based on good evidence, sound reasoning, and ethical practices. It does so by surveying the ways that professional social researchers ask and answer empirical questions. Students will learn the basic principles and practices that guide good empirical research, how to decide whether others have followed them, and how to follow them themselves. By the end of the course students will have acquired skills that will make them more responsible consumers of social science and debates about social trends and public policy.

119S	Sylvia Flatt	Enrollment Limit: 40
T/TH 3-6	204 Wheeler	

ORGANIZATIONAL STRATEGY & DESIGN: Organizations face a rapidly changing external environment that make sustaining a competitive advantage, success, and survival more tenuous. Firms that were successful last year may no longer be as successful. This course uses sociological and business strategy research to examine how organizational strategy and design influence organizational success. We begin with a brief overview of business strategy and sociological concepts to set a foundation for more in depth readings and discussion; these concepts and theories are then used to show how sociology and business research have been integrated to create stronger models of business strategy. Some of the topics that we will cover include: the internal and external context of organizations, developing a competitive advantage, why firms are similar, why firms are different, alignment of organizational design with strategy, organizational ambidexterity, blue ocean strategy, and optimal distinctiveness.

190	Amanda Frye	Enrollment Limit: 25
T/TH 12-3	104 Barrows	

SCHOOLING AND SOCIETY: What is school for? Americans want their schools to do a number of things, some contradictory, all at the same time. Schools should produce literate, reasoning citizens, ensure social and economic stability by generating legions of future workers, and create opportunity for upward social mobility. We also want our schools to end social inequality, improve the population's health, and save the environment. When schools fail to meet our tangled expectations, policymakers and the public call for

sweeping reforms and propose new strategies like flipped classrooms, charter schools, and unschooling. All the while, the inherent tensions remain. In this course, we'll use our sociological lenses to think about schools as mechanisms of social reproduction. We'll look at the landscape of equal educational opportunity before and after the Brown decision, ask questions about the role of education systems in the lives of Native American, African American, and Latinx students and explore the sociological underpinnings of some of the major contemporary controversies and debates about education. Students will select a problem, puzzle, or phenomenon in contemporary education to explore throughout the course, culminating in a 15-20 page final paper.

SECOND SIX-WEEK SESSION D (JULY 6 – AUG 14, 2020)

Sociology R1B	Sue Miller	Enrollment Limit: 17
M-R 10-12	402 Barrows	
Social Inequalities: Sociology R1B fulfills the second half of the Reading and Composition requirement. It has three main goals: 1) to assist you in developing a clear, persuasive, and personal prose style in English; 2) to refine and build upon the close reading techniques you practiced in R1A; and 3) to equip you with the skills necessary for writing a research paper—a standard requirement of many upper-division (100-level) courses. In the first part of the course, we study fundamentals: writing analytically; the structure of essays and paragraphs; how to construct arguments; sentence mechanics; and analytical reading techniques. We practice these techniques by writing essays on a range of scholarly texts on the theme of inequality. The second part of the course applies these skills to a longer research paper on a topic that students choose that requires synthesizing multiple sources to develop a relatively-complex argument.		
Sociology 111AC	Mario Castillo	Enrollment Limit: 30
M-TH 2-4	185 Barrows	
SOCIOLOGY OF THE FAMILY: This course will critically examine the complex relationship between <i>the family</i> as a social institution and broader social forces. Rather than assuming a universal model of the family, we will look at families as evolving, diverse, social entities that are both supported and constrained by political climates, economic factors, gender ideologies, racial and ethnic hierarchies, sexual norms, and consequential cultural shifts. By understanding how and in what ways broader social forces affect families in general, we can better understand not only the dynamics within individual families but also the unique dynamics existent within our own family structures.		
Sociology 113AC	Brian Powers	Enrollment Limit: 40
M-TH 12-2	204 Wheeler	

SOCIOLOGY OF EDUCATION: Bridges and barriers to opportunity! This course examines social influences on schools and education and, in turn, the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. To understand why teaching and learning have taken the familiar forms we encounter almost everywhere as the “standard model” of schooling, we explore the social “embeddedness” of schooling in the culture and institutions of the contemporary US. We also look at examples of the organization, content and effects of education in other countries, and at different moments of historical time in the US. Our focus will be on persistent achievement gaps and differences in access to schooling and learning opportunities across social groups, and how they have changed over time. In readings, lectures, small group discussions, visual media, and students research based assignments, we study how the numerous *social* effects of schooling emerge as schools carry out their routine tasks of cultivating skills, knowledge, and values in learners, preparing young people to contribute to the well-being of their families, workplaces, and communities. As an American Cultures course, we pay attention to the different experience of members of racial and ethnic groups in the US educational system. Significant work will be devoted to students’ personal observational studies of a teaching and learning setting and the ways its features can be observed to affect the learning and identities of participants.

Sociology 130	Rebecca Culbert Franklin	Enrollment Limit: 50
M-R 10-12	166 Barrows	

SOCIAL INEQUALITIES: The past 50 years have brought with them tremendous increases in social inequality around the world. In many instances, these have taken place in the context of formally meritocratic regimes. What happened? How can explain these changes and what, if anything, can we do about them? These questions will form the backbone of this class. Throughout the summer, we will cover recent debates, competing theories, and empirical research on social inequality. We will also explore how class, race, ethnicity, and gender continue to shape our life chances in the post-industrial world.

Sociology 167	Edwin Lin	Enrollment Limit: 50
T/TH 3-7	170 Barrows	

VIRTUAL COMMUNITIES/SOCIAL MEDIA: This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of computers and computer network communication. We will explore the subjects social and economic change due to the internet – the internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.