

Please note that attendance at the lectures is **REQUIRED** for this class. **Students who miss two consecutive classes without notifying me during the first three weeks of class will be dropped.** If you are uncertain whether or not you want to stay in this class, read the syllabus carefully. Do the course readings and assignments interest you? Can you commit to showing up for every class? While I will do my best to make this class well worth your time, if the class and its requirements are not a good match for you, you may want to look for a course that better suits your needs. Make your decisions carefully!

**Sociology 3AC: Principles of Sociology**  
**M/W 4-5:30 p.m. in 245 Lee Ka Shing Center**  
**Fall Semester 2015**  
**University of California at Berkeley**

**Head Reader: Kristen Nelson**

**Office hours:**

**4 – 5 pm Thursday in**

**Café Milano**

**Sign up in advance at**

<http://www.wejoinin.com/sheets/ztvxg>

**Email:** kristen.n.nelson@berkeley.edu

**Instructor: Mary Kelsey, Ph.D**

**Office Hours:**

**Tues 10 am -12:00 pm (drop-in only)**

**in 454 Barrows Hall**

**Email:** mkelsey@berkeley.edu

**Course Content:**

This course offers a general introduction to sociology—the study of the social institutions, organizations and social relations that shape our lives and life chances—by way of a special focus on education. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements. We then explore these sociological principles through concrete studies of class, race, gender and sexual inequality. The articles in the course reader address the broader dimensions of social inequality, and, along with the one assigned text, explore how these issues specifically affect American youth as students in the public school system. Once familiar with basic theoretical and empirical approaches used to explain unequal social outcomes, we will consider the ways in which educational systems can be used to perpetuate or resist social inequality. We conclude the class by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.

**Learning Objectives:**

- 1) Gain knowledge of the broad contours of social inequality in American society;
- 2) Use sociological insights to understand the larger social contexts that shape individual experiences and limit or expand their life chances;
- 3) Gain specific knowledge on how our educational system can both perpetuate and mitigate social inequality;
- 4) Learn to identify basic arguments made by others and construct and support your own arguments in written and oral forms;
- 5) Practice civil discourse in the classroom and beyond;
- 6) Learn information literacy skills to become an independent and self-motivated learner

**Required texts:** This course has one (1) required text and one required course reader. The text is *Dude, You're a Fag* by C.J. Pascoe. It is on reserve at Moffitt Library. The course reader is available at Krishna Copy (2595 **Telegraph** Ave near the corner of Parker Street).

**Grades will be based on the completion of the following assignments:**

- 10% Class participation:** participation includes:
- (5%) regular attendance in class demonstrated by answering i>clicker questions  
**I will post power points on B-course only if 85% or more of the class are present or have obtained an excused absence.**
  - (5%) contributions to the class discussion board on b-course. Students must post at least one comment per module to receive full credit.
- 20% Quizzes** (best 4 of 5): The quizzes will be relatively short “objective” exams that will be posted on our class website on b-course. The quizzes will be available for a 24-hour period announced in class. Because you are not required to take all 5 quizzes, there are no make up exams (exception for certified emergencies).
- 30% Midterm essay:** 1500 word essay on the relationship between your family and community’s socio-economic status and the quality of one’s own high school education.  
**Due in class on October 14**
- 35% Research Prospectus:** You will be given basic data on one of the major public high schools in Oakland. You will write an analysis of how race, gender and/or sexuality contribute to educational inequality based on these data, the course readings, and supplemental readings that you find from the library. You will be given a detailed handout to guide you through the steps of this research project, including instruction on how to find appropriate sources in the library’s electronic databases. You will also have the opportunity to revise a draft of your research prospectus. Your final paper should be between 1900 to 2200 words in length (about 6 to 7 pages, double spaced).
- 2% Group Progress Reports due in class on November 9**
- 3% Drafts are due by class time on November 18**  
Drafts should be electronically submitted to the “Assignments” section on b-course. Drafts are a credit/no credit assignment. No extensions will be given.  
**Final papers are due Tuesday, December 15 by or before 4:00 p.m.**  
All final papers should be electronically submitted to the “Assignments” section on b-course. Because of the need to turn in final grades soon after Dec. 15, no extensions can be given.  
**There is no formal final exam for Soc. 3AC.**
- Extra credit:** Students may earn up to 2 points extra credit (added to final class score) by:
- 1) reading and writing a two-page (double-spaced) review of any of the books on the Supplemental Reading list. You may also review books not on the Supplemental Reading list with my approval. Answer the questions at the bottom of the Supplemental Reading list section (2 points);
  - 2) watching and reviewing any of the recommended videos listed at the end of unit modules—address questions at the end of the Supplemental Reading list section (1 point per submission but may be repeated once for a total of two points)
- All extra credit should be submitted to the Extra Credit section under the Assignments tab on B-course

**Grading Scale**

Your assignments will be given a numeric score and posted on the B-space Grade Book. The numeric score of each assignment will be weighted by its percentage in the overall grade, (e.g., your midterm essay will count for 30%, your final project will count for 40%). At the end of the semester, your scores will be totaled and converted to a letter grade based on the following scale:

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-

**University policy on cheating or plagiarism:**

Achievement and proficiency in subject matter include your realization that *neither is to be achieved by cheating*. An instructor has the right to give you an F on a single assignment produced by cheating without determining whether you have a passing knowledge of the relevant factual material. That is an appropriate academic evaluation for a failure to understand or abide by the basic rules of academic study and inquiry. An instructor has the right to assign a final grade of F for the course if you plagiarized a paper for a portion of the course, even if you have successfully and, presumably, honestly passed the remaining portion of the course. It must be understood that any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student. (<http://catalog.berkeley.edu/policies/conduct.html> downloaded 8/08/12 from *U.C. Berkeley General Catalog Online 2015-16*)

**Class Dynamics**

We will look at important but controversial topics. You may not always feel comfortable with some of the material and opinions expressed in this class. In order to make class discussions productive and safe for participants, we need to adhere to some basic ground rules.

**Respect the class.** This class will challenge many preconceived ideas about society. It is important that you show respect for the class by reading the assigned material before you enter the classroom. It is not necessary that you agree with the authors, but you are responsible for knowing the content of their arguments. The expression of factually unfounded opinions simply wastes class time. **Surfing the Internet during lecture is a waste of class time.** I will publically ask you to close Internet pages or to cease texting when I observe this behavior during lectures.

**Respect your classmates.** When taking a position in a class discussion, it is important that you express your ideas with tact. I hope that you will make bold arguments, but your questions need to show some consideration of your audience, just as your answers need to show knowledge of the topic at hand. You will undoubtedly disagree with some of the perspectives presented in class. Please respond to the ideas rather than personally attacking the opinion holder.

**Additional Course Support through the Student Learning Center**

<http://slc.berkeley.edu/general/index.htm>

**SLC Study Groups:** The Student Learning Center will sponsor study groups for Soc. 3AC beginning the third week of classes. Study groups are free to all registered students but admission to study groups are on a first come first serve basis.

This year we are fortunate to have two study groups facilitated by Simone Ray. They will meet Mondays 2:00-3:30 location TBA

Thursdays 4:00-5:30 location TBA.

**Caveat:** *Social Science study groups are not a drop-in format in that study group participants are asked to join the group and attend consistently throughout the course of the semester.*

**SLC Workshops:** Check the SLC website (given above) for relevant workshops. In the past, the SLC has offered workshops on topics like “Mastering the Social Sciences” (scheduled for the first two weeks of classes) which provides a useful overview of approaches and study skills for this and other social science classes.

**SLC Writing Program:** The Writing Program within the Student Learning Center has tutors available by appointment and on a drop-in basis. Drop-in hours begin the third week of class and are held M – Th 9 a.m. to 6 p.m. and F 9 a.m. to 12 p.m. Sign up on the Writing Drop-in computer in Chavez Atrium. You may also make advance appointments for tutoring beginning in the fourth week of class. Writing tutors are very busy during the second half of the semester, so plan ahead. Writing tutors will help you brainstorm for ideas as well as give pointers on expression and grammar, but they are most helpful if you are prepared for your sessions. Tutors will not proofread your papers. See the SLC web site (given above) for further information.

### Reading Assignments and Schedule

#### Unit 1: Introduction to Sociology and Sociological Theory: What is a good society?

##### Key ideas:

- Developing a “sociological imagination”
- Social integration and moral regulation
- Capitalism, industrialization and social stratification
- Inequality (social stratification) and social change/stability

#### August 26 (Lecture)

Assigned Readings:

- 1) C. Wright Mills, “The Promise” (in reader (R) and posted on B-course)

Video clips:

“Sociological Imagination” <https://www.youtube.com/watch?v=M5ocDRJkmoo>

#### August 31 (Lecture)

Assigned Readings

- 1) Giddens et al., “What is Sociology?” (R and posted on b-course)
- 2) Comments on and selections from the writings of Emile Durkheim (*Suicide*) (R/B-course)

#### September 2 (Lecture)

Assigned Readings

- 1) Comments on and selections from the writings of Emile Durkheim (*Division of Labour*) (R/B-course)

September 7 No class (Labor Day)

#### September 9

Assigned reading

- 1) Friedrich Engels, “The Great Towns” (Reader/B-course)
- 2) Karl Marx and Friedrich Engels, from *The Manifesto of the Communist Party* (R/B-course)

## September 14 (Video, Lecture and Discussion)

Video: “Manifestoon” [http://www.youtube.com/watch?v=RJ\\_PYxKVqy0](http://www.youtube.com/watch?v=RJ_PYxKVqy0)

Assigned Readings

- 1) Karl Marx and Friedrich Engels, from *The Manifesto of the Communist Party* (continued)

Discussion: Identify key elements and similarities/differences among Mills, Durkheim, and Marx/Engels

## Unit 2: Class Inequality

### Key ideas:

Class (socio-economic status) determinants: Income/wealth, education, occupation

Economic inequality in US society, now and in the past

Social costs of (extreme) economic inequality

Social policies and economic inequality

Class and culture

Class inequality and education

## September 16 (Film)

Film *Inequality for All*

Assigned Reading

- 1) Anthony Giddens et al., “Stratification, Class and Inequality” (pp. 161-174) (R)

## September 21 (Lecture/short video)

Video: PBS Study - Land of the Free, Home of the Poor

[https://www.youtube.com/watch?v=YnQwTS-](https://www.youtube.com/watch?v=YnQwTS-K6jI&list=PLgawtcOBBjr_s7b6rHLLyYramws8ry0BO)

[K6jI&list=PLgawtcOBBjr\\_s7b6rHLLyYramws8ry0BO](https://www.youtube.com/watch?v=YnQwTS-K6jI&list=PLgawtcOBBjr_s7b6rHLLyYramws8ry0BO)

Assigned Readings

- 1) Anthony Giddens et al., “Stratification, Class and Inequality” (pp. 175-189) (R)
- 2) Robert Putnam, “The American Dream: Myths and Realities”

## September 23 (Lecture and short video)

Video: “Money on the Mind”

[https://www.youtube.com/watch?v=IuqGrz-](https://www.youtube.com/watch?v=IuqGrz-Y_Lc&index=3&list=PLgawtcOBBjr_s7b6rHLLyYramws8ry0BO)

[Y\\_Lc&index=3&list=PLgawtcOBBjr\\_s7b6rHLLyYramws8ry0BO](https://www.youtube.com/watch?v=IuqGrz-Y_Lc&index=3&list=PLgawtcOBBjr_s7b6rHLLyYramws8ry0BO)

Assigned Reading

- 1) Claude S. Fischer et al., excerpt from *Inequality by Design*, “Why Inequality?”(R)
- 2) Claude S. Fischer et al., “How Unequal”: America’s Invisible Policy Choices” (R)

Recommended Reading

- 1) Paul Krugman, “The Great Divergence.”

## September 28 (Lecture)

- 1) Joseph Stiglitz, “The One Percent’s Problem” (R)
- 2) Eduardo Porter, “What the Debate on Inequality Is Missing?” (R)

## September 30 (Lecture and Video)

Video: “Nickel and Dimed from The American Ruling Class”

<http://www.youtube.com/watch?v=gDgFiW2xtf0>

Assigned Reading

- 1) Eduardo Porter, “Income Inequality Is Costing the US on Social Issues” (R)

- 2) Barbara Ehrenreich, Excerpt from *Nickel and Dimed* (R)
- 3) Liz Alderman and Steven Greenhouse. 2014. "Living Wages, Rarity for US Fast Food Workers, Served Up in Denmark" (R)

### October 5 (Lecture and Video)

Video: Richard Reeves, "Is America Dreaming? Understanding Social Mobility"

[http://www.youtube.com/watch%3Fv%3Dt2XFh\\_tD2RA](http://www.youtube.com/watch%3Fv%3Dt2XFh_tD2RA)

Assigned Reading

- 1) Richard Reeves, "Saving Horatio Alger: Equality, Opportunity and the American Dream" (Interactive Internet posting)  
<http://www.brookings.edu/research/essays/2014/saving-horatio-alger>
- 2) David Leonhardt, "In Climbing Income Ladder, Location Matters" (R)
- 3) Justin Wolfers, "Why the New Research on Mobility Matters: An economist's view" (R)

### October 7 (Lecture)

Assigned Reading

- 1) Jay MacLeod, excerpt from *Ain't No Makin' It* (section on Gintis and Bowles and section on Bourdieu) (R)
- 2) Annette Lareau, "Invisible Inequality: Social Class and Childrearing in Black and White Families" (R)

Recommended Resource

1. (Radio Broadcast) "Back To School" (on the importance of "emotional intelligence" from *This American Life* <http://www.thisamericanlife.org/radio-archives/episode/474/back-to-school> (This episode could be reviewed for Extra Credit Option 2)

<p><b>Handout first essay assignment on the relationship between socio-economic class and quality of education.</b></p>
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<p>Discussion of readings in connection to midterm essay; discussion of how to fill in and interpret midterm data sheets.</p>
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### October 12

Video: Harlem's Children Zone (*60 Minutes*)

[http://www.youtube.com/watch?v=Di0-xN6xc\\_w](http://www.youtube.com/watch?v=Di0-xN6xc_w)

Assigned Reading

- 1) Linda Darling-Hammond, "Race, Inequality and Educational Accountability: the Irony of 'No Child Left Behind'" (R)
- 2) Jonathan Kozol, "Still Separate, Still Unequal" (R)
- 3) Peter Cookson and Caroline Hodges Persell, "Preparing for Power" (R)
- 4) Robert Granfield, "Making It by Faking It" (R)
- 5) Sabrina Tavernise, "Education Gap Grows Between Rich and Poor, Studies Say" (R)

Recommended Resource

1. (Radio Broadcast) "Going Big: Act One 'Harlem Renaissance'" from *This American Life* <http://www.thisamericanlife.org/radio-archives/episode/364/going-big> (This 30-minute episode could be reviewed for Extra Credit Option 2)

<p><b>Unit 3 Racial/ethnic Inequality</b></p>
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**Key ideas:**

Race as a social construction  
Personal prejudice vs. institutional discrimination (e.g., residential segregation, unequal employment opportunities, and segregated, unequal schools)  
Multi-culturalism v. assimilation  
Racial stratification: privilege and disadvantage  
Racism in education

**October 14 (Video/Discussion)****First essay due in class!!!**

Video: “The House We Live In” (Part 3 of *Race: the power of an illusion*)

## Assigned Readings

- 1) Natalie Angier, “Do Races Differ? Not Really, Genes Show” (R)

**October 19 (Lecture)**

## Assigned Readings

- 1) Anthony Giddens et al., “Ethnicity and Race” (R)
- 2) U. S. Census, Household Income and Poverty Statistics (Statistics posted on b-course)
- 3) Tami Luhby, “Worsening Wealth Inequality by Race” (R)

**October 21 (Lecture)**

## Assigned Readings

- 1) William Julius Wilson, “Jobless Poverty: A New Form of Social Dislocation in the Inner-City Ghetto” (R)
- 2) Dalton Conley, “Forty Acres and a Mule” (R)
- 3) Thomas Shapiro, “The Hidden Cost of Being African American” (R)

**October 26 (Lecture)**

Video: “Model Minority” (documentary promo)

<https://www.youtube.com/watch?v=FxLVKROww7s>

## Assigned Readings

- 1) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’” (R)
- 2) Maxwell Leung, “Jeremy Lin’s Model Minority Problem” (R)
- 3) Phys.Org. “Study: Asian Americans Are Not Viewed as Ideal Leaders” (R)

**October 28 (Lecture)**

## Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 1-2 (R)
- 2) US Department of Education Office for Civil Rights, “Data Snapshot: School Discipline” (R)

## Recommended Resource

1. (Radio Broadcast) “Is This Working?” from *This American Life*  
<http://www.thisamericanlife.org/radio-archives/episode/538/is-this-working> (This episode could be reviewed for Extra Credit Option 2)

**November 2 (Lecture)**

### **Hand out final essay project**

Special focus on research project: Finding Library Resources

Class discussion on how to use data sheets for ideas about final project

Assigned Reading

- 1) Anthony Giddens et al. "Sociological Questions" (pp. 18-31) (R)

### **November 4 (Lecture)**

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 3-4
- 2) Guadalupe Valdés, "Con Respeto" (R)
- 3) Mary Crow Dog and Richard Erdoes, "Civilize Them With a Stick" (R)
- 4) Tamar Lewin, "Report Takes Aim at 'Model Minority' Stereotype of Asian-American Students" (R)

### **November 9 (Lecture)**

**Group Progress Sheet Part I (list of group members, basic research question, relevant data from data sheets, reading suggestions) due in class!!! Hard copies only, one report per group!**

#### **Unit 4 Gender Inequality**

**Key ideas:**

- Social construction of gender/gender socialization
- Institutional sexism
- Gender as a raced and classed experience
- Gender and education

Assigned Reading

- 1) Michael Kimmel, *The Gendered Society*, ch. 7 (R)
- 2) Myra and David Sadker, "Failing at Fairness" (R)
- 3) Anthony Giddens et al. "Gender Inequality" (pp. 223-251) (R)

Video: David Sadker, part 1 and part 2 - Briefing on STEM Education

<http://www.youtube.com/watch?v=fW49eH9yg7E>

<http://www.youtube.com/watch?v=KHBffQCUMSk&feature=relmfu>

### **November 11 No Class (Veterans' Day)**

### **November 16 (Lecture)**

- 1) Julie Bettie, "How Working-Class Chicas Get Working Class Lives" (R)

### **Unit 5 Social Inequality and Sexuality**

**Key ideas:**

- Social construction of sexuality
- Gender norms and sexuality
- Homophobia
- Sexual minority youth in schools

### **November 18 (Lecture)**

**Draft of Research Prospectus Due by 4 pm – electronic submission only!**

Video: CJ Pascoe and Dalton Conley discuss her book, *Dude You're a Fag*

[http://www.youtube.com/watch?v=X\\_nqYnjfe\\_8](http://www.youtube.com/watch?v=X_nqYnjfe_8)

Assigned Reading

- 1) C.J. Pascoe, *Dude You're a Fag*, chs. 1-4

### **November 23 (Lecture)**

Assigned Reading

- 1) C.J. Pascoe, *Dude You're a Fag*, chs. 5-6

### **November 25 NO CLASS (Thanksgiving Break)**

### **November 30 (Lecture)**

Assigned Reading

- 1) Eric M. Dubé, Ritch C. Savin-Williams, and Lisa M. Diamond, "Intimacy Development, Gender, and Ethnicity among Sexual-Minority Youths" (R)
- 2) Jane Brody, "Gay or Straight, Youths Aren't So Different" (R)

### **Unit 6: A Better Society?**

#### **Key ideas:**

Understanding our society as a means of empowerment

Collective action and the "sociological imagination"

The social justice potential of social policies

### **Dec. 2 (Lecture/Discussion)**

Assigned Readings:

- 1) Robert Reich, "What Happened to the American Social Compact?" (R)
- 2) Allan G. Johnson, "What Can We Do? Becoming Part of the Solution" (R)

### **December 7 and 9 (Study Week) TBA**

### **December 15 (Tuesday)**

**Final drafts of Research Prospectus due by 3 pm on Dec. 15! Electronic submission only!**

### **Supplementary Book List**

**I have requested that some of these books be placed on reserve at Moffitt Library (indicated by "reserve"). You may review other books with my approval. (Send me an email or talk to me after class.)**

Topic: Class inequality and its social and political ramifications

Joseph Stiglitz, *The Price of Inequality*

Robert Reich, *Aftershock* (reserve)

Richard Wilkinson and Kate Pickett, *The Spirit Level: Why greater equality makes societies stronger* (reserve)

**Topic: Lived consequences of class inequality**

Barbara Ehrenreich, *Nickel and Dimed* (reserve)

**focus on youth and class inequality:**

Annette Lareau, *Unequal Childhoods* (how families' class and race locations affect their strategies of childrearing)

Paul Tough, *Whatever It Takes* (account of community organizer Geoffrey Canada and his work in developing the cultural capital of low-income children in Harlem) (reserve)

Robert Putnam, *Our Kids: The American Dream in Crisis* (reserve)

**Topic: Racial inequality/structural analyses**

Dalton Conley, *Being Black, Living in the Red*

William Julius Wilson, *More Than Just Race, Being Poor and Black in the Inner City*

**Topic: Racial inequality (literature)**

Maria Hong, ed., *Growing Up Asian American: an anthology* (reserve)

Harold Augenbraum and Ilan Stavans, *Growing Up Latino: memoirs and stories* (reserve)

Peter Jamero, *Growing Up Brown: Memoirs of a Filipino American*

**Topic: Gender**

Mary Pipher, *Reviving Ophelia* (older but still relevant book on the psychological impact of adolescence on girls)

Jennifer Pierce, *Gender Trials* (how gender affects legal workers—a must-read for anyone thinking of becoming a lawyer)

Caitlin Moran, *How To Be a Woman* (warning: text is very funny but uses explicit and, by some measures, offensive language) (reserve)

**Topic: Sexuality**

Arlene Stein, *Sex and Sensibility* (on changing parameters of lesbian identity) (reserve)

Ritch Savin Williams, *The New Gay Teenager* (reserve)

**Topic: Race/Ethnicity and Educational Inequality**

Jonathan Kozol, *Ordinary Resurrections* (a touching and hopeful account of children living in a poverty-stricken section of the Bronx) (reserve)

Jonathan Kozol, *Shame of the Nation* (good account to the impact of extreme racial/ethnic segregation on the quality of schools)

Jonathan Kozol, *Savage Inequalities* (Kozol's first and most powerful book on inequalities in the US school system)

Beverly Tatum, *Why Are All The Black Kids Sitting Together In The Cafeteria?* (development of racial identity) (reserve)

Lisa Delpit, *Other People's Children: Cultural conflict in the classroom* (future teachers need to read this book!)

Jeannie Oakes, *Keeping Track: How schools structure inequality* (the classic book on tracking) (reserve)

Crystal Laura, *Being Bad: My Baby Brother and the School-to-Prison Pipeline* (reserve)

If you wish to write a two-page (double spaced) review of one of these books for extra credit, your review should include answers to the following questions:

- 1) What is the main question addressed by this book?
- 2) What is the main argument (or central thesis) put forth by this book?
- 3) What do you think are the book's most important empirical and/or theoretical claims?
- 4) How does the content of the book relate to ideas presented in the class?
- 5) (Optional) Do you see any weaknesses in the book or are there any questions that you would like to ask the author?