

SOCIOLOGY 1
Fall 2017, MW(F) 4:00-5:00
Prof Thomas Gold
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2050 Valley Life Sciences Building
446 Barrows Hall; 2-4760

Office Hours: Tuesday 1:00-3:00; sign up on office door

INTRODUCTION TO SOCIOLOGY

Sociology 1 introduces major concepts, theories, scholars, subfields and research results of this very rich and diverse **social science** discipline. We will learn what it means to “**think sociologically**,” and how this differs from other ways of seeing the world around us. We will adopt a **constructivist** approach to thinking about social things, and will emphasize the crucial importance of **institutions** (relatively stable clusters of norms, values, behaviors and expectations that govern fields of social life) in mediating the relations between the individual and the larger society.

The first two weeks are primarily conceptual: we will discuss what Sociology is as a discipline, what sociologists do, how they see the world, what you can do with a degree in Sociology, etc. To get through the course, it is crucial to understand what it means to say, as C. Wright Mills, does, that the **sociological imagination** grasps the “**interplay of biography and history**” and that it works with the “**distinction between ‘personal troubles of milieu’ and ‘public issues of social structure.’**”

Armed with these insights, we move to substantive areas of Sociology where we apply somewhat abstract concepts to concrete examples of empirical research and daily life. These substantive units build from the social construction of the self and small groups, to larger groups such as the family and organizations, and then to collectivities such as economic class, ethnicity, gender and social movements, all the way up to the nation-state and global society. We will apply the same basic “way of seeing” at all of these levels. Through frequent international comparisons we will see how similar institutions, such as the family and social facts such as ethnic relations and inequality are structured and function differently in different societies. Throughout, we will ask the question, “what makes social order possible?”

Everything we do in this course is immediately relevant to the Real World, and many assigned readings are from newspapers and magazines. Students are expected to follow current events. We will learn how to read the media as well as more academic publications critically and sociologically, and how to write using social science concepts to explain social phenomena. This particular semester promises to be exceptionally rich with news (real or fake!) calling out for sociological analysis.

This is a fast-paced introductory survey course that condenses a huge amount of material into one term; depth is necessarily sacrificed to breadth. This can be very stimulating but also frustrating. There will be many suggestions for additional courses to take in our Department as well as Cal professors to speak with and readings to do on your own on topics you wish to pursue more deeply.

Lecture and section complement each other. **Attendance at both is required.** Lecture introduces concepts, theories, controversies, different points of view, examples of research and influential scholars. It provides context, background and interconnections for assigned readings, goes through *some* of the assigned readings and points out what is most important in them, shows how to apply seemingly abstract concepts to the world around us, and offers the chance to interact and debate with the professors, GSIs, and other classmates. A power point outline will be provided for every topic and posted on bcourse. Because this course is deeply intertwined with the Real World, there will surely be many digressions and tangents from the outline.

This academic year, the “On the Same Page” project has selected *Hamilton* as a work to be integrated into campus life. Many of the themes and lyrics of the show resonate well with Soc. 1, so given the chance I am not throwing away my shot! Wait for it, wait for it! “Who lives, who dies, who tells your story” is an important sociological insight.

In section, Graduate Student Instructors (GSIs) review the lecture and assigned readings, and utilize a variety of activities, including section-specific assignments, to help students understand the material and how to apply it. GSIs hold separate office hours. Students having problems comprehending the material or managing their time should speak with their GSI *before* things get out of hand. The Student Learning Center is another valuable resource for assistance. GSIs are also a transmission belt to the Professor, and will relay to him when things are not clear or students want more attention to particular topics. This course addresses many sensitive and challenging topics, and if you are concerned about something you should convey this to your GSI and/or the Professor.

*****By registering for this course you acknowledge and accept that you have read this syllabus and that you know that attendance at lecture and section is required and that *everything in lecture and section is fair game for examinations.* This includes guest speakers and videos shown in lecture or assigned for outside viewing.*****

With the exception of scheduled holidays there will be lecture on Monday and Wednesday. Friday lectures will be infrequent and announced either on the syllabus, in class or through bcourse. Lectures will begin promptly at 4:10. It is the student’s responsibility to be aware of any assignments and changes to the syllabus. Tardiness and absence are not acceptable excuses for not knowing these. Students who miss the first lecture(s) are still responsible for knowing all the information conveyed here.

Some students have extremely heavy demands on their time due to extracurricular commitment. It is their responsibility to notify their GSI and the Professor about this as soon as possible and to discuss how best to ensure successful completion of all course requirements on time. Students with disabilities should also notify the Professor and GSI as soon as possible about special needs so that arrangements can be made expeditiously.

All lectures will be conducted topless. This means that laptops, tablets and other electronic devices **may not be open during class** without the express consent of the Professor. Violators will be singled out and told to close and turn off their devices. Tape recorders are permitted.

The breakdown of the final grade is as follows: two class-wide written assignments at 10% each; in-class midterm exam on September 27 (20%); cumulative **final exam** (that emphasizes post-midterm material) on **December 15, 8:00-11:00 a.m.** (40%); and section grade (that includes attendance, participation, and all section-specific assignments) (20%). Exams combine multiple choice, short answer and longer essays. Study questions will be posted on bcourse in advance. **Plagiarism** is a very serious offense and any suspected cases will be investigated and, in necessary, reported to the appropriate campus office for disposition.

There is one required book, Ta-Nehisi Coates, *Between the World and Me* and a reader at Copy Central on Bancroft.

Students who have taken Soc. 3 or 3AC cannot receive credit for Soc. 1.

UNIT I: INTRODUCTION

Week 1: August 23: Introduction and review syllabus

No required reading and **no section meetings**

Week 2: August 28, 30, September 1 (**note: Friday class**): Sociology as a Way of Seeing; Seeing Society

C. Wright Mills, "The Promise", pp. 1-6

Emile Durkheim, "What Makes Sociology Different?", pp. 19-26

Pierre Bourdieu and Loic J.D. Wacquant, *An Invitation to Reflexive Sociology*, pp. 98-101

Anne Fadiman, *The Spirit Catches You and You Fall Down*, pp. 20-31

Horace Miner, "Body Ritual Among the Nacirema", pp. 70-73

UNIT II: THE SOCIAL CONSTRUCTION OF THE INDIVIDUAL

Week 3: September 6,8 (**note: Friday class**): The Individual and Society

Erving Goffman, "The Presentation of Self In Everyday Life", pp.118-125

Elijah Anderson, "The Code of the Street", pp. 94-102

Emile Durkheim, *Suicide*, pp. 208-216

Emile Durkheim, "The Dualism of Human Nature and its Social Conditions", pp. 149-154

Robert Bellah, et. al., *The Good Society*, pp. 10-12, 138-142

Week 4: September 11, 13: Socialization and Deviance

Erving Goffman, *Asylums*, pp. 3-12

D.L. Rosenhan, "On Being Sane in Insane Places," pp. 270-279

Michel Foucault, *Discipline and Punish*, pp.

Clifford D. Shearing and Phillip C. Stenning, "From the Panopticon to Disney World," pp. 355-360

*****First take-home assignment due in your GSI's box in 410 Barrows by 3:30 p.m. September 15*****

Week 5: September 18, 20: Family and Marriage

Stephanie Coontz, "The Radical Idea of Marrying for Love," pp. 418-425

Giri Raj Gupta, "Love, Arranged Marriage, and the Indian Social Structure," pp. 407-417

Arlie Russell Hochschild, "The Emotional Geography of Work and Family Life," pp. 439-452

J.D. Vance, *Hillbilly Elegy*, pp. 11-46

Robert D. Putnam, *Our Kids*, pp. 46-79

Carolyn Zinko, "Rad dads: Four families' paths to parenthood"

Week 6: September 25, 27: Review and midterm exam

*****IN-CLASS MIDTERM EXAM SEPTEMBER 27; COVERS THROUGH WEEK 5; bring exam book*****

UNIT III: INEQUALITY AND INTERSECTIONALITY

Week 7: October 2,4: Theories of Stratification

Karl Marx and Friederich Engels, *Manifesto of the Communist Party*, pp. 265-274

Kingsley Davis and Wilbert E. Moore, "Some Principles of Stratification," *American Sociological Review*, 10(2), April 1945, pp. 242-249

Max Weber, "Class, Status, Party," pp. 180-195

Larissa MacFarquhar, "Trumptown," *The New Yorker*, October 10, 2016

Week 8: October 9,11: Race and Ethnicity

Ta-Nehisi Coates, *Between the World and Me*, entire

Claude M. Steele, *Whistling Vivaldi*, pp. 1-15, 44-62

Week 9: October 16, 18: Gender

Michael A. Messner, "Boyhood, Organized Sports, and the Construction of Masculinities," pp. 137-152

A. Ayres Boswell and Joan Z. Spade, "Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?" pp. 280-292

Ryan Kost, "Finding Himself"

Carla Herreria, "NBA's Jeremy Lin Gets Real About 'Yellow Fever' and Asian Masculinity"
Megan Garber, "'Nevertheless, She Persisted' and the Age of the Weaponized Meme," *The Atlantic*, February 8, 2017

Weeks 10 (October 23, 25) **and** 11 (October 30, November 1): Education

Richard A. Settersten, Jr., "The New Landscape of Early Adulthood," pp. 113-133

Malcolm Gladwell, "Getting In," *The New Yorker*, October 10, 2005

Conor Friedersdorf, "Is the Ivy League Fair to Asian Americans?," *The Atlantic*,

December 21, 2012

David Leonhardt, "The Assault on Colleges – and the American Dream," *New York Times*,
May 25, 2017

Nathan Heller, "The Big Uneasy," *The New Yorker*, May 30 2016

*****Second take-home assignment due in your GSI's box in
410 Barrows by 3:30 p.m. Friday October 27*****

UNIT IV: INSTITUTIONS

Week 12: November 6,8: Politics

Max Weber, "Politics as a Vocation," pp. 77-82

Alexis deTocqueville, "Of the Use Which the Americans Make of Public Associations in
Civil Life," pp. 114-118

Robert Putnam, "Bowling Alone: America's Declining Social Capital"

Week 13 (November 13,15) and Week 14 (November 20): Globalization

George Ritzer, "The McDonald's System", pp. 453-459

Sangmee Bak, "McDonald's in Seoul: Food Choices, Identity, and Nationalism," pp. 136-
160

Bernard Barber, "Jihad vs. McWorld," pp. 21-26

Samuel P. Huntington, "The Clash of Civiizations?," pp. 27-33

Graham Allison, "Thucydides's trap has been spring in the Pacific," *Financial Times*,
August 12, 2012

Week 15: November 27, 29: Finish up and Review

*****FINAL EXAM DECEMBER 15, 8:00-11:00 a.m.
Bring exam book*****

"Teach them how to say goodbye, one last time....."

