

Soc. 3AC is an **EARLY DROP DEADLINE** (EDD) class. This means that students may only drop this class during the first **two** weeks of the semester. The early drop deadline is August 31, 2018. Think carefully about whether or not this class meets your needs.

Please note that attendance at lectures is **REQUIRED** for this class. A sign-in sheet will be circulated during weeks 1 -3. Students who miss two consecutive classes without notifying me during the first three weeks of the semester will be dropped. **Make sure you sign the attendance roster every class through September 7.**

**Sociology 3AC: Principles of Sociology**  
**T/Th 5-6:30 p.m. in 245 Li Ka Shing Center**  
**Fall Semester 2018**  
**University of California at Berkeley**

**Head Reader: Kristen Nelson**

**Office hours:**

**Monday 10 – 11 am**

**At Caffe Milano, 2522 Bancroft**

**Sign up at**

<https://www.wejoinin.com/sheets/hzzlx>

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

**Office Hours:**

**Tuesday 9:45 – 11:45 am**

**in 454 Barrows Hall**

Office hours are on a drop-in basis

(Walk in, even if other people are there)

**Email: [kristen.n.nelson@berkeley.edu](mailto:kristen.n.nelson@berkeley.edu)**

**Email: [mkelsey@berkeley.edu](mailto:mkelsey@berkeley.edu)**

**Course Description:**

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. Once familiar with basic sociological principles, we will use case studies drawn from our public education system to better understand concrete expressions of inequality based on class, race/ethnicity, gender, and sexuality. Through these case studies, we will consider how 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 by limiting or expanding life chances;
- 3) Gain specific knowledge on how our educational system can perpetuate or 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 required course reader. The course reader is available at Krishna Copy (2595 **Telegraph** Ave near the corner of Parker Street). You are also required to bring an i-clicker to class.

**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 90% 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).
- 15% Midterm Essay 1:** 1000 word essay on social theory
- 20% Midterm Essay 2:** 1500 word essay on the relationship between your family and community’s socio-economic status and the quality of your high school education.
- 30% Research Prospectus:** You will write a 1900 to 2200 word research proposal that analyzes how some aspect of race/ethnicity contributes to unequal educational outcomes. You will be given basic data on one of the major public high schools in Oakland. Your analysis will focus primarily on race/ethnicity, but can also include intersections with gender and/or sexuality. In addition to school-specific data, you will use course readings, and supplemental readings that you find from the library to explain your research question. 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. This assignment will be broken into several steps including two credit/no credit assignments, specifically:
- 2% Group Progress Reports** You will find people who share a similar research interest, pose a research question and contribute two summaries per person of scholarly articles addressing your research topic
- 3% Drafts of final project**  
Because drafts are a credit/no credit assignment based on demonstrating that you have **started** your research, no extensions will be given.

**Final research papers are due Tuesday, December 11**

Because of the need to turn in final grades soon after Dec. 11, no extensions can be given.

**THERE IS NO FINAL EXAM FOR SOC 3AC**

**Extra credit:** Instructions for extra credit are explained in the Assignments section on b-course.

Students may earn **one** point extra (added to total class score) by choosing 1 option:

Option 1) Watch and review any of the recommended videos listed in the extra credit assignment section. Address questions at the beginning of this section in your review of the video (1-2 pages double spaced). Each long video is worth 0.5 point per submission. Each short TED talk is worth 0.25 point per submission. You may review several videos for a total of one point. **OR**

Option 2) Read and write a review (two-pages, double-spaced) of any books on the Supplemental Readings listed in the extra credit assignment section. 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 (1 point).

All extra credit should be submitted to the Extra Credit section under the Assignments tab on B-course by or before December 10.

## Grading Scale

Your assignments will be given a numeric score and posted on B-Course Gradebook. The numeric score of each assignment will be **weighted by its percentage in the overall grade**, (e.g., your first midterm essay will contribute 15% to your final grade, your final project will contribute 30%). 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 2018-19*)

## 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, texting, checking email, etc. 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 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

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

##### **Key ideas:**

Developing a “sociological imagination”  
Social integration and moral regulation  
Industrialization  
Social stratification  
Capitalism/socialism/welfare state capitalism  
Social change/stability

#### **August 23 (Lecture and video)**

##### Assigned Reading

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

##### Video:

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

#### **August 28 (Lecture)**

##### Assigned Readings

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

#### **August 30 (Lecture and video)**

##### Assigned Reading

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

##### Video: “‘Pernicious’ Effects of Economic Inequality”

<https://www.youtube.com/watch?v=9RC7KQSDxR0>

##### Suggested reading

- 1) Paul Piff et al., “Higher Social Class Predicts Increased Unethical Behavior” (on B-course)

**August 31** Last day for students to drop Soc. 3AC (Soc. 3AC is an Early Drop Deadline class)

#### **September 4 (Lecture)**

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

#### **September 6 (Lecture)**

##### Assigned Reading

- 1) Friedrich Engels, Excerpts from “The Great Towns” (R/B-course)

- 2) Karl Marx and Friedrich Engels, Excerpts from *The Manifesto of the Communist Party* (R/B-course)

### September 11 (Lecture and video)

Assigned Reading

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

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

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

### Module 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
- Capitalist welfare states
- Class inequality and education

### September 13 (Film)

Film *Inequality for All*

Assigned Reading

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

### September 18 (Lecture and video)

#### First essay due

Assigned Reading

- 1) Anthony Giddens et al., “Stratification, Class and Inequality” (pp. 175-189) (R)
- 2) Christopher Ingraham, “The Richest 1 Percent Now Owns More . . . Wealth” (R)

Video: “Land of the Free, Home of the Poor”

<https://www.youtube.com/watch?v=YnQwTS-K6jI>

Recommended Resource:

Richard Fry and Rakesh Kuchlar, “How Wealth Inequality Has Changed. . .” Pew Foundation <http://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/>

### September 20 (Lecture)

Assigned Readings

- 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)

### September 25 (Lecture)

### Assigned Reading

- 1) Paul Krugman, “The Great Divergence” (R)
- 2) Joseph Stiglitz, “The One Percent’s Problem” (R)

### September 27 (Lecture)

#### Assigned Reading

- 1) Richard Wilkinson and Kate Pickett, “The End of an Era” and “Poverty or Inequality?” (R)
- 2) Eduardo Porter, “Income Inequality is Costing the US on Social Issues” (R)

#### Recommended Video

- 1) Bill Moyers in conversation with Paul Krugman, “What the 1% Don’t Want You to Know” (discussion of Thomas Picketty’s *Capital In the 21<sup>st</sup> Century*)  
<https://www.youtube.com/watch?v=QzQYA9Qjsi0>

### October 2 (Lecture and slide)

#### Assigned Reading

- 1) Kathryn Edin and H. Luke Shaefer, Introduction and Chapter 2 from *\$2.00 A Day* (R)
- 2) Liz Alderman and Steven Greenhouse, “Living Wages, Rarity for US Fast Food Workers, Served Up in Denmark” (R)  
Accompanying slide show:

<https://www.nytimes.com/.../living-wages-served-in-denmark-fast-food-restaurants.html>

### October 4 (Lecture)

**Discussion of second essay assignment on the relationship between socio-economic class and quality of education** including information on how to fill in and interpret midterm data sheets.

#### Assigned Reading

- 1) Sabrina Tavernise, “Education Gap Grows Between Rich and Poor, Studies Say” (R)
- 2) Jonathan Kozol, “Still Separate, Still Unequal” (R)
- 3) Peter Cookson and Caroline Hodges Persell, “Preparing for Power” (R)
- 4) Ariel Jao, “Segregation, School Funding Inequalities Still Punishing Black, Latino Students” (R)

#### Recommended Resources

- 1) (Radio Broadcast) “Why America’s Schools Have a Money Problem” Check out this broadcast as well as other episodes in the NPR series on issues affecting public schools.  
<http://www.npr.org/series/473636949/schoolmoney>
- 2) “How America’s Public Schools Keep Kids in Poverty” (TED talk)  
<https://www.youtube.com/watch?v=7O7BMa9XGXE>

### October 9 (Lecture and video)

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) 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 Resources (These broadcasts could be reviewed for Extra Credit, Option 2)

- 1) (Radio Broadcast) “Going Big: Act One ‘Harlem Renaissance’” from *This American Life*  
<http://www.thisamericanlife.org/radio-archives/episode/364/going-big> (first episode only)
- 2) (Radio Broadcast) “Back To School” (on the importance of “emotional intelligence”  
 from *This American Life*  
<http://www.thisamericanlife.org/radioarchives/episode/474/back-to-school>

**October 11 (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” (R)
- 2) David Leonhardt, “In Climbing Income Ladder, Location Matters” (R)
- 3) Robert Putnam, “The American Dream: Myths and Realities”
- 4) William Julius Wilson, “Jobless Poverty: A New Form of Social Dislocation in the Inner-City Ghetto” (R)

Suggested Videos:

Raj Chetty “How disadvantaged neighborhoods amplify racial inequality”  
<https://www.youtube.com/watch?v=IYSc70NotfQ>

Raj Chetty, “Reviving the American Dream”  
<https://www.youtube.com/watch?v=u2U9-Wq2ub0>

**Module 3: Racial/ethnic Inequality**

**Key ideas:**

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

**October 16 (Video)**

Video: “Against All Odds”

Assigned Readings

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

**October 18 (Lecture)**

**Second essay due!!! Submit to Assignment section on B-course**

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)

Recommended Reading

- 1) Economic Policy Institute, “The Evergrowing Gap” (posted on B-course)

**October 23 (Lecture)**

Assigned Readings

- 1) Thomas J. Sugrue, “House Divided” (R)
- 2) Jeannette Wicks-Lim, “It Pays to Be White” (R)
- 3) Thomas Shapiro, “The Hidden Cost of Being African American” (R)

**October 25 (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

(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)

**Oct 30 (Lecture and video)**

**Video:** “How Do We Solve Stubborn Segregation in Schools?” (Pedro Noguera)

<https://www.youtube.com/watch?v=fwciOk8Ds8w>

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 3-4 (R)
- 2) Guadalupe Valdés, “Con Respeto” (R)
- 3) Mariela Rodriguez, “‘But They Just Can’t Do It’: Reconciling Teacher Expectations of Latino Students” (R)

**November 1 (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 6 (Lecture and video)**

**Video:** Short clip from PBS documentary, *The Chinese Exclusion Act*

<https://www.pbs.org/wgbh/americanexperience/features/chinese-exclusion-act-trailer/>

Assigned Readings

- 1) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’” (R)
- 2) Samuel Museus and Peter Kiang, “Deconstructing the Model Minority Myth. . .” (R)
- 2) Phys.Org. “Study: Asian Americans Are Not Viewed as Ideal Leaders” (R)

**Module 4: Gender Inequality**

**Key ideas:**

Social construction of gender/gender socialization

Institutional sexism

Gender as a raced and classed experience

Gender and education

**November 8 (Lecture and video)**



**Group Progress Report due in class!!! Hard copies only, one report per group!**

Assigned Reading

- 1) Anthony Giddens et al. "Gender Inequality" (R)
- 2) Michael Kimmel, "The Gendered Classroom" (R)
- 3) Myra and David Sadker, "Failing at Fairness" (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 13 (Lecture and Video)**

Video: "Latino Education and Economic Progress: Running Faster but Still Behind"

<https://www.youtube.com/watch?v=3gfkTEhPGYU>

Assigned Reading

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

**Module 5: Gender norms and sexuality**

**Key ideas:**

Social construction of gender and sexuality

Heteronormative masculinity

Homophobia

Sexual minority youth in schools

**November 15 (Lecture and video)**

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, 2, 3, 5 (R)

**November 16**

**Draft of Research Prospectus due!!! Submit to Assignment section on B-course**

**November 20 (Lecture)**

Assigned Reading

- 1) Jane Brody, "Gay or Straight, Youths Aren't So Different" (R)
- 2) Jan Hoffman, "Gay and Lesbian High School Students Report 'Heartbreaking' Levels of Violence" (R)

**Module 6: A Better Society?**

**Key ideas:**

Importance of social connections Collective action and the “sociological imagination” Social justice potential of social policies
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**November 27 (Lecture)**

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)

**November 29**

Catch-up and Review

**December 4 and 6 (Study Week) TBA**

**December 11 (Tuesday)**

<b>Final drafts of Research Prospectus due! Submit to Assignment section on B-course</b>
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