

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 September 6, 2019. 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 12.**

Sociology 3AC: Principles of Sociology
T/Th 5-6:30 p.m. in 2050 Valley Life Science Building
Fall Semester 2019
University of California at Berkeley

Head Reader: Merzela Casimir

Office hours:

Tuesdays 1:00 - 2:00pm

At Ong & Ong Plaza

Sign up at

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

Email: merzela.casimir@berkeley.edu

Instructor: Mary Kelsey, Ph.D

Office Hours:

Tuesday 2:30 – 4:30 pm

in 454 Barrows Hall

Office hours are on a drop-in basis

(Walk in, even if other people are there)

Email: 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 asked to bring an iclicker to class. See information on Soc. 3AC homepage (B-course) on obtaining a low cost iclicker.

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

10% Class participation: participation includes:

- a. (5%) Regular attendance in class demonstrated by
 - i) Signing attendance sheet weeks 1 – 3
 - ii) Answering i-clicker questions weeks 4 - 14

I will post power points on B-course only if 90% or more of the class are present.
If you have good reason for missing class, send me an email asking for an excused absence.

- b) (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 17

Because of the need to turn in final grades soon after Dec. 17, 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 16. Your extra credit score will be added to your total grade at the end of the semester.

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 from *U.C. Berkeley General Catalog Online 2019-20*)

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 Study Groups: The Student Learning Center will sponsor study groups for Soc. 3AC beginning the third week of classes (Sept 4). Study groups are free to all registered students but admission to study groups are on a first come first serve basis. Time/location TBA.

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

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”
- Industrialization
- Social integration and moral regulation
- Social stratification
- Capitalism/socialism/welfare state capitalism
- Social change/stability

August 29 (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>

Sept 3 (Lecture)

Assigned Readings

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

Sept 5 (Lecture)

Assigned Reading

- 1) “The Industrial Revolution” Encyclopedia Britannica
- 2) Friedrich Engels, Excerpts from “The Great Towns” (R/B-course)

Sept 6 Last day for students to drop Soc. 3AC (Soc. 3AC is an Early Drop Deadline class)

September 10 (Lecture and video)

Assigned Reading

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

Video: “Manifestoon” http://www.youtube.com/watch?v=RJ_PYxKVqy0

September 12 (Lecture and video)

Assigned Reading

- 1) Comments/selections from Emile Durkheim’s *Division of Labour* (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)

September 17 (Lecture)

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

REMINDER: FIRST ESSAY IS DUE SEPT. 24

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 policies and economic inequality
- Social costs of (extreme) economic inequality
- Capitalist welfare states
- Class inequality and education

September 19 (Lecture and video)

Assigned Reading

- 1) Anthony Giddens et al., “Stratification, Class and Inequality” (pp. 161-177) (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>

September 24 (Film)

FIRST ESSAY DUE!!!

Film *Inequality for All*

September 26 (Lecture and video)

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)

Video: Robert Reich, The Myth of the Rugged Individual
<https://www.youtube.com/watch?v=0Rzn6GZxsF0>

October 1 (Lecture and video)

Assigned Reading

- 1) Joseph Stiglitz, “The One Percent’s Problem” (R)
- 2) Steven Greenhouse, “Yes, America is Rigged Against Workers” (R)

Video: Robert Reich, “Everything You Need to Know About the New Economy”
<https://robertreich.org/post/183902640290>

Recommended Reading

- 1) Paul Krugman, “The Great Divergence” (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 21st Century*)
<https://www.youtube.com/watch?v=QzQYA9Qjsi0>

October 3 (Lecture)

Assigned Reading

- 1) Anthony Giddens et al., “Poverty in the United States” (pp. 177-190) (R)
- 2) Richard Wilkinson and Kate Pickett, “The Science Is In: Greater Equality Makes Societies Healthier and Richer” (R)

October 8 (Lecture and slides)

Assigned Reading

- 2) Kathryn Edin and H. Luke Shaefer, Introduction and Chapter 2 from *\$2.00 A Day* (R)
- 3) 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 10 (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) Eduardo Porter, “Education Gap Between Rich and Poor Is Growing Wider” (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 15 (Lecture and video)

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

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 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 17 (Lecture and video)

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

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) Justin Wolfers, “Why the New Research on Mobility Matters: An Economist’s View” (R)
- 4) Tracy Jan, “Redlining was banned 50 years ago. It’s still hurting minorities today” (R)
- 5) Robert Putnam, “The American Dream: Myths and Realities” (R)

Recommended Resources

Raj Chetty “How disadvantaged neighborhoods amplify racial inequality”

<https://www.youtube.com/watch?v=LYSc70NotfQ>

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

Racial/ethnic stratification: privilege and disadvantage

Institutional discrimination, (e.g., residential segregation, unequal employment opportunities, unequal schools, etc.)

Racism in education

October 22 (Video)

Video: "Against All Odds"

Assigned Readings

- 1) Natalie Angier, "Do Races Differ? Not Really, Genes Show" (R)
- 2) Courtney E. Martin, "Closing the Racial Wealth Gap" (R)

October 24 (Lecture)

SECOND ESSAY DUE !!!

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)
- 2) 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/>

October 29 (Lecture)

Assigned Readings

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

October 31 (Lecture)

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 1-3 (Posted on B-Course)
- 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>

November 5 (Lecture and video)

Video: Victor M. Rios, "Help for Kids the Educational System Ignores"

<https://www.youtube.com/watch?v=hHOX3dlhhZ0>

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, ch. 4 (Posted on B-course)
- 2) Guadalupe Valdés, "Con Respeto" (R)
- 3) Mariela Rodriguez, "'But They Just Can't Do It': Reconciling Teacher Expectations of Latino Students" (R)

Recommended Reading

Victor Rios, "From Culture of Control to Culture of Care" (conclusion from *Human Targets*) (posted on B-course)

November 7 (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 12 (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) Mae Ngai, "Illegal Aliens: A problem of law and history" (from *Impossible Subjects*) (R)
- 2) Deborah Woo, "The Inventing and Reinventing of 'Model Minorities'" (R)
- 3) Phys.Org. "Study: Asian Americans Are Not Viewed as Ideal Leaders" (R)
- 4) Karthick Ramakrishnan and Jennifer Lee, "Despite what you might have heard, Asian American CEO's are the exception, not the norm" (R)

Recommended Reading

- 1) Samuel Museus and Peter Kiang, "Deconstructing the Model Minority Myth. . ." (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 14 (Lecture)

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)

Recommended 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 19 (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 21 (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

Assigned Reading

- 1) C.J. Pascoe, *Dude You're a Fag*, chs. 1, 2, 3, 5 (R)

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

November 26 (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 solidarity
- Collective action and the "sociological imagination"
- Social justice and social policies

Dec 3 (Lecture)

Assigned Readings:

- 1) Robert Reich, "What Happened to the American Social Compact?" (R)
- 2) Brett Johnson et al., "Creating a More Just and Sustainable World" (R)

Dec 5

Catch-up and Review

December 10 and 12 (Study Week) TBA

December 17 (Tuesday)

Final drafts of Research Prospectus due! Submit to Assignment section on B-course