

Sociology 3AC: Principles of Sociology
T/Th 3:30 – 5:00 p.m.
Fall Semester 2020
University of California at Berkeley

Head Reader: Merzela Casimir
Office hours: TBA

Instructor: Mary Kelsey, Ph.D
Office Hours: 1 – 2 pm Tuesday
Office hours are on a drop-in basis
Zoom link for OH:
TBA
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Course Description:

This course offers a general introduction to sociology—the study of the social institutions, social relations, and power dynamics that shape our lives and life chances. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and weaknesses 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, sexuality and their complex intersections. 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 society and human development.

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.

Learning Materials:

All assigned readings, resources for assignments, class power points, recordings of lectures, etc. will be posted in the **Modules** section on B-course. Quickly read the assigned readings **before** class. Read the assigned readings more carefully after class.

Grading:

- 25% Quizzes** (best 6 of 7): The quizzes will be relatively short “objective,” open-book exams that will be posted on b-course by noon on Fridays and due the following Monday(except quiz 1, due Sept 8, the Tuesday after Labor Day). You may take each quiz twice, the higher score will be recorded in the Grades section on B-course. Quiz 7 may be used to make-up a missed quiz, improve your quiz average, or skipped.
- 15% Midterm Essay 1:** 1000 word essay on social theory comparing Marx/Engels and

Durkheim

- 20%** **Midterm Essay 2:** 1500 word essay on the relationship between your community's social conditions (class/race/ethnicity) and the quality of your high school education
- 25%** **Research Prospectus:** 1900 to 2200 word research proposal that analyzes how an 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.
- 5%** **Discussion Posts** You will post **one** comment in response to any question in the discussion board for each module of the class. There are 5 modules, therefore 5 discussion posts to be graded on a credit/no credit basis.
- 10%** **Credit/No Credit Writing Exercises (P/NP students can skip these assignments)**
To help you write better essays, you will turn in short assignments that will assist in the preparation of your essays.
- Essay 1:** Short body paragraphs describing Marx/Engels' and Durkheim's views on the relationship between capitalist industrialization and social stability (2%)
- Essay 2:** You will submit a brief statistical profile of your home community using US Census data (international students will have an alternative assignment) as well as a brief description of the character and quality of the high school you attended (3%)
- Final Project (Research Prospectus) (2 exercises):**
- Academic Literature Search** You will join a group of students who share a similar research interest and contribute two summaries (per person) of scholarly articles addressing your research topic (2%)
- Drafts of final project**
Drafts are a credit/no credit assignment to demonstrate that you have **started** your Paper. No extensions will be given (3%)

Final research papers are due Tuesday, December 15

Because of the need to turn in final grades soon after Dec. 15, 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 (last entry) Students may earn **one** point extra (added to total class score) by watching and reviewing 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 video (mainly the TED talks) is worth 0.25 point per submission. You may review several videos for a total of one point. All extra credit should be submitted to the Extra Credit section under the Assignments tab on B-course by or before December 17. Your extra credit score will be added to your total grade at the end of the semester.

Late Policy

Assignments are released with ample time for completion (generally 10 – 14 days before due). Start early! Plan on emergencies! If, despite your best efforts, you cannot complete an assignment on time, email Prof Kelsey.

Significant Dates

Tuesday, Sept 8 Quiz 1 due
Monday, Sept 14 Quiz 2 due
Monday, Sept 21 Marx/Engels and Durkheim paragraphs due
Monday, Sept 28 First essay due
Monday, Oct 5 Quiz 3 due
Monday, Oct 12 Data/reflections on home community due
Monday, Oct 19 Quiz 4 due
Monday, Oct 26 Second essay due

Friday, Oct 30	Last Day to Change Grading Options
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Monday, Nov 2 Quiz 5 due
Monday, Nov 9 Academic literature search due
Monday, Nov 16 Quiz 6 due
Monday, Nov 23 Draft of final project due
Monday, Dec 14 Quiz 7 due (make-up or optional quiz)

Tuesday, Dec 15	Final project due
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Thursday, Dec 17 Extra credit due

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 25%). *Grades in Soc. 3AC are based on proof of comprehension and are not curved.* 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 2020-21*)

Turnitin

All papers submitted to B-course will be checked for originality using Turnitin Software. Papers with Turnitin scores above 15% will be reviewed and subject to a failing grade.

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.**

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

<https://slc.berkeley.edu/>

SLC Writing Program: <https://slc.berkeley.edu/writing>

The Writing Program within the Student Learning Center has tutors available by appointment beginning in the third week of the semester. Writing tutors are often fully booked 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”
Industrial Revolution/Industrialization
Social factors in suicide
Social integration and moral regulation
Social stratification
Social cohesion/social solidarity
Capitalism/socialism/welfare state capitalism
Social change, stability, and social justice

Week 1

August 27

Assigned Reading

- 1) The class syllabus
- 2) C. Wright Mills, “The Promise”
- 3) Anthony Giddens et al. “What is Sociology?”

Those with last names A - Ba: Meet with Professor Kelsey during the last 20 minutes of class

Week 2

Sept 1

Assigned Readings

- 1) Comments on and selections from Emile Durkheim’s *Suicide*

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

Sept 3

Assigned Reading

- 1) “The Industrial Revolution” Encyclopedia Britannica
- 2) Friedrich Engels, Excerpts from “The Great Towns”

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

Highly recommended background video (best to watch before class!)

Coal, Steam, and The Industrial Revolution: Crash Course World History #32

<https://www.youtube.com/watch?v=zhL5DCizj5c>

*****Sept 8 Quiz 1 due** (quiz will be posted by noon on Sept 4)***

Week 3

September 8

Assigned Reading

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

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

September 10

Assigned Reading

1) Comments/selections from Emile Durkheim's *Division of Labour*
Discussion in preparation for Quiz 2/first essay during the last 20 minutes of class

*****Sept 14 Quiz 2 Due*****

Week 4

September 15

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

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

Suggested reading

- 1) Paul Piff et al., "Higher Social Class Predicts Increased Unethical Behavior"

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 17

Assigned Reading

- 1) Anthony Giddens et al., "Stratification, Class and Inequality"
- 2) Christopher Ingraham, "The Richest 1 Percent Now Owns More . . . Wealth"

Open discussion last 20 minutes of class

Suggested video

"Social Class & Poverty in the US"

<https://www.youtube.com/watch?v=c8PEv5SV4sU>

***** September 21 Marx/Engels and Durkheim paragraphs due*****

Week 5

September 22 (Film)

Watch *Inequality for All*

September 24

Assigned Readings

- 1) Claude S. Fischer et al., excerpt from *Inequality by Design*, "Why Inequality?"
- 2) Claude S. Fischer et al., "How Unequal": America's Invisible Policy Choices"

Open discussion last 20 minutes of class

***** September 28 FIRST MIDTERM ESSAY due*****

Week 6

September 29

Assigned Reading

- 1) Joseph Stiglitz, "The One Percent's Problem"
- 2) Anthony Giddens et al., "Poverty in the United States"
- 3) Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

Recommended Reading

- 1) Paul Krugman, "The Great Divergence"

October 1

Assigned Reading

- 1) Kathryn Edin and H. Luke Shaefer, Introduction and Chapter 2 from *\$2.00 A Day*
- 2) Liz Alderman and Steven Greenhouse, "Living Wages, Rarity for US Fast Food Workers, Served Up in Denmark"
- 3) Richard Wilkinson and Kate Pickett, "The Science Is In: Greater Equality Makes Societies Healthier and Richer"

Open discussion last 20 minutes of class

*****October 5 Quiz 3 Due*****

Week 7

October 6

Assigned Reading

- 1) Raj Chetty, "The Fading American Dream"
- 2) Richard Reeves, "Saving Horatio Alger: Equality, Opportunity and the American Dream"
- 3) Daniel Markovits, "Meritocracy's Miserable Winners"
- 4) Melinda Anderson, "Why the Myth of Meritocracy Hurts Kids of Color"

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

October 8

Watch online video before class explaining second essay prompt

Assigned Reading

- 1) Gareth Cook, "Raj Chetty's American Dream"
- 2) Jay MacLeod, excerpt from *Ain't No Makin' It* (section on Gintis and Bowles and Bourdieu)
- 3) Annette Lareau, "Unequal Childhoods: Class, Race, and Family Life"

Open discussion last 20 minutes of class

*****October 12 Data/reflections on home community/school due*****

Module 3: Race, Space, and Social Policy

Key ideas:

- Race as a social construction
- Racial hierarchies:
 - White privilege
 - Racism/Anti-racism

Institutional discrimination:
Residential segregation
Unequal schooling
Unequal employment opportunities
Racial/ethnic wealth inequality
Ethnicity
Immigration
Racism in education

Week 8

October 13

Assigned Reading

- 1) Natalie Angier, “Do Races Differ? Not Really, Genes Show”
- 2) Matthew Desmond and Mustafa Emirbayer, “Race in the 21st Century” pp. 3 - 30
- 3) Matthew Desmond and Mustafa Emirbayer, “The Invention of Race” pp. 38-60

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

October 15

Assigned Reading

- 1) Matthew Desmond and Mustafa Emirbayer, “Housing”
- 2) Richard Rothstein, “Washington Forced Segregation on the Nation”
- 3) Tracy Jan, “Redlining was banned 50 years ago. It’s still hurting minorities today”
- 4) Ariel Jao, “Segregation, School Funding Inequalities Still Punishing Black, Latino Students”

Open discussion last 20 minutes of class

Recommended Resource

(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>

*****October 19 Quiz 4 Due*****

Week 9

October 20

Assigned Readings

- 1) Matthew Desmond and Mustafa Emirbayer, sections on Ethnicity and Nationality in “Race in the 21st Century” pp. 30 – 33
- 2) Matthew Desmond and Mustafa Emirbayer, sections on Manifest Destiny and Immigration in “The Invention of Race” pp. 61-79

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

October 22

Assigned Readings

- 1) Matthew Desmond and Mustafa Emirbayer, “Economics” pp. 116 – 141
- 2) Lisa Dettling et al., “Wealth-Holding by Race and Ethnicity”
- 3) U. S. Census, Household Income and Poverty Statistics (Statistics posted on b-course)

Open discussion last 20 minutes of class

Recommended Reading

- 1) 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 26 SECOND MIDTERM ESSAY due*****

Module 4 Intersectionality: Race/Ethnicity, Class, Gender, Sexuality

Intersectionality

Social constructions of femininity/masculinity

Gender as a raced and classed construction

Intersectionality and education

Week 10

October 27

Assigned Readings

- 1) Michael Kimmel, "The Gendered Classroom"
- 2) Review Desmond and Emirbayer on intersectionality (p. 14 of "Race in the 21st C")
- 3) US Department of Education Office for Civil Rights, "Data Snapshot: School Discipline"
- 4) Ann Ferguson, *Bad Boys*, chs. 1-2

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

October 29

Assigned Readings

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

Open discussion last 20 minutes of class

Recommended Reading

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

Friday, October 30 Last day to change grading option (letter grade or P/NP)

*****November 2 Quiz 5 Due*****

Week 11

November 3

Introduce Final Research 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)
Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

November 5

Assigned Reading

- 1) Patricia Gandara, "Overcoming Triple Segregation"
- 2) Julie Bettie, "How Working-Class Chicas Get Working Class Lives"

Open discussion last 20 minutes of class

*****November 9 Academic Literature Search Articles due*****

Week 12

November 10

Assigned Reading

- 1) Deborah Woo, "The Inventing and Reinventing of 'Model Minorities'"
- 2) Phys.Org. "Study: Asian Americans Are Not Viewed as Ideal Leaders"
- 3) Karthick Ramakrishnan and Jennifer Lee, "Despite what you might have heard, Asian American CEO's are the exception, not the norm"

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

November 12

Assigned Reading

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

Open discussion last 20 minutes of class

*****November 16 Quiz 6 Due*****

Week 13

November 17

Assigned Reading

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

Open discussion last 20 minutes of class

November 19

Assigned Reading

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

Open discussion last 20 minutes of class

***** November 23 Draft of Research Prospectus due*****

November 24 Thanksgiving Break NO CLASS!

Module 5: A Better Society?

Key ideas:

Importance of social solidarity
Collective action and the “sociological imagination”
Social justice and social policies

Week 14

Dec 1

Assigned Readings

- 1) Robert Reich, “What Happened to the American Social Compact?”
- 2) Brett Johnson et al., “Creating a More Just and Sustainable World”
- 2) John Lewis, “Together, We Can Heal the Soul of Our Nation.”

Open discussion last 20 minutes of class

Dec 3

Catch-up and Review

December 8 and 10 (Study Week) TBA

*****December 14 Quiz 7 Due*****

***** December 15 (Tuesday) Research Prospectus due*****

*****December 17 Last Day to Submit Extra Credit*****