

During the first three weeks of class, instructors may drop enrolled students for non-attendance. Anyone who misses two consecutive classes without notifying Prof. Kelsey will be dropped from Soc. 3AC.

**Sociology 3AC: Principles of Sociology**  
**T/Th 3:30 – 5:00 p.m.**  
**Hearst Field Annex A-1**  
**Fall Semester 2022**

Instructor: Mary Kelsey, Ph.D

Office: 454 Social Sciences Building

Office Hours: 10 – 11:30 am Thursday

Office hours are on a drop-in basis (masks preferred)

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

**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.

While readings are available online, you may also buy a hard copy of the reader at Fast Imaging, 2022 University Ave (open M - F from 9 – 5). Students retain more information when reading hard copies of texts.

All students will be asked to download free iClicker software to their cell phones. See announcements for further directions.

## **Grading:**

**20% Quizzes** (best 4 of 5): 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. You may take each quiz twice, the higher score will be recorded in the Grades section on B-course. Quiz 5 may be used to make-up a missed quiz, improve your cumulative quiz average, or skipped.

**15% Midterm Essay 1:** Essay on social theory comparing Marx/Engels and Durkheim

**20% Midterm Essay 2:** Essay on the relationship between your community’s social conditions (class/race/ethnicity) and the quality of your high school education

**30% Research Prospectus:** Students will write a research proposal that proposes a study to analyze how some aspect of race/ethnicity contributes to unequal educational outcomes. Students will be given basic data on Oakland Technical High School to use as a case study. In addition to school-specific data, students will use course readings, and academic articles from library databases to explain their research questions. Students will receive detailed handouts that review the steps necessary to write a research proposal, including instruction on how to find appropriate sources in the library’s electronic databases. Students will have the opportunity to revise drafts of their research prospectus before final submission. Note: Students **DO NOT** conduct actual research at Oakland Tech.

**2% 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.

**3% Participation and Attendance** You are expected to attend class (sign-in sheets/polling questions). Email Prof. Kelsey if you have a good reason for missing class.

### **10% Credit/No Credit Writing Exercises**

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:** 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 (online) who share a similar research interest and contribute two summaries per person of scholarly articles from the library’s electronic databases that address your research topic. All group members share access to these scholarly articles (2%)

### **Drafts of final project**

Drafts are a credit/no credit assignment to demonstrate that you have **started** your paper (i.e., the assignment is to start your final project). No extensions will be given (3%)

## **Final Research Projects are due Tuesday, December 13**

Because of the need to turn in final grades soon after Dec. 13, 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 of extra credit 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). All extra credit should be submitted to the Extra Credit section under the Assignments tab on B-course by or before December 15. Your extra credit score will be added to your cumulative grade at the end of the semester.

**SIGNIFICANT DATES**

Monday, Sept 12 Quiz 1 due

<b>Wed., Sept 14</b>	<b>Last Day for Students to Add/Drop Classes</b>
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Monday, Sept 19 Marx/Engels and Durkheim paragraphs due

**Monday, Sept 26 First essay due**

Monday, Oct 3 Quiz 2 due

Monday, Oct 17 Data/reflections on home community/high school due

**Monday, Oct 24 Second essay due**

<b>Friday, Oct 28</b>	<b>Last Day to Change Grading Options</b>
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Monday, Oct 31 Quiz 3 due

Monday, Nov 7 Academic literature search due

Monday, Nov 14 Quiz 4 due

**Monday, Nov 21 Draft of final project due**

Friday, Dec 9 Quiz 5 due (make-up or optional quiz)

<b>Tuesday, Dec 13</b>	<b>Final Project Due</b>
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Thursday, Dec 15 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 30%). *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-

**Drop Policy:** University policy allows professors to drop students for “insufficient engagement” during the first 3 weeks of the semester. To demonstrate engagement, students must sign-in or answer iclicker questions or email Prof Kelsey with an explanation for their absence. Students who miss two consecutive classes without explanation will be dropped from the class.

**Absence Policy:** Attendance is required in Soc. 3AC, but you may be excused for reasonable cause. **DO NOT COME TO CLASS IF YOU ARE ILL!!!** Send Prof. Kelsey an email to notify her of your absence. Students who notify Prof. Kelsey within 24 hours of missing class will be able to access a recording of the missed lectures.

**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. You must be prepared to show your work in progress to avoid a late penalty.

### **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 2022-3*)

### **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. If evidence of plagiarism is confirmed, students will be reported to the Office of Student Conduct.

### **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. **Talking with friends, surfing the internet, texting, etc. during lecture is disrespectful and wastes your time in class.**

***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/>

We take writing seriously in Soc. 3AC. We want you to develop the skills that allow you to express your ideas as clearly (and persuasively) as possible. Strong writing skills are a source of empowerment. To help you fully develop your writing skills, we encourage you to reach out the Student Learning Center, especially its writing program.

**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

### Week 1

#### 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

#### August 25

##### Assigned Reading

- 1) The class syllabus
- 2) C. Wright Mills, “The Promise”
- 3) Jonathan Malesic, “My College Students Are Not OK”
- 4) Anthony Giddens et al. “What is Sociology?”

### Week 2

#### August 30

##### Assigned Readings

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

#### September 1

##### Assigned Reading

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

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>

### Week 3

#### September 6

##### Assigned Reading

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

#### September 8

##### Assigned Reading

1) Comments/selections from Emile Durkheim's *Division of Labour*

## Week 4

\*\*\*Sept 12 Quiz 1 due (quiz will be posted by noon on Sept 9)\*\*\*

### September 13

Assigned Reading

- 1) Richard Reeves, "Saving Horatio Alger: Equality, Opportunity and the American Dream"

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

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 15

Assigned Reading

- 1) Anthony Giddens et al., "Stratification, Class and Inequality" pp. 202 -12, 216 -224
- 2) Christopher Ingraham, "The Richest 1 Percent Now Owns More . . . Wealth"

Highly suggested readings

- 1) Matthew Desmond, "In order to understand the brutality of American capitalism, you have to start on the plantation"
- 2) Council on Foreign Relations, "The U.S. Inequality Debate"

## Week 5

\*\*\*September 19 Marx/Engels and Durkheim Paragraphs Due\*\*\*

### September 20 (Film)

Watch *Inequality for All*

<https://video-alexanderstreet-com.libproxy.berkeley.edu/watch/inequality-for-all-2>

### September 22

Assigned Readings

- 1) Claude S. Fischer et al., excerpt from *Inequality by Design*, "Why Inequality?" and

“How Unequal”: America’s Invisible Policy Choices”

## Week 6

**\*\*\* September 26 FIRST MIDTERM ESSAY due\*\*\***

### September 27

Assigned Reading

- 1) Joseph Stiglitz, “The One Percent’s Problem”
- 2) Richard Wilkinson and Kate Pickett, “The Science Is In: Greater Equality Makes Societies Healthier and Richer”

### September 29

Assigned Reading

- 1) Kathryn Edin and H. Luke Shaefer, Introduction and Chapter 2 from *\$2.00 A Day*
- 2) Matthew Desmond, “Dollars on the Margins”
- 3) Liz Alderman and Steven Greenhouse, “Living Wages, Rarity for US Fast Food Workers, Served Up in Denmark”

Suggested video

“Social Class & Poverty in the US”

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

Suggested reading

- 1) Anthony Giddens et al., “Poverty in the United States”

## Week 7

**\*\*\*October 3 Quiz 2 Due\*\*\***

### October 4

Assigned Reading

- 1) Raj Chetty, “The Fading American Dream”
- 2) Gareth Cook, “Raj Chetty’s American Dream”
- 3) Justin Wolfers, “Why the New Research on Social Mobility Matters”
- 4) Eduardo Porter, “Education Gap Between Rich and Poor Is Growing Wider”

### October 6

Assigned Reading

- 1) Jay MacLeod, excerpt from *Ain’t No Makin’ It* (section on Gintis and Bowles and Bourdieu)
- 2) Annette Lareau, “Unequal Childhoods: Class, Race, and Family Life”
- 3) Claire Cain Miller et al., “Vast New Study Shows a Key to Reducing Poverty: More Friendships Between Rich and Poor”

Suggested reading

- 1) Daniel Markovits, “Meritocracy’s Miserable Winners”
- 2) Melinda Anderson, “Why the Myth of Meritocracy Hurts Kids of Color”



## Week 8

### Module 3: Race, Space, and Social Policy

#### Key ideas:

Race as a social construction  
Racial hierarchies:  
    White privilege  
    Interlocking oppressions  
Institutional discrimination:  
    Residential segregation  
    Unequal schooling  
    Unequal employment opportunities  
Racial/ethnic wealth inequality  
Ethnicity  
Immigration  
Racism in education  
Racism/Anti-racism

### October 11

#### Assigned Reading

- 1) Natalie Angier, “Do Races Differ? Not Really, Genes Show”
- 2) Matthew Desmond and Mustafa Emirbayer, “Race in the 21<sup>st</sup> Century” pp. 2 – 26, 30 - 37

### October 13

#### Assigned Reading

Matthew Desmond and Mustafa Emirbayer, “The Invention of Race” pp. 38-79  
(This is a very dense chapter! Think of it as a resource to be reviewed multiple times.)

## Week 9

**\*\*\*October 17 Data/reflections on home community/high school due\*\*\***

### October 18

#### Assigned Readings

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

#### Suggested readings

- 1) Matthew Desmond and Mustafa Emirbayer, “Housing,”  
The most relevant section is pp. 153 – 172 (top). If a subsequent section describes the type of community where you live, (e.g., ethnic enclave, suburbia), read that section more carefully
- 2) Stephen Menendian et al., “The Roots of Structural Racism”  
<https://belonging.berkeley.edu/roots-structural-racism>

#### 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 20

### Assigned Readings

- 1) Matthew Desmond and Mustafa Emirbayer, “Economics” pp. 116 – 141
- 2) Kriston McIntosh et al., “Examining the Black-White Wealth Gap”

### Recommended Reading

- 1) Trymaine Lee, “A vast wealth gap, driven by segregation, redlining, evictions and exclusion, separates black and white America”
- 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/>
- 3) Lisa Dettling et al., “Wealth-Holding by Race and Ethnicity”

## Week 10

**\*\*\* October 24 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

## October 25

### Assigned Readings

- 1) Review Desmond and Emirbayer on intersectionality (p. 14 of “Race in the 21<sup>st</sup> C”)
- 2) Michael Kimmel, “The Gendered Classroom”

## October 27

### Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 1-4
- 2) US Department of Education Office for Civil Rights, “Data Snapshot: School Discipline”

### Suggested Readings

- 1) Bryan Stevenson, “Slavery Gave America a Fear of Black People and a Taste for Violent Punishment”
- 2) Victor Rios, “From Culture of Control to Culture of Care” (conclusion from *Human Targets*)

**Friday, October 28 Last day to change grading option (letter grade or P/NP)**

## Week 11

**\*\*\*October 31 Quiz 3 Due\*\*\***

**November 1**

Assigned Reading

- 1) Guadalupe Valdés, “Con Respeto”
- 2) Mariela Rodriguez, “‘But They Just Can’t Do It’: Reconciling Teacher Expectations of Latino Students”
- 3) Anthony Giddens et al. “Sociological Questions” (pp. 18-31)  
Introduce Final Research Project

**November 3**

Assigned Reading

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

Suggested Reading

- 1) Review pp. 61 – 64 in Desmond and Emirbayer “The Invention of Race”

**Week 12**

**\*\*\*November 7 Academic Literature Search Articles due\*\*\***

**November 8**

Assigned Reading

- 1) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’”

Suggested Reading

- 1) Review pp. 67 – 69 in Desmond and Emirbayer “The Invention of Race”

**November 10**

- 1) Samuel Museus and Peter Kiang, “Deconstructing the Model Minority Myth. . .”
- 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 CEOs are the exception, not the norm”

**Week 13**

**\*\*\*November 14 Quiz 4 Due\*\*\***

**November 15**

Assigned Reading

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

**November 17**

Assigned Reading

- 1) C.J. Pascoe, *Dude You’re a Fag*, ch. 5
- 2) Jane Brody, “Gay or Straight, Youths Aren’t So Different”

- 3) Jan Hoffman, “Gay and Lesbian High School Students Report ‘Heartbreaking’ Levels of Violence”

## **Week 14**

**\*\*\* November 21 Draft of Research Prospectus due\*\*\***

**November 22 Thanksgiving Break NO CLASS!**

## **Week 15**

### **Module 5: A Better Society?**

#### **Key ideas:**

Importance of social solidarity

Collective action and the “sociological imagination”

Social justice and social policies

### **November 29**

Assigned Readings

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

Suggested reading

- 1) Nikole Hannah-Jones, “Our democracy’s founding ideals were false when they were written. Black Americans have fought to make them true.”

Suggested video

- 1) Dolores Huerta, “How to Overcome Apathy and Find Your Power”  
<https://www.youtube.com/watch?v=Q9cje57YDRU> (TED talk)

### **December 1**

Catch-up and Review

**December 6 and 8 (Study Week) TBA**

**\*\*\*December 9 (Friday) Quiz 5 Due\*\*\***

**\*\*\* December 13 (Tuesday) Research Prospectus due\*\*\***

**\*\*\*December 15 Last Day to Submit Extra Credit\*\*\***