

Sociology 3AC

INTRODUCTION to SOCIOLOGY

Spring 2018

University of California, Berkeley

Laleh Behbehanian, Ph.D.

Tuesday/Thursday: 5:00 – 6:30pm

A1 Hearst Field Annex

Email: lalehb@berkeley.edu

Office Hours* (488 Barrows):

Mailbox: 410 Barrows Hall

Tuesday: 3:30 – 4:30pm

Thursday: 2:30 – 3:30pm

*Sign up for OH: wejoinin.com/LalehBehbehanian

This course provides an introduction to the field of sociology through engagement with major contemporary issues. The underlying objective is for students to develop their “sociological imaginations” in relation to the world around them. The course is structured in three parts which each raise a major contemporary social issue: Mass Incarceration; Surveillance; and “Illegal Immigration”. We begin each section by reflecting upon the “common sense” that shapes our understandings of these issues: what are the ideas, perspectives and underlying assumptions that we, often unconsciously, hold? Having excavated this “common sense” we then turn to sociology to develop radically new ways of approaching these issues. The goal is to utilize sociology, with its emphasis on analytic, theoretical and critical thinking, to disrupt our “common sense” and enable us to develop new ways of understanding the major political, economic and social issues of our time.

INTRODUCTION – *What is Sociology?*

1/16 Course Introduction: *Sociology as the Disruption of “Common Sense”*

In Class Viewing of Documentary *13th* (2016)

PART 1: MASS INCARCERATION

“Mass Incarceration is the New Jim Crow” Michelle Alexander

1/18 Mass Incarceration as a Racial Caste System

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press, 2012. Introduction (pp.1-19)

In Class Viewing of Documentary *13th* (2016)

1/23 The Historical Evolution of Racial Caste Systems

Alexander, Ch.1 “The Rebirth of Caste” (pp. 20-58)

1/25 The “New Jim Crow”: *Mass Incarceration*

Alexander, Ch.2 “The Lockdown” (pp.59-96)

1/30 Beyond the Prison Walls

Alexander, Ch.4 “The Cruel Hand” (pp.137-172)

2/1 Historical Parallels & Divergences

Alexander, Excerpts of Ch.5 “The New Jim Crow” (pp. 178-208; 217-220)

2/6 The Economies of “Peculiar Institutions”

Waquant, Loic. "From slavery to mass incarceration: Rethinking the ‘race question’ in the US." *New Left Review* 13 (2002): 42-60.

2/8 “Colorblindness” and the Limits of Civil Rights Advocacy

Alexander, Chapter 6 “The Fire this Time” (pp.221-261)

2/13 The Dialectic of Resistance & Repression

Murch, Donna. “Ferguson’s Inheritance.” *Jacobin*. (2015)
<https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/>

2/15 Conclusion

Rios, Victor M. 2006. “The Hyper-Criminalization of Black and Latino Male Youth in the Era of Mass Incarceration.” *Souls* 8(2): 40-54.

The Sentencing Project. 2016. “Fact Sheet: Incarcerated Women and Girls.”
<https://www.sentencingproject.org/publications/incarcerated-women-and-girls/>

Ogden, Stormy. 2013. “The Prison-Industrial Complex in Indigenous California” in *Global Lockdown: Race, Gender and the Prison-Industrial Complex*. Edited by Julia Sudbury. New York: Routledge.

*****MIDTERM Exam** distributed during class on 2/15

****MIDTERM EXAM DUE on Monday 2/19 by 10pm****

PART 2: SURVEILLANCE

“To be governed is to be watched...” Pierre-Joseph Proudhon

2/20 Surveillance in the “War on Terror”

Foucault, Michel. 1978. *Discipline & Punish: The Birth of the Prison*. New York: Vintage Books. (pp.3-11; 135-138)

In-Class Viewing of Documentary *Spying on the Homefront* (2007)
(<https://www.pbs.org/wgbh/frontline/film/homefront/>)

2/22 Surveillance as a “Technology of Power”

Foucault (pp.170-177; 195-209)

2/27 The Plantation Surveillance System & the “Accumulation of Bodies”

Parenti, Christian. 2003. *The Soft Cage: Surveillance in America from Slavery to the War on Terror*. New York: Basic Books. Ch. 1 “Life in the Glass Box”; Ch. 2 “Antebellum ID: Genealogies of Identification and Registration”; and Ch. 3 “The Accumulation of Bodies, Part I: Identification and Photography” (pp.1-42)

3/1 Chinese Exclusion & the “Benevolent Gaze”

Parenti, Ch. 5 “Cruel Gam Saan: Surveillance and Chinese Exclusion” and Ch. 11 “The Benevolent Gaze: Dossiers and the Helping Professions” (pp.61-76; 151-168)

Gilliom, John. 2007. “Welfare Surveillance” in *The Surveillance Studies Reader*. Ed. Sean P. Hier and Josh Greenberg. New York: Open University Press. (pp.199-217)

3/6 The “Eye of Justice”: *Surveillance and the Criminal Justice System*

Marx, Gary T. 2007. “What’s new about the ‘new surveillance’? Classifying for change and continuity” in *The Surveillance Studies Reader*. Ed. Sean P. Hier and Josh Greenberg. New York: Open University Press. (pp.83-94)

Parenti, Ch. 12 “The Eye of Justice” (pp.169-182)

3/8 The “War on Terror” and the “Privacy Paradigm”

Parenti, Ch. 14 “Fear as Institution: 9/11 and Surveillance Triumphant” (pp.199-212)

Bennett, Colin and Charles Raab. 2007. “The Privacy Paradigm” in *The Surveillance Studies Reader*. Ed. Sean P. Hier and Josh Greenberg. New York: Open University Press. (pp.337-353)

3/13 Discrimination by Design: Racialized Strategies of Pre-Emption

Guzik, Keith. 2009. "Discrimination by Design: predictive data mining as security practice in the United States' 'war on terrorism'" *Surveillance & Society* 7(1):1-17.

Lyon, David. 2009. *Identifying Citizens: ID Cards as Surveillance*. Cambridge, UK: Polity Press. Introduction (pp.1-18)

3/15 Segue: Surveillance and the Identification of Citizens

Lyon, Ch.1 & Excerpt of Ch.2 (pp.19-55)

PART 3: "ILLEGAL IMMIGRATION"

"'Illegality' is lived through a palpable sense of deportability..." Nicholas DeGenova

3/20 The State Monopolization of the "Legitimate Means of Movement"

Torpey, John. 1998. "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement'" *Sociological Theory* 16(3): 239-259.

3/22 The Historical Origin of the "Illegal Alien"

Ngai, Mae M. 2005. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press. "Note on Language and Terminology" and Introduction "Illegal Aliens: A Problem of Law and History" (pp. xix-xx; 1-14)

3/27 SPRING BREAK – NO CLASS

3/29 SPRING BREAK – NO CLASS

4/3 The Quota Act and the Reconstruction of Race through Immigration Law

Ngai, Ch.1 "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" (pp.17-55)

4/5 Deportation Policy and the Racialized Production of the "Illegal Alien"

Ngai, Ch.2 "Deportation Policy and the Making and Unmaking of Illegal Aliens" (pp.56-90)

De Genova, Nicholas. 2014. "Deportation" in *Migration: A COMPAS Anthology*. Eds. Bridget Anderson and Michael Keith. Oxford: Oxford University Press.

4/10 Filipino Migrants: *The Exclusion and Repatriation of Former Colonial Subjects*

Ngai, Ch.3 “From Colonial Subject to Undesirable Alien: Filipino Migration in the Invisible Empire” (pp.93-126)

4/12 “Imported Colonialism”: *Braceros, “Wetbacks” and Mexican Agricultural Labor*

Ngai, Ch.4 “Braceros, “Wetbacks,” and the National Boundaries of Class” (pp.127-166)

4/17 The Production and Political Economy of Migrant “Illegality”

De Genova, Nicholas. “The Legal Production of Mexican/Migrant ‘Illegality’” in *Governing Immigration through Crime: A Reader*. Eds. Julie A. Dowling and Jonathan Xavier Inda. Stanford: Stanford University Press. (pp.41-55)

4/19 From Exclusion to Confession: *The Cold War Chinese Immigration Crisis*

Ngai, Ch. 6 “The Cold War Chinese Immigration Crisis and the Confession Cases” (pp.202-224)

4/24 Immigration Reform and the Limits of the Liberal Critique

Ngai, Ch.7 “The Liberal Critique and Reform of Immigration Policy” and Epilogue (pp.227-270)

4/26 Resistances: The Movement for Immigrant Rights

Bloemraad, Irene, et al. 2006. “The Protests of 2006: What Were They, How Do We Understand Them, Where Do We Go?” in *Rallying for Immigrant Rights: The Fight for Inclusion in the 21st Century*. Edited by Irene Bloemraad and Kim Voss. Berkeley: University of California Press. ***Read only pp. 3-18.***

Additional reading TBA.

*****Final Exam** distributed during class on 4/26

****FINAL EXAM DUE on Monday 5/7 by 3pm****

GRADE DISTRIBUTION:

10% Attendance & Participation

25% Pop Quizzes

25% Midterm Exam (*Due 2/19*)

40% Final Exam (*Due 5/7*)

Students are expected to thoroughly and carefully read the course policies below.

ATTENDANCE & PARTICIPATION:

Class **attendance is mandatory** and lectures are structured to maximize student participation. Being present and actively participating in class is central to the learning process. Attendance will be taken at every class meeting and it is students' responsibility to make sure that they have signed the attendance sheet. If you are present in class and for some reason fail to sign the attendance sheet, you are required to notify me of this via email within 24 hours.

Students are **allotted 3 absences** without penalty. This allotment is intended to account for *all illnesses and any family and personal matters*, as well as to relieve me of the enormous administrative work of dealing with absence requests on an individual basis. Please **do not email** to notify me or explain absences – the absence allotment is intended to accommodate for any/all reasons for missing class. Exceptions/accommodations to the attendance policy will only be made in situations of serious *extended* illness or severe crises, and require submitting the relevant documentation as well as a meeting with me to discuss the situation.

Class begins promptly at 10 minutes after the scheduled hour. Please be **present on time** as late arrivals disrupt the class. Students are expected to remain in the classroom until the conclusion of the lecture. Students should **never leave class early** without discussing this with me prior. Late arrivals and early departures will be noted and will impact the attendance/participation grade.

REQUIRED READINGS:

Our primary work as sociologists involves reading – this course requires extensive and careful reading. The assignments listed for each class meeting are to be read **prior** to that scheduled class. The expectation is that students allocate the necessary time to undertake a **thorough and careful reading**. The examinations for this course consist of take-home essays which students will have a limited time to complete. Thus highlighting, underlining and notetaking throughout the semester will prove highly beneficial for these exams.

All readings listed on the syllabus are included in the **course reader, available at *Replica Digital Ink*** (510 549-9991) at 2138 Oxford Street (by the Center Street entrance to campus near the Downtown Berkeley BART station], around the corner from Starbucks). Course readings are **also available on bCourses**.

Whether you choose to purchase the course reader or utilize the digital copies on Bcourses, you are expected to **bring the assigned readings to every class** meeting (as we will be doing extensive readings of the texts together in class).

READING GUIDES:

Included in the course reader (and available on bCourses) are reading guides for most of the assigned readings. You should always **refer to the reading guides before beginning the assigned**

readings as they are intended to make the process easier (especially for the more difficult theoretical texts). Utilizing these guides will enable you to focus on the most important issues and help clarify your reading. Paying careful attention to the questions/issues/concepts listed in the guides is crucial for doing well on the pop quizzes.

POP QUIZZES:

To ensure that students keep up with reading assignments, **6 pop quizzes** will be given throughout the semester at unannounced times. The quizzes will be quick and short and will assess basic comprehension of the assigned readings. You don't have to fully understand the readings to do well on the quizzes (we will make full sense of them together in class), but they do require that you read the assigned texts *fully and carefully*. They also require that you pay careful attention to the reading guides provided.

Out of the 6 pop quizzes given, **only 4 will count** towards the final grade. This accommodates for any students who miss pop quizzes due to absences (***there are no make-ups for pop-quizzes***). For students who are present and complete more than the required 4 pop quizzes, the lowest grades will be dropped. Given that this policy enables students to miss 1/3 of the total pop quizzes, no further accommodations or exceptions will be made. I have purposely set this generous allotment for missed quizzes to accommodate for any/all situations and thus to relieve myself of the extensive work of dealing with individual requests for accommodations.

EXAMS:

The midterm and final for this course will be take-home examinations that consist of short essays that assess students' mastery of the course materials. Essays will be geared towards asking students to synthesize the scholarship covered in each part of the course, and to apply relevant concepts and theories to our empirical cases. The distribution and due dates for the exams are listed on this syllabus. Students are expected to be aware of these dates and to schedule and prepare accordingly. Please do not contact me with requests to change due dates because of other academic obligations. Late submissions will result in a grade penalty.

SPECIAL ACCOMODATIONS:

Please notify me immediately if you require any special accommodations for the course. If you are registered with the DSP program, please ensure that your authorization letter is forwarded to me at the beginning of the semester. Students who wish to utilize DSP accommodations for the midterm or final exams are required to contact me about this well *in advance*.

ACADEMIC INTEGRITY:

All written work must be your own. Any words, or even *ideas*, drawn from another source (even if paraphrased) must be appropriately cited.