

# Sociological Theory II

Christopher Muller

Sociology 102

Tuesdays and Thursdays, 2:00 PM – 3:29 PM, 10 Evans Hall

Zoom link: [Click here](#), Passcode: 368708

Office hours: <http://sociology.berkeley.edu/faculty-office-hours>

Course website: <https://bcourses.berkeley.edu/courses/1512775>

This course is the second half of the Sociology Department's year-long sequence in Sociological Theory. Last semester, we focused on the works of Marx, Du Bois, Weber, and Durkheim, as well as scholars who applied and extended their writings. This semester we will read a broader range of scholars, all of whom build on or challenge the work of the four theorists we studied in the Fall.

Although the list of authors we'll read this semester is longer, we'll concentrate on two main themes. First, we'll discuss how different authors approach what is called the micro-macro (or macro-micro) link—that is, how the actions of individual people combine to create social institutions and how those institutions, in turn, affect the actions of individual people. Second, we'll discuss several different ways of thinking about power. Many students of sociological theory ask why sociology is so consumed by diagnosing problems rather than posing solutions. To address this question, we'll close out the semester with some readings on social transformation.

On average, the texts this semester will be easier to read than the texts we read last semester. But some will be harder. If you are confused, it is not your fault. Like last semester, we'll spend time in class translating difficult texts into plainer English together.

Although we are starting the semester remotely, I hope we will begin to meet in person soon. Even while we are still on Zoom, I would like us to interact as much as possible. I hope you will continue to interrupt me if you are confused or have a question. And I hope even more of you will join the conversation this semester.

## **Zoom ground rules**

There will be three ways to ask questions or make comments during lecture. First, you can use the “raise hand” function on Zoom. One Graduate Student Instructor (GSI) each week will monitor raised hands and interrupt me so that you can ask your question. Second, you can post a question to the chat. Another GSI each week will monitor the chat

and interrupt me to ask your question. Third, you can privately message the GSI who is monitoring the chat. This will allow you to have your question answered without being identified. Please only use the chat for asking questions or making comments that will be read aloud, not to have conversations amongst each other, which can be distracting for other students.

## **In-person ground rules**

If we end up meeting in person, I will ask that you not use any devices—laptops, phones, ipads, etc.—during lecture. Your cell phones should be turned off, not just set to vibrate. I promise that I am not doing this to be mean or punitive. Even if you are trying hard to pay attention, devices will distract you and your classmates. If I attend a lecture on campus that I really want to focus on, I won't bring a laptop because I know it will be hard to resist the temptation to use it to do something other than take notes. Recent research has shown that students learn less when they take notes on a laptop than when they take notes by hand. If you have special reasons for needing to take notes on a laptop, please contact Hero Ashman, the head GSI. If, because of a true emergency, you need to keep your phone on during a particular class, please let me know before I start lecturing.

## **Slides**

I will post the lecture slides on the bCourses website the night before class. I suggest that you print the slides, with four ( $2 \times 2$ ) slides on a page, double-sided. That way, you won't waste time in class jotting down what is on the slides. Take notes on what is being said about a given slide in the margins of your printout. Many students have told me that they have kept their annotated lecture slides and used them when they wrote papers for other sociology courses. If you cannot print the slides, you can take notes directly on the texts, since my slides will include page numbers. I will also number each slide, so you could take notes in a notebook, numbering your notes to correspond to the number of each slide.

## **Required readings**

All readings can be found in the Files folder on the bCourses website. I will also make a course reader available at Copy Central on Telegraph Avenue.

## **Sections**

In addition to attending lecture, you must register for one of the following ten sections:

| Days     | Time                | Location                  | GSI               |
|----------|---------------------|---------------------------|-------------------|
| T and Th | 8:00 AM – 8:59 AM   | 251 Dwinelle              | Hero Ashman       |
| T and Th | 9:00 AM – 9:59 AM   | 2066 Valley Life Sciences | Hero Ashman       |
| T and Th | 4:00 PM – 4:59 PM   | 475 Social Sciences       | Nikkolette Lee    |
| T and Th | 5:00 PM – 5:59 PM   | 475 Social Sciences       | Nikkolette Lee    |
| T and Th | 12:00 PM – 12:59 PM | 283 Dwinelle              | Audrey Augenbraum |
| T and Th | 1:00 PM – 1:59 PM   | 6 Evans                   | Audrey Augenbraum |
| M and W  | 10:00 AM – 10:59 AM | 61 Evans                  | Cathy Hu          |
| M and W  | 9:00 AM – 9:59 AM   | 54 Social Sciences        | Cathy Hu          |
| M and W  | 4:00 PM – 4:59 PM   | 258 Dwinelle              | Justin Germain    |
| M and W  | 5:00 PM – 5:59 PM   | 258 Dwinelle              | Justin Germain    |

Sections begin on Wednesday, January 26th. Section is mandatory. Your GSIs will take attendance. If there is still a waitlist on the 26th and the 27th, we will determine enrollment partly based on your attendance in section those days. We strongly advise you not to try to switch your section. If you must, you will need to find a person in the section you want to join who wants to join your section and email Cristina Rojas at [cmrojas@berkeley.edu](mailto:cmrojas@berkeley.edu). GSIs will announce their office hours in section on the 26th and 27th.

Although section is mandatory, protecting your own health and the health of your GSI and fellow students should be your top priority. If you think you could be at risk of spreading COVID, please contact your GSI to make arrangements for missing section. We're all in this together, so let's do everything we can to keep each other safe.

## Assignments and Grading

Your grade will be based on two memos, two exams, your participation in section, and quotes from the reading you will submit before each class.

| Assignment                           | Value | Date                                       |
|--------------------------------------|-------|--|
| Memo 1                               | 10%   | February 17, due at the beginning of class |
| Midterm exam                         | 20%   | March 8                                    |
| Memo 2                               | 10%   | April 19, due at the beginning of class    |
| Final exam                           | 25%   | May 9                                      |
| Quotes                               | 10%   | Due by 4 PM the day before class           |
| Section attendance and participation | 25%   | Consult with GSI                           |

- Each memo will consist of 1,000 words you write at home in response to a prompt.
- The exams will consist of essay questions about the reading material and lectures.
- By 4 PM the day before each class, you will submit a quote from the reading to the bCourses website. This quote should consist of a passage you believe is especially

important or a passage that confused you and that you would like to discuss. You should include the page number the quote came from in parentheses directly after it. Your GSIs will use the quotes you submit to help organize your discussion in section. You will get .5 of a point for each quote just for submitting it. The first quote is due at 4 PM on January 19th. You do not need to submit a quote when there is no reading assigned for the next day's class. You only need to submit one quote per class, even if there are several different readings assigned that day. Because each quote is worth .5 of a point, and because there are 23 weeks of reading, you can miss three quotes and still get the full 10 points. However, 10 points is the maximum grade you can get for submitting quotes. (You will not get 11.5 points for submitting all quotes.)

- Your GSI will assign you a grade based on your attendance and participation in section.

Should you fail to submit an exam or a paper, we will record 0% for that assignment. Please put the course assignment and exam dates in your calendar right away so that you don't forget. If you have questions about submitting work, ask your GSI well before it is due. We will not grant an extensions on the due date of the memos.

## **Email**

Hero Ashman is the head GSI for the course. Please send all course-related questions to Hero. Before emailing Hero or your GSI with a question about the course, please first make sure that your question is not already answered here in the syllabus. Almost everything you need to know about the course can be found here. If you have longer questions about the course material, sign up for office hours at the link on the first page of this syllabus. For section questions, please consult your GSIs (hero.ashman@berkeley.edu; audrey.augenbraum@berkeley.edu; justin.germain@berkeley.edu; cathy\_hu@berkeley.edu; nikkollette.lee@berkeley.edu).

## **Academic honesty**

You must in no way misrepresent your work or be party to another student's failure to maintain academic integrity. If you have questions about what constitutes cheating or plagiarism, you should consult Berkeley's code of academic integrity:

<http://sa.berkeley.edu/student-code-of-conduct>. It is much better to hand in a bad paper, or not to hand in a paper at all, than to hand in a paper that is plagiarized or that does not otherwise reflect your own work. Written assignments must include a bibliography and follow proper citation practices. If you have questions about proper citation, please consult your GSI. The standard penalty for violations of academic integrity in this course will be a grade of 0% on the assignment and reporting to Student Judicial Affairs.

## Grievances

If you wish to contest a grade, you must first submit to your GSI a one-page statement explaining why you believe the grade is unfair. Only if you are still dissatisfied should you come to me. Before I will listen to your case, I will consult your GSI. I will not change your grade without first consulting your GSI. Please bear in mind that your grade could move upwards or downwards should I decide to re-grade your paper.

## Accommodation

If you have an accommodation letter from the Disabled Students Program (DSP), please contact Hero (hero.ashman@berkeley.edu) in the next two weeks so that we can make early arrangements for these accommodations.

## Mental health and wellness

All students—regardless of background or identity—may experience a range of issues that can become barriers to learning. These issues include, but are not limited to, strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. Such mental health concerns can diminish both academic performance and the capacity to participate in daily activities. In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services. An excellent campus website having links to many resources is: <http://recalibrate.berkeley.edu/>. Another campus website addressing mental health services in specific reference to this time of the coronavirus pandemic is: <https://uhs.berkeley.edu/coronavirus/student-mental-health>. Remember that seeking help is a good and courageous thing to do—both for yourself and for those who care about you.

## January 18

Course overview

## January 20

Coleman, James, S. 1990. *Foundations of Social Theory*. Cambridge, MA: Harvard University Press. Pp. 1–23.

Watts, Duncan J. 2011. *Everything Is Obvious*. New York: Crown Business. Pp. 61–71.

## **January 25**

Mead, George H. 1934. *Mind, Self, and Society*. Chicago: University of Chicago Press. Pp. 6–7; 42–51; 65–69; 135–144.

## **January 27**

Mead, George H. 1934. *Mind, Self, and Society*. Chicago: University of Chicago Press. Pp. 154–155; 173–182; 197–198.

## **February 1**

Goffman, Erving. 1967. *Interaction Ritual: Essays in Face-to-Face Behavior*. New York: Pantheon. Pp. 1-3.

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Anchor. Pp. 17–76; 252–255.

## **February 3**

Goffman, Erving. 1961 *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. New York: Anchor. Pp. 3–25; 146–169.

## **February 8**

Hochschild, Arlie Russell. 1979. “Emotion Work, Feeling Rules, and Social Structure.” *American Journal of Sociology* 85:551–575.

Hochschild, Arlie Russell. 1983. *The Managed Heart: Commercialization of Human Feeling*. Berkeley: University of California Press. Pp. 3–23.

## **February 15**

Butler, Judith. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge. Pp. 134–141.

## **February 17**

Berger, Peter L. and Thomas Luckmann. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor. Pp. 1–6; 53–62.

## **February 22**

Bourdieu, Pierre. 1985. "The Social Space and the Genesis of Groups." *Theory and Society* 14:723–744.

## **February 24**

Bourdieu, Pierre. 1986. "The Forms of Capital." Pp. 241–258 in John G. Richardson, ed. *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.

Bourdieu, Pierre and Loïc J. D. Wacquant. 1992. *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press. Pp. 94–115.

## **March 1**

Bourdieu, Pierre. 1980. *The Logic of Practice*. Stanford: Stanford University Press. Pp. 52–65.

Bourdieu, Pierre. 1996. "On the Family as a Realized Category." *Theory, Culture & Society* 13:19–26.

Elster, Jon. 1981. "Snobs." *London Review of Books* 3:10–12.

## **March 3**

Midterm review

## **March 8**

Midterm exam in class

## **March 10**

Lukes, Steven. 1974. *Power: A Radical View*. London: Macmillan.

## **March 15**

Patterson, Orlando. 1982. *Slavery and Social Death: A Comparative Study*. Cambridge, MA: Harvard University Press. Pp. 1–34.

## March 17

Scott, James C. 1990. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press. Pp. 70–107.

## March 29

Foucault, Michel. 1975. *Discipline & Punish: The Birth of the Prison*. New York: Vintage. Pp. 200–228.

## March 31

Scott, James C. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press. Pp. 1–8.

Fourcade, Marion and Kieran Healy. 2017. “Seeing Like a Market.” *Socio-Economic Review* 15:9–29.

## April 5

Federici, Silvia. 2004. *Caliban and the Witch: Women, The Body, and Primitive Accumulation*. Brooklyn, NY: Autonomedia. Pp. 11–19; 61–81.

## April 7

Federici, Silvia. 2004. *Caliban and the Witch: Women, The Body, and Primitive Accumulation*. Brooklyn, NY: Autonomedia. Pp. 82–131.

## April 12

Collins, Patricia Hill. 2007. “Pushing the Boundaries or Business as Usual? Race, Class, and Gender Studies and Sociological Inquiry.” Pp. 572–604 in Craig Calhoun, ed., *Sociology in America: A History*. Chicago: University of Chicago Press.

Collins, Patricia Hill. 2019. *Intersectionality as Critical Social Theory*. Durham, NC: Duke University Press. Pp. 21–53.

## April 14

James, Joy. 1996. *Resisting State Violence: Radicalism, Gender & Race in U.S. Culture*. Minneapolis: University of Minnesota Press. Pp. 24–37.

Taylor, Keeanga-Yamahtta. 2016. *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket Books. Pp. 191–219.

### **April 19**

Go, Julian. 2016. *Postcolonial Thought and Social Theory*. Oxford: Oxford University Press. Pp. 1–38; 118–131.

### **April 21**

Wright, Erik Olin. 2010. *Envisioning Real Utopias*. London: Verso. Pp. 273–307.

### **April 26**

Wright, Erik Olin. 2010. *Envisioning Real Utopias*. London: Verso. Pp. 308–365.

### **April 28**

Review for final exam