

# SOCIOLOGICAL THEORY II

Soc 102 – Class #:23357

Tuesdays and Thursdays, 11am-12:29pm,

North Gate 105

*Fall 2024*

## **Faculty Instructor:**

Prof. Ricarda Hammer

([ricarda.hammer@berkeley.edu](mailto:ricarda.hammer@berkeley.edu))

Department of Sociology

## **Graduate Student Instructors:**

Anna Palmer ([annapalmer@berkeley.edu](mailto:annapalmer@berkeley.edu))

Adriana Ramirez ([apramirez@berkeley.edu](mailto:apramirez@berkeley.edu))

Miranda Smith ([msmith13@berkeley.edu](mailto:msmith13@berkeley.edu))

## **Student hours:**

Mondays 3:45-5:45 pm,

Social Sciences Building, Office 460 or Zoom

Sign up here:

<https://calendly.com/ricardahammer/student-hours>



Artwork: Ken Daley, "Free as a Bird"

## **COURSE DESCRIPTION:**

This course is the second half of the Sociology Department's year-long sequence in Sociological Theory. In this course, we will cover some of the core theoretical debates in social theory throughout the 20th and 21st century. We will pay specific attention to critical genealogies, such as works in anticolonial and postcolonial thought, critical theories of gender/sexuality, and indigenous thought. We will ask: How does power shape our sense of self and what are the possibilities for resistance? How can we demystify and learn to overcome structures of capitalism, colonialism, racism and patriarchy? How can we think beyond dominant categories that we often take for granted? How can social theory help us make sense of a complex world, craft transgressive solidarities, and engage in collective political action? Throughout the class, we will discuss how theorists' historical contexts and social positions

might shape their theoretical concerns. We will learn how to read texts generously, while also discussing their limits. Overall, the class aims to sharpen your ability to engage theoretical debates with an eye towards building your own sociological imagination.

By the end of this course, you should be able to:

- Engage actively, generously, and critically with the works of key theorists from the 20th and 21st century;
- Compare and contrast different theoretical approaches;
- Debate the limits of theoretical approaches and their applicability to specific case studies;
- Apply insights from theorists to current events;
- Use theoretical concepts to better understand your own lived experiences and critically interrogate the world and
- Bring these theoretical perspectives to your own writing.

**COURSE EXPECTATIONS:**

**Lecture attendance**

Attendance in lectures is mandatory. During lecture, we will engage closely with the week’s readings and situate them within a broader historical/geographical context, as well as a wider set of intellectual debates. If you miss a class, it is your responsibility to seek out the information and announcements you missed.

**Section attendance**

In addition to lectures, you must attend one of the following six sections:

SECTION #	CCN	INSTRUCTOR	DAY & TIME	LOCATION
102.101	23366	Miranda Smith	TuTh 8-9am	Dwinelle 279
102.102	23367	Adriana Ramirez	TuTh 9-10am	Evans 7
102.103	23368	Miranda Smith	TuTh 10-11am	Cory 289
102.104	23369	Adriana Ramirez	TuTh 1-2pm	SSB 80
102.105	26398	Anna Palmer	MW 10-11am	Dwinelle 88

102.106	26399	Anna Palmer	MW 11am-12pm	Evans 87
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Your GSI will contact you to let you know when the first section will take place. Section attendance is mandatory, and your GSIs will take attendance. While sections are mandatory, protecting your physical and mental health is important, so you can miss up to four sections before it will affect your grade (see below). However, we ask that you please email your GSI to let them know about your absence before the section. GSIs will announce their student hours in section.

### **Readings & bCourses**

All course readings will be made available electronically on bCourses, under Files > Week [x]. We will also post about class assignments and announcements, so be sure to check it regularly.

### **Email**

Adriana Ramirez is the head GSI for the course. Please send all course-related questions to Adriana. For section questions, please consult your section GSI. Before emailing Adriana or your section GSI with a question about the course, please first make sure that your question is not already answered here in the syllabus. If you have longer questions about the course material, come to talk to me by signing up for student hours at the link on the first page of this syllabus.

### **Late Policy**

Because of the number of assignments for this class, we strongly encourage you to meet the deadlines. Please put the due dates into your calendar, so you do not fall behind. If you need an extension, you must first communicate with your section GSI. Please note that it will be difficult to give extensions for the final paper, because course grades are due to the university shortly after the final paper is due.

### **Academic Honesty**

Honesty, integrity and ethical behavior are central values in all facets of life, and indeed also the core of academic work. These are norms that guide our academic enterprise and should also be core principles in how we relate to one another. Cheating and plagiarism are examples of violations in the realm of ethics and integrity. I know that undergraduate student life can be stressful and that academic dishonesty often comes from a place of desperation. If you are having difficulties with the class, please email us or come to student hours and we will find an effective solution. In case there are violations of academic integrity, then the standard penalty for this course will be a grade of 0% on the assignment. Before conducting academic work, please carefully check the University's policy for [academic honesty](#). For example, the final paper for this class must include bibliographies and follow proper citation

practices. If you have questions about proper citation or doubts if something constitutes plagiarism, please consult your GSI.

### **GenAI policy**

Generative artificial intelligence tools—software that creates new text, images, computer code, audio, video, and other content—, such as ChatGPT, have become widely available, and you will encounter the use of these tools beyond the completion of your degree, so it is important we critically interrogate these tools. Generative AI tools are typically trained on pre-existing material, which reflects the power structures of the social world, including [racism](#) and [sexism](#). As such, we cannot rely on GenAI tools to produce critical insight into this world. These datasets are trained on pre-existing material, including [copyrighted material](#); therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Further, large language models have [significant carbon footprints](#), thus contributing to unsustainable environmental practices. For the purposes of this course, you are permitted to use GenAI tools for two specific purposes *only*: (1) you may use GenAI to brainstorm your essays and assignment answers and (2) you may use GenAI to edit your papers. No other uses are permitted. In accordance with the course’s policy on academic honesty, you are required to practice transparency and carefully document and *declare* if and how you used these tools. It is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit.

### **GRADED COMPONENTS**

Your grade will be based on section participation, five assignments, and two papers:

Section Attendance	20%
Assignments	35%
Midterm Paper	20%
Final Paper	25%

#### **Section Participation (20%)**

We learn theory in community with one another, so sections constitute a central learning component for this class. In section, you will discuss the theories’ merits, work to apply key concepts, practice close reading, and engage in thoughtful dialogue with one another. It is therefore imperative that you read the text closely before coming to section: The more deeply you read, the higher the level of discussion

will be. To create a productive learning environment, please engage your peers respectfully and with care. Needless to say, disrespectful or demeaning language has no place in the classroom.

Your participation will be graded on a 3-point scale (0, 1, 2). If you come to section, respectfully participate in the discussion and actively listen, you will receive full credit for this section (2 points). We will deduct a point if you come to class but are visibly distracted, interrupt your peers or show disrespectful behavior (1 point). You will not get credit for unexcused absences (0 points). We will disregard your worst 4 section grades.

### **Assignments (35%)**

Throughout this course, you will be asked to fulfill five written assignments. These assignments are designed to help you practice important critical reading and writing skills. We will share more details on these assignments in lecture and in section. Please upload your assignments to bCourses and in accordance with the deadlines.

The assignments will be graded on a 3 point rubric (0, 1, 2). Remember that these assignments are low-pressure ways to practice reading theory and hone your writing skills, which will improve your essays. If you diligently carry out and complete the assignment, you will receive full credit for it (2 points). If your assignment lacks reflection or is markedly shorter than we asked for, you will receive 1 point. If you do not hand in an assignment, you will receive 0 points for the missing assignment.

### **Two Papers (45%)**

You will write two papers for this class. These papers are designed to help you engage the theoretical questions we discuss in lecture and sections, and they should help you develop your own sociological imagination. This means that you should try to apply a theoretical concept to real-world case studies.

#### Midterm Paper (20%)

The midterm exam will be 5 double-spaced pages in length and will be due on **Friday, 25 October at 11:59pm**. For the midterm paper, we will share with you essay questions two weeks before the due date and we will ask you to answer the prompt using the theorists we have studied up to that point. The rubrics for how this paper will be graded will be discussed and distributed during lecture.

#### Final Paper (25%)

The final paper will be 6-8 double-spaced pages in length and will be due on **Monday, 16 December at 11:59pm PST**. The final paper will be more open-ended and you will have the opportunity to pick

a case study that is of interest to you. You will be asked to share paper ideas in your section before the papers are due. The rubrics for how this paper will be graded will be discussed during lecture.

### **Musical Suggestions (EC 1%)**

In line with the course's quest to find social theory beyond the canonical "big books," all lectures will start with a piece of music that contains social theoretical insights, which align with the theme of the week. If you send me an appropriate song the day prior to class and can explain its relationship to the class theme, I will give you 1% in extra credit once a semester.

## **STRATEGIES FOR LEARNING**

### **How to read theory**

Engaging with theory requires a different set of skills than reading other genres of academic writing. One of the central skills you will gain from this course is greater familiarity with reading theory, so do not be discouraged if you find the texts difficult in the beginning of the semester. Reading theory is hard, but it is also very rewarding, and it might change the way you see the world! Here are some pointers for how to get started:

- Find a quiet, comfortable place to read with minimal distractions.
- As you first approach the text, do not get distracted by details, but try to get a sense of the author's overall point/argument.
- Then read a text slowly; and you may even have to read it multiple times.
- Try to note which concepts/words appear repetitively throughout the text and try to understand what the author means by them.
- As you approach the text, it might be helpful to think about the author's position in society and the historical context they are grappling with.
- Mark passages that confuse you, take note of your questions, and bring them to lecture, section discussion or student hours! Remember that learning is a collective process, and we are here to help.

For more tips, check out [this post](#) by Dr. Nikki Usher.

### **Academic accommodations**

The purpose of academic accommodations is to ensure that all students have a fair chance at academic success. Disability, or hardships such as basic needs insecurity, uncertain documentation and immigration status, medical and mental health concerns, pregnancy and parenting, significant familial

distress, and experiencing sexual violence or harassment, can affect a student's ability to satisfy particular course requirements. Students have the right to reasonable academic accommodations, without having to disclose personal information to instructors. For more information about accommodations, scheduling conflicts related to religious creed or extracurricular activities, please see the [Academic Accommodations hub website](#). This website also provides a range of helpful campus resources.

### **Learning accommodations**

UC Berkeley is committed to creating a learning environment that meets the needs of its diverse student body, including students with disabilities. If you anticipate or experience any barriers to learning in this course, please do not hesitate to discuss your concerns with me.

If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official accommodation. The Disabled Students' Program (DSP) is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves and their instructors. You can find more information about DSP, including contact information and the application process here: [dsp.berkeley.edu](http://dsp.berkeley.edu). If you have already been approved for accommodations through DSP, please meet with me so we can develop an implementation plan together.

### **COURSE SCHEDULE**

*\* Please note that this syllabus may change throughout the semester. Changes will be announced in advance in class and on bCourses.*

#### **Week 1: INTRODUCTION & WELCOME**

Class 1: Thursday, 29 August

*No readings*

#### **Week 2: WHAT IS THEORY?**

Class 2: Tuesday, 3 September

- hooks, bell. 1991. Theory as liberatory practice. *Yale JL & Feminism*, 4, 1.

- Go, Julian. 2020. Race, empire, and epistemic exclusion: Or the structures of sociological thought. *Sociological Theory*, 38(2), 79-100.

### Class 3: Thursday, 5 September

- Patricia Hill Collins. 1990. "Black Feminist Epistemology." In *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Unwin Hyman. [pp.251-271.]
- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. International Publishers. ["The Study of Philosophy: Some Preliminary Points of Reference" (pp. 323-324)]

### **Assignment 1 due: 6 September at 11:59pm PST**

### **Week 3: SELF & SOCIETY I**

#### Class 4: Tuesday, 10 September

- Mead, George H. 1934. *Mind, Self, and Society*. University of Chicago Press. [pp. 135–144; 154-156; 173–178; 197-198]

#### Class 5: Thursday, 12 September

- Du Bois, W.E.B. 1903. *The Souls of Black Folk*. A. C. McClurg & Co., Chicago. ["The Forethought" (pp. xii-xiii), "Of our Spiritual Striving" (pp. 1-13)]
- Anzaldúa, Gloria. 1987. *Borderlands/La Frontera*. Aunt Lute Book Company. ["Preface"]

### **Week 4: SELF & SOCIETY II**

#### Class 6: Tuesday, 17 September

- Du Bois, W.E.B. 1920. *Darkwater: Voices from Within the Veil*. ["The Souls of White Folk" (pp. 29-52)].

#### Class 7: Thursday, 19 September

- Fanon, Frantz. 2007. *Black Skins, White Masks*. Grove Press. ["The Negro and Language" (pp. 8-27); "The Fact of Blackness" (pp. 82-90)]



## **Week 5: COLONIALISM & MODERNITY**

### Class 8: Tuesday, 24 September

- Césaire, Aimé. 1950. *Discourse on Colonialism*. [pp.31-46]

### Class 9: Thursday, 26 September

- Fanon, Frantz. 2008. *The Wretched of the Earth*. Grove Press. [“On Violence” (pp. 35-47; 52-55; 61-66; 92-95; 101-106); Conclusion (pp. 311-316)]
- Optional: Watch “Concerning Violence,” available on [Kanopy](#).

## **Assignment 2: 27 September at 11:59pm PST**

## **Week 6: RETHINKING CAPITALISM I**

### Class 10: Tuesday, 1 October

- Du Bois, W.E.B. 1935/1992. *Black Reconstruction in America*. Free Press. [“To the Reader”; “The Propaganda of History”, “The Black Worker”, “The White Worker” (pp. 3-31)]
- Optional: Taylor, K. Y. 2008. WEB Du Bois–Black reconstruction in America 1860–1880. *International Socialist Review*, 57.

### Class 11: Thursday, 3 October

- Du Bois, W.E.B. 1947. *The World and Africa: An inquiry into the part which Africa has played in world history*. New York: International Publishers. [“White Masters of the World” (pp. 11-27)]

## **Week 7: RETHINKING CAPITALISM II**

### Class 12: Tuesday, 8 October

- Federici, Sylvia. 2004. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Autonomedia. ["The Accumulation of Labor and the Degradation of Women" (pp. 61-64; 71-75; 85-103)]

#### Class 13: Thursday, 10 October

- Vergès, Françoise. 2020. *The Wombs of Women: Race, Capital, Feminism*. Duke University Press. ["The Wombs of Black Women, Capitalism and the International Division of Labor" (pp. 49-62)]
- Vergès, Françoise. 2019. *A Decolonial Feminism*. Pluto Press. ["Preface" (pp. vi-x)]

### **Assignment 3: 11 October at 11:59pm PST**

#### **Week 8: CRISIS & HEGEMONY**

#### Class 14: Tuesday, 15 October

- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. Ed. Quitin Hoare. New York : International Publishers. [pp. 237-239]
- Hall, Stuart. 2019. *Gramsci's relevance for the study of race and ethnicity*. Essential Essays, Volume 2: Identity and Diaspora. Duke University Press.

For reference:

- Marx, Karl and Friedrich Engels. 1845-56. "The German Ideology: Part 1" in *The Marx-Engels Reader*, ed. Robert C. Tucker. New York/London: W.W. Norton & Company [pp.146-200]

#### Class 15: Thursday, 17 October

- Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. Ed. Quitin Hoare. New York : International Publishers. [pp. 323-324; 330-334; 375-377]

#### **Week 9: THE CULTURE INDUSTRY**

#### Class 16: Tuesday, 22 October

- Adorno, Theodor and Max Horkheimer. 1944/2020. *Dialectic of Enlightenment*. Stanford: Stanford University Press. ["The Culture Industry: Enlightenment as Mass Deception" (pp. 94-98; 115-124; 131-136)].

Class 17: Thursday, 24 October

\*No class - Rest & Reflection

**Midterm Paper due: 25 October at 11:59pm PST**

**Week 10: EMBODIMENT & SYMBOLIC POWER**

Class 18: Tuesday, 29 October

- Bourdieu, Pierre. 1977/2013. *Outline of a Theory of Practice*. Cambridge University Press. ["Structures and the Habitus" (pp.78-87)]
- Bourdieu, Pierre. 1990. *The Logic of Practice*. Stanford University Press. ["Belief and the Body" (pp. 66-73)]
- Optional: Khan, Shamus. 2011. *Privilege: the making of an adolescent elite at St. Paul's School*. Princeton University Press. ["Gender and the Performance of Privilege" (pp. 114-121)]

Class 19: Thursday, 31 October

- Bourdieu, Pierre. 1987 [1980]. *Distinction: A Social Critique of the Judgement of Taste*. Cambridge: Harvard University Press. ["Introduction" (pp. 1-7); "A Social Critique of the Judgement of Taste" (pp. 53-56); "Conclusion" (pp. 479- 481)]
- Bourdieu, Pierre. 1977/2013. *Outline of a Theory of Practice*. Cambridge University Press. ["Structures, Habitus, Power: Basis for a Theory of Power" (pp. 164-166)]

**Week 11: DISCOURSE & POWER**

Class 20: Tuesday, 5 November

- Foucault, Michel. 1995 [1975]. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. ["The Body of the Condemned" (pp. 3-31)]

Class 21: Thursday, 7 November

- Foucault, Michel. 1995 [1975]. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books. ["Panopticism" (pp. 195-208)]

**Assignment 4: 8 November at 11:59pm PST**

**Week 12: MEDIA & REPRESENTATION**

Class 22: Tuesday, 12 November

- Hall, Stuart. 1997. Media and Representation [*Lecture Transcript*], also available to watch on [Youtube](#).

Class 23: Thursday, 14 November

- Said, Edward. 1979. Orientalism. Vintage Books edition ["Introduction" (pp. 4-9); Chapter 1: "The scope of Orientalism - Knowing the Oriental" (pp. 31-49)]

**Week 13: QUEER THEORY**

Class 24: Tuesday, 19 November

- Butler, Judith. 2001. "Doing justice to someone: Sex reassignment and allegories of transsexuality." *GLQ: A Journal of Lesbian and Gay Studies* 7, no. 4 (2001): pp. 621-636.

Class 25: Thursday, 21 November

- Cohen, Cathy J. 1997. Punks, bulldaggers, and welfare queens: The radical potential of queer politics?. *A Journal of Lesbian and Gay Studies*. Vol 3(4).
- Optional: Cohen, Cathy J. 2019. The Radical Potential of Queer? Twenty Years Later. *A Journal of Lesbian and Gay Studies*. Vol 25(1). Pp. 140-144.

**Assignment 5: 22 November at 11:59pm PST**

**Week 14: INDIGENOUS THOUGHT I**

Class 26: Tuesday, 26 November

*No class - Instead, watch these films:*

- Peck, Raoul. 2021. *Exterminate all the Brutes* [Especially Part 1 + 2], available on [Kanopy](#). **OR**
- Fox, Josh, James Spione and Myron Dewey. 2017. *AWAKE: A Dream from Standing Rock*, available on [Vimeo](#)

Class 27: Thursday, 28 November

*\*No class - Thanksgiving Break*

**Week 15: INDIGENOUS THOUGHT II**

Class 28: Tuesday, 3 December

- Smith, Linda T. 2021. *Decolonizing methodologies: Research and indigenous peoples*. Bloomsbury Publishing. ["Imperialism, History, Writing and Theory" (pp. 21-47)]
- Estes, Nick. 2019. *Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long tradition of Indigenous resistance*. Verso Books. ["Prologue: Prophets" (pp. 10-29)]

Class 29: Thursday, 5 December

- Tuck, Eve, & Yang, K. Wayne . 2021. Decolonization is not a metaphor. *Tabula Rasa*, (38), pp. 61-111.

**Final Paper due: 16 December at 11:59pm PST**

**OTHER CAMPUS RESOURCES**

[UHS Counseling and Psychological Services \(CAPS\)](#) supports the emotional, psychological, educational, social, and cultural development of all UC Berkeley students through a wide range of multiculturally based counseling, psychiatric, career, consultation, training, and educational services.

[PATH to Care](#) is the campus's comprehensive resource for all support related to sexual violence/harassment, intimate partner violence, and stalking.

[University Health Services](#) (UHS) provides comprehensive medical, mental health, and health promotion services to all Cal students and a variety of occupational health services to faculty and staff.

[Student Learning Center](#) (SLC) provides various academic resources and support, including peer writing tutors.

[Basic Needs Center](#) is a virtual and physical hub that provides and connects students to essential services that impact health, belonging, and overall well-being, including both short-term emergency relief and long-term support services addressing students' basic needs (i.e., food security, housing security, and financial stability).

[Undocumented Student Program](#) (USP) provides guidance and support to undocumented undergraduates at Cal. This includes mental health support, academic counseling, legal support, financial aid resources and an extensive campus referral network.