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Office)

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Office hours: Wednesday 1:00-3:00 <https://www.wejoinin.com/Gold>

INTRODUCTION TO SOCIOLOGY

Sociology 1 introduces major concepts, theories, methods, scholars, subfields and research results of this very rich and diverse **social science** discipline. We will learn what it means to “**think sociologically**”. We will adopt a **constructivist** approach to thinking about social things and will emphasize the crucial importance of **institutions** (relatively stable clusters of norms, values, behaviours and expectations that govern fields of social life) in mediating the relations between the individual and the larger society.

The first two weeks are primarily conceptual: we will discuss what Sociology is as a discipline, what sociologists do, how they see the world, what you can do with a degree in Sociology (spoiler alert: pretty much anything!), etc. To get through the course, it is crucial to understand what it means to say, as C. Wright Mills wrote, that the **sociological imagination** grasps the “**interplay of biography and history**” and that it works with the “**distinction between ‘personal troubles of milieu’ and ‘public issues of social structure.’**” (Don’t worry; will be explained in regular English)

Armed with these insights, we move to substantive areas of Sociology where we apply somewhat abstract concept to concrete examples of empirical research and daily life. These substantive units build from the social construction of the self and small groups, to larger groups such as the family and organizations, and then to collectivities such as economic class, ethnicity, gender, and social movements, all the way up to the nation-state and global society. Through frequent international comparisons we will see how similar institutions, such as family and race relations are structured and function differently in different societies. Throughout, we will ask the question, “what makes social order possible?”

This fall will have no shortage of issues in the Real World relevant to our class. We will learn how to read the media critically and sociologically.

This is a fast-paced introductory survey course that condenses a huge amount of material into one term; depth is necessarily sacrificed to breadth. There will be many suggestions of courses offered in our (No. 1 ranked) Department as well as professors to speak with to explore topics you wish to pursue more deeply.

Lecture and section complement each other. **Attendance at both is required.** There will be no Course Capture or zoom hybrid, though students may record lectures. *Lecture* introduces concepts, theories, controversies, different points of view, examples of research, and influential scholars. It provides context, background and interconnections for assigned readings, goes through *some* of them and points out what is most important in them, shows how to apply seemingly abstract concepts to the world around us, and offers the chance to interact and debate with the professor, GSIs, and other classmates. A Power Point outline will be provided for every topic and posted on bcourse. Because of events outside the classroom, there will surely be many digressions and tangents from the outlines. It is quite possible that some language, subjects and gestures might be seen as offensive to some classmates. Any “microaggressions” will surely be unintentional and may be pointed out.

In *section*, Graduate Student Instructors (GSIs) review the lecture and assigned readings, and utilize a variety of activities, including section -specific assignments, to help students understand the material. GSIs hold separate office hours. Students having problems comprehending the material or managing their time should speak with their GSI *before* things get out of hand. The Student Learning Center is another valuable resource for assistance. GSIs are also a transmission belt to the Professor and will relay to him when things are not clear or students want more attention to particular topics.

With the exception of scheduled holidays, there will be lecture on Monday and Wednesday. Friday lectures will be infrequent and announced either on the syllabus or through bcourse. **Check bcourse regularly.** Lectures begin promptly at 11:10. It is the student’s responsibility to be aware of any assignments and changes to the syllabus, including additional readings or videos. Tardiness and absence are not acceptable excuses for not knowing these. Students who miss the first lectures are still responsible for knowing all the information conveyed in this syllabus.

Some students have extremely heavy demands on their time due to extracurricular commitments. It is their responsibility to notify their GSI and the Professor about this as soon as possible and to discuss how best to ensure successful completion of all course requirements on time. Students with disabilities must also notify the Professor and GSI as soon as possible about special needs so that arrangements can be made expeditiously.

The breakdown of the final grade is as follows: two class-wide written assignments at 15% each; mid-term exam on October 7 (20%); cumulative final exam on December 16 (30%) and section grade (including attendance, participation, and all section-specific exercises) (20%). Exams include multiple choice, short answer and longer essays. Study questions will be posted on bcourse in advance. Plagiarism, including use of Chat GPT, AI or other modalities is a very serious offense and suspected cases will be investigated and, if deemed necessary, reported to the appropriate campus office for disposition.

All assigned readings will be uploaded to bcourse or, if marked with an asterisk (*), you should download them yourself directly from the web. There are likely to be additional materials uploaded as the semester progresses and videos not on the syllabus.

****By registering for this course, you acknowledge and accept that you have read this syllabus and that you know that attendance at lecture and section is required and that everything in lecture and section, including videos and guest speakers, is fair game for exams. ****

Students who have taken Soc. 3 or 3AC cannot receive credit for Soc. 1.

UNIT I: INTRODUCTION

Week 1: August 28: Introduction and review syllabus

August 30: Life Course and the Transition to College

C. Wright Mills, "The Promise" (*The Sociological Imagination*; Oxford University Press, 1959, pp. 3-13

*Linda Banks-Santilli, "Guilt is one of the biggest struggles first generation college students face", *Washington Post*, June 3, 2015

Rebekah Nathan, "Welcome to 'Any U'" (*My Freshman Year*, Penguin Books, 2005), pp. 1-18

Week 2: September 4: Sociology as a Way of Seeing

Horace Miner, "Body Ritual Among the Nacirema" (Lisa J. McIntyre, *The Practical Skeptic*, 4th ed., McGraw-Hill, 2009, pp. 70-73

Yohko Tsuji, "Encounters with the Elderly in America" (Philip R. DeVita, James D. Armstrong, *Distant Mirrors*, 3rd ed., Wadsworth, 2002,) pp.84-94

Pierre Bourdieu and Loic Wacquant, *An Invitation to Reflexive Sociology*, (University of Chicago Press, 1992) pp. 98-101

Unit II: THE SOCIAL CONSTRUCTION OF THE INDIVIDUAL

Week 3: September 9, 11: The Individual and Society

Erving Goffman, "The Presentation of Self in Everyday Life" (McIntyre), pp. 118-126

Emile Durkheim, "Suicide" (Free Press, 1951), pp. 208-216

Emile Durkheim, "The Dualism of Human Nature and its Social Conditions" (Robert N. Bellah, *Emile Durkheim on Morality and Society*, University of Chicago, 1973), pp. 149-154

Week 4: September 6, 18, 20: Socialization and Deviance

Erving Goffman, *Asylums*, pp. 3-12 (Anchor, 1961, pp. -13

D.L. Rosenhan, "On Being Sane in Insane Places" (*Science*, 179, 1973), pp. 250-254, 257

Michel Foucault, "Panopticism," *Discipline and Punish*, (Vintage, 1977) pp. 195-203

Video: "The Social Dilemma"

First take-home assignment due in your GSI's box in 410 SSB by 3:30 p.m. Monday September 20

Week 5: September 23, 25: Culture

Pierre Bourdieu, "The Aristocracy of Culture", (*Distinction*, Harvard University Press, 1984), pp. 11-18

Elijah Anderson, "The Code of the Streets" (McIntyre,) pp. 94-102

JD Vance, *Hillbilly Elegy*, (Harper Collins, 2016), pp.11-37

Week 6: September 30, October 2: Education

Daniel Currell, “2024 Was the Year That Finally Broke College Admissions” *New York Times*, May 5, 2024, SR 6

Eric Hoover, “An Asian American Scholar Explores the Admissions Debate That Divided Her Community,” *The Chronicle of Higher Education*, May 2, 2004

Kate Hidalgo Bellows, “A Campus Where Everyone Is Just Like You,” *Chronicle of Higher Education*, February 26, 2024

*Edward Lempinen, “Carol Christ: Years of challenge, years of historical progress,” *Chronicle of Higher Education*, May 28, 2024.
<https://news.berkeley.edu/2024/05/28/carol-christ-years-of-challenge-years-of-historic-progress/>

Emily J. Isaacs,, “It’s Time to Start Teaching Your Students How to Be a Student,” *Chronicle of Higher Education*, March 19, 2024

Video: East Bay College Fund 2013

Video:

<https://emeritiacademy.berkeley.edu/choosing-my-major-story-project> -- select from students and faculty videos

Week 7: Mid-term Exam

October 7: Exam

October 9: TBD

UNIT III: INEQUALITY AND INTERSECTIONALITY

Week 8: October 14, 16: Stratification

Karl Marx and Friederich Engels, *Manifesto of the Communist Party* (Robert Tucker, *The Marx-Engels Reader*, W.W. Norton, 1978), pp. 473-483

Kingsley Davis and Wilbert Moore, “Some Principles of Stratification” *American Sociological Review*, 10(2), 1945), pp. 242-249

Max Weber, “Class, Status, Party” (H.H. Gerth and C. Wright Mills, *From Max Weber*, Oxford University Press, 1946), pp. 180-195

Week 9: October 21, 23: Race and Ethnicity

W.E.B. Du Bois, "The Black Worker," (*Black Reconstruction in America*, S.A. Russell, 1935) pp, 1-16

Ta-Nehisi Coates, *Between the World and Me*, (Spiegel & Grau), pp. 5-71

G. Cristina Mora, R.Perez and N. Vargas, "Who Identifies as Latinx: The Generational Politics of Ethnoracial Labels," *Social Forces*, 100(3), March 2022, pp. 1170-1194

Video: "Asian American Identity: at the Intersection of Perpetual Foreigner and Pop Culture Trendsetter"

Video: PBS.org, "Exploring Hate: Between Black and White: Asian Americans Speak Out"

Week 10: October 28, 30: Gender

Adrian Daub, "Gender and Its Enemies," *Chronicle of Higher Education*, March 25, 2024

Joseph Bernstein, "Where Can Men Go to Become Better Men?", <https://www.nytimes.com/2024/07/01/style/all-kings-mens-work-retreat-masculinity.html>

Jilin Duan and Yan Long, "Women's Movements (China and East Asia)", *The Wiley Blackwell Encyclopedia of Social and Political Movements*, 2nd ed, 2023), pp. 1-6

Kevin Kreider, "Redefining Asian Masculinity" (youtube)

Second take-home assignment due in your GSI's box in 410 SSB by 3:30 p.m. Monday November 4

UNIT IV: INSTITUTIONS

Week 11: November 4, 6: Politics, Social Movements, Civil Society

Max Weber, "Politics as a Vocation" (Gerth and Mills), pp. 77-83 OR The Vocation Lectures, 2004, Hackett, Pp 32-39

Alexis deTocqueville, "Of the Use Which the Americans Make of Public Associations in Civil Life" (*Democracy in America*, Harper & Row, 1989), pp. 114-118
https://www.uvm.edu/~gflomenh/courses/ENV-NGO-PA395/articles/ch2_05Toqueville.htm

Robert Putnam, "Bowling Alone: America's Declining Social Capital" (*Journal of Democracy*, 6(1),1995), pp. 65-78

Week 12: November 13, 15: Marriage and Family

*Stephanie Coontz, "The Radical Idea of Marrying for Love"

<https://www.thesunmagazine.org/articles/28111-the-radical-idea-of-marrying-for-love>

Arlie Russell Hochschild, "The Time Bind: When Work Becomes Home and Home Becomes Work" (Ferguson, *Mapping the Social Landscape*, 4th ed,) McGraw Hill, 2005), pp. 625-636

*Carolyn Zinko, "Rad dads: Four families' paths to parenthood", *San Francisco Chronicle*, June 28, 2017

<https://www.sfchronicle.com/style/article/Rad-dads-Four-families-paths-to-parenthood-11224170.php>

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Week 13: November 18, 20: Globalization and Migration

Sangmee Bak, "McDonald's in Seoul: Food Choices, Identity, and Nationalism" (James L. Watson, *Golden Arches East: McDonald's in East Asia*, Stanford University Press, 1997), pp. 136-160

Bernard Barber, "Jihad vs. McWorld" (Frank J. Lechner and John Boli, ed., *The Globalization Reader*, Blackwell, 2000), pp. 26

Samuel P. Huntington, "The Clash of Civilizations?" (Lechner and Boli), pp. 27-33

Graham Allison, “Thucydides’s trap has been sprung in the Pacific” (*Financial Times*, June 18, 2017)

*Irene Bloemraad, “Claiming membership: boundaries, positionality, US citizenship, and what it means to be American” *Ethnic and Racial Studies*, 45(6), 2022, pp. 1011-1033

Week 14: November 25 Globalization and Migration , continued

Week 15: December 2, 4: Finish Up and Review

FINAL EXAM DECEMBER 16 11:30-2:30

Some writing tips:

Their – possessive

There – location (“Thar” – something a hillbilly would say, as in “over thar”)

They’re- contraction for “they are”

Than – comparison

Then – time sequence

Farther- more distant

Further- additional (though often used interchangeably with “farther”)

Its – possessive

It’s – contraction for “it is”

Putting an apostrophe (’) at the end of a noun *does not* make it plural; it makes it possessive (carpenter’s tool; carpenters (CORRECT – plural); carpenter’s – WRONG; not plural)