

Principles of Sociology

Sociology 3AC

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Class Meetings: TuTh 11-12:30

Class Location: 100 Genetics & Plant Biology

Office Hours: TuTh 12:30-2:30

Location of Office Hours: Pat Brown's Grill (in the Genetics & Plant Biology building)

Course Description

We will examine race and ethnicity in the U.S. through a sociological lens, as well as how race intersects with other axes of inequality, including gender, class, sexuality, and legal status to produce varied lived experiences. We will identify patterns of inequality, and explore why those patterns exist. We will identify institutions that have historically created and reproduced these patterns of inequality, how these institutions have changed over time, and the role social movements have played in this social change. We will consider the varied experiences of Latino-Americans, African-Americans, Asian-Americans, European-Americans, and indigenous peoples of the U.S. This course satisfies the American Cultures requirement.

Learning Objectives

1. Students will be able to examine and understand the world through a sociological lens.
2. Students will demonstrate an understanding of what sociologists mean when we say that race is socially constructed, and that it has distinct and socially significant impacts for different racial categorizations.
3. Students will demonstrate knowledge of the historical experiences of different racial and ethnic groups in the U.S., and how these distinct historical experiences have shaped the racial and ethnic inequalities that exist today.
4. Students will demonstrate an understanding of how institutions can perpetuate inequality, and how institutions change over time.
5. Students will demonstrate knowledge of the role social movements have played in producing social change in response to inequalities in U.S. society.
6. Students will strengthen their critical reading, analytical and writing skills.

Course Requirements & Expectations

Attendance & Participation

This course has a waitlist. I will pass around a sign-in sheet during each class meeting until there is nobody left on the waitlist or until the drop deadline on January 27th. If you don't sign-in, you will be

dropped from the course. Waitlisted students who want to get into the course must also attend class and sign-in during this period, or you will be dropped from the waitlist.

You will also need to purchase an iclicker remote and register it. For information on what clickers are, where to get them, and how to register your clicker, go to this page:

<https://www.ets.berkeley.edu/services-facilities/clickers/students-getting-started>. The clicker will help me get a sense of what you are getting and the material that requires further discussion, as well as a way to make lecture more interactive.

The mobile application, i>clicker GO will not be allowed. To receive credit for the responses you submit with i>clicker, you must register your clicker by January 30th. This course has an early drop deadline (January 27th) so you should know whether you are taking the course by then. Students who register their clicker after this time will not receive credit.

During lecture, I will ask clicker questions. If you answer 75% of the clicker questions each class meeting, then you will get a point for the day. If you come in late or leave early, you may miss clicker questions and not get a point for the day.

Prior to January 31st, I will be collecting and uploading clicker data to our bcourses site so that you can determine whether you have successfully registered your clicker, but this data won't count toward your clicker grade. This initial period is to give everybody the opportunity to purchase a clicker and register it. On January 30th, I will remove all of that data from bcourses. The clicker points will begin to count on January 31st. Using your clicker does not replace signing the sign-in sheet during the first ten days of the semester.

In cases where students are found using more than one iclicker (that is clicking in for a classmate who is not present), the students linked to both iclickers will forfeit all clicker points for the whole semester.

I will drop the bottom six clicker scores because there will be days when you forget your clicker and/or the battery dies, or you have to miss class for some reason. Dropping the bottom six zeros is meant to cover all the possible potentially excusable reasons for missing one of these clicker points, except cases of a chronic health issue that results in missing more than six of these clicker points. In that case, please come see me as soon as possible and we can talk about accommodations. Otherwise, please don't ask me for excused absences, or to manually assign a clicker point because you were in class, but forgot your clicker. This is already built into the course by dropping the bottom six zeros. This is the easiest way to do this in large classes.

Discussion Boards

I have created three discussion boards on bcourses. On the first discussion board, you will post images from advertisements that you think uses sex, race, gender, family roles, nationality or class (alone or in combination). You will include 1-2 paragraphs that sociologically analyzes the use of one of the above in the advertisements. This posting is due by February 2nd. Some questions to consider in your analysis are the following:

1. What social groups are represented in the ad?

2. At what social group is the ad aimed?
3. Does the advertisement reinforce or violate cultural norms? If it violates them, what purpose do you think the violation serves?
4. In addition to the product, what else is the ad selling? (Hint: Consider things like marriage, sex, individuality, freedom, sophistication, leisure, etc.)
5. Can you find more than one ad that uses the same characteristics the same way?
6. Can you find ads that use the same characteristics in different ways?
7. Can you find ads for the exact same product targeted to a different audience?¹
8. Considering all five ads together, what kind of messages about social groups are being sold to us alongside products?

During the semester, you will also be expected to keep up with current events and use your sociological imagination and the knowledge gained through this course to analyze these current events. One of the discussion boards will be for your second discussion board assignment that involves analyzing a current event. By April 11th, you will be expected to post a link(s) to article(s) on a current event. You will also include a paragraph that sums up the current event and another paragraph that sociologically analyzes the current event.

On these discussion boards, please read postings before you post in order to avoid posting on the same advertisement or current event. I encourage you to not wait until the final deadline to complete these assignments, but rather to complete them earlier in the semester.

I have created a third discussion board for any other posts related to course content that are not part of one of the above assignments. You are not required to post on this third discussion board, but if, for example, you come across an interesting current event and you want to share it with your classmates you could post the link on the discussion board with a sentence describing the topic, or perhaps you come across a song that you think is very sociological.

Quizzes

There will be regular quizzes administered through bcourses on the homework. I expect you to come to class on Tuesdays having completed the assigned homework for that week so that you are prepared to collectively analyze and discuss the ideas raised in the homework. While this is a large course, I aim to make lecture as interactive as possible.

Exams

There will be three exams. Exam I will be on February 14th. Exam II will be on March 16th. The final exam will be on Thursday May 11th 8-11am. You can expect short answer and short essay questions on the exams.

U.C. Berkeley Honor Code

The student community at UC Berkeley has adopted the following Honor Code: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” The hope and expectation is that you will adhere to this code.

¹ Assignment taken from Gwen Sharp’s and Lisa Wade’s suggested assignments on Sociological Images: <https://thesocietypages.org/socimages/tag/sample-assignments/>

Plagiarism or cheating will result in a *failing grade for the course* and will be reported to the University Center for Student Conduct. Plagiarism involves taking the work and/or ideas of others and claiming that they are your own. Plagiarism includes such practices as cutting and pasting sentences from other sources (that are not put in quotation marks followed by the citation of the source), presenting an idea you took from a source as your own idea, and submitting a paper that was not 100% written by you. For additional information on plagiarism and how to avoid it: <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>.

Grade Breakdown

Your final grade for the class will be calculated based on the following weightings of the assignments:

Attendance & Participation	5%
Discussion Board Posts	10%
Quizzes	10%
Exam I	20%
Exam II	20%
Final Exam	35%

Office Hours

Given the quantity of emails I receive from students, it is difficult for me to keep up with email in a timely manner. The best way to communicate with me is in person either after class or during office hours. If you can't make my office hours and you can't stay after class to talk to me, then you can email me to make an appointment to meet with me.

Laptop and Tablet Policy

Laptops and tablets are not allowed in class because they often become a distraction not just for the student using the laptop, but for others in the classroom as well. Use of cell phones, tablets and laptops during class time will negatively impact the student's participation and attendance grade. Exceptions to the laptop policy will be made for DSP accommodations that require note takers who need to use computers.

Bcourses

You should be looking at our bcourses site on a daily basis. There are pages that clearly lay out what will be covered each week and the expectations for that week, with PDFs of or links to the readings. The quizzes and their deadlines are also on bcourses, as well as the discussion boards where you will be posting.

Course Schedule

Jan 17th & 19th Introduction to the Discipline of Sociology

I will introduce you to how sociologists examine and understand the social world. We will discuss the role of institutions, social norms and socialization in shaping individuals.

Homework:

Mills, C. Wright. 1959. "The Promise." In The Practical Skeptic: Readings in Sociology, ed. Lisa J. McIntyre. New York: McGraw Hill, pgs. 1-6.

Watch: <https://www.youtube.com/watch?v=GVVWmZASn8>

Jan 24th & 26th Research Methods and Evaluation of Evidence

You will learn how sociologists go about answering questions, and how sociology differs from other social science disciplines. We will consider the importance of a comparative and an historical approach to the study of society in order to understand how social patterns have emerged and have changed over time.

Homework:

Listen to the *Give Methods A Chance* Podcast "Vinnie Roscigno on Mixed Methods," interviewed by Sarah Esther Lageson on October 16, 2015:

<https://thesocietypages.org/methods/2015/10/16/vinnie-roscigno-on-mixed-methods/>

Jan 31st & Feb 2nd Social Class & Inequality

We will begin by examining economic stratification and economic inequality. We will learn about the concept of social stratification, how social categories are created and people placed in them, the implications of being placed in different social categories, and how institutions can help reproduce the systems of stratification that exist within society.

Homework:

Caliendo, Stephen M. 2015. Inequality in America: Race, Poverty, and Fulfilling Democracy's Promise. Westview Press, pgs. 1-13.

Massey, Douglas S. 2007. Categorically Unequal: The American Stratification System. New York: Russell Sage Foundation, pgs. 1-7 and 15-27.

Watch The Inside Job (on bcourses)

Discussion Board Assignment #1 Due February 2nd

Feb 7th & 9th Social Class & Inequality

We will discuss how the idea of the American Dream is deeply rooted in U.S. culture and how it has become increasingly difficult to achieve. We will examine how patterns of economic inequality and social mobility changed over the 20th century, and U.S. perceptions of inequality today (its degree and to what extent it is desirable). We will also discuss how the Occupy Movement brought the issue of inequality into political discourse. And, finally we will consider how neoliberalism has transformed U.S. culture and dismantled social programs that were put in place in earlier periods.

Homework:

Rank, Mark Robert, Hirschl, Thomas A., Foster, Kirk A. 2014. Chasing the American Dream : Understanding What Shapes Our Fortunes. Oxford: Oxford University Press, pgs 1-6, 29-50, and 67-106: <http://oskicat.berkeley.edu/record=b21364240~S1>

Ventura, Patricia. 2012. Neoliberal culture: Living with American Neoliberalism. Surrey: Ashgate Publishing Ltd., pgs. 87-105.

Exam I February 14th

Feb 16th & 21st Gender, Sexuality & Inequality

We will discuss gender norms and how gender is socially constructed. We will also learn about unequal opportunities along the lines of gender and gender inequality within U.S. society. And, finally we will examine how gender is intertwined with sexuality and sexual orientation, heteronormativity, and the social impacts of homophobia.

Homework:

Kane, E. W. The Gender Trap: Parents and the Pitfalls of Raising Boys and Girls. New York: NYU Press, 2012. *Project MUSE*, pgs. 1-23: <http://oskicat.berkeley.edu/record=b21460675~S1>

Pascoe, C.J. 2011. Dude You're a Fag. Berkeley: University of California Press, pgs. 52-83.

Feb 23rd & 28th Race & Inequality

We will talk about the social construction of race, and the social implications of race. We will examine patterns of racial inequality, and consider the historical roots of these patterns. We will analyze the impacts of the Jim Crow system and its dismantlement, mechanisms through which residential and occupational stratification persisted post-Jim Crow, and the dismantlement of the New Deal as the Civil Rights Movement pushed to open government programs to African-Americans, and demand equal opportunity in housing and labor markets. We will examine health disparities across race, and the reasons for these patterns, as well as responses to lack of access to healthy and affordable food and critiques of the racial dynamics within these responses.

Homework:

Watch Race the Power of an Illusion Episode 1: The Difference Between Us (on bcourses)

Massey, Douglas S. 2007. Categorically Unequal: The American Stratification System. New York: Russell Sage Foundation, pgs. 51-112.

Watch Race the Power of an Illusion Episode 3: The House We Live In (on bcourses)

March 2nd & March 7th Race & Inequality

We will examine the emergence of the model minority stereotype, and the implications of it. We will also consider the tendency to create dichotomous categories (e.g., white/black, man/woman, heterosexual/homosexual) and what this means for groups that do not fit into these binary categories. We will focus on how Asian-Americans challenge the black-white dichotomy, as well as take a look at Asian-American stereotypes and their role in the U.S. racial system. We will also consider how race, class and gender intersect to produce different lived experiences for different groups.

Homework:

Caliendo, Stephen M. 2015. Inequality in America: Race, Poverty, and Fulfilling Democracy's Promise. Westview Press, pgs. 123-138

Guthman, Julie. 2011. Weighing In: Obesity, Food Justice and the Limits of Capitalism. Berkeley: University of California Press, pgs 185-196.

Wu, Ellen D. 2013. The Color of Success: Asian-Americans and the Origins of the Model Minority. Princeton: Princeton University Press, pgs. 1-9.

Espiritu, Yen le. 2008. Asian American Women and Men: Labor, Laws and Love. Lanham: Rowman & Littlefield Publishers Inc: 123-135.

Zhou, Min. 2004. "Are Asian-Americans Becoming 'White'?" *Contexts*, 3(1):29-37.

March 9th & 14th Race & Inequality

We will examine differences in the kinds of daily experiences that different racial groups have in U.S. society.

Homework:

Coates, Ta-Nehisi. 2015. Between the World and Me. New York: Spiegel & Grau, pgs. 5-25.

McIntosh, Peggy. 1988. "White Privilege: Unpacking the Invisible Knapsack." Excerpt from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies."

Sue, Derald Wing. 2010. Microaggressions in Everyday Life: Race, Gender and Sexual Orientation. New Jersey: John Wiley & Sons Inc., pgs. 137-159.

Exam II March 16th

March 21st & 23rd The Education System

We will examine racial discrimination and the unequal educational opportunities within the educational system, with a focus on its impact on the Chicana community. We will examine how the Chicana movement challenged this in the 1960s and 1970s and achieved some changes within the educational system.

Homework:

Miguel, G. S..*Chicana/o Struggles for Education: Activism in the Community*. College Station: Texas A&M University Press, 2013. *Project MUSE*, pgs.7-56:
<http://oskicat.berkeley.edu/record=b21246757~S1>

March 28th & 30th Spring Break

April 4th & 6th The Criminal Justice System

We will discuss changes in the criminal justice system in the 20th century, and the implications of these changes for different groups in society. More specifically, we will examine the reasons behind the large African-American population in the criminal justice system, and what this means for African-American families and communities. We will also consider police violence against African-Americans, and the recent social movement response with the Black Lives Matter movement.

Homework:

Wacquant, Loic. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh" *Punishment and Society*, 3(1):95-121.

Alexander, Michelle. 2012. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. New York: The New Press, pgs. 1-19.

"A HerStory of the #BlackLivesMatter Movement": <http://blacklivesmatter.com/herstory/>

Discussion Board Assignment #2 Due April 11th

April 11th & 13th Immigration

We will study the history of Asian exclusion in U.S. immigration policy, U.S. political debates around how to treat Asian immigrants and their descendants, as well as how racial stereotypes of Asians as “forever foreigners” shaped the decision to intern Japanese-Americans during WWII. We will also examine the politics around the more recent legislation threatening undocumented immigrants, as well as anybody perceived to be undocumented, which has more broadly impacted the Latinx population in particular. And, finally, we will learn about the large immigrants rights mobilizations in 2006, the significance of these mobilizations, the short-term impact it had, and the longer-term trajectory of this movement.

Homework:

Kurashige, L. Two Faces of Exclusion: The Untold History of Anti-Asian Racism in the United States. Chapel Hill: The University of North Carolina Press, 2016. *Project MUSE*, pgs. 208-240:
<http://oskicat.berkeley.edu/record=b23557527~S1>

Voss, Kim and Irene Bloemraad. 2011. Rallying for Immigrant Rights: the Fight for Inclusion in 21st Century America. Berkeley: University of California Press, pgs. 3-39.

April 18th & 20th U.S. Politics, Race and Class

We will examine how the U.S. political system functions, and consider the relationship between political power, class and race. We will discuss voter suppression and voter disenfranchisement and how it has disproportionately impacted African-American communities. We will learn about the shift in the nature of government policymaking with the expansion of the “submerged state,” and the implications of these types of policies for citizen engagement in politics and inequality.

Homework:

Suzanne Mettler. 2011. The Submerged State: How Invisible Government Policies Undermine American Democracy. Chicago: University of Chicago Press, pgs. 1-30.

Piven, Frances Fox, Minnite, Lorraine C., and Margaret Groarke. 2009. Keeping Down the Black Vote: Race and the Demobilization of American Voters. New York and London: The New Press, pgs. 164-203.

April 25th & 27th U.S. Politics, Race and Class

We will end the course by looking at the political divide today in U.S. politics.

Homework:

Hochschild, Arlie Russell. 2016. Strangers in their Own Land: Anger and Mourning on the American Right. New York: New Press, pgs. 3-23 and 135-151:
<http://oskicat.berkeley.edu/record=b23626551~S1>

FINAL EXAM THURSDAY MAY 11TH 8-11AM