

Sociology 1
University of California, Berkeley
Spring 2024

Location

Lecture: Mondays, Wednesdays and Fridays at 10-11am
GSI Information (Forthcoming)

Professor: Dr. Tianna S. Paschel

Office Hours: Tuesdays, 2:00-4:00pm

[Office Hours Sign-Up](#)

[Office Hours Zoom Link](#)

[Course Playlist](#)

Humans are inherently social beings. We organize our lives, strive to meet our basic needs, seek meaning, build networks and institutions, all through society. Yet, so much of our social world - from the social categories we use to the ways we behave and organize our world- are often taken for granted. In this class you will learn how to think sociologically about the world or "how to make the world strange". This will mean stepping back and asking questions about aspects of our social world, and your own lives, that may have otherwise seemed natural, inevitable, and always true. Together we will unpack sociological patterns, explore how they came to be, discuss how they persist, and explore the social systems that reflect and often help to reproduce those patterns.

Sociology is a broad and diverse field that touches on many aspects of social life from our romantic lives to labor processes, from aging to criminal justice, from economic inequality to childrearing. In this introduction to sociology class, we will focus more specifically on two of sociology's central questions: Why does inequality exist and why does it persist? More specifically, we will explore the formation of, and inequalities rooted in, class, race and gender. In the final section of the class, we will think about social change and ask if another world is possible.

COURSE OBJECTIVES

The main objective of this course is for students to develop their sociological imagination to think critically about the world around them. More specifically, students should be able to answer the following four questions by the end of this course:

1. What is sociology?
2. What methods do sociologists use to come to their ideas about the social world?
3. How is social inequality created and why does it persist?
4. Do/can societies change?

COURSE REQUIREMENTS

Grades in this class will be based on the following:

Section Participation (20%)

Students are required to attend discussions sections during the scheduled time. Your participation grade will be calculated based on your active participation during these discussion sections. Students are expected to come to section having read course material, provide comments and insights on reading material and ask questions. More specific information about participation grades will be provided during sections.

Take-Home Midterm Exam (30%)

The Midterm Exam will be a “take-home” exam consisting of both short and longer-form questions. It will be distributed via BCourses on March 4. Instructors will be available during designated “Writing Café” times (normal class times) to answer any questions regarding the exam, which is due via BCourses by 11:59 pm on **March 8**.

Living Sociology Paper (20%)

In this paper (3-4 pages double spaced), you will be asked to show your comprehension of course material, test sociological theories about class formation and inequality, and apply these concepts to your everyday life. The paper prompt will be distributed March 22 during lecture and via BCourses. You will also be asked to reflect on and share about your own identity and experiences. Instructors will be available during designated “Writing Café” times (optional support sessions during normal class times to be held over Zoom) to answer any questions regarding this paper, which is due via BCourses by 11:59 pm on **Friday, April 5**.

Take-Home Final Exam (30%)

The Final Exam will be a “take-home” exam consisting of short and long form essays. It is cumulative and will require you to draw on readings, lectures and discussions from Week 1 onward. It will be distributed via BCourses on Friday, April 26. The professor and GSIs for this course will be available during normal class times over Zoom to answer any questions

regarding the exam, and to facilitate theme-based study halls during RRR week. The final take-home exam is due via BCourses by 11:59 pm on **Friday, May 5**.

REQUIRED READINGS:

Students will find all of the assigned readings on the BCourses page for this class. Simply go to BCourses and navigate to the Course Syllabus. There you will find links to readings each week. Please note that all readings should be completed before class on the day they appear in the course schedule (below). Reading **before** class will be critical to your learning. The lectures and discussion sessions serve to hone in on key concepts from the reading as well as offer more context and depth to the readings. Thus, your ability to grapple with and grasp the material really does depend on the time you spend out of class. Reading thoroughly before class will also help facilitate meaningful class discussions. This does not mean that you have to **understand** everything you read. You should instead come to class, and especially, discussion sections with questions.

CLASS POLICIES

If you need accommodations for any physical, psychological, or learning disability, and have accommodations through DSP, you do not have to take any action. However, if you are concerned that your accommodations are delayed, please email **Anthony Palafox** (anthony.palafox@berkeley.edu).

Community Guidelines:

We aim to create an environment in which we can learn from one another and collaboratively develop knowledge. We will work to make sure that everyone feels comfortable to ask questions, disagree, and compassionately and critically challenge one another (and the readings). You will also be asked to be reflexive, and to think more about your own experiences and thinking. We will do our best to create a nurturing environment. Ultimately, though, it is everyone's responsibility to uphold community standards in our classroom.

Assignment Policies

- **Attendance:** You are expected to show up to lecture and discussion sessions having read/watched the assigned material. Out of respect for your own education and that of your fellow students, please do readings in advance of class.

- **Honesty:** All academic work for this course must meet the University of California – Berkeley standards of students conduct. Students are responsible for informing themselves about those standards and violations before performing any academic work : <http://sa.berkeley.edu/conduct/faculty-staff/violations>
- **Artificial Intelligence Use:** The use of artificial intelligence is not encouraged in this class; however, I understand that, for some students, it may be a helpful tool in the early stages of writing. If you use Chat GPT or other AI-based technologies on course assignments you must disclose how you have used it in a footnote in the assignment itself. Failure to do so will result in a violation of the UC Berkeley Student Code of Conduct (see above).
- **Late Assignments:** A late assignment is one that is turned in after the due date and time. Late assignments lose 5 percentage points a day (starting immediately after class on the due date).
- **Extensions:** There are NO extensions on any assignments, except for in the case of a documented medical or family emergency.
- **Incompletes:** I normally give incompletes for the course only in the case of a documented medical or family emergency. However, due to what seems like a never-ending pandemic and all that it has revealed, I realize that there may be other circumstances to consider. I will give an incomplete to any student who has completed ½ of the course requirements or more.
- **Feedback:** I will answer specific questions about assignments but will not read drafts before the due date. However, you are welcome to come to my office hours or those of your GSI to discuss assignments and exams before they are due.
- **Grievances:** If you wish to contest a grade, you must first submit a ½ page statement explaining why you think you earned a different grade. Please note that I will not change any grade without first discussing it with the GSI for the course. Also consider that, should I decide to re-grade, your grade could also possibly move down.

RESOURCES:

Campus Community Resources: <https://csi.berkeley.edu/campus-community-resources/>

Writing

The SLC Writing Program supports Cal undergraduates in their journey to become more persuasive and purposeful writers. Via student-initiated conferences and peer-facilitated workshops, our services seek to embolden students to take ownership of their growth as writers and scholars. <https://slc.berkeley.edu/writing>

Mental Health

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. Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.

Recalibrate: <http://recalibrate.berkeley.edu/>

COVID Resources: <https://uhs.berkeley.edu/coronavirus/student-mental-health>

COURSE SCHEDULE

SECTION I: INTRODUCTION AND KEY CONCEPTS

Week 1: What is Sociology?	Jan 17	Introduction and Review Syllabus
	Jan 19	Read: Emile Durkheim, "What makes Sociology Different" 19-26 (8 pages) Read: C. Wright Mills The Promise (5 pages)

Week 2: The Sociological Imagination & Method	Jan 22	Read: Dubois, W.E.B. <i>Philadelphia Negro</i> (Chapters 1-3, 25 pages)
	Jan 24	Read: Goffman, Irving. "The Presentation of Self in Everyday Life"(Introduction, 10 pages)
	Jan 26	Read: Durkheim, Emile. "The rules of sociological method." <i>Social theory re-wired</i> . Routledge, 2023. 9-14 (6 pages) Read: Conley, Dalton. You May Ask Yourself. (Chapter 2, 24 pages)

SECTION II: CAPITALISM, CLASS AND POWER

Is the American Dream really real, and if so, for whom? Why does class inequality exist and what accounts for its reproduction? What does class inequality have to do with capitalism? Is there a cultural component to class formation?

Week 3: What is class?	Jan 29	Read: Marx, Karl. <i>The Communist Manifesto</i> (Chapters 1-2, 24 pages)
	Jan 31	Read: Zweig, Michael. 2004. <i>What's Class Got to Do with It?: American Society in the Twenty-First Century</i> . Cornell University Press. (Introduction, 17 pages)
	Feb 2	Read: Bourdieu, 2018. <i>Distinction a Social Critique of the Judgement of Taste</i> . Routledge. (Introduction, 7 pages)
Week 4: Class Reproduction	Feb 5	Read: Lareau, Annette. 2018. "Unequal childhoods: Class, race, and family life." <i>Inequality in the 21st Century</i> . Routledge. <ul style="list-style-type: none"> ● Concerted Cultivation and the Accomplishment of Natural Growth (1-13, 13 pages) ● The Hectic Pace of Concerted Cultivation (38-66, 31 pages)
	Feb 7	Read: Lamont, Michèle. <i>Money, Morals, and Manners: 1992. The Culture of the French and the American Upper-</i>

		Middle Class. University of Chicago Press. (Introduction) 23 pages
	Feb 9	NO CLASS Read: Picketty, Thomas and Emmanuel Saez. 2006. "The Evolution of Top Incomes: A Historical and International Perspective." <i>American Economic Review</i> 96(2): 200-205. (6 pages) Watch: Capital in the 21 st Century
Week 5: Class Inequality	Feb 12	Read: Beller, Emily, and Michael Hout. 2006. "Intergenerational Social Mobility: The United States in Comparative Perspective." <i>The Future of Children</i> : 19-36. (18 pages)
	Feb 14	Read: Catanzarite, Lisa. 2000. "Brown-Collar Jobs: Occupational segregation and earnings of recent-immigrant Latinos." <i>Sociological Perspectives</i> 43(1): 45-75. (31 pages)
	Feb 16	Read: Taylor, Keeanga-Yamahtta. "Backstory to the Neoliberal Moment: Race Taxes and the Political Economy of Black Urban Housing in the 1960s. 2012. " <i>Souls</i> . 14(3): 185-206. (22 pages)

SECTION III: RACE, POWER AND INEQUALITY

Okay, so race is a social construct, but what does that really mean? How does race shape individuals' identities, experiences and life chances? What role do institutions and culture play in the reproduction of racial inequality? What is the relationship between race and class?

Week 6: What is Race?	Feb 19	NO CLASS: PRESIDENT'S DAY Optional Reading: Coates, Ta-Nehisi. "The first white president." <i>The Atlantic</i> 320.3 (2017): 74-87. (14 pages)
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	Feb 21	Omi, Michael, and Howard Winant. 2014. "The Theory of Racial Formation" in <i>Racial formation in the United States</i> . Routledge, 2014. (32 pages)
	Feb 23	Read: Oliver, Melvin, and Thomas Shapiro. 2013. "A Story of Two Nations: Race and Wealth" in <i>Black Wealth/White Wealth: A New Perspective on Racial Inequality</i> . Routledge. (37 pages)
Week 7: Complicating Race	Feb 26	Read: McIntosh, Peggy, and White Privilege. "Unpacking the invisible knapsack." <i>Peace and Freedom</i> 49 (1989): 10-12. (3 pages) Read: Bertrand, Marianne, and Sendhil Mullainathan. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." 2004. <i>American Economic Review</i> 94(4): 991-1013 (23 pages)
	Feb 28	Read: Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." <i>Politics & society</i> 27(1): 105-138. (34 pages)
	Mar 1	Read: Golash-Boza, Tanya. 2006. "Dropping the Hyphen? Becoming Latino (a)-American through Racialized Assimilation." <i>Social Forces</i> 85(1): 27-55. (29 pages)
Midterm Week	Mar 4	Optional Writing Cafe/ Release Take-Home Midterm Exam
	Mar 6	Optional Writing Cafe (Held by Anthony Palafox, Head GSI)
	Mar 8	Optional Writing Cafe (Held by Professor Tianna Paschel)

TAKE-HOME MIDTERM EXAM DUE MARCH 8 AT 11:59 PM VIA BCOURSES

SECTION IV: GENDER, POWER AND INEQUALITY

Are men really from Mars, and women really from Venus? How many genders are there anyway, and what does gender actually mean? How has gender shaped our lives and livelihoods? What does gender inequality look like? What is the relationship between the body and social understandings of gender? How might constructions of and experiences with motherhood help us better understand the role of gender in society?

Week 9: Doing Gender	Mar 11	Read: West, Candace and Don H. Zimmerman 1987. <i>Doing Gender</i> . <i>Gender & Society</i> , 1, 125-140! Excerpt! (16 pages)
	Mar 13	Read: Kane, Emily. 2006. "No Way My Boys Are Going to Be Like That!" Parents' Responses to Children's Gender Nonconformity. <i>Gender & Society</i> , 20, 149-176. (28 pages)
	Mar 15	Read: Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?." <i>American Journal of Sociology</i> . 112(5):1297-1338. (42 pages)
Week 10: Rethinking Gender	Mar 18	Read: Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic workers and the International Division of Reproductive Labor." <i>Gender & Society</i> 14(4): 560-580. (21 pages)
	Mar 20	Read: Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." <i>Gender and Society</i> 20: 465-490. (26 pages)
	Mar 22	Read: Mittleman, Joel. "Sexual Fluidity: Implications for Population Research." <i>Demography</i> 60.4 (2023): 1257-1282. (26 pages) <i>*Hand out Living Sociology Prompt*</i>

MARCH 25-29 – SPRING BREAK

Week 12: Living Sociology Paper Week	Apr 1	Optional Writing Cafe (Held by Head GSI Anthony Palafox)
	Apr 3	Optional Writing Cafe (Held by Head GSI Anthony Palafox)
	Apr 5	Optional Writing Cafe (Held by Professor Tianna Paschel)

LIVING SOCIOLOGY PAPER DUE: FRIDAY, APRIL 5 AT 11:59PM VIA BCOURSES

SECTION V: SOCIAL SYSTEMS, SOCIAL CHANGE

How do societies change? What are the mechanisms of said change? What role do individuals, collectives, institutions play? Is all social change good, or do societies ever change for the bad?

Week 13: The Education System	April 8	Read: Gamoran, Adam. "American schooling and educational inequality: A Forecast for the 21st century." Sociology of education (2001): 135-153.
	April 10	Listen: Fresh Air Interview with Chana Joffe Walt - How 'Nice White Parents' Become Obstacles In Integrated Schools"
	April 12	Read: Jack, Anthony Abraham. 2014. "Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality." Sociological Forum. 29(2): 453-475. (23 pages)
Week 14: The Criminal Justice System	April 15	Read: Alexander, Michelle. 2020. "The Injustice of This Moment Is Not an 'Aberration' From Mass Incarceration to Mass Deportation, our Nation Remains in Deep Denial." (10 pages)
	April 17	Read: Pager, Devah. "The Mark of a Criminal Record." American Journal of Sociology 108.5 2003: 937-975. (39 pages)

	April 19	Read: Miller, Reuben Jonathan. 2021. <i>Halfway Home: Race, Punishment, and the Afterlife of Mass Incarceration</i> . Little, Brown. (Chapter 1: Confession, 23-49) (26 pages)
Week 15: Can Societies Change?	April 22	Read: Saad, Lydia, 10 Major Social Changes in the 50 Years Since Woodstock (2 pages)
	April 24	Read: Morris, Aldon D. "A retrospective on the civil rights movement: Political and intellectual landmarks." <i>Annual review of Sociology</i> 25.1 (1999): 517-539. (23 pages)
	April 26	Read: Wright, Erik Olin. 2011. "Real Utopias." <i>Contexts</i> 10(2): 36-42. 7 pages <i>*Hand out Final Exam*</i>
RRR Week: Study Halls	April 29	Student-Led Study Halls (optional)
	May 1	Student-Led Study Halls (optional)
	May 3	Student-Led Study Halls (optional)

FINAL TAKE-HOME EXAM DUE: FRIDAY, MAY 5 AT 11:59PM VIA BCOURSES