

DEPARTMENT OF SOCIOLOGY

SPRING 2012 UNDERGRADUATE COURSE DESCRIPTIONS

February 2, 2012

- Please see the Spring 2012 Undergraduate Course Descriptions Supplement for a list of all changes made after the Spring 2012 *Online Schedule of Classes* first appeared.
- Students are strongly advised to read the last 2 pages of this handout on “Important Information and Tips for Sociology Enrollment.” It will answer many questions about how the Sociology Department handles enrollment in its undergraduate courses, both on TeleBEARS and once classes begin.
- Sociology 101, 102, 185, 190s, H190A and Independent Study courses (98, 197, 198, 199): Please be sure to read the special notations listed above each of these courses for deadlines and instructions for enrolling. More detailed information and forms can be found on http://sociology.berkeley.edu/index.php?page=special_enrollment.
- Enrollment limits are provided to give you an idea of the approximate size of each class and are tentative and subject to change at any time. These limits are based on seating capacity and/or funding available for GSIs or Readers.

Sociology 1	Tom Gold	Enrollment Limit: 320 (hope to expand to 360)
MW 2-3	155 Dwinelle	

NOTE: Students who have taken Soc 3, 3A or 3AC will not earn credit for Soc 1.

INTRODUCTION TO SOCIOLOGY: What does it mean to “think sociologically” and how does this differ from other ways of seeing the world around us? We will answer this question by taking off from C. Wright Mills’ distinction between “the personal troubles of milieu and the public issues of social structure” and then applying it to a wide range of issues: construction of the life course; socialization and deviance; family; gender; race; inequality; political economy and globalization. The course will emphasize international comparisons to show how similar institutions are structured and function differently in different societies around the world. We will read some classic works by Marx, Weber and Durkheim, more modern classics by Mills, Milgram, Goffman, Davis and Moore, and Huntington, as well as a number of other readings. Requirements include an in-class midterm (20%), a cumulative final exam (40%), several short assignments and section participation (40%).

Sociology 3AC	Mary Kelsey	Enrollment Limit: 244
TTH 8-9:30	A1 Hearst Annex	

NOTE: Meets American Cultures requirement. Students who have taken Soc 1, 3, or 3A will not earn credit for Soc 3AC.

PRINCIPLES OF SOCIOLOGY: Sociology 3AC offers a general introduction to sociology---the study of the social institutions, organizations and social relations that shape our lives and life chances. Beginning with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements, the class then explores these sociological principles through concrete studies of class, race, gender and sexual inequality. The class concludes by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.

Sociology 5	Heather Haveman	Enrollment Limit: 200
TTH 11-12:30	100 GPB	

EVALUATION OF EVIDENCE: This course will improve your ability to process information about everyday life, by showing you how to think about one specific kind of information – social-science research. This course will give you an overview of the tools used by social scientists and a sense of what distinguishes the good social research from the bad. By the end of the semester, you will be able to assess the soundness of social research by evaluating research designs and data-collection strategies in light of

research questions and theory. We will read many examples of social-science research, including a number by current faculty of Berkeley's Sociology Department. You will also do several assignments to get hands-on exposure to research.

Sociology 101 (Formerly 101A)	Dylan Riley	Enrollment Limit: 120
----------------------------------------------	--------------------	-----------------------

TTH 2-3:30	50 Birge
-------------------	----------

Note: All students interested in taking this course should submit a Soc 101 Enrollment Form online at http://sociology.berkeley.edu/index.php?page=special_enrollment#101 (read information on Soc 101 enrollment and click on the link to the form) no later than January 8th. The only students who will be able to add during Phase I and II are declared sociology seniors. After the end of Phase II, January 8th, these students will no longer have priority as we fill the remaining seats in the course with declared sociology juniors, sophomores and intended majors from the waitlist. You will be pre-enrolling for the lecture only. The required discussion section will be assigned based on a form you will complete at the first class meeting. Therefore it is imperative that all students, enrolled or waitlisted, attend the first class session (Tuesday January 17th) and fill out a Discussion Section Preference Form in class. Sociology 101 will be offered again Fall 2012.

SOCIOLOGICAL THEORY I: This course introduces "classical social theory" defined as the attempt to explain dramatic social structural change. We will address three exemplary approaches to this problem: dialectical (exemplified by Karl Marx), evolutionary (exemplified by Émile Durkheim) and contingent/comparative (exemplified by Max Weber). The course aims to teach students how each thinker's underlying theoretical assumptions produces a different account of change. Students will be evaluated on the basis of a mix of writing assignments, and in class examinations.

Sociology 102 (Formerly 101B)	Cihan Tugal	Enrollment Limit: 200
----------------------------------------------	--------------------	-----------------------

TTH 2-3:30PM	145 Dwinelle
---------------------	--------------

Note: Restricted to students who have completed 101 or 101A by the end of Fall 2011. Any student who does not meet this prerequisite will be dropped from the course. Students should waitlist for the lecture on TeleBEARS and if eligible, will be added. The required discussion section will be assigned through a manual process on the first day of class, Tuesday, January, 17th. There will be a form given in class for students to fill out requesting their preference for discussion section times, and students must fill out this form in class to ensure getting into a section of their choice. Sociology majors who completed Soc 101 prior to Fall 11 should see an Undergraduate Advisor in Barrows Hall as soon as possible.

SOCIOLOGICAL THEORY II: This course will explore several traditions of contemporary social theory. The focus is on close reading and analysis of key texts. It is intended as a continuation of Sociology 101.

Sociology 106	Leo Goodman	Enrollment Limit: 15
----------------------	--------------------	----------------------

T 4-6	402 Barrows
--------------	-------------

QUANTITATIVE SOCIOLOGICAL METHODS: In this course we will cover various topics in quantitative sociological research methods, particularly the statistical reasoning and methods used in the analysis of social data. Recommended for undergraduate students who may be considering the possibility of going on either to (a) graduate work in sociology and/or related fields, or (b) other work leading toward a career in sociology and/or related fields. For additional information, phone 642-5988 or 843-6013.

Sociology 108 M 12-2	Krista Luker 115 Kroeber	Enrollment Limit: 25
---------------------------------	-------------------------------------	----------------------

Note: Counts for Sociology Capstone Experience/Seminar requirement.

ADVANCED METHODS: IN-DEPTH INTERVIEWING: All of us interview each other all of the time, whether we know it or not: “how was the movie?” “did you like that new restaurant?” Interviewing within the social sciences, however, has a different set of goals and procedures that in some ways mimic-- and in other ways radically depart from---the kinds of informal interviews most of us conduct on a daily basis. Interviewing in the social sciences has a long pedigree, and over the last century social scientists of all stripes have tried to formalize and operationalize the techniques and philosophies involved. In recent years, however, post-modernism has problematized much of the process of interviewing, with the interview increasingly being seen as a “discursive” “performance” produced by the interviewer and the interviewee working together in a particular historical and social context. What does this mean for social scientists who wish to study social life as something other than “text?” How do we build theory in the face of post-modern critiques? What does postmodernism do to day-to-day interviewing? This course examines these issues both as epistemological and practical concerns, and seeks to teach students how to conduct research interviews in a reflexive and rigorous way.

Sociology 110	Heather Haveman	Enrollment Limit: 100 (hope to expand to 175)
----------------------	------------------------	-----------------------------------------------

MW 4-5:30	3 LeConte	
------------------	-----------	--

ORGANIZATIONS AND SOCIAL INSTITUTIONS: Organizations are the basic building blocks of modern society. From birth to death, the lives of people in modern societies play out in formal organizations. Thus, organizations have an enormous impact on social life; they wield tremendous power and distribute innumerable benefits. All interests – economic, political, social, and cultural – are pursued through formal organizations. It is only through organizational devices that large-scale planning and coordination – for the modern state, the modern (capitalist) economy, and modern civil society – become possible. To understand the world we inhabit, then, we must appreciate the power and scope of formal organizations. This course is an introduction to the sociological study of organizations. We will read a combination of theoretical explanations for the origins, behavior, and performance of organization, plus empirical applications of those theories.

Sociology 111	Joanna Reed	Enrollment Limit: 130
----------------------	--------------------	-----------------------

MWF 10-11	277 Cory	
------------------	----------	--

SOCIOLOGY OF THE FAMILY: This course explores the social importance of families and dimensions of contemporary family life in the United States. We cover the history of families from the 19th century to today, focusing on the influence of marriage as a social institution and changes in family organization over time. We discuss differences in family patterns related to class and race and sociological theories about families, including gender socialization. Much of the course is devoted to exploring contemporary family life, including relationships between men and women; parents and children; the influence of the marketplace; and work and family.

Sociology 113	Jerry Karabel	Enrollment Limit: 25
----------------------	----------------------	----------------------

T 4-7	402 Barrows	
--------------	--------------------	--

SOCIOLOGY OF EDUCATION: This course will examine the relationship between education and society. While it will deal primarily with the United States, it will also examine aspects of education in other countries. Particular emphasis will be placed on explaining the “achievement gap” -- the gap in educational achievement between nations and between races and social classes. The ultimate goal of the course is to enable students to think critically about education as a social institution; towards this end, we will examine current efforts to reform the American educational system. Course requirements will include a substantial research paper.

Sociology 116	Linus Huang	Enrollment Limit: 130
----------------------	--------------------	-----------------------

MWF 1-2	101 Morgan	
----------------	-------------------	--

SOCIOLOGY OF WORK: This course will provide an overview of questions concerning the world of work and how sociology goes about answering them. These questions include: what types of jobs are there in the U.S. and how has the occupational structure changed over the last quarter century? How are

job seekers “matched” to jobs? How are careers shaped? How are our lives in the workplace ordered in terms of authority relations, what tasks we perform, the role of technology, and the experience of time? How do our lives *at* work shape our lives *outside* work? Other topics addressed include organized labor, globalization, the role of the educational system in workforce preparation, and the role of the financial world in shaping the working world (“how Wall Street affects Main Street”).

Sociology 120	Neil Fligstein	Enrollment Limit: 100
TTH 3:30-5	3 LeConte	

ECONOMY & SOCIETY: Economic sociology is concerned with all aspects of material life including the organization of production and consumption, households, labor markets, and firms. In the past 25 years, sociologists have critiqued the discipline of economics from the point of view of observing that all forms of economic transactions are embedded in social relations. Culture, politics, networks, and social structure are the bits out of which all market relationships are formed. Markets cannot function without governments, law, common understandings, networks, and the invention of cultural tools to structure transactions and trust. Changes in labor and product markets in the past 35 years in the U.S. have generally worked in two fundamental but contradictory directions. First, capital has generally trumped the power of labor resulting in more income and wealth inequality and less stable working conditions for most people. But at the same time, these changes have created new products, new forms of communication, and pushed forward worldwide economic growth. The class begins by considering how scholars have used these sociological perspectives to understand how capitalist societies are organized, how product and labor markets work, and how these have changed over time. We apply these understandings to contemporary America and how to think about economic globalization. The class intensively studies the current financial crisis as a case study in the limits of economics and propose a more sociological way to make sense of what has happened.

Sociology 121	Szonja Ivester	Enrollment Limit: 130
THUR 5-8PM	145 Dwinelle	

INNOVATION & ENTREPRENEURSHIP: The basic premise of this class is that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to entrepreneurship as a practical enterprise. This perspective, while popular in the early twentieth century, has gotten steadily lost in the entrepreneurial fervor of the 1980’s as the study of entrepreneurship was passed almost exclusively into the hands of people in and around the business-school community. The objective of this class is to (re-)incorporate critical social analysis into the field. Throughout the semester, we will explore various ways in which the social sciences have provided fresh new insights into entrepreneurial behavior by placing innovation in its broader social, cultural, and cross-national contexts. Additionally, we will also look at entrepreneurship from the perspective of a much wider range of actors (classes, genders, racial and ethnic groups) than is typically done by the business community. By the end of the semester, you should have a firm grasp of what entrepreneurs do (the usual purview of modern business schools), as well as the causes of entrepreneurship and its cumulative effects.

Sociology 127 (Formerly 172)	Kerstin Lueck	Enrollment Limit: 160
TTH 9:30-11	2060 Valley LSB	

NOTE: Students who completed Soc 172 in a past semester will not earn credit for 127.

DEVELOPMENT AND GLOBALIZATION:

This course serves as an introduction to the Sociology of Development and Globalization. We will examine both current and past events with international political, social and economic ramifications, as well as theories that seek to provide systematic explanations for the situation in different regions and countries. The course material is divided into four sections: First, we will compare and contrast a number of different theories that seek to provide general explanations for world development. This also includes the nature of relations between dominating world economies and the developing world. We will examine

specific topics, problems and policy issues and apply the different theories to explain these phenomena. Second, we will trace the development of interstate economic developments and interactions. Third, we will examine problems and advancements with regard to migration and regional integration. Fourth, we will focus on challenges of development, conflicts, violence, malnutrition and other current problems. Possible solutions and advancements are discussed.

Sociology 130AC	Joanna Reed	Enrollment Limit: 130
------------------------	--------------------	-----------------------

MWF 12-1	159 Mulford
-----------------	-------------

SOCIAL INEQUALITIES – AMERICAN CULTURES: This course explores the causes and consequences of inequality in the U.S. We will begin by discussing concepts and theories scholars use to understand and measure different forms of inequality and explain its persistence. We will then turn to the main mechanisms and institutions important in structuring inequality in the U.S., including education, labor markets, welfare policy and family structure, residential segregation and neighborhoods, health and the environment and the criminal justice system. Within each topic area, we will pay special attention to the significance of race and ethnicity, social class and gender. This course satisfies the American Cultures requirement.

Sociology 131AC	Cybelles Fox	Enrollment Limit: 100
------------------------	---------------------	-----------------------

TTH 2-3:30	277 Cory
-------------------	----------

NOTES: Students who have completed Soc 131A or 131 will not earn credit for 131AC.

RACE AND ETHNIC RELATIONS: U.S. EXPERIENCE: This course will examine American race and ethnic relations in historical and contemporary perspective. It focuses on competing debates about the basic structure and evolution of the American ethno-racial hierarchy, with particular attention to the experiences of blacks, Asians, Latinos, and European immigrants.

Sociology 133	Barrie Thorne	Enrollment Limit: 100
----------------------	----------------------	-----------------------

TTH 12:30-2	2 LeConte
--------------------	-----------

SOCIOLOGY OF GENDER: Four decades of contemporary feminist activism and academic work have opened many ways of seeing, and understanding, gender as a central dimension of personal experience, the social world, and patterns of inequality. In this course we will examine gender as a dimension of identity and embodiment, everyday interaction, discourses, social relations, and institutions. We will examine complex interactions between sex and gender (or biology and cultural practices) and varied experiences of embodiment; and, through a range of empirical studies, we will consider the gendered dynamics of paid and unpaid labor, including the current economic crisis; families; immigration; states, globalization; and militarism and war. Throughout the course we will attend to complex articulations of gender with other lines of difference and inequality, such as social class, nationality, racial ethnicity, sexuality, and age.

Sociology 140	Laura Enriquez	Enrollment Limit: 100
----------------------	-----------------------	-----------------------

TTH 11-12:30	101 Barker
---------------------	------------

POLITICS AND SOCIAL CHANGE: This course will focus on the relationship between society and politics, through a study of the interrelationship between economic development, social relations, and politics. In the process we will examine how class, race, ethnicity, and gender interact with political culture, ideology and the state. One expression of this interaction is engagement in political behavior, which takes diverse forms ranging from voting to participation in social movements. Our analysis of these forms of political behavior and the larger question of state/society relations will be comparative in nature, exploring the variations that exist between different regions of the world and between distinct social systems.

Sociology 146	Irene Bloemraad	Enrollment Limit: 75
----------------------	------------------------	----------------------

MWF 11-12	3108 Etcheverry
------------------	-----------------

CONTEMPORARY IMMIGRATION IN GLOBAL PERSPECTIVE: Immigration is once again

transforming the United States, but also the European nations that used to send migrants to the US, oil-rich Middle Eastern states and developing nations. How do we understand these transformations, and what does it mean for the future? The class is divided into three parts. (1) **MIGRATION**: Why do people migrate across international borders? Can states control migration, especially “unwanted” migrants? (2) **INTEGRATION**: How do sociologists model, evaluate and theorize immigrant “assimilation?” In what ways are foreign “outsiders” and their children becoming integrated, or excluded, in their new homes? What is the effect on the countries that receive them? (3) **BELONGING**: What are the contours of membership in a world of migration? How does immigration affect notions of belonging, nationality, and social cohesion? This class is open to anyone with an interest in immigration. Since international migration shows no signs of slowing down, the causes, consequences and repercussions of immigration will be one of the most important topics of the 21st century.

Sociology 152	Leora Lawton	Enrollment Limit: 130
TTH 3:30-5	106 Stanley	

DEVIANCE AND SOCIAL CONTROL: This course presents the development of theory about deviance and social control, using it to develop a framework for understanding elite deviance and its impact on our society. Students will become versed in the theories of deviance –functionalism, differential association, social disorganization, anomie, conflict theory, labeling, control and others – and apply these theories to understanding past and current events in US society and elsewhere. The first part of the course will cover the theory and the deviance of the common people – those without social capital – and their behaviors regarding crime and other forms of deviant morality. The second part turns to understanding how those with social capital define deviance and use it to control society and further their own advantage at the expense of others. The deviance of these elites – individual, organizational, corporate, political and governmental -- will be portrayed through discussions of recent scandals and fraudulent behaviors, to the War on (some) Drugs and its logical extension – the phenomenon of mass imprisonment.

Sociology 166	Timothy King	Enrollment Limit:
W 3-6	120 Latimer	

SOCIETY AND TECHNOLOGY: The rise and widespread diffusion of information and communications technologies (ICT’s) have led many to declare ours an “information society”. We will examine how ICT’s have transformed various aspects of our society, including how we work, how we produce and consume goods, and how we form communities. In parallel to this, we will investigate what forms of inequality are characteristic of the information society and weigh this against popular notions of the democratizing potential of ICT’s. Our broad objective will be to understand ICT’s as embedded within social and institutional processes—i.e.. sociologically—rather than as prescribing a technologically determined path for society, be that path utopian or dystopian.

Sociology 167	Timothy King	Enrollment Limit: 390
M 5:30-8:30	2050 Valley LSB	

VIRTUAL COMMUNITIES/SOCIAL MEDIA: This course provides an overview of the social dynamics and phenomena of the internet. This course will provide students with an understanding of the fundamental cultural and social principles of the internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of computers and computer network communication. We will explore the subjects social and economic change due to the internet – the internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.

Sociology 180C	Szonja Ivester	Enrollment Limit: 160
TU 5-8PM	155 Dwinelle	
COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: CULTURE:		
<p>What kind of society do we live in? What does it even mean to talk about a “kind” of society? This class will explore differences between post-industrial societies through a systematic comparison of America with European countries in the domain of culture. Throughout the semester we will focus on three basic themes: (1) in a context of “hyper-capitalism,” America is exceptional in its heavy reliance on the market as a way of regulating social life; (2) in this “land of opportunity,” the American Dream is under threat by the endurance of social and economic inequalities; and (3) in this oldest and most stable of the world’s democracies, political institutions show considerable weakness in that they tend to ignore citizen organization and undermine broad-based involvement in governance. In each of these clusters, there are common claims made, namely that America is exceptional and that reliance on individual initiative and the free market are the best way to confront and solve contemporary social problems. We will critically explore these claims and contrast them to feasible alternative visions that are currently emerging in Europe: Is Europe’s vision of the future quietly eclipsing the American Dream?</p>		
Sociology 180E	Kerstin Lueck	Enrollment Limit: 55 (hope to expand to 130)
TTH 12:30-2	289 Cory	
COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: EDUCATION		
<p>This course focuses on comparative perspectives on U.S. and European societies. The course will emphasize the ways in which education reproduces, reinforces, and challenges prevailing social, economic, and political relationships. We will look at the structure, function, practices, content, and outcome of schooling, primarily in the light of their relationships to the wider societies in which the schools are situated. First we will focus on relevant sociological theories of comparative education. We will then apply these theories in their practical context by looking at social issues in education in the United States and selected European countries. We will also analyze the link between schools and societal stratification, addressing how schooling contributes both to social mobility and to the reproduction of the prevailing social order. Next we will discuss the impact of race, ethnicity, language, social class, and gender. Finally, we will consider sociological perspectives on contemporary education reform, school change, and alternative education. Please note: This course gives students the opportunity to engage at both the theoretical and empirical level in current research. Prerequisite: Knowledge of qualitative or quantitative social science or education research methods.</p>		
Sociology C184	Jenna Johnson-Hanks	Enrollment Limit: 70
TTH 9:30-11	105 Stanley	
FAMILY AND HOUSEHOLD IN COMPARITIVE PERSPECTIVE:		
<p>Tolstoy claimed that “All happy families are happy alike, all unhappy families are unhappy in their own way.” But is it really true that happy families are all alike? This course examines families from around the world, focusing on the ways that they are alike and different. We will look at the organization of households and kin groups, at different local conceptions of what it means to be related, and at the economic, demographic, and social consequences of family structure and change. Through a combination of lectures, class discussions, readings, and popular films, this course explores the relationships between the intimate experience of family and its social and demographic forms. This course should teach you about the range of ways that human families are organized around the world and about how these organization forms matter for what families do and how people live in them.</p>		
Sociology 185	Michael Burawoy	Enrollment Limit: 25
MW10-12	M 24 Wheeler & W 127 Dwinelle	
<p>Note: This course has special enrollment procedures. Students interested in this course must apply online at http://sociology.berkeley.edu/index.php?page=special_enrollment no later than December 1, 2011. If more than 25 students apply, we will select students based on a number of factors including major,</p>		

class standing, upper division sociology coursework taken, and statement of interest. Students admitted to this course will be added off the waitlist by December 10. The waitlist for this course will open up in Phase II, which starts November 14.

GLOBAL SOCIOLOGY:

This year Sociology 185 will be devoted to public sociology and the way it is performed in different parts of the world. At the same time we will develop an international community of students engaged in the pursuit and understanding of public sociology. We shall begin by asking what public sociology is (and how it compares to professional, policy and critical sociology). After the introductory phase, each week we will read and discuss an account of public sociology in different places on our planet, followed by a second session based on a live conversation with the sociologist or team of sociologists in question. This second session, conducted through skype or video conferencing, will be video recorded and downloaded onto the Berkeley Youtube. There will be other classes similar to our own convened in different parts of the world based on the video rercording. Students from those classes will also be posting comments on face book and we hope, thereby, to build a global community of sociologists and a global understanding of public sociology. Students will be expècted to do (a) reading of about 30-40 pages each week, (b) write a short comment on that reading and then (c) post on facebook two further short comments relating to two sessions during the semester. There will be a short final paper evaluating the course. To be admitted into this course students should submit a form, stating the courses they have taken, and why they are interested in the course.

Sociology 190 Seminars: Instructions

- 1) Review the course descriptions below for the 190 seminars and identify the courses you are interested in.
- 2) Complete the Sociology 190 Enrollment Form online at:
https://www.surveymonkey.com/s/sp12_soc_seminars
** Be sure to submit form asap. You can submit this form before adding to the waitlist. Please note: enrollment forms will continue to be reviewed on a rolling basis until the last day of instruction: **December 2, 2011.**
- 3) We will admit up to ~75% of the available space in each seminar, prior to classes beginning. Priority is given to declared sociology majors who have not satisfied the seminar requirement – graduating seniors first, then seniors graduating the next semester, etc. After these students are accommodated, other students will be considered by the instructor, if there is space, once the class starts meeting. Students will get an email informing them of these decisions in early January
- 4) Students are recommended to list at least their top 3 preferences on the enrollment form. We will do our best to add students to their top choice, but cannot guarantee this. You may take more than one seminar only after all other students are added AND if space permits. Additional seminars count for electives in the major.
- 5) Before classes begin, add your name to the waitlist on Tele-BEARS for the seminar you got admitted to and/or are interested in taking. You will be officially added into the course from the waitlist before it meets on the first week of school. **You then must attend the seminar class during the first 2 weeks or you will be dropped from the course.**
- 6) After the first class meeting, the remaining seats (~5 seats) available in each seminar will be filled with students who are attending the class, and meet the priority groups listed above.

Sociology 190.002	Brian Powers	Enrollment Limit: 25
------------------------------	---------------------	----------------------

M 2-4	150D Moffitt Library
--------------	----------------------

NOTE: Meeting times will include a required film screening viewing block on W's 2-4 (some, not all Wednesdays, but students should keep this time free in their schedule), and the formal seminar for discussion and research reports on Mondays 2-4.

SOCIOLOGY AND SOCIAL DOCUMENTARY FILM: How do you read a film, especially a documentary, sociologically? How can the distinctive forms of social knowledge available in documentary film supplement, inform, enrich, or perhaps stand alongside the work of sociology in the narratives and texts we construct? Co-taught with Gary Handman, director of the Media Resources Center on campus, this course explores similarities and differences in the production of sociological knowledge through research and analysis and the ways documentary filmmakers use their craft to represent social processes, experiences and outcomes in the social world. We will examine the sociology of documentary by watching and commenting on up to 10 films – classics and contemporary – that have addressed topics also studied by sociologists: social change, technology, gender, race, personal experience in the social structure, organizations and institutions, etc. We will invite guest presentations from working filmmakers on the methods in their work. We look at the evolution of documentary film as tool for reportage, social activism, and social analysis, as filmmakers have borrowed ideas and techniques from sociology and other social sciences to develop their analyses. Students will conduct a semester-long research project defined in the third week of class with the approval of the instructor. Reading assignments will be adjusted to take into account the time spent viewing films. We expect a brief weekly reflection on films watched and readings. There will be a short, analytical midterm paper, and the final research paper of 15 pages in length.

Sociology 190.003	Emily Brisette	Enrollment Limit: 25
------------------------------	-----------------------	----------------------

TH 10-12	475 Barrows
-----------------	-------------

GENDER AND WAR: This course will explore the mutually constitutive relationship between gender and war—how gender is mobilized in and structures war, and how war in turn serves as a crucible for reshaping or reinforcing our cultural notions of gender—with a primary focus on the current US wars in Afghanistan and Iraq. We will begin by examining how gender and war are articulated with/in state-formation, nationalism, and imperialism (in both its historical and contemporary forms) in order to then explore Western representations of and engagement with the Middle East. From there the course shifts to consider the line between war and daily life in the US, tracing some of the many ways in which our society is organized to (re)produce the material and ideological infrastructure of war, through a process known as militarization. In the concluding section of the course, we will think about the ethics of, and difficulties associated with, peace activism and feminist solidarity across cultural and national lines.

Sociology 190.004	Kemi Balogun	Enrollment Limit: 25
------------------------------	---------------------	----------------------

T 12-2	475 Barrows
---------------	-------------

POLITICS OF GENDER: Recent scholarship on the cultural and political dimensions of the body focuses on the complicated relationship between gender, the body and society. This course first examines theoretical perspectives used to understand gender and embodiment. These theories conceptualize the body as a socially constructed phenomenon which allows us to understand the body as a cultural symbol, site of ideological struggles and force for resistance. The second half of the course applies these theoretical insights to a number of case studies ranging from cosmetic surgery to veiling. The course will end with a discussion of the implications of this field to both sociological and feminist theorizing.

Sociology 190.005	Sarah B. Garrett	Enrollment Limit: 25
------------------------------	-------------------------	----------------------

TH 2-4	115 Kroeber
---------------	-------------

PARENTING IN THE CONTEMPORARY UNITED STATES: MYTHS, TRENDS AND CONTROVERSIES:
In this course students will apply a sociological lens to the care of children in recent US history. How

have parenting styles and advice changed over the last century? How do socio-historical forces shape what kinds of people and families are considered “fit” to parent? What makes certain childrearing practices controversial, for whom, and why? What factors (institutional, cultural, economic) most impact parents’ actions and options today? Through analysis of academic and popular texts, students will learn how experts, institutions, policies and material resources have shaped parenting styles, parent-child relationships, and perceptions of parenting in the contemporary United States. By the end of the term, students will complete an independent research project on an issue relevant to the course.

Sociology 190.006	Alina Polyakova	Enrollment Limit: 25
------------------------------	------------------------	----------------------

W 10-12	115 Kroeber
----------------	-------------

POLITIECS OF THE RIGHT: RIGHT-WING MOVEMENTS IN THE US AND ABROAD
 This course focuses on exploring various aspects of what we colloquially term “the Right” in the United States and Europe. The course begins by unpacking the economic, political, and cultural facets of the Right in relation to the Left. From there, we move on to examining the historical roots of the European Right in fascism and its relationship to Europe’s contemporary right-wing political parties. This section highlights the importance of immigration and social policy in forming the political agenda of the “New European Right.” We then spend several weeks focusing on three aspects of the Right in the United States: historical roots of conservatism in politics, women of the right, and the role of religion in right-wing political ideology.

Sociology 190.007	Heidi Sarabia	Enrollment Limit: 25
------------------------------	----------------------	----------------------

TH 12-2	402 Barrows
----------------	-------------

GLOBALIZATION AND BORDERS: While globalization has mobilized flows of capital, goods and people all over the world by opening up national borders, the construction of walls—physical and symbolic—are simultaneously hindering some of these same flows. In this course we will explore these contradictions of globalization and the changing role of the state, by exploring the logic of the opening and closing of national borders.

Sociology 190.008	Abby Larson	Enrollment Limit: 25
------------------------------	--------------------	----------------------

T 10-12	115 Kroeber
----------------	-------------

GLOBAL FINANCIAL MARKETS, INSTITUTIONS, AND CRISIS: This course examines financial crisis, covering a wide array of theory, method and substance. Students gain mastery of research methods, as well as an introduction to the underling strands of research in economic sociology, and the sociology of finance. Included in this overview are discussions of the sociology of globalization and cross-national research. The course explores the financial crisis of 2008 and its current articulation in the U.S. and Europe through a variety of qualitative materials (books, films, and interview transcripts), includes a visit to the financial district, and a guest speaker from the financial industry. As part of the course, students carry out their own research project on a theme related to economic crisis.

Sociology H190B.001	Mary Kelsey	Enrollment Limit: 15
--------------------------------	--------------------	----------------------

T 12-2 PM	180 Barrows
------------------	-------------

Sociology H190A.002	Victoria Bonnell	Enrollment Limit: 15
--------------------------------	-------------------------	----------------------

T 12-2 PM	129 Barrows
------------------	-------------

Note: Only students who have taken Sociology H190A are eligible to enroll in Sociology H190B.

SENIOR HONORS THESIS SEMINAR: This is the second semester of a two-semester sequence in which each student will complete a senior honors thesis. During the semester students will research and write an honors thesis, based on the prospectus prepared in H190A.

Sociology 98, 197, 198, 199 - DE-Cal and Independent Study courses

Deadline to submit DE-Cal course proposal for Spring 2012– December 2, 2011

Deadline to submit Independent study applications for Spring 2012_ February 10, 2012

Sociology 197: Field Study

Sociology 198: Group Study

Sociology 199: Independent Study

Independent Study is specialized study between 1 and 4 units arranged by a student or group of students in conjunction with a faculty member or current visiting lecturer in studying a particular area of interest. Students must have completed at least 60 units, have a GPA of 2.0 or above and should come prepared with some idea of areas of interest in which they would like to pursue further study. Students may also earn units in Field Studies via a job, internship or volunteer position they currently hold by writing about this experience and its relevance to the field of sociology. Unit value of a particular Independent Study course is arranged with the faculty sponsor. The workload determination should take into consideration the following formula: 1 unit = 3 hours of work per week over the 15 week semester (including meetings with the faculty member, research, etc.). All Independent Study courses must be taken Pass/No Pass, and a maximum of 16 units of Independent Study may be counted toward the requirements of a Bachelor's degree. A list of faculty and their areas of specialization and research interests is available for reference. Application requires faculty sponsorship and approval of the Department Chair, which can take up to two weeks. Once the Chair's approval is received, the student will be given a course control number in order to add the course via Tele- BEARS. Applications are available outside 450 Barrows.

Important Information and Tips for Sociology Enrollment

Enrolling for Sociology Courses on TeleBEARS:

- **Phase I:** All upper division sociology courses are **open only to officially declared sociology majors**. **Phase II:** Most courses will have some space open to undeclared and outside majors on a first-come, first-served basis in Phase II only, depending on space availability and demand from sociology majors. **Students who are prepared to declare the sociology major should do so as soon as possible**, to gain priority for sociology courses.
- In Phase II, we reserve a small number of seats in most of our upper division sociology courses for **Social Welfare, American Studies and ISF majors** who rely heavily on sociology courses for completion of their major requirements.
- Soc 1 and Soc 5 have large blocks of seats reserved for sophomores and juniors who need these courses to declare the sociology major. Enrollment in Soc 3 and 3AC is first-come, first-serve and is a course that should not be taken by intended sociology majors.
- If you are a declared sociology major, you can simply enroll in sociology courses on TeleBEARS either in Phase I and/or Phase II. **Some courses may fill up entirely with sociology majors in Phase I or the early part of Phase II**, particularly smaller courses (less than 100 spaces). Thus it is advisable to make those courses a Phase I priority. We do not reserve space for sociology majors during the Adjustment Period, but they are usually given priority off the waitlist as space opens up.
- Most courses have just a lecture course to enroll in. Some courses have **required discussion sections**. If so, students must first enroll in a section before they can enroll in the lecture during pre-enrollment. However, section enrollments for Soc 101/102 are not handled on TeleBEARS, and there is a form to fill out at the first class meeting that is used to assign students to sections.
- There are **special enrollment procedures, involving deadlines and online forms or paperwork** to be submitted, for Sociology 101, 107A, 185, 190, H190A, and all independent studies (98, 197, 198 and 199). The deadline to submit DE-Cal course proposals is Friday, December 2, 2011. The deadline to submit applications for Spring 2012 Independent Studies is Friday, February 10, 2012. Go to: http://sociology.berkeley.edu/index.php?page=special_enrollment
- Students should check the General Catalog to be sure they have met the prerequisites for a sociology course and are prepared to succeed in it. In upper division sociology courses the prerequisite is usually Soc 1, 3, 3AC, or the consent of instructor. **TeleBEARS does not have the capability to check for prerequisites** and will still allow students to enroll, even if the prerequisite course is not listed on their transcript. Most courses are taught with the assumption students have completed the necessary course preparation, and students may have troubles with assignments without it.

Sociology Waitlists and Enrollment Changes Once the Semester Begins:

- Attendance at all class meetings, including discussion sections, is required during the first 2 weeks in all sociology courses. **Instructors usually drop students for nonattendance.** There is generally about a 20% drop rate in most upper division sociology courses, and a higher rate in lower division sociology courses. Students who cannot attend class because of a conflict should write a note to the instructor or GSI explaining why they missed class and that they intend to take it. **Students should never assume they have been dropped from a course,** and should always check on TeleBEARS to make sure they have or haven't been dropped from a course after the second week.
- **Waitlists in all upper division sociology courses do not open until Phase II.** Nobody, including declared sociology majors, can get on a sociology course waitlist during Phase I, except in Soc 101, 102 and the 190 seminars.
- **Students who are unable to enroll in a sociology course** should add themselves to the TeleBEARS waitlist in Phase II or the Adjustment Period. Subsequent admission to a course is almost always off the TeleBEARS waitlist only. An instructor cannot add a student to the course in any other way. The University requires that students show intent to take a course by enrolling or adding themselves to the TeleBEARS waitlist. We generally do not use Course Entry Codes to add students to sociology courses.
- All sociology waitlists, except in Soc 3 and 3AC, are manual waitlists. This means that **students are added selectively, rather than in numerical order, based on pre-established priorities** (i.e. priority majors and/or class level). Students are generally added off the waitlist at the end of Phase II, if space is available, and once the semester begins, after enrolled students start to drop.
- **Once classes begin, the instructor and/or GSI decide which students to add off the waitlist.** Instructors do not make these decisions prior to the start of the semester. In most cases they use established departmental priorities: 1) Sociology majors; 2) Social Welfare, American Studies and Interdisciplinary Studies Field Majors; then 3) Other majors and undeclared students; and 4) Concurrent Enrollment students. Further priority is usually given within each of these categories by class level--seniors first, then juniors, etc. and even further by the order those groups of students are listed on the waitlist. Instructors also tend to give priority to students attending class.
- **If there is a discussion section, admittance to the lecture depends on getting into an open section.** Students should attend as many sections as possible to find one with space and put themselves on the course wait list on TeleBears. Students not already enrolled in the lecture will be added off the TeleBEARS waitlist once they are admitted to an open section.
- **All students should check their class schedule frequently** on TeleBEARS or BearFACTS, especially during the first 5 weeks of the semester and by the add/drop deadline at the end of the fifth week and the deadline to change grading option (10th week.). Students are responsible for ensuring their schedule is accurate. Changes due to instructor drops or adds off waitlists can occur without notification through the fifth week of the semester.