

**Sociology 3AC: Principles of Sociology**  
**T/Th 3:30 – 5:00 p.m.**  
**Fall Semester 2020**  
**University of California at Berkeley**

Head Reader: Merzela Casimir  
Office hours: TBA

Instructor: Mary Kelsey, Ph.D  
Office Hours: 1 – 2 pm Tuesday  
Office hours are on a drop-in basis  
Zoom link for OH:  
TBA  
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**Course Description:**

This course offers a general introduction to sociology—the study of the social institutions, social relations, and power dynamics that shape our lives and life chances. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and weaknesses within different social arrangements. Once familiar with basic sociological principles, we will use case studies drawn from our public education system to better understand concrete expressions of inequality based on class, race/ethnicity, gender, sexuality and their complex intersections. Through these case studies, we will consider how educational systems can be used to perpetuate or resist social inequality. We conclude the class by asking what broader social changes might be necessary to reduce the harmful effects of inequality on society and human development.

**Learning Objectives:**

- 1) Gain knowledge of the broad contours of social inequality in American society;
- 2) Use sociological insights to understand the larger social contexts that shape individual experiences by limiting or expanding life chances;
- 3) Gain specific knowledge on how our educational system can perpetuate or mitigate social inequality;
- 4) Learn to identify basic arguments made by others and construct and support your own arguments in written and oral forms;
- 5) Practice civil discourse in the classroom and beyond;
- 6) Learn information literacy skills to become an independent and self-motivated learner.

**Learning Materials:**

All assigned readings, resources for assignments, class power points, recordings of lectures, etc. will be posted in the **Modules** section on B-course. Quickly read the assigned readings **before** class. Read the assigned readings more carefully after class.

**Grading:**

- 25% Quizzes** (best 6 of 7): The quizzes will be relatively short “objective,” open-book exams that will be posted on b-course by noon on Fridays and due the following Monday(except quiz 1, due Sept 8, the Tuesday after Labor Day). You may take each quiz twice, the higher score will be recorded in the Grades section on B-course. Quiz 7 may be used to make-up a missed quiz, improve your quiz average, or skipped.
- 15% Midterm Essay 1:** 1000 word essay on social theory comparing Marx/Engels and

Durkheim

- 20%** **Midterm Essay 2:** 1500 word essay on the relationship between your community's social conditions (class/race/ethnicity) and the quality of your high school education
- 25%** **Research Prospectus:** 1900 to 2200 word research proposal that analyzes how an aspect of race/ethnicity contributes to unequal educational outcomes. You will be given basic data on one of the major public high schools in Oakland. Your analysis will focus primarily on race/ethnicity, but can also include intersections with gender and/or sexuality. In addition to school-specific data, you will use course readings, and supplemental readings that you find from the library to explain your research question. You will be given a detailed handout to guide you through the steps of this research project, including instruction on how to find appropriate sources in the library's electronic databases. You will also have the opportunity to revise a draft of your research prospectus.
- 5%** **Discussion Posts** You will post **one** comment in response to any question in the discussion board for each module of the class. There are 5 modules, therefore 5 discussion posts to be graded on a credit/no credit basis.
- 10%** **Credit/No Credit Writing Exercises (P/NP students can skip these assignments)**  
To help you write better essays, you will turn in short assignments that will assist in the preparation of your essays.
- Essay 1:** Short body paragraphs describing Marx/Engels' and Durkheim's views on the relationship between capitalist industrialization and social stability (2%)
- Essay 2:** You will submit a brief statistical profile of your home community using US Census data (international students will have an alternative assignment) as well as a brief description of the character and quality of the high school you attended (3%)
- Final Project (Research Prospectus) (2 exercises):**
- Academic Literature Search** You will join a group of students who share a similar research interest and contribute two summaries (per person) of scholarly articles addressing your research topic (2%)
- Drafts of final project**  
Drafts are a credit/no credit assignment to demonstrate that you have **started** your Paper. No extensions will be given (3%)

**Final research papers are due Tuesday, December 15**

Because of the need to turn in final grades soon after Dec. 15, no extensions can be given.

**THERE IS NO FINAL EXAM FOR SOC 3AC**

**Extra credit:** Instructions for extra credit are explained in the Assignments section on B-course (last entry) Students may earn **one** point extra (added to total class score) by watching and reviewing any of the recommended videos listed in the extra credit assignment section. Address questions at the beginning of this section in your review of the video (1-2 pages double spaced). Each long video is worth 0.5 point per submission. Each short video (mainly the TED talks) is worth 0.25 point per submission. You may review several videos for a total of one point. All extra credit should be submitted to the Extra Credit section under the Assignments tab on B-course by or before December 17. Your extra credit score will be added to your total grade at the end of the semester.

**Late Policy**

Assignments are released with ample time for completion (generally 10 – 14 days before due). Start early! Plan on emergencies! If, despite your best efforts, you cannot complete an assignment on time, email Prof Kelsey.

### Significant Dates

Tuesday, Sept 8 Quiz 1 due  
Monday, Sept 14 Quiz 2 due  
Monday, Sept 21 Marx/Engels and Durkheim paragraphs due  
**Monday, Sept 28 First essay due**  
Monday, Oct 5 Quiz 3 due  
Monday, Oct 12 Data/reflections on home community due  
Monday, Oct 19 Quiz 4 due  
**Monday, Oct 26 Second essay due**

<b>Friday, Oct 30</b>	<b>Last Day to Change Grading Options</b>
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Monday, Nov 2 Quiz 5 due  
Monday, Nov 9 Academic literature search due  
Monday, Nov 16 Quiz 6 due  
Monday, Nov 23 Draft of final project due  
Monday, Dec 14 Quiz 7 due (make-up or optional quiz)

<b>Tuesday, Dec 15</b>	<b>Final project due</b>
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Thursday, Dec 17 Extra credit due

### Grading Scale

Your assignments will be given a numeric score and posted on B-Course Gradebook. The numeric score of each assignment will be **weighted by its percentage in the overall grade**, (e.g., your first midterm essay will contribute 15% to your final grade, your final project will contribute 25%). *Grades in Soc. 3AC are based on proof of comprehension and are not curved.* At the end of the semester, your scores will be totaled and converted to a letter grade based on the following scale:

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-

### University policy on cheating or plagiarism:

Achievement and proficiency in subject matter include your realization that *neither is to be achieved by cheating*. An instructor has the right to give you an F on a single assignment produced by cheating without determining whether you have a passing knowledge of the relevant factual material. That is an appropriate academic evaluation for a failure to understand or abide by the basic rules of academic study and inquiry. An instructor has the right to assign a final grade of F for the course if you plagiarized a paper for a portion of the course, even if you have successfully and, presumably, honestly passed the remaining portion of the course. It must be understood that any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student.

(<http://catalog.berkeley.edu/policies/conduct.html> downloaded from *U.C. Berkeley General Catalog Online 2020-21*)

### **Turnitin**

All papers submitted to B-course will be checked for originality using Turnitin Software. Papers with Turnitin scores above 15% will be reviewed and subject to a failing grade.

### **Class Dynamics**

We will look at important but controversial topics. You may not always feel comfortable with some of the material and opinions expressed in this class. In order to make class discussions productive and safe for participants, we need to adhere to some basic ground rules.

***Respect the class.*** This class will challenge many preconceived ideas about society. It is important that you show respect for the class by reading the assigned material before you enter the classroom. It is not necessary that you agree with the authors, but you are responsible for knowing the content of their arguments. The expression of factually unfounded opinions simply wastes class time. **Surfing the internet, texting, checking email, etc. during lecture is a waste of class time.**

***Respect your classmates.*** When taking a position in a class discussion, it is important that you express your ideas with tact. I hope that you will make bold arguments, but your questions need to show some consideration of your audience, just as your answers need to show knowledge of the topic at hand. You will undoubtedly disagree with some of the perspectives presented in class. Please respond to the ideas rather than personally attacking the opinion holder.

### **Additional Course Support through the Student Learning Center**

<https://slc.berkeley.edu/>

**SLC Writing Program:** <https://slc.berkeley.edu/writing>

The Writing Program within the Student Learning Center has tutors available by appointment beginning in the third week of the semester. Writing tutors are often fully booked during the second half of the semester, so plan ahead. Writing tutors will help you brainstorm for ideas as well as give pointers on expression and grammar, but they are most helpful if you are prepared for your sessions. Tutors will not proofread your papers. See the SLC web site (given above) for further information.

## **Reading Assignments and Schedule**

## **Module 1: Introduction to Sociology and Sociological Theory: What is a good society?**

### **Key ideas:**

Developing a “sociological imagination”  
Industrial Revolution/Industrialization  
Social factors in suicide  
Social integration and moral regulation  
Social stratification  
Social cohesion/social solidarity  
Capitalism/socialism/welfare state capitalism  
Social change, stability, and social justice

### **Week 1**

#### **August 27**

##### Assigned Reading

- 1) The class syllabus
- 2) C. Wright Mills, “The Promise”
- 3) Anthony Giddens et al. “What is Sociology?”

Those with last names A - Ba: Meet with Professor Kelsey during the last 20 minutes of class

### **Week 2**

#### **Sept 1**

##### Assigned Readings

- 1) Comments on and selections from Emile Durkheim’s *Suicide*

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

#### **Sept 3**

##### Assigned Reading

- 1) “The Industrial Revolution” Encyclopedia Britannica
- 2) Friedrich Engels, Excerpts from “The Great Towns”

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

Highly recommended background video (best to watch before class!)

#### **Coal, Steam, and The Industrial Revolution: Crash Course World History #32**

<https://www.youtube.com/watch?v=zhL5DCizj5c>

**\*\*\*Sept 8 Quiz 1 due** (quiz will be posted by noon on Sept 4)\*\*\*

### **Week 3**

#### **September 8**

##### Assigned Reading

- 1) Karl Marx and Friedrich Engels, Excerpts from *The Manifesto of the Communist Party*

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

#### **September 10**

##### Assigned Reading

1) Comments/selections from Emile Durkheim's *Division of Labour*  
Discussion in preparation for Quiz 2/first essay during the last 20 minutes of class

**\*\*\*Sept 14 Quiz 2 Due\*\*\***

#### **Week 4**

##### **September 15**

Discussion: Identify key elements and similarities/differences among Mills, Durkheim, and Marx/Engels

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

Suggested reading

- 1) Paul Piff et al., "Higher Social Class Predicts Increased Unethical Behavior"

#### **Module 2: Class Inequality**

##### **Key ideas:**

Class (socio-economic status) determinants: Income, wealth, education, occupation  
Economic inequality in US society, now and in the past  
Social policies and economic inequality  
Social costs of (extreme) economic inequality  
Capitalist welfare states  
Class inequality and education

##### **September 17**

Assigned Reading

- 1) Anthony Giddens et al., "Stratification, Class and Inequality"
- 2) Christopher Ingraham, "The Richest 1 Percent Now Owns More . . . Wealth"

Open discussion last 20 minutes of class

Suggested video

"Social Class & Poverty in the US"

<https://www.youtube.com/watch?v=c8PEv5SV4sU>

**\*\*\* September 21 Marx/Engels and Durkheim paragraphs due\*\*\***

#### **Week 5**

##### **September 22 (Film)**

Watch *Inequality for All*

##### **September 24**

Assigned Readings

- 1) Claude S. Fischer et al., excerpt from *Inequality by Design*, "Why Inequality?"
- 2) Claude S. Fischer et al., "How Unequal": America's Invisible Policy Choices"

Open discussion last 20 minutes of class

**\*\*\* September 28 FIRST MIDTERM ESSAY due\*\*\***

## **Week 6**

### **September 29**

#### Assigned Reading

- 1) Joseph Stiglitz, "The One Percent's Problem"
- 2) Anthony Giddens et al., "Poverty in the United States"
- 3) Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

#### Recommended Reading

- 1) Paul Krugman, "The Great Divergence"

## **October 1**

#### Assigned Reading

- 1) Kathryn Edin and H. Luke Shaefer, Introduction and Chapter 2 from *\$2.00 A Day*
- 2) Liz Alderman and Steven Greenhouse, "Living Wages, Rarity for US Fast Food Workers, Served Up in Denmark"
- 3) Richard Wilkinson and Kate Pickett, "The Science Is In: Greater Equality Makes Societies Healthier and Richer"

Open discussion last 20 minutes of class

**\*\*\*October 5 Quiz 3 Due\*\*\***

## **Week 7**

### **October 6**

#### Assigned Reading

- 1) Raj Chetty, "The Fading American Dream"
- 2) Richard Reeves, "Saving Horatio Alger: Equality, Opportunity and the American Dream"
- 3) Daniel Markovits, "Meritocracy's Miserable Winners"
- 4) Melinda Anderson, "Why the Myth of Meritocracy Hurts Kids of Color"

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

## **October 8**

### **Watch online video before class explaining second essay prompt**

#### Assigned Reading

- 1) Gareth Cook, "Raj Chetty's American Dream"
- 2) Jay MacLeod, excerpt from *Ain't No Makin' It* (section on Gintis and Bowles and Bourdieu)
- 3) Annette Lareau, "Unequal Childhoods: Class, Race, and Family Life"

Open discussion last 20 minutes of class

**\*\*\*October 12 Data/reflections on home community/school due\*\*\***

## **Module 3: Race, Space, and Social Policy**

### **Key ideas:**

- Race as a social construction
- Racial hierarchies:
  - White privilege
  - Racism/Anti-racism

Institutional discrimination:  
Residential segregation  
Unequal schooling  
Unequal employment opportunities  
Racial/ethnic wealth inequality  
Ethnicity  
Immigration  
Racism in education

## **Week 8**

### **October 13**

#### Assigned Reading

- 1) Natalie Angier, “Do Races Differ? Not Really, Genes Show”
- 2) Matthew Desmond and Mustafa Emirbayer, “Race in the 21<sup>st</sup> Century” pp. 3 - 30
- 3) Matthew Desmond and Mustafa Emirbayer, “The Invention of Race” pp. 38-60

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

### **October 15**

#### Assigned Reading

- 1) Matthew Desmond and Mustafa Emirbayer, “Housing”
- 2) Richard Rothstein, “Washington Forced Segregation on the Nation”
- 3) Tracy Jan, “Redlining was banned 50 years ago. It’s still hurting minorities today”
- 4) Ariel Jao, “Segregation, School Funding Inequalities Still Punishing Black, Latino Students”

Open discussion last 20 minutes of class

#### Recommended Resource

(Radio Broadcast) “Why America’s Schools Have a Money Problem” Check out this broadcast as well as other episodes in the NPR series on issues affecting public schools.  
<http://www.npr.org/series/473636949/schoolmoney>

**\*\*\*October 19 Quiz 4 Due\*\*\***

## **Week 9**

### **October 20**

#### Assigned Readings

- 1) Matthew Desmond and Mustafa Emirbayer, sections on Ethnicity and Nationality in “Race in the 21<sup>st</sup> Century” pp. 30 – 33
- 2) Matthew Desmond and Mustafa Emirbayer, sections on Manifest Destiny and Immigration in “The Invention of Race” pp. 61-79

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

### **October 22**

#### Assigned Readings

- 1) Matthew Desmond and Mustafa Emirbayer, “Economics” pp. 116 – 141
- 2) Lisa Dettling et al., “Wealth-Holding by Race and Ethnicity”
- 3) U. S. Census, Household Income and Poverty Statistics (Statistics posted on b-course)



Open discussion last 20 minutes of class

Recommended Reading

- 1) Richard Fry and Rakesh Kuchlar, "How Wealth Inequality Has Changed. . ." Pew Foundation <http://www.pewresearch.org/fact-tank/2017/11/01/how-wealth-inequality-has-changed-in-the-u-s-since-the-great-recession-by-race-ethnicity-and-income/>

**\*\*\* October 26 SECOND MIDTERM ESSAY due\*\*\***

**Module 4 Intersectionality: Race/Ethnicity, Class, Gender, Sexuality**

Intersectionality

Social constructions of femininity/masculinity

Gender as a raced and classed construction

Intersectionality and education

**Week 10**

**October 27**

Assigned Readings

- 1) Michael Kimmel, "The Gendered Classroom"
- 2) Review Desmond and Emirbayer on intersectionality (p. 14 of "Race in the 21<sup>st</sup> C")
- 3) US Department of Education Office for Civil Rights, "Data Snapshot: School Discipline"
- 4) Ann Ferguson, *Bad Boys*, chs. 1-2

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

**October 29**

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, ch. 3-4
- 2) Guadalupe Valdés, "Con Respeto"
- 3) Mariela Rodriguez, "'But They Just Can't Do It': Reconciling Teacher Expectations of Latino Students"

Open discussion last 20 minutes of class

Recommended Reading

Victor Rios, "From Culture of Control to Culture of Care" (conclusion from *Human Targets*) (posted on B-course)

**Friday, October 30 Last day to change grading option (letter grade or P/NP)**

**\*\*\*November 2 Quiz 5 Due\*\*\***

**Week 11**

**November 3**

Introduce Final Research Project

Special focus on research project: Finding Library Resources

Class discussion on how to use data sheets for ideas about final project

Assigned Reading

1) Anthony Giddens et al. "Sociological Questions" (pp. 18-31)  
Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

### **November 5**

Assigned Reading

- 1) Patricia Gandara, "Overcoming Triple Segregation"
- 2) Julie Bettie, "How Working-Class Chicas Get Working Class Lives"

Open discussion last 20 minutes of class

**\*\*\*November 9 Academic Literature Search Articles due\*\*\***

### **Week 12**

#### **November 10**

Assigned Reading

- 1) Deborah Woo, "The Inventing and Reinventing of 'Model Minorities'"
- 2) Phys.Org. "Study: Asian Americans Are Not Viewed as Ideal Leaders"
- 3) Karthick Ramakrishnan and Jennifer Lee, "Despite what you might have heard, Asian American CEO's are the exception, not the norm"

Those with last names - Meet with Professor Kelsey during the last 20 minutes of class

#### **November 12**

Assigned Reading

- 1) Samuel Museus and Peter Kiang, "Deconstructing the Model Minority Myth. . ."

Open discussion last 20 minutes of class

**\*\*\*November 16 Quiz 6 Due\*\*\***

### **Week 13**

#### **November 17**

Assigned Reading

- 1) C.J. Pascoe, *Dude You're a Fag*, chs. 2, 3, 5

Open discussion last 20 minutes of class

#### **November 19**

Assigned Reading

- 1) Jane Brody, "Gay or Straight, Youths Aren't So Different"
- 2) Jan Hoffman, "Gay and Lesbian High School Students Report 'Heartbreaking' Levels of Violence"

Open discussion last 20 minutes of class

**\*\*\* November 23 Draft of Research Prospectus due\*\*\***

**November 24 Thanksgiving Break NO CLASS!**

**Module 5: A Better Society?**

**Key ideas:**

Importance of social solidarity  
Collective action and the “sociological imagination”  
Social justice and social policies

**Week 14**

**Dec 1**

Assigned Readings

- 1) Robert Reich, “What Happened to the American Social Compact?”
- 2) Brett Johnson et al., “Creating a More Just and Sustainable World”
- 2) John Lewis, “Together, We Can Heal the Soul of Our Nation.”

Open discussion last 20 minutes of class

**Dec 3**

Catch-up and Review

**December 8 and 10 (Study Week) TBA**

**\*\*\*December 14 Quiz 7 Due\*\*\***

**\*\*\* December 15 (Tuesday) Research Prospectus due\*\*\***

**\*\*\*December 17 Last Day to Submit Extra Credit\*\*\***