

Please note that attendance at the lectures is **REQUIRED** for this class. **Students who miss two consecutive classes without notifying me during the first three weeks of class will be dropped.** If you are uncertain whether or not you want to stay in this class, read the syllabus carefully. Do the course readings and assignments interest you? Can you commit to showing up for every class? While I will do my best to make this class well worth your time, if the class and its requirements are not a good match for you, you may want to look for a course that better suits your needs. Make your decisions carefully!

**Sociology 3AC: Principles of Sociology**  
**M/W 4-5:30 p.m. in 105 Stanley Hall**  
**Fall Semester 2014**  
**University of California at Berkeley**

**Head Reader: TBA**  
**Office hours:**  
**Email:**

**Office: 454 Barrows Hall**  
**Office hours:**  
**Tue-Thu: 11:45 am in 454 Barrows Hall**  
**Email: [mkelsey@berkeley.edu](mailto:mkelsey@berkeley.edu)**

**Instructor: Mary E. Kelsey, Ph.D.**

**Course Content:**

This course offers a general introduction to sociology—the study of the social institutions, organizations and social relations that shape our lives and life chances—by way of a special focus on education. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements. We then explore these sociological principles through concrete studies of class, race, gender and sexual inequality. The articles in the course reader address the broader dimensions of social inequality. Two of the four assigned texts explore how these issues specifically affect American youth as students in the public school system. Once familiar with basic theoretical and empirical approaches used to explain unequal social outcomes, we will consider the ways in which 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 human development and social integration.

**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 and limit or expand their life chances;
- 3) Gain specific knowledge on how our educational system can both perpetuate and 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.

**Required texts:**

This course has two (2) required texts and one required course reader. The texts are *Bad Boys* by Ann Arnett Ferguson and *Dude, You're a Fag* by C.J. Pascoe. All required texts are on reserve at Moffitt Library. The course reader is available at Krishna Copy (2595 Telegraph Ave near the corner of Parker Street).

**Grades will be based on the completion of the following assignments:****10% Class participation:** participation includes

- a) regular attendance in class (6%) (no more than 2 unexcused absences to get full credit). **I will post power points on B-course only if 85% or more of the class are present or have obtained an excused absence.**
- b) **contributions to the class discussion board** (4%) on b-course including posting at least 8 comments (either new topics or responses to existing topics and threads) over the course of the semester.
- c) **submission of rough draft of the final essay**  
Five points will be deducted from students' final essay score if they fail to submit the rough draft of their final essays.

**20% Quizzes** (best 4 of 5): The quizzes will be relatively short "objective" exams that will be posted on our class website on b-space. The quizzes will be available for a 24-hour period announced in class. Because you are not required to take all 5 quizzes, there are no make up exams (exception for certified emergencies).

**30% Midterm essay:** 1500 word essay on the relationship between your family and community's socio-economic status and the quality of one's own high school education. **Due in class on October 15**

**40% Research Prospectus:** You will be given basic data on one of the major public high schools in Oakland. You will write an analysis of how race, gender and/or sexuality contribute to educational inequality based on these data, the course readings, and supplemental readings that you find from the library. 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. Your final paper should be between 1800 to 2100 words in length (about 6 to 7 pages, double spaced).

**Group Progress Report due in class on November 10**

**Drafts are due in class on November 19** Drafts are a credit/no credit assignment. No extensions will be given.

**Final papers are due Wednesday, December 17 by or before 3:00 p.m.** You may turn in hard copies of your research prospectus to my mailbox in **410** Barrows anytime before Dec. 17 or submit your prospectus to my office—454 Barrows Hall—between 12:00 and 3:00 p.m. on Dec. 17.

**Extra credit:** Students may earn up to 2 points extra credit (added to final class score) by

1) reading and writing a two-page (double-spaced) review of any of the books on the Supplemental Reading list. Answer the questions at the bottom of the Supplemental Reading list section (2 points);

2) attending and writing a one page (double-spaced) sociological evaluation of any campus event including colloquia presented in the Sociology Department (1 point);

3) watching and reviewing any of the recommended videos listed at the end of unit modules—address questions at the end of the Supplemental Reading list section (1 point)  
Options 2 and 3 may be repeated.

All extra credit should be submitted to me via email. I will accept extra credit at any time during the semester up through Dec. 16.

### Grading Scale

Your assignments will be given a numeric score and posted on the B-space Grade Book. The numeric score of each assignment will be weighted by its percentage in the overall grade, (e.g., your midterm essay will count for 30%, your final project will count for 40%). 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 8/08/12 from *U.C. Berkeley General Catalog Online 2012-13*)

### 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 during lecture is a waste of class time.** I will publically ask you to close Internet pages or to cease texting when I observe this behavior during lectures.

**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**

<http://slc.berkeley.edu/general/index.htm>

**SLC Study Groups:** The Student Learning Center will sponsor study groups for Soc. 3AC beginning the third week of classes. Study groups are free to all registered students but admission to study groups are on a first come first serve basis. Time and location will be posted on Friday of the second week of classes. ***Caveat:** Social Science study groups are not a drop-in format in that study group participants are asked to join the group and attend consistently throughout the course of the semester.*

**SLC Workshops:** Check the SLC website (given above) for relevant workshops. In the past, the SLC has offered workshops on topics like “How to Master Social Science Courses” which provides a useful overview of approaches and study skills for this and other social science classes.

**SLC Writing Program:** The Writing Program within the Student Learning Center has tutors available by appointment and on a drop-in basis. Drop-in hours begin the third week of class and are held M – Th 9 a.m. to 6 p.m. and F 9 a.m. to 12 p.m. Sign up on the Writing Drop-in computer in Chavez Atrium. You may also make advance appointments for tutoring beginning in the fourth week of class. Writing tutors are very busy 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**

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

#### **Key ideas:**

- Developing a “sociological imagination”
- Social integration and moral regulation
- Capitalism, industrialization and social stratification
- Inequality (social stratification) and social change/stability

### **September 3 (Lecture)**

Assigned Readings:

- 1) C. Wright Mills, “The Promise” (in reader, also attached to class email/posted on B-course)

### **September 8 (Lecture)**

Assigned Readings

- 1) Giddens et al., “What is Sociology?” (R and posted on b-course)
- 2) Comments on and selections from the writings of Emile Durkheim (*Suicide*) (Reader & B-course)

### September 10 (Lecture)

Video: "Can Money Buy Happiness?"

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

Assigned Readings

- 1) Comments on and selections from the writings of Emile Durkheim (*Division of Labour*) (Reader & B-course)
- 2) Friedrich Engels, "The Great Towns" (R)

### September 15 (Lecture and Video)

Video: "Manifestoon" [http://www.youtube.com/watch?v=RJ\\_PYxKVqy0](http://www.youtube.com/watch?v=RJ_PYxKVqy0)

Assigned Readings

- 1) Karl Marx and Friedrich Engels, from *The Manifesto of the Communist Party* (Reader & B-space)

### September 17 (Discussion)

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

## Unit 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 costs of (extreme) economic inequality
- Social policies and economic inequality
- Class and culture
- Class inequality and education

### September 22 (Film)

Film *Inequality for All*

Assigned Reading

- 1) Anthony Giddens et al., "Stratification, Class and Inequality" (pp. 161-174) (R)

### September 24 (Lecture and short video)

PBS Study - Land of the Free, Home of the Poor

[https://www.youtube.com/watch?v=YnQwTS-K6jI&list=PLgawtcOBBjr\\_s7b6rHLLyYramws8ry0BO](https://www.youtube.com/watch?v=YnQwTS-K6jI&list=PLgawtcOBBjr_s7b6rHLLyYramws8ry0BO)

Assigned Readings

- 1) Anthony Giddens et al., "Stratification, Class and Inequality" (pp. 175-189) (R)
- 2) Claude S. Fischer et al., excerpt from *Inequality by Design*, "Why Inequality?"

### September 29 (Lecture)

Video "Money on the Mind"

[https://www.youtube.com/watch?v=IuqGrz-Y\\_Lc&index=3&list=PLgawtcOBBjr\\_s7b6rHLLyYramws8ry0BO](https://www.youtube.com/watch?v=IuqGrz-Y_Lc&index=3&list=PLgawtcOBBjr_s7b6rHLLyYramws8ry0BO)

Assigned Reading

- 1) Paul Krugman, "The Great Divergence" (R)
- 2) Claude S. Fischer et al., "How Unequal": America's Invisible Policy Choices" (R)

### **October 1 (Lecture)**

#### Assigned Reading

- 1) Robert H. Frank, “How the Middle Class is Injured by Gains at the Top” (R)
- 2) Joseph Stiglitz, “The One Percent’s Problem” (R)

### **October 6 (Lecture and Video)**

Video: “Nickel and Dime from The American Ruling Class”

<http://www.youtube.com/watch?v=gDgFiW2xtf0>

#### Assigned Reading

- 1) Barbara Ehrenreich, Excerpt from *Nickel and Dime* (R)
- 2) David Leonhardt, “In Climbing Income Ladder, Location Matters” (R)
- 3) Richard Reeves, “Saving Horatio Alger: Equality, Opportunity and the American Dream” (Interactive Internet posting)  
<http://www.brookings.edu/research/essays/2014/saving-horatio-alger>

### **October 8 (Lecture)**

#### Assigned Reading

- 1) Jay MacLeod, excerpt from *Ain’t No Makin’ It* (section on Gintis and Bowles and section on Bourdieu) (R)
- 2) Annette Lareau, “Invisible Inequality: Social Class and Childrearing in Black and White Families” (R)

#### Recommended Resource

1. (Radio Broadcast) “Going Big: Act One ‘Harlem Renaissance’” from *This American Life*  
<http://www.thisamericanlife.org/radio-archives/episode/364/going-big>  
(This 30-minute episode could be reviewed for Extra Credit Option 3)

### **Handout first essay assignment on the relationship between socio-economic class and quality of education.**

Discussion of readings in connection to midterm essay; discussion of how to fill in and interpret midterm data sheets.

### **October 13**

Video: Harlem’s Children Zone (*60 Minutes*)

[http://www.youtube.com/watch?v=Di0-xN6xc\\_w](http://www.youtube.com/watch?v=Di0-xN6xc_w)

#### Assigned Reading

- 1) Peter Cookson and Caroline Hodges Persell, “Preparing for Power” (R)
- 2) Jonathan Kozol, “Still Separate, Still Unequal” (R)
- 3) Robert Granfield, “Making It by Faking It” (R)
- 4) Sabrina Tavernise, “Education Gap Grows Between Rich and Poor, Studies Say” (R)

### **Unit 3 Racial/ethnic Inequality**

#### **Key ideas:**

Race as a social construction

Personal prejudice vs. institutional discrimination (e.g., residential segregation, unequal employment opportunities, and segregated, unequal schools)  
Multi-culturalism v. assimilation  
Racial stratification: privilege and disadvantage  
Racism in education

### **October 15 (Video/Discussion)**

#### **First essay due in class!!!**

Video: "The House We Live In" (Part 3 of *Race: the power of an illusion*)

Assigned Readings

- 1) Natalie Angier, "Do Races Differ? Not Really, Genes Show" (R)

### **October 20 (Lecture)**

Assigned Readings

- 1) Anthony Giddens et al., "Ethnicity and Race" (R)
- 2) U. S. Census, Household Income and Poverty Statistics (Statistics posted on b-course)
- 3) Tami Luhby, "Worsening Wealth Inequality by Race" (R)

### **October 22 (Lecture)**

Assigned Readings

- 1) William Julius Wilson, "Jobless Poverty: A New Form of Social Dislocation in the Inner-City Ghetto" (R)
- 2) Dalton Conley, "Forty Acres and a Mule" (R)
- 3) Thomas Shapiro, "The Hidden Cost of Being African American" (R)

### **October 27 (Lecture)**

Video: "Falling Out of the Model Minority"

<http://www.youtube.com/watch?v=Lv4NYjdeiBg> Assigned Readings

- 1) Deborah Woo, "The Inventing and Reinventing of 'Model Minorities'" (R)
- 2) Maxwell Leung, "Jeremy Lin's Model Minority Problem" (R)
- 3) Phys.Org. "Study: Asian Americans Are Not Viewed as Ideal Leaders" (R)

### **October 29 (Lecture)**

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 1-3

### **November 3 (Lecture)**

#### **Hand out final essay 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) (R)

### **November 5 (Lecture)**

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 4, 6, 7

### November 10 (Lecture)

**Group Progress Sheet Part I (list of group members, basic research question, relevant data from data sheets, reading suggestions) due in class!!!**

Video: Archie Roach “Took the Children Away”

<http://www.youtube.com/watch?v=rpNSrqsU1eI&feature=related>

Assigned Readings

- 1) Guadalupe Valdés, “Con Respeto” (R)
- 2) Mary Crow Dog and Richard Erdoes, “Civilize Them With a Stick” (R)
- 3) Tamar Lewin, “Report Takes Aim at ‘Model Minority’ Stereotype of Asian-American Students” (R)

### Unit 4 Gender Inequality

**Key ideas:**

Social construction of gender/gender socialization  
Institutional sexism  
Gender as a raced and classed experience  
Gender and education

### November 12 (Lecture)

Assigned Reading

- 1) Michael Kimmel, *The Gendered Society*, ch. 7 (R)
- 2) Myra and David Sadker, “Failing at Fairness” (R)
- 3) Anthony Giddens et al. “Gender Inequality” (pp. 223-251) (R)

### November 17 (Lecture)

Video: David Sadker, part 1 and part 2 - Briefing on STEM Education

<http://www.youtube.com/watch?v=fW49eH9yg7E>

<http://www.youtube.com/watch?v=KHBffQCUMSk&feature=relmfu>

Assigned Reading

- 1) Julie Bettie, “How Working-Class Chicas Get Working Class Lives” (R)

### Unit 5 Social Inequality and Sexuality

**Key ideas:**

Social construction of sexuality  
Gender norms and sexuality  
Homophobia  
Sexual minority youth in schools

### November 19 (Lecture)

**Draft of Research Prospectus Due in Class**

Video: CJ Pascoe and Dalton Conley discuss her book, *Dude You're a Fag*

[http://www.youtube.com/watch?v=X\\_nqYnjfe\\_8](http://www.youtube.com/watch?v=X_nqYnjfe_8)

Assigned Reading

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

**November 24 (Lecture)**

Assigned Reading

- 1) Jonathan Ned Katz, "The Invention of Heterosexuality" (R)
- 2) Eric M. Dubé, Ritch C. Savin-Williams, and Lisa M. Diamond, "Intimacy Development, Gender, and Ethnicity among Sexual-Minority Youths" (R)
- 3) Jane Brody, "Gay or Straight, Youths Aren't So Different" (R)

**November 26 NO CLASS**

**Dec. 1 (Lecture/Discussion)**

Assigned Reading

- 1) C.J. Pascoe, *Dude You're a Fag*, ch. 6

**Unit 6: A Better Society?**

**Key ideas:**

Understanding our society as a means of empowerment

Collective action and the "sociological imagination"

The social justice potential of social policies

**Dec. 3 (Lecture/Discussion)**

Assigned Readings:

- 1) Jill Quadagno, "Explaining American Exceptionalism" (R)
- 1) Robert Reich, "What Happened to the American Social Compact?" (R)
- 2) Allan G. Johnson, "What Can We Do? Becoming Part of the Solution" (R)

**December 10 and 12 (Study Week) TBA**

**December 17**

**Final drafts of Research Prospectus due either in my mailbox (410 Barrows) before Dec. 17 or turned into my office—454 Barrows Hall—between 12 and 3:00 p.m. on Dec. 17.**

**Supplementary Book List**

**(I have requested that these books be placed on reserve at Moffitt Library)**

Topic: Class inequality and its political ramifications

Joseph Stiglitz, *The Price of Inequality*

Robert Reich, *Aftershock*

(Recommended but not available for Reserves: Thomas Picketty, *Capital in the 21<sup>st</sup> Century*)

Topic: Lived consequences of class inequality

Barbara Ehrenreich, *Nickel and Dimed*

Barbara Ehrenreich, *Bait and Switch*

focus on youth and class inequality:

Annette Lareau, *Unequal Childhoods* (how families' class and race locations affect their strategies of childrearing)

Paul Tough, *Whatever It Takes* (account of community organizer Geoffrey Canada and his work in developing the cultural capital of low-income children in Harlem)

Julie Bettie, *Women Without Class* (how gender and ethnic stereotypes can reduce educational opportunities for Latinas)

Topic: Racial inequality/structural analyses

Dalton Conley, *Being Black, Living in the Red*

William Julius Wilson, *More Than Just Race, Being Poor and Black in the Inner City*

Topic: Racial inequality (literature)

Maria Hong, ed., *Growing Up Asian American: an anthology*

Harold Augenbraum and Ilan Stavans, *Growing Up Latino: memoirs and stories*

Peter Jamero, *Growing Up Brown: Memoirs of a Filipino American*

Topic: Gender

Mary Pipher, *Reviving Ophelia*

Susan Bordo, *Unbearable Weight* (great collection of essays on popular culture, notions of beauty, eating disorders, etc)

Jennifer Pierce, *Gender Trials* (how gender affects legal workers—a must-read for anyone thinking of becoming a lawyer)

Caitlin Moran, *How To Be a Woman* (warning: text is very funny but uses explicit and, by some measures, offensive language)

Topic: Sexuality

Arlene Stein, *Sex and Sensibility* (on changing parameters of lesbian identity)

Ritch Savin Williams, *The New Gay Teenager*

Topic: Race/Ethnicity and Educational Inequality

Jonathan Kozol, *Ordinary Resurrections* (a touching and hopeful account of children living in a poverty-stricken section of the Bronx)

Jonathan Kozol, *Shame of the Nation*

Beverly Tatum, *Why Are All The Black Kids Sitting Together In The Cafeteria?* (development of racial identity)

Lisa Delpit, *Other People's Children: Cultural conflict in the classroom* (future teachers need to read this book!)

Nancy Lopez, *Hopeful Girls, Troubled Boys*

Jeannie Oakes, *Keeping Track: How schools structure inequality*

If you wish to write a two-page (double spaced) review of one of these books for extra credit, your review should include answers to the following questions:

- 1) What is the main question addressed by this book?
- 2) What is the main argument (or central thesis) put forth by this book?
- 3) What do you think are the book's most important empirical and/or theoretical claims?
- 4) How does the content of the book relate to ideas presented in the class?
- 5) (Optional) Do you see any weaknesses in the book or are there any questions that you would like to ask the author?