

SOCIAL SCIENCES

The distinguished American sociologist, David Riesman, who played a major role in the creation of the general education program in the social sciences at Chicago, once observed that it was only with a "marvelous hubris" that students were encouraged to range over such "large territory" in the social sciences. Indeed, since the 1940s, yearlong sequences designed to introduce students to different types of social scientific data and different forms of social sciences inquiry have become a permanent feature of the Chicago curriculum. Although considerable variety manifests itself in the way the social sciences courses in general education are organized, most of the sequences are informed, as Robert Redfield once suggested, by an attempt "to communicate the historical development of contemporary society" and by an effort "to convey some understanding of the scientific spirit as applied to social problems and the capacity to address oneself in that spirit to such a problem." By training students in the analysis of social phenomena through the development and use of interdisciplinary and comparative concepts, the courses also try to determine the characteristics common among many societies, thus enabling the individual to use both reason and special knowledge to confront rapid social change in the global world of the late twentieth century.

All three courses in a SOSC sequence must be taken in order. Once students begin a sequence, they are expected to remain in the same sequence. NOTE: Students registered in any of the sequences below must attend the first and second class sessions or their registration will be dropped.

SOCIAL SCIENCES COLLEGIATE DIVISION GENERAL EDUCATION SEQUENCES

SOSC 11400-11500-11600	Power, Identity, Resistance I-II-III	300
SOSC 12400-12500-12600	Self, Culture, and Society I-II-III	300
SOSC 13100-13200-13300	Social Science Inquiry I-II-III	300
SOSC 13110-13210-13310	Social Science Inquiry: Formal Theory	300
SOSC 13120-13220-13320	Social Science Inquiry: Spatial Analysis	300
SOSC 14100-14200-14300	Mind I-II-III	300
SOSC 15100-15200-15300	Classics of Social and Political Thought I-II-III	300
SOSC 16100-16200-16300	Global Society I-II-III	300
SOSC 17100-17200-17300	Religion: Cosmos, Conscience, and Community I-II-III	300
SOSC 18400-18500-18600	Democracy: Equality, Liberty, and the Dilemmas of Self-Government I-II-III	300

SOSC 11400-11500-11600. Power, Identity, Resistance I-II-III.

"Power, Identity, and Resistance" examines multiple and interrelated aspects of power, from the roles of economic markets and political states to the social structures that determine individual, class, and gender inequalities.

SOSC 11400. Power, Identity, Resistance I. 100 Units.

The first quarter of this sequence opens with the theoretical basis of the modern, liberal state - social contract theory. We consider how state power was legitimized by common consent and how principles of freedom and equality were anchored in accounts of "the state of nature." We also think about who was party to this original contract and ask whether the prosperity and protection of some was implicitly premised on the exclusion or exploitation of others. As we examine the protections offered by the liberal state against excessive, arbitrary power, we interrogate the limits of state power and ask at what point can we resist it? We trace these dialogues from the seventeenth century through the beginning of the nineteenth century. Texts vary by year and have included: Hobbes, Locke, Rousseau, Burke, Constant, Paine, Wollstonecraft, D. Walker, C.L.R. James

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11500. Power, Identity, Resistance II. 100 Units.

The emergence of the liberal state that we examine in the Fall quarter accompanied the rise of commercial society and industrial capitalism, so in the Winter quarter we turn to theories of political economy. Generally, we are concerned with the relationship between labor and human nature, the organization of economic life, and the relationship between the state and the economy. We pay particular attention to the depiction of society itself as a market and how the capitalist mode of economic organization was linked both to new possibilities for human emancipation and new forms of exploitation and subjection. But we also ask how distinct is the modern form of capitalism? And what do the organization of labor and trade, and the distribution of resources outside of capitalism tell us about the ways power can operate in relation to economy? Texts vary by year and have included: Smith, Marx, Durkheim, Mauss, Hayek, Kropotkin, Arendt, Friedman, S. Mintz, E. Williams

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 11400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 11600. Power, Identity, Resistance III. 100 Units.

In the Spring, we bring the legacies of liberal theory, political economy, and their critique to bear on questions and problems that emerged from the late 19th century to the present. We take up a new dimension of society by thinking about its relationship to the self. How does morality rely on the inner discipline of individuals? How does individual identity rely on recognition by others? This question especially arises in the resistance movements we encounter in the histories of imperialism and totalitarianism. These widen the horizon on historical claims to liberty and equality along lines of race and gender. Finally, from forms of social domination we move to the human domination of nature in which students consider social-scientific approaches to the unstable boundaries between human and non-human worlds. Texts vary by year and have included: Hegel, Tocqueville, Nietzsche, Freud, Fanon, DuBois, Arendt, M.L. King, Foucault, Beauvoir, and C. Korsgaard

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 11500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12400-12500-12600. Self, Culture, and Society I-II-III.

"Self, Culture, and Society" introduces students to a broad range of social scientific theories and methodologies that deepen their understanding of basic problems of cultural, social, and historical existence. The sequence starts with the conceptual foundations of political economy and theories of capitalism and meaning in modern society. Students then consider the cultural and social constitution of the self, foregrounding the exploration of sexuality, gender, and race. Finally, students critically examine dominant discourses of science, individuality, and alterity, keeping an eye towards the application of social theory to contemporary concerns.

SOSC 12400. Self, Culture, and Society I. 100 Units.

The social theories of Ibn Khaldun, Smith, Marx, and Weber, supplemented by historical and ethnographic works, serve as points of departure for considering the characterizing features of the modern world.

Particular emphasis is given to socioeconomic structure, theories of historical change, possibilities for individual freedom, the meaning of work, and globalization.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12500. Self, Culture, and Society II. 100 Units.

In Winter Quarter, students tackle questions about the construction of self and society. The works of Durkheim, Freud, de Beauvoir, Fanon, and others inform investigation of symbolic representation, the strength of social forces, the unconscious, culture, ethics and violence, sexuality, gender, and race.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 12400. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 12600. Self, Culture, and Society III. 100 Units.

In Spring Quarter, students consider contemporary issues and social science approaches to them. Beginning with post-modern, post-colonial, and other critiques of sciences of self, culture, and society (as articulated by Kuhn, Foucault, and Said), the course investigates how new theories arise and new problems are addressed, how new perspectives (more global, more inclusive) test and challenge, and how social scientists change, renew, and improve their insights. The quarter focuses on topics of contemporary concern, including the human impact on the environment, feminism outside the West, and the rise of global cities.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 12500. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13100-13200-13300. Social Science Inquiry I-II-III.

Quantitative data and mathematical information are abundant features of the social world, found in stock markets, unemployment reports, and inflation measures, in pre-election polls and forecasts of election outcomes, in strategic decisions about corporate takeovers, in the spread of disease, and in assessments of job-market discrimination or police violence. Social Science Inquiry aims to help students understand how quantitative social scientists examine such phenomena, highlighting core questions of design, analysis, and presentation. In the general SSI (SSI-General) sequence, we focus on widely used quantitative social science methods with special emphasis on causal inference, or the logic and methods by which one can ascertain the effect of one social phenomenon on another. In the Fall, we consider questions of research design, including the design of experimental and observational research. In the Winter, we introduce students to quantitative analysis of social data, with a special emphasis on hypothesis testing and regression analysis. In the Spring, students explore research questions of their own choosing in greater depth, culminating in a research paper.

SOSC 13100. Social Science Inquiry I. 100 Units.

The Autumn Quarter starts by introducing students to the various ways that social scientists think about the world. Examples include theoretical models from Milton Friedman, Thomas Schelling, and John Nash; path-breaking experiments from Stanley Milgram and Daniel Kahneman; and quantitative research on topics ranging from voting to gun violence to baby names. Through these works, students will learn how researchers theorize about social phenomena.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13200. Social Science Inquiry II. 100 Units.

In the Winter Quarter, students will be introduced to social science research tools. They will learn how to collect data, conduct experiments, and make causal inferences from statistics. Using the General Social Survey, the National Election Studies, and other surveys, students will gain hands-on experience working with large data sets.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13300. Social Science Inquiry III. 100 Units.

In the Spring Quarter, students will conduct their own substantial research project. Students will learn how to translate their ideas into research questions, their theories into testable hypotheses, and their findings into meaningful conclusions. By year's end, students will develop a critical perspective on many perennial social questions and, ultimately, acquire "quantitative literacy," essential skills in an increasingly data-driven world.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13110-13210-13310. Social Science Inquiry: Formal Theory.

Social Science Inquiry: Formal Theory builds on the rich traditions of rational choice scholarship set in place by James Coleman and Gary Becker. Mastering game theoretic and public choice models is an invaluable tool for understanding how interest groups influence politics, how voting takes place in Congress, how matches are made in the dating world, or how neighborhood arrangements are coordinated. More broadly, applications of formal theory to social science include explaining how peace negotiations occur between governments and rebels in the aftermath of civil war, how trade unionists bargain over wages with employers, and even the decisions of autocrats to step down from power and allow for free elections. SSI-Formal Theory will introduce students to the systematic study of social, political, and economic interactions, where the optimal course of one person's action depends on the options and preferences of other people involved in the interaction. Students will learn how to model strategic situations in the language of mathematics and how to make equilibrium predictions.

SOSC 13110. Social Science Inquiry: Formal Theory I. 100 Units.

Social Science Inquiry: Formal Theory I introduces students to deductive reasoning and teaches them primitives of rational choice—players, strategies and preferences.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13210. Social Science Inquiry: Formal Theory II. 100 Units.

Social Science Inquiry: Formal Theory II covers two basic equilibrium concepts: Nash, and Subgame Perfect Nash.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13110. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13310. Social Science Inquiry: Formal Theory III. 100 Units.

Social Science Inquiry: Formal Theory III covers games of incomplete information, including Bayesian Nash and Perfect Bayesian Nash equilibrium.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13210. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13120-13220-13320. Social Science Inquiry: Spatial Analysis.

Social Science Inquiry: Spatial Analysis deals with the fundamental role of space, place, location, distance, and interaction—crucial to tackling many research questions in the social sciences. This sequence of three courses explores the fundamentals of spatial analysis, a collection of quantitative methods in which space is explicitly accounted for. The three courses explore different concepts of space; how it is measured, represented, and accounted for in social science methodology; and how spatial problems are solved (spatial reasoning).

SOSC 13120. Social Science Inquiry: Spatial Analysis I. 100 Units.

This course explores the concept of spatial thinking and how it has been incorporated in research in the social sciences. Fundamental notions related to space, such as location, distance, spatial interaction, among others are explored in classic readings in quantitative geography, as well as in several recent examples of research papers in urban studies, sociology, political science, criminology, public health, and economics.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13220. Social Science Inquiry: Spatial Analysis II. 100 Units.

This second course in the sequence covers basic principles of spatial analysis, geographic information science and spatial statistics. A range of methods for spatial data exploration and analysis are covered. A heavy emphasis is on carrying out the analysis by means of the open source statistical software R and its many spatial packages.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 13120. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 13320. Social Science Inquiry: Spatial Analysis III. 100 Units.

In this third course of the spatial analysis sequence, the concepts and methods covered so far are applied to an actual research problem that deals with an issue where the role of space is important. The focus is on formulating a research question, collecting and analyzing data and communicating the results.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 13220. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14100-14200-14300. Mind I-II-III.

"Mind" explores subjective experience and behavior through the lens of underlying mental processes, biological mechanisms, and social context. Drawing from research in the social sciences and beyond, the course broadly considers how empirical approaches can shape our understanding of long-standing questions about human experience. Each quarter of Mind is taught by a different group of faculty, and the material in each quarter is arranged into a broad theme that makes connections across quarters. These themes vary from year to year.

SOSC 14100. Mind I. 100 Units.

The first quarter of Mind challenges the naïve impression that our subjective experience of reality is a veridical reflection of the external world. By introducing a wide-range of phenomena that illustrate the constructive nature of experience-- perceptual, conceptual, affective, social, and cultural-- the lectures and readings engage students in analyzing the mind's role in the construction of our realities. In particular, we consider our subjective awareness of and introspective access to the mental processes that shape reality for us and the bottom-up and top-down control of information processing in generating that reality. During the second half of the quarter we examine the dynamic nature of mind-- how our constructed realities emerge and change over time and role of nature and nurture in their development across a variety of time scales, exploring processes that unfold over the course of milliseconds as well as those that unfold over millennia.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14200. Mind II. 100 Units.

This quarter focuses on how we can explain the causes of mental phenomena that are at once manifest in biological materials and determined by social and cultural forces. We examine theoretical explanations for a wide range of mental and behavioral phenomena based on mechanisms that operate at different levels of scientific analysis, including genetic, hormonal, neural, psychological, social, and cultural. The goal is to illustrate how explaining phenomena at different levels of analysis not only provides a richer, more detailed understanding of mental states and processes but can constrain causal models and lead to theoretical advances. Lectures cross-cut topics such as function and mechanism, reductionism and emergence, dynamic processes, genetics and epigenetics, distributed vs. localized neural representation, neuroendocrine systems, cognitive process models, modularity of processing, and socio-cultural interactions.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 14100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 14300. Mind III. 100 Units.

Spring quarter of Mind examines the highly context-dependent nature of psychological processes and how their operation changes depending on the particular goals, decisions, and applications for which they are used. Context can be viewed broadly to include the physical environment, other people, and the invisible forces of culture and society, i.e., external sources of context. However, it is equally important to consider the internal psychological and biological context of mental activity, e.g., the interactive effects of motivation, affect, attention and knowledge on a particular process or phenomenon. Lectures address a variety of topics, including distraction and attentional control, environmental effects on attention and mood, political attitudes, decision-making, mathematical knowledge, emotion, and language use.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 14200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15100-15200-15300. Classics of Social and Political Thought I-II-III.

"Classics of Social and Political Thought" reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions. What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality.

We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life.

SOSC 15100. Classics of Social and Political Thought I. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions.

What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Autumn Quarter have included Plato, Aristotle, Aquinas, and Machiavelli.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15200. Classics of Social and Political Thought II. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions.

What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Winter Quarter have included Hobbes, Locke, and Rousseau.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 15100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 15300. Classics of Social and Political Thought III. 100 Units.

'Classics of Social and Political Thought' reads classic texts from Plato and Aristotle to Nietzsche and DuBois in order to investigate criteria for understanding and judging political, social, and economic institutions.

What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We examine alternative conceptions of society, law, authority, consent, and dissent that underlie continuing controversies in contemporary political life. In recent years, thinkers read in the Spring Quarter have included J.S. Mill, Tocqueville, Marx, Nietzsche, W.E.B. Du Bois, and Simone de Beauvoir.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 15200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16100-16200-16300. Global Society I-II-III.

Global Society is organized around three essential areas for making sense of a globalized world: social thought, population, and social change. The sequence is designed to cultivate an understanding of social science research that extends beyond experiences and processes that are particular to Western civilizations. The curriculum will expose students to a long-standing, globally expansive canon within the social sciences and teach students to distinguish cultural particulars from universal concerns.

SOSC 16100. Global Society I. 100 Units.

The first quarter of Global Society addresses social thought from a global perspective by first considering some classic works from the Western tradition and then reading major statements about society from the classical traditions of others cultures including: Latin America, Islam, East Asia, and Africa. In Global Society, students read these statements simultaneously as theoretical treatises, as empirical approaches, and as normative prescriptions for the social world. This three-pronged approach enables us to disentangle differences in empirical perception from differences in values and to assess how, in combination, these color our own inevitably particular judgments of world events. The course opens a set of themes that will run through the entire sequence: individual-and-society, tradition-and-change, sources of social values, difference and particularity. The pedagogical emphasis is on close reading, discussion, and analytic writing. Possible readings include: Thomas More, J. J. Rousseau, D. F. Sarmiento, Ali Shariati, Raden Ayu Kartini, and Léopold Sédar Senghor

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16200. Global Society II. 100 Units.

The second quarter of Global Society is built around the theme of population and is designed as a hybrid course that brings together a) an intellectual history of population thought and census-taking and b) a practical introduction to basic demographic tools and contemporary debates about population. Students will engage Malthus, his detractors, and new incarnations of Malthusian thought in detail. Questions considered will include: What is a population? What is at stake when we count? How many people can this earth support? What are the implications of population shifts for individual life chances? For social values and patterns of difference? Students will learn how to construct basic period lifetables, how to compare

populations and sub-populations using basic standardization techniques, and how to analyze generations and cohorts in context. At the same time, since population issues like reproduction, migration, and mortality are simultaneously philosophical, political, and empirical matters, students will connect these practical and empirical analyses to political and value debates about the causes and consequences of population change. Possible texts include: Graunt, Petty, Malthus, Nehru, Wu Ta-k'un, and contemporary instantiations.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 16100. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 16300. Global Society III. 100 Units.

This third part of the sequence marries themes that emerge from Global Social Thought and Population, with an emphasis on social change and development during twentieth and twenty-first centuries. From the perspective of Global Society, "change" and "development" encompass everything from micro-level changes in gender relations to macro-level shifts in the global economy. With new theoretical and empirical tools from parts 1 & 2 of the sequence, students will engage the empirical, the theoretical, and the normative aspects of defining and evaluating long-run and short-run social change. Using global and comparative lenses, we examine forms of state repression, civil resistance, religious transformations, technological and economic changes, and the effects of these large social patterns on individual persons. Students will write about the relationship of individuals to broad forces of social change, connecting themes from the first and second quarters. The sequence concludes with a set of writing workshops designed to guide students through the steps of producing a capstone sequence paper. Using the skills and tools they've acquired throughout the sequence, students will analyze the relationship of a particular cohort (anchored in a time, place) to social change, with a focus on the empirical, normative, and theoretical stakes, their causes and consequences. Possible texts include: Geertz, DuBois, Srinivas, and contemporary instantiations.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 16200. These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 17100-17200-17300. Religion: Cosmos, Conscience, and Community I-II-III.

"Religion: Cosmos, Conscience, and Community" investigates the contributions made by various religious traditions and literatures to the multiple, often competing ways in which human beings have explained the world, thought about existence, and theorized the human. This sequence asks students not simply to synthesize materials in a single intellectual tradition, but rather to think across traditions, identifying points of convergence and divergence. Students will wrestle with how religious ideas, discourses, and practices inform the construction of knowledge and the formation of modern social scientific inquiry. Finally, this shared exploration affords students the opportunity to ask what the social sciences can and do contribute to issues of pressing or even ultimate concern: How do societies conceptualize good and evil? What is to be done, individually and/or collectively, about suffering and injustice? What constitutes the "good" life? What can we hope for?

SOSC 17100. Religion: Cosmos, Conscience, and Community I. 100 Units.

The first quarter of this sequence prioritizes questions concerning epistemology and cosmology. Taking its cue from Durkheim, who argues that religion "has not merely enriched the human intellect already formed, but in fact has helped to form it," this course explores how religious traditions around the globe have articulated the nature of knowledge, organized social realities, and imagined individual and collective identities. Students begin by examining how religious traditions narrate the origin of the world. They then query how individuals and societies situate themselves through cosmological speculation. On this foundation, the class will examine how social forms of power influence, and are influenced by, beliefs about divinities, the supernatural, and/or the nature of existence. Course materials encompass modern criticism of religion as well as evidence of the enduring power of religious thought in the modern world. Readings include Durkheim, Plato, Genesis, the Daodejing, Al-Ghazali, Avicenna, Descartes, Spinoza, Hume, and the Gettysburg Address.

Instructor(s): Staff Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 17200. Religion: Cosmos, Conscience, and Community II. 100 Units.

During Autumn Quarter, we examined the ways in which religions inform categories of knowledge and accounts of natural and social order. In the Winter Quarter, we turn our attention elsewhere: How do societies conceptualize the nature of evil, suffering, and human frailty? How do they grapple with the gap between religious and/or moral ideals, on the one hand, and the realities of human finitude and weakness, on the other? What can be done about suffering and evil on individual and collective levels? How do group and individual practices identify and address these concerns? Throughout history and across cultures, people have often grappled with these questions through religious beliefs, practices, and writing. This course features authors who approach these issues by theorizing the role of the individual vis-à-vis society. Readings include Freud, Plato, the Bhagavad Gita, The Book of Job, Paul's Letter to the Romans, Augustine, Kafka, Nietzsche, the "Word of the Buddha," Simone Weil, and Georges Bataille.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SOSC 17100

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 17300. Religion: Cosmos, Conscience, and Community III. 100 Units.

Building upon the Autumn and Winter Quarter courses, the third course within this sequence foregrounds ideology, politics, ethics, and critique. Students will explore themes central to religious traditions and ideologies: justice, community, the future, hope, and despair. We will tackle these issues through pursuing a constellation of questions: What ideas and practices do religions propose to remedy and cope with the challenges of life? How do religious traditions articulate social criticism? To what extent, and in what ways, do religions address matters of justice, love, and compassion? Students will explore how authors from various religious and ideological viewpoints have envisioned moral obligations to neighbor, enemy, the community, and the environment. How do religions express and/or disrupt types of social, economic, and political power? Finally, students will reflect on how we might responsibly study and evaluate religious proposals to these questions. Readings include Marx, Ali Shariati, Maimonides, Leo Strauss, Al-Farabi, Locke, Weber, Gandhi, Martin Luther King Jr., and Foucault.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SOSC 17100, SOSC 17200

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 18400-18500-18600. Democracy: Equality, Liberty, and the Dilemmas of Self-Government I-II-III.

The Democracy sequence examines democracy as it has been practiced around the world since its emergence over two and a half millennia ago. It considers democracy to be not only a particular kind of regime and politics organized around the principle of self-government, but also a kind of social order ostensibly defined by the operation of power among independent equals (sometimes conceptualized as the balance between liberty and equality). Rather than presume self-government and equal liberty to be universal ideals or accomplished realities, this sequence explores how their categorical assertion amid often drastic imbalances of social and political power has produced unequal outcomes and other unintended consequences. To grapple with the analytical challenge posed by democracy requires blending multiple modes of analysis—historical, comparative, institutional, social, political, cultural, conceptual, textual—to bring empirical evidence and theoretical frameworks into mutually reinforcing focus. In addition to the critical reading and analysis of texts traditional to general education at the University of Chicago, the Democracy sequence guides students in the fundamentals of independent inquiry through assignments requiring library research and supporting intellectual habits that are essential to social-scientific inquiry and democratic citizenship.

SOSC 18400. Democracy: Equality, Liberty, and the Dilemmas of Self-Government I. 100 Units.

The first quarter of the Democracy sequence examines the establishment, maintenance, and demise of pre-modern popular governments, specifically Athenian democracy, the Roman Republic, and the medieval/Renaissance Florentine commune. Through close textual reading, conceptual and institutional analysis, and historical inquiry, students explore the stability, security, and constitutional forms of such regimes, and the place of liberty, equality, and justice within them (relative to other regime types such as monarchies and oligarchies). When engaging the question of how democracies decline and die, students consider factors such as civic corruption, oligarchic encroachment, and imperial overreach. Students read and discuss both primary texts from these regimes and social scientific analyses of them.

Instructor(s): John McCormick Terms Offered: Autumn

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 18500. Democracy: Equality, Liberty, and the Dilemmas of Self-Government II. 100 Units.

The second quarter of the Democracy sequence is devoted to the historical understanding of the emergence and fragility of democracy, probing sources of change and continuity-revolutionary rupture, constitutional stabilization, and counter-revolutionary reaction. The course has a number of overarching goals. First, students discover the diverse advantages offered by varied modes of inquiry in the social sciences as practiced by historians, sociologists, political scientists and economists, and theorists of all stripes. Second, students engage with texts to uncover multiple layers of analysis. In addition to reading works of philosophy and theory that augment texts assigned in the first term, students also examine political manifestos, constitutions, correspondence, speeches, essays, broadsides, and the like. Third, students develop intellectual habits and skills that are essential to independent inquiry, moving beyond the debates of the seminar room to pursue a guided encounter with library research.

Instructor(s): Stephen Pincus, James T. Sparrow Terms Offered: Winter

Prerequisite(s): SOSC 18400

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

SOSC 18600. Democracy: Equality, Liberty, and the Dilemmas of Self-Government III. 100 Units.

The final quarter of the Democracy sequence grapples with the possibilities of, and challenges to, democratic government in the twentieth and twenty-first centuries. Faced with the bleak panorama of contemporary democratic erosion and breakdown, what can we learn from twentieth-century debates about democracy? When democracy has come under threat before, what ideas have emerged, from its detractors and from its

defenders? This course offers a window into those debates. Students learn how political theorists, some of them also political participants, have responded to fascism, authoritarianism, and racial oppression, from the inter-war years through the middle decades of the last century. At the end of the course, students explore ideas about our current crises. Readings and written assignments sustain the concern for close textual analysis and historical inquiry established earlier in the sequence, but also highlight systematic attention to the uses of comparison, both over time and across nations.

Instructor(s): Elisabeth Clemens Terms Offered: Spring

Prerequisite(s): SOSC 18500

Note(s): These courses must be taken in sequence. Students registered in this sequence must attend the first and second class sessions or their registration will be dropped.

COLLEGIATE COURSES

SOSC 18100. Topics in Behavioral and Social Sciences Relevant to Medicine. 100 Units.

This course will survey key topics in behavioral and social sciences relevant to training in and practice of medicine. Among the topics addressed will be sensation and perception, cognition, social psychology, and the biological bases of behavior, as well as communications theory, institutional organization, sociology of health choices and outcomes, statistical reasoning, and research design. Grades will be based on a combination of exams and quizzes. There are no prerequisites for this course. It will not count toward major or minor credit in any College program with the exception of the Health and Society minor.

Instructor(s): K. Le Doux Terms Offered: Autumn Winter

Prerequisite(s): There are no prerequisites for this course.

Note(s): This course is most appropriate for second- and third-year students, preparing for the MCAT.

Equivalent Course(s): HLTH 18100

SOSC 20206. Qualitative Research: Impact & Insights for Industry. 100 Units.

What distinguishes impactful applied research from academic study? How can qualitative insights not just inform but transform decision making in private, public, and nonprofit organizations? This course is designed for students who are curious about the fields of market research, consulting, and related fields, offering a deep dive into the practical application of qualitative methods in solving real organizational challenges. Through real-world case studies, students will explore a spectrum of contemporary qualitative research techniques. These methods are not just academic tools but catalysts for strategic decision-making in marketing, business, and beyond. The course culminates in a final project where students apply their learnings to a genuine client challenge, transitioning from theory to practice. By centering the course on dynamic, results-oriented research in industry, this course sheds light on the ways that qualitative research is invaluable to organizational strategy and decision making. Students will gain exposure to how qualitative insights can be game-changing in areas ranging from brand equity to new product innovation.

Equivalent Course(s): MAPS 30206

SOSC 20210. UX Research Foundations. 100 Units.

User Experience ("UX") is a professional field and practice that aims to understand the core needs of users to positively impact the experience and successful adoption of a product. How we define "product" in UX has great variation and can be physical, digital, or omnichannel-this makes the field of study highly nuanced, complex, and engaging. UX practitioners are present in a variety of industries including Tech, Automotive, Healthcare, Travel, and CPG (consumer packaged goods). UX Researchers specifically contribute to this field by deeply understanding and measuring user outcomes. We report both findings and actionable insights for product, design, insights, engineering, marketing, and business stakeholders. To do so successfully, many user research methodologies are leveraged (both qualitative and quantitative) and findings are socialized in a way that makes product (rather than pedagogical) impact. This course aims to lay a theoretical and methodological foundation for user experience research and reporting. The goal of this course is to equip students who are curious about UX with the basic foundation needed to enter the job market. Students will gain a deep theoretical and historical understanding of the field of User Experience and its methods, learn basic design principles to help them communicate with colleagues in an applied context, and produce a final project (and supplementary research materials) that can serve as a professional portfolio piece/case study.

Equivalent Course(s): MAPS 30210

SOSC 21001. Human Rights: Contemporary Issues. 100 Units.

This course examines basic human rights norms and concepts and selected contemporary human rights problems from across the globe, including human rights implications of the COVID pandemic. Beginning with an overview of the present crises and significant actors on the world stage, we will then examine the political setting for the United Nations' approval of the Universal Declaration on Human Rights in 1948. The post-World War 2 period was a period of optimism and fertile ground for the establishment of a universal rights regime, given the defeat of fascism in Europe. International jurists wanted to establish a framework of rights that went beyond the nation-state, taking into consideration the partitions of India-Pakistan and Israel-Palestine - and the rising expectations of African-Americans in the U.S. and colonized peoples across Africa and Asia. But from the beginning, there were basic contradictions in a system of rights promulgated by representatives of nation-states that ruled colonial regimes, maintained de facto and de jure systems of racial discrimination, and imprisoned political dissidents and journalists. Cross-cutting themes of the course include the universalism of human rights, problems of impunity and accountability, notions of "exceptionalism," and the emerging issue of the "shamelessness" of

authoritarian regimes. Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.

Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Spring Winter

Equivalent Course(s): LACS 21001, HIST 29304, HMRT 21001, DEMS 21001, CHST 21001, CRES 21001, LLSO 21001

SOSC 21100-21200. Music in Western Civilization I-II.

This two-quarter sequence explores musical works of broad cultural significance in Western civilization. We study pieces not only from the standpoint of musical style but also through the lenses of politics, intellectual history, economics, gender, cultural studies, and so on. Readings are taken both from our music textbook and from the writings of a number of figures such as St. Benedict of Nursia and Martin Luther. In addition to lectures, students discuss important issues in the readings and participate in music listening exercises in smaller sections.

SOSC 21100. Music In Western Civilization I: To 1750. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our first quarter (MUS 12100 etc.) spans roughly the period between Charlemagne's coronation as Holy Roman Emperor (800 CE) and the dissolution of the Empire (1806) with the triumph of Napoleon across Western Europe.

Instructor(s): R. Kendrick Terms Offered: Autumn

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts. Please note that MUSI 12100-12200 will not be offered on campus in 2023-24. The sequence will be offered in Paris through Study Abroad in Autumn 2023. Information about the Paris offering is available here: <https://study-abroad.uchicago.edu/paris-music-western-civilization>. Students who have not taken MUSI 12100 should be aware that the course will not be offered on campus until Autumn 2024.

Equivalent Course(s): MUSI 12100, HIST 12700

SOSC 21200. Music In Western Civ II. 100 Units.

This course, part of the Social Sciences Civ core, looks at musics in different moments of Euro-American history and the social contexts in which they originated, with some comparative views on other world traditions. It aims to give students a better understanding of the social contexts of European music over this period; aids for the basic sound structures of pieces from these different moments; and convincing writing in response to prompts based on source readings or music pieces. Our second quarter (MUS 12200 etc.) runs from the beginning of European Romanticism around 1800 to the turn of the 21st century.

Terms Offered: Winter

Note(s): Prior music course or ability to read music not required. Students must confirm enrollment by attending one of the first two sessions of class. This two-quarter sequence meets the general education requirement in civilization studies; it does not meet the general education requirement in the arts. Please note that MUSI 12100-12200 will not be offered on campus in 2023-24. The sequence will be offered in Paris through Study Abroad in Autumn 2023. Information about the Paris offering is available here: <https://study-abroad.uchicago.edu/paris-music-western-civilization>. Students who have not taken MUSI 12100 should be aware that the course will not be offered on campus until Autumn 2024.

Equivalent Course(s): HIST 12800, MUSI 12200

SOSC 21700-21800-21900. Introduction to Linguistics I-II-III.

These courses typically are taken in sequence. This course is an introductory survey of methods, findings, and problems in areas of major interest within linguistics and of the relationship of linguistics to other disciplines. Topics include the biological basis of language, basic notions of syntax, semantics, pragmatics, basic syntactic typology of language, phonetics, phonology, morphology, language acquisition, linguistic variation, and linguistic change.

SOSC 21700. Intro To Linguistics-1. 100 Units.

TBD

Equivalent Course(s): ANTH 37001, LING 30100, ANTH 27001, LING 20100

SOSC 21800. Intro To Linguistics-2. 100 Units.

TBD

Equivalent Course(s): ANTH 27002, LING 30200, ANTH 37002, LING 20200

SOSC 21900. Introduction To Linguistics-3. 100 Units.

TBD

Equivalent Course(s): LING 30300, LING 20300, ANTH 37003, ANTH 27003

SOSC 22000-22100-22200. Islamic Thought and Literature I-II-III.

This sequence meets the general education requirement in civilization studies. Taking these courses in sequence is recommended but not required.

SOSC 22000. Islamic Thought and Literature I. 100 Units.

This sequence explores the thought and literature of the Islamic world from the coming of Islam in the seventh century C.E. through the development and spread of its civilization in the medieval period and into the modern world. Including historical framework to establish chronology and geography, the course focuses on key aspects of Islamic intellectual history: scripture, law, theology, philosophy, literature, mysticism, political thought, historical writing, and archaeology. In addition to lectures and secondary background readings, students read and discuss samples of key primary texts, with a view to exploring Islamic civilization in the direct voices of the people who participated in creating it. All readings are in English translation. No prior background in the subject is required. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Flowers, Adam Terms Offered: Autumn

Equivalent Course(s): HIST 25610, NEHC 20601, MDVL 20601, RLST 20401

SOSC 22100. Islamic Thought and Literature II. 100 Units.

This course covers the period from ca. 950 to 1700, surveying works of literature, theology, philosophy, sufism, politics, history, etc., written in Arabic, Persian and Turkish, as well as the art, architecture and music of the Islamicate traditions. Through primary texts, secondary sources and lectures, we will trace the cultural, social, religious, political and institutional evolution through the period of the Fatimids, the Crusades, the Mongol invasions, and the "gunpowder empires" (Ottomans, Safavids, Mughals).

Instructor(s): Adam Flower - Firas Alkhateeb Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): RLST 20402, HIST 25615, NEHC 20602, MDVL 20602

SOSC 22200. Islamic Thought and Literature III. 100 Units.

This course covers the period from ca. 1700 to the present. It explores Muslim intellectuals' engagement with tradition and modernity in the realms of religion, politics, literature, and law. We discuss debates concerning the role of religion in a modern society, perceptions of Europe and European influence, the challenges of maintain religious and cultural authenticity, and Muslim views of nation-states and nationalism in the Middle East. We also give consideration to the modern developments of transnational jihadism and the Arab Spring. This course sequence meets the general education requirement in civilization studies.

Instructor(s): Holly Shissler - Tobias Scheunchen Terms Offered: Spring

Equivalent Course(s): RLST 20403, NEHC 20603, HIST 25616

SOSC 23000-23100. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SOSC 23000. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): Muzaffar Alam Terms Offered: Winter

Equivalent Course(s): MDVL 20100, SALC 20100, SALC 30100, HIST 10800, ANTH 24101

SOSC 23100. Introduction to the Civilizations of South Asia II. 100 Units.

The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): HIST 10900, ANTH 24102, SALC 20200

SOSC 24000-24100-24200. Introduction to Russian Civilization I-II-III.

This three-quarter sequence, which meets the general education requirement in civilization studies, provides an interdisciplinary introduction to Russian civilization. The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

SOSC 24000. Introduction to Russian Civilization I. 100 Units.

The first quarter covers the ninth century to the 1870s; the second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): Staff Terms Offered: Autumn

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): REES 26011, HIST 13900

SOSC 24100. Introduction to Russian Civilization II. 100 Units.

The second quarter continues on through the post-Soviet period. Working closely with a variety of primary sources—from oral legends to film and music, from political treatises to literary masterpieces—we will track the evolution of Russian civilization over the centuries and through radically different political regimes. Topics to be discussed include the influence of Byzantine, Mongol-Tataric, and Western culture in Russian civilization; forces of change and continuity in political, intellectual and cultural life; the relationship between center and periphery; systems of social and political legitimization; and symbols and practices of collective identity.

Instructor(s): E. Gilburd & Staff Terms Offered: Winter

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): HIST 14000, REES 26012

SOSC 24200. Introduction to Russian Civilization III. 100 Units.

When taken following Introduction to Russian Civilization I and II, Introduction to Russian Civilization III meets the general education requirement in Humanities, Civilization Studies, and the Arts. The course is thematic and will vary from year to year. Spring 24 theme: This course tracks how the radical anti-government philosophy of anarchism influenced major cultural figures and texts as well as revolutionary movements in the Russian Empire, Soviet Union, and post-Soviet Russia. Against the authoritarianism associated with Russia, anarchism provided an enticing (or terrifying!) political alternative—particularly for writers, artists and revolutionaries. We read texts by Dostoevsky, Tolstoy and others, look at major works of art influenced by anarchist ideas, and learn about grassroots movements in the Russian Revolutions, Civil War, Soviet cultural underground and, eventually, Perestroika. We follow waves of immigration the United States and Europe and observe how governments across the world shaped their policies on immigration and free speech in response to the menace of anarchists and other revolutionaries from Eastern Europe. Finally, we look at how contemporary art and social movements today explore radical politics. Assignment options will include creative projects and student-led research.

Instructor(s): E. Gilburd Terms Offered: Spring

Note(s): Students who wish to take this course for Civilization Studies Core credit must also take Russ Civ I and II.

Equivalent Course(s): REES 26015, HIST 14100

SOSC 24001-24002-24003. Colonizations I-II-III.

This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.

SOSC 24001. Colonizations I: Colonialism, Enslavement and Resistance in the Atlantic World. 100 Units.

This quarter examines the making of the Atlantic world in the aftermath of European colonial expansion. Focusing on the Caribbean, North and South America, and western Africa, we cover the dynamics of invasion, representation of otherness, enslavement, colonial economies and societies, as well as resistance and revolution.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.

Equivalent Course(s): CRES 24001, ANTH 24001, RDIN 24001, HIST 18301

SOSC 24002. Colonizations II: Imperial Expansion, Anti-Imperialism, and Nation in Asia. 100 Units.

This quarter covers the histories of modern European and Japanese colonialism in South and East Asia and the Pacific. Themes examined include the logics and dynamics of imperial expansion and rule; Orientalist discourses; uprisings and anti-imperial movements; the rise of nationalisms; and paths to decolonization in the region.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): HIST 18302, CRES 24002, ANTH 24002, RDIN 24002, SALC 24002

SOSC 24003. Colonizations III: Decolonization, Revolution, Freedom. 100 Units.

The third quarter considers the processes and consequences of decolonization both in newly independent nations and former colonial powers. Through an engagement with postcolonial studies, we explore the problematics of freedom and sovereignty; anti-colonial movements, thinking and struggles; nation-making and nationalism; and the enduring legacies of colonialism.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24003, SALC 20702, HIST 18303, RDIN 24003, CRES 24003

SOSC 24505. Human Rights in Mexico. 100 Units.

This course is intended to give the student a foundation in understanding human rights as both concept and reality in contemporary Mexico. Subject matter includes an overview of key periods in Mexican history in which concepts of individual and group rights, the relationship between citizens and the state, and the powers of the Church and the state were subject to change. This historical review will form the foundation for understanding human rights issues in contemporary Mexico. The course will also examine modern social movements which frame their demands as human rights.

Instructor(s): S. Gzesh Terms Offered: Winter 2016

Prerequisite(s): A reading knowledge of Spanish and at least one course on Latin American history or culture are required.

Equivalent Course(s): HMRT 24501, HMRT 34501, HIST 39408, LACS 34501, HIST 29408, LACS 24501

SOSC 24506. The Rights of Immigrants and Refugees in Practice. 100 Units.

This course employs an interdisciplinary approach to examine the work of social justice advocacy for and by non-citizens in the U.S. including asylum seekers, immigrant workers, women as migrants, migrant children, and the undocumented. Our readings will place selected case studies in their local, national, and international context. We will draw on sources from law, history, sociology, political science, and the arts. Texts, films, and guest speakers will address the history of immigrants' rights advocacy in the Chicago and the U.S., with selected global examples. Topics will include the rights of asylum seekers, the problems of migrant workers (guest-workers and the undocumented), women and children as migrants, and the impact of the global pandemic on migration in general. The case studies will illuminate the role of immigrants as leaders and the relationship between impacted communities and the state. We will meet with journalists, elected officials, organizers, academics, artists, lawyers, and immigrant community leaders to discuss distinct approaches to migrants' rights advocacy.

Instructor(s): Susan Gzesh Terms Offered: Spring

Equivalent Course(s): CHST 24506, LLSO 24506, HMRT 26813, GLST 24506

SOSC 24701. Human Rights: Migrant, Refugee, Citizen. 100 Units.

The fundamental principle underlying human rights is that they are inherent in the identity of all human beings, regardless of place and without regard to citizenship, nationality, or immigration status. Human rights are universal and must be respected everywhere and always. Human rights treaties and doctrines mandate that a person does not lose their human rights simply by crossing a border. While citizens enjoy certain political rights withheld from foreigners within any given nation-state, what ARE the rights of non-citizens in the contemporary world? Students will research a human rights topic of their choosing, to be presented as either a final research paper or a group presentation.

Instructor(s): Susan Gzesh, Senior Lecturer, (The College) Terms Offered: Autumn Winter

Prerequisite(s): A prior course in Human Rights or a migration-related topic would be desirable but not necessary

Equivalent Course(s): HMRT 24701, LLSO 24701, CRES 24701, LACS 25303, HMRT 34701, SSAD 44701

SOSC 25100. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): R. Vargas Terms Offered: Spring

Equivalent Course(s): SOCI 20104, CRES 20104, SOCI 30104, GEOG 22700, GEOG 32700, CHST 20104, ENST 20104, ARCH 20104

SOSC 25131. Evolution in Thought, Art, and Culture. 100 Units.

Evolution, as it is understood by biologists and other scientists, refers to the process of generational change in the inherited characteristics of life forms. But it is also a powerful idea with ongoing significance for debates about human nature and the human relationship to nonhuman life and technology. Since its development in the nineteenth century, the idea of evolution has motivated countless writers, scientists, philosophers, and artists to imagine and advocate for diverse visions of the future of human life on earth and beyond. Through materials as diverse as Darwin's own account of his formulation of the theory of evolution to science fiction films like *Gattaca*, we will consider a variety of engagements with evolutionary thought ranging from the construction of political utopias to programs in genetic manipulation and biohacking to efforts at preserving the past and future of endangered species. In so doing, we will analyze the history of evolutionary speculation, consider the ethical values associated with the various scientific, social, and cultural projects it has inspired, and develop the critical skills needed to tackle questions raised by developments in science and technology.

Terms Offered: Summer

SOSC 25313. Beyond Human: Geniuses, Superheroes and A.I. 100 Units.

This interdisciplinary course will explore what it means to be human by spotlighting cases that push the limits of human cognition. We will study sociological and psychological works that deal with topics ranging from gifted individuals, superhuman abilities, and technological wonders. As we do so, we will bring into conversation the real and the imagined-moving from social experiments to works of fiction and media productions. Questions

we will tackle throughout the course include: Why do we look at geniuses with both awe and anxiety? What can superhero movies tell us about morality? Can we trust the machines that we built? Together, we will discuss how different cultural understandings and social contexts shape the answers we give to these questions.

Terms Offered: Summer

SOSC 25314. The Rise and Persistence of "The Top 1%": The Sociology of Economic Advantage. 100 Units.

In many parts of the world, socioeconomic inequality has been on the rise for several decades. Within these countries, the wealth, resources, and power of "the Top 1%" seems to be reaching unparalleled levels. Who comprises this "elite"? How does an individual attain this status? How do they perform and reproduce their status in society? What role can (and should) the members of such an elite play in society? How might all of this be changing in the 21st century? This course explores these questions by turning our sociological lenses on those who are advantaged in structures of equality, and how they acquire, claim, and amass power and resources. Throughout the course, students will learn how to critically read social theory, draw on sociological concepts to debate real world dilemmas, and form their own nuanced and informed opinions.

Terms Offered: Summer

SOSC 25315. The Possibility of Freedom. 100 Units.

Since the eighteenth century, freedom has served as one of the primary ends toward which political life is directed, and perhaps as a result freedom has come to be understood largely in political terms. In this course we will question this association of freedom and politics, both with an eye toward expanding the possible avenues through which freedom can be understood and enjoyed while also identifying the conditions under which freedom can be meaningfully lived in the political realm. We will begin the course by engaging with classic thinkers like Jean-Jacques Rousseau and Alexis de Tocqueville. We will then move to a consideration of twentieth- and twenty-first century thinkers who have grappled with the question of freedom, including Hannah Arendt, Albert Camus, Simone Weil, Jacques Ellul, E.F. Schumacher, Wendell Berry, Alan Moore, and James C. Scott.

Terms Offered: Summer

SOSC 25500. PIR: Contemporary and Research Applications. 100 Units.

In this seminar, students will design and carry out their own research project based on readings and themes from PIR. They will explore other relevant literature, including secondary scholarship, and develop a question to examine through ethnographic, archival, library and/or media-based research. The final product can be a research paper, a Canvas-based web page presentation, or other form. In addition to providing some exposure to qualitative research methods and the use of secondary literature, the course will also introduce students to research resources and projects on campus and beyond through field trips and guest speakers.

Instructor(s): Jennifer Spruill Terms Offered: Spring

Prerequisite(s): SOSC 11400, SOSC 11500, SOSC 11600

Equivalent Course(s): CRES 25500, SOCI 20288

SOSC 26004. History of City Planning. 100 Units.

This lecture-based course provides a broad survey of the history of city planning. It focuses on the normative: the endeavor to control and design the physical fabric of cities. What are the different ways cities have been envisioned and planned and to what effect? What are the competing theories of good city design that underlie city plans, and how do these plans interrelate to the social, political, cultural, and economic forces shaping cities? The course explores city planning's successes and failures, its tangible effect on urban pattern and form, and the extent to which city planning ideals have changed over time. Though the emphasis is on city planning's history, current debates about city planning within the context of the history of the profession will also be engaged. Emphasis will be on U.S. and European city planning experience, although global practices will also be surveyed.

Instructor(s): E. Talen Terms Offered: Spring

Equivalent Course(s): PBPL 26004, SOSC 36004, GEOG 26200, ENST 26004

SOSC 26006. Foundations for Statistical Theory. 100 Units.

This course is taught at the advanced undergraduate/master level and aims to provide basic mathematical foundations for probability and statistical theory. Students will understand the fundamental concepts on joint, marginal, and conditional probability, Bayes rule, probability distributions, principles of statistical inference, sampling distributions, and estimation strategies. This course will emphasize on the connection between the statistical theory and the routine statistical practice, and can serve as a foundation for more theoretical statistics courses or more advanced quantitative methods courses in social and behavioral sciences.

Instructor(s): Yanyan Sheng Terms Offered: Autumn

Prerequisite(s): Basic knowledge of calculus, and specifically differentiation and integration, is necessary to understand the material on continuous distributions, multivariate distributions and functions of random variables

Equivalent Course(s): SOSC 36006

SOSC 26007. Overview of Quantitative Methods in the Social and Behavioral Sciences. 100 Units.

The course is designed to present the logic and offer an overview of a wide range of methods developed for rigorous quantitative inquiry in social and behavioral sciences. Students will be familiarized with various research designs, measurement, and analytic strategies, will understand the inherent connections between different statistical methods, and will become aware of the strengths and limitations of each. In addition,

this course provides a gateway to the numerous offerings of quantitative methods courses. It is suitable for undergraduate and graduate students at any stage of their respective programs.

Instructor(s): Yanyan Sheng Terms Offered: Winter

Equivalent Course(s): SOSC 36007

SOSC 26008. Principles and Methods of Measurement. 100 Units.

Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.

Instructor(s): Yanyan Sheng Terms Offered: Spring

Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.

Equivalent Course(s): PSYC 36008, SOSC 36008, CHDV 26008, CHDV 36008, PSYC 28962

SOSC 26009. Introductory Statistical Methods. 100 Units.

This course introduces and applies fundamental statistical concepts, principles, and procedures to the analysis of data in social and behavioral sciences. Students will learn computation, interpretation, and application of commonly used descriptive, correlational, and inferential statistical procedures as they relate to social and behavioral research. The course will integrate the use of Stata as a tool for these techniques. This course is equivalent to SOSC 20004/30004 (Statistical Methods of Research I), CHDV 20101/30101 (Applied Statistics in Human Development Research), PSYCH 20100 (Psychological Statistics), and other introductory level applied statistics courses.

Instructor(s): Yanyan Sheng Terms Offered: Autumn

Equivalent Course(s): SOSC 36009

SOSC 26021. Sense & Sensibility & Science @UChicago. 100 Units.

In Sense & Sensibility & Science, you will learn how to better incorporate into your thinking and decision making the problem-solving techniques of science at its best. Many insights and conceptual tools from scientific thinking are of great utility for solving problems in your own day-to-day life and in a democracy. Yet, as individuals, as groups, as whole societies we fail to take full advantage of these methods. The focus in this course is on the errors humans tend to make, and the approaches scientific methodology has developed (and continues to develop) to minimize those errors. The course includes a discussion of the nature of science, what makes science such an effective way of knowing, how both non-scientific thinking and scientific thinking can go awry, and how we can reason more clearly and successfully as individuals, as members of groups, and as citizens of a democracy. The undergraduate course will be simultaneously taught at UC Berkeley, Harvard and UChicago in spring 2024, with an opportunity for students from all three courses to participate remotely in the same deliberative polling capstone experience. UChicago's spring 2024 course premiere builds on a decade of experience developing and teaching the popular course at Berkeley and Harvard's adoption of its own version in 2021.

Instructor(s): Reid Hastie; Jordan Kemp; Eamon Duede Terms Offered: Spring 2023-24

Equivalent Course(s): HIPS 26021, DIGS 26021, BPRO 26021, PBPL 26021

SOSC 26100-26200-26300. Introduction to Latin American Civilization I-II-III.

Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

SOSC 26100. Introduction to Latin American Civilization I. 100 Units.

Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.

Instructor(s): Emilio Kouri Terms Offered: Autumn

Equivalent Course(s): HIST 16101, RDIN 16100, LACS 16100, ANTH 23101, CRES 16101, HIST 36101, LACS 34600

SOSC 26200. Introduction to Latin American Civilization II. 100 Units.

Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.

Instructor(s): Mauricio Tenorio Terms Offered: Winter

Equivalent Course(s): HIST 16102, LACS 16200, HIST 36102, CRES 16102, ANTH 23102, RDIN 16200, LACS 34700, PPHA 39770

SOSC 26300. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.

Instructor(s): Brodwyn Fischer Terms Offered: Spring

Equivalent Course(s): PPHA 39780, HIST 36103, ANTH 23103, LACS 16300, CRES 16103, LACS 34800, HIST 16103

SOSC 29700. Rdgs: Social Sciences. 100 Units.

TBD

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Consent of instructor and senior adviser

Note(s): Students are required to submit the College Reading and Research Course Form.

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