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**

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**SOSC 11400. Power, Identity, and Resistance I. 100 Units.**
The first quarter of this sequence focuses on key texts for liberal political and state conceptions. We explore the distinctly modern liberal claim that society or groups of associated individuals make states for their own protection and the governance of their affairs. We interrogate authors on questions concerning individuality, liberty, equality, the limitation of state power, the importance of political stability, the value of democratic participation in governance, the role that organized society plays in political life, and the degree to which social and political relations vary historically-- among other issues. We address both defenders and critics of the liberal conception of liberty and the state. Texts vary by year. Typical authors assigned include some combination of Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Burke, Constant, Smith, Wollstonecraft, Paine, Hegel, Tocqueville, Mill, Marx, Du Bois, Durkheim, Weber, Dewey, Schmitt, Arendt, Polanyi, Hayek, Foucault.

**SOSC 11500. Power, Identity, and Resistance II. 100 Units.**
Winter Quarter focuses on the work of central figures in modern political economy and social theory. The course highlights the organization of economic process and the ways in which it relates to social and political relations and institutions. The central questions are these: How historically distinctive is the modern form of capitalist economy? Do human beings ‘naturally’ act in certain ways in the economy and society? To what degree can we rely on individual self-control? Is inequality an inevitable outcome of capitalist economic development? What is the role of power in economic life? How should we think about the relationship between political power and economic practice? Readings vary by year. Typical texts include some combination of Aristotle, Mandeville, Rousseau, Smith, Marx, Mill, Durkheim, Weber, Polanyi, Hayek, Keynes, Foucault, Marshall, Roepke, Friedman, Stiglitz, Krugman.

**SOSC 11600. Power, Identity, and Resistance III. 100 Units.**
Spring Quarter analyzes the way in which selected themes from the first two quarters work themselves out in the history of the nineteenth, twentieth, and twenty-first centuries. Broadly, we consider the scope of liberal claims about rights, liberty, and resistance, and we explore themes like identity, equality, democracy, and human beings’ relationship to nature. In the past, the course has also included explorations of colonialism, racial and gender equality, and different forms of violence. Themes and readings vary by...
year. Texts used previously include: Smith, Kant, Hegel, Herder, Fichte, Marx, Emerson, Thoreau, Whitman, Nietzsche, Freud, Lenin, Luxemburg, Trotsky, Sorel, Dewey, Hayek, Polanyi, Keynes, Fanon, Cesaire, DuBois, Arendt, Martin Luther King Jr., Malcolm X, Foucault, de Beauvoir, and Butler.

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.

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.

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.

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 experiments 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.

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.

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.

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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

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.

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 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 Durkheim, Plato, Genesis, the Daodejing, Al-Ghazali, Avicenna, Descartes, Spinoza, Hume, and the Gettysburg Address.

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.

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.

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.

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.

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.

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.

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. Equivalent Course(s): HLTH 18100

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.

Equivalent Course(s): LACS 21001, HMRT 21001, HIST 29304, CRES 21001, CHST 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 music 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.

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 music 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.

Equivalent Course(s): MUSI 12200, HIST 12800

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): LING 30100, LING 20100, ANTH 27001, ANTH 37001

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

TBD

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

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

TBD

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

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 course 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.

Equivalent Course(s): RLST 20401, MDVL 20601, NEHC 20601, HIST 25610
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).
Equivalent Course(s): HIST 25615, MDVL 20602, RLST 20402, NEHC 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 maintaining 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.
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.
Equivalent Course(s): MDVL 20100, ANTH 24101, HIST 10800, SALC 20100, SALC 30100

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

SOSC 23456. Olympic Games and Human Rights. 100 Units.
If cultural difference is as real and important as Anthropology has conventionally maintained, how is it possible that 204 “national cultures” and uncountable sub-national cultural formations find such considerable significance in the Olympic Games? We will additionally explore what an Anthropological approach contributes to understanding, in real time, a major Human Rights drama and accompanying protest actions. Beginning in February, the 2022 Beijing Winter Olympic Games will unfold in a nation holding over a million of its own citizens in concentration and forced labor camps for no other reason than their religion and ethnicity. The Chinese Communist Party’s explicit policies against Uyghur and other Turkic-speaking peoples in Xinjiang province have been judged an ethnocide by many and a full genocide by increasing numbers of foreign legislatures, heads-of-state, academics, independent experts, Human Rights organizations, and other NGOs. Some of these groups are promoting the rubric “Genocide Olympics” to characterize Beijing 2022 and to pressure the Olympic Sport System into acting against Chinese government policy in Xinjiang. The International Olympic Committee has so far been unwilling to do this, while insisting that it still stands for Olympism and Human Rights. Meanwhile, in this era of Black Lives Matter and #MeToo athlete activism, protest actions are anticipated in Beijing by some Olympic athletes, with significant consequences expected for all involved.
Equivalent Course(s): ANTH 23456, MAPS 33456, ANTH 33456

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 legitimation; 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 legitimation; and symbols and practices of collective identity.
Equivalent Course(s): HIST 13900, REES 26011
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—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 legitimation; and symbols and practices of collective identity.
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 23 theme: There are few problems as enduring and central to Russian history as the question of the West-Russia’s most passionate romance and most bitter letdown. In this course we will read and think about Russia from the eighteenth to the twenty-first centuries through the lens of this obsession. We will study the products of Russian interactions with the West: constitutional projects, paintings, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. We will consider the presence of European communities in Russia: German and British migrants who filled important niches in state service, trade, and scholarship; Italian sculptors and architects who designed some of Russia’s most famous monuments; French expatriates in the wake of the French Revolution; Communist workers and intellectuals, refugees from Nazi Germany; and Western journalists who, in the late Soviet decades, trafficked illicit ideas, texts, and artworks. In the end, we will follow émigré Russians to Europe and the United States and return to present-day Russia to examine the anti-Western turn in its political and cultural discourse.
Equivalent Course(s): HIST 14100, REES 26015

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

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 logistics 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.
Equivalent Course(s): SALC 24002, CRES 24002, ANTH 24002, HIST 18302, RDIN 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.
Equivalent Course(s): RDIN 24003, CRES 24003, SALC 20702, HIST 18303, ANTH 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.
Equivalent Course(s): LACS 34501, HIST 29408, LACS 24501, HMRT 34501, HMRT 24501, HIST 39408

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
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 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 lenses to debate real world dilemmas, and form their own nuanced and informed opinions.
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.

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

**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.
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.
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.
Equivalent Course(s): SOSC 36008, CHDV 36008, CHDV 26008, 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), PSYC 20100 (Psychological Statistics), and other introductory level applied statistics courses.
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. Equivalent Course(s): DIGS 26021, HIPS 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. Equivalent Course(s): RDIN 16100, HIST 16101, HIST 36101, LACS 34600, CRES 16101, LACS 16100, ANTH 23101

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

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

SOSC 29700. Rdgs: Social Sciences. 100 Units.
TBD

SOSC 34500. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums. Equivalent Course(s): ANTH 24510, MAPS 34500, CHDV 34501, ANTH 34501, MAPH 34400

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