SOCIETY

Department Website: http://sociology.uchicago.edu

PROGRAM OF STUDY

The discipline of sociology explores the nature, structure, and dynamics of social life, and also its causes and consequences for the world. With this broad mandate, sociology encompasses a diversity of substantive interests, methodological approaches, and theoretical orientations. Sociologists study diverse social phenomena ranging from online conversations, friendship, and families to neighborhoods, governments, and global markets. They study cities and communities, inequality, social mobility and social class, patterns of population change and migration, social identities such as race, class, and gender, ethnic relations and social conflict, social media and digital interaction, and social dimensions of sex, health, business, education, law, politics, religion, and science. Sociologists study the emergence, stabilization, disintegration, and wide-ranging implications of these social institutions, behaviors, and meanings. Methodologies of the field range from ethnography, interviews, and historical research to surveys, computational modeling, and big data analysis.

The University of Chicago's sociology department was the first in the United States, and it stewards the American Journal of Sociology, the discipline's longest running sociology journal. Chicago sociology builds on these legacies by continuing to sponsor pathbreaking research. Chicago training in sociology confers deep understanding of social organization and human relations, along with skill in drawing inferences from data, which has made it attractive for students considering careers in business, social media, data science, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. Chicago's sociology education forms an excellent basis for specialized graduate work and affords entry to careers in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Chicago's sociology program provides a preeminent foundation for students considering careers in advanced research and university teaching. The program is designed to meet the needs of diverse students, and students declare a student-designed specialty that reflects their course work and BA thesis research, such as social policy or social analytics.

PROGRAM REQUIREMENTS

Students pursuing a BA degree in sociology are expected to complete the following requirements. All required sociology courses are offered annually, and students should inquire directly of the director of undergraduate studies if they need to know when a course will be offered in the next academic year.

A. Social Theory

Two required courses acquaint students with some of the fundamental problems and analytic perspectives of the field of sociology.

SOCI 20002 Social Structure and Change. The central objective of this course is to introduce students to the sociological study of individuals in society—how individual actions are shaped by their position in society, while contributing to its structure and change. We focus on sociological approaches to American society, its position in the international system, and principal dimensions including race and ethnicity, age, gender, and social class.

SOCI 20005 Sociological Theory. Drawing on the classics as well as on contemporary works in sociological theory, this course raises questions about the nature of sociological theory and its relation to both empirical research and sociological inquiry. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

With the approval of the undergraduate program director, students may use other courses toward this requirement.

B. Methodology

Students are required to take at least one of the following methodology courses.

SOCI 20001 Sociological Methods. This course introduces the philosophy and practice of social research. It explores questions of causality in social research and the limits of knowledge. It then covers the basic practices that are components of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival, online, and computational research. Students spend the quarter working on a series of assignments that culminate in a research proposal for the BA thesis.

SOCI 20140 Qualitative Field Methods. This course introduces techniques and approaches to ethnographic field research. Emphasis is placed on quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from fieldwork.

C. Statistics

Students must take the following statistics requirement.

SOCI 20004 Statistical Methods of Research. This required course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance
and multiple regression, tools used often by practicing social scientists. Substitutes for this course are STAT 20000 Elementary Statistics or higher. Students with AP examination credit for Statistics may count it toward this requirement, although we encourage such students to take an additional social science statistics course.

D. Additional Courses

Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. They may be drawn from any of the 20000-level courses in sociology and, after the student completes SOCI 20002 Social Structure and Change, from any 30000-level courses in sociology that have not been cross listed with undergraduate course numbers. Students may also count graduate courses (e.g., 40000-level or higher) in which they may enroll with permission of course instructors toward this requirement.

Courses outside of sociology must be approved by the undergraduate program director. Students must submit the College’s General Petition Form (https://college.uchicago.edu/advising/forms-and-petitions/) for review. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Other courses with significant social science content or special relevance to a student’s BA thesis may also be accepted.

Area of Specialization. At least three of the additional courses in sociology or related fields, outlined above, must comprise a self-defined area of specialization. Students will declare a specialization which reflects an emphasis of their course work and BA thesis research. Students in the Class of 2019 and beyond are required to develop a specialization; students in the Classes of 2017 and 2018 may elect to do so.

Students are encouraged to consider their specialization from the time that they enter the program in order to guide their selection of courses and prepare them for the substantial research project of the BA thesis. Students formally propose their specialization at the start of their penultimate quarter of residence (ordinarily, this will be due in January of the student’s fourth year). The proposal should include a theme with three (or more) courses in sociology or related fields that students have completed or are completing within that domain. These proposals are to be submitted on the College’s General Petition Form (https://college.uchicago.edu/advising/forms-and-petitions/) and must be approved by the undergraduate program director. Some examples of specializations might be:

- Urban Studies (e.g., SOCI 20215 Urban Health, SOCI 20219 Urban Ethnography, SOCI 20221 Crime and the City)
- Social Policy (e.g., SOCI 20192 The Effects of Schooling, PBPL 22300 Policy Implementation)
- Gender and Sexuality (e.g., SOCI 20107 Sociology of Human Sexuality, SOCI 20175 The Sociology of Deviant Behavior, GNSE 10310 Theories of Gender and Sexuality)
- Organizations (e.g., SOCI 20101 Organizational Analysis, PLSC 27500 Organizational Decision Making, ECON 28000 Industrial Organization)
- Social Analytics (e.g., SOCI 20157 Mathematical Models, SOCI 20209 Culture and Social Networks, STAT 22600 Analysis of Categorical Data)
- Demography (e.g., SOCI 28062 American Families: Inequality and Change, SOCI 20103 Social Stratification)

E. BA Thesis

During their fourth year, students majoring in sociology are expected to complete an original project of sociological inquiry on a topic of their choice, culminating in a final paper from twenty to forty pages in length. The project is an independent research project in which questions are formulated and data are collected and analyzed by the student. Recent projects have included studies of emerging forms of social interaction on the Internet, conflict and safety in urban Chicago neighborhoods, immigration and national identity in Germany and Guatemala, processes of gendering in the workplace, homosexuality and AIDS in South Africa, church leadership transition among Korean immigrants, the power of public rhetoric in public housing, role models among Mexican American youth, gender roles in families of graduate students, peer pressure and teenage pregnancy, and attitudes toward immigration.

The senior project is written under the guidance of an assigned preceptor from the department and a faculty member that students select during Spring Quarter of SOCI 29998 Sociology BA Thesis Seminar. After a faculty member agrees to advise a student’s thesis, the student will have the faculty member sign a hard copy of the BA Thesis Faculty Advisor Consent Form available for printing at sociology.uchicago.edu/sites/sociology.uchicago.edu/files/AdvisorConsentForm_0.pdf, which is to be turned in to the Department of Sociology office. Students may register for additional reading courses (SOCI 29997 Readings in Sociology); however, only two sociology reading/research courses can be counted toward courses required for the sociology major.

BA Seminar. The senior project is researched, discussed, and written in the context of SOCI 29998 Sociology BA Thesis Seminar, which is a required yearlong course. Students are required to attend this senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, but they must register for the seminar in only one of the three terms. Students who plan to study abroad during any of these quarters must still participate in the seminar by completing required assignments and submitting them online and on time. The
completed thesis is submitted during Spring Quarter of their fourth year. Students graduating in a quarter other than Spring Quarter must turn in their theses by Friday of seventh week of their final quarter. When circumstances justify it, the department may set individual deadlines and procedures.

**SUMMARY OF REQUIREMENTS**

Two of the following: 200

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOCI 2002</td>
<td>Social Structure and Change</td>
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<tr>
<td>SOCI 2005</td>
<td>Sociological Theory</td>
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or approved substitute

One of the following: 100

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<tr>
<th>Course</th>
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<tr>
<td>SOCI 2001</td>
<td>Sociological Methods</td>
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<tr>
<td>SOCI 20140</td>
<td>Qualitative Field Methods</td>
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SOCI 20004 Statistical Methods of Research ** 100

Three approved courses in an area of specialization 300

Four additional courses in sociology or related fields 400

SOCI 29998 Sociology BA Thesis Seminar 100

Total Units 1200

* No more than three courses from outside sociology and no more than two reading and research courses may be used toward the major. Students must submit the College’s General Petition Form (https://college.uchicago.edu/advising/forms-and-petitions/) for approval of courses outside sociology. See ‘Additional Courses’ section for details.

** May substitute STAT 20000 or higher

**GRADING**

All courses required for completion of the sociology program must be taken for quality grades (e.g., not P/F).

**HONORS**

If the student’s cumulative GPA is at or above 3.25 and the student’s GPA in the major is at or above 3.5, the student may be nominated for graduation with honors on the basis of the excellence of the thesis. The thesis must be based on substantial individual research conducted under the guidance of a faculty member, and it must be evaluated both by the student's adviser and by the program chair at A- or A.

**ENTERING THE MAJOR**

No special application is required for admission to the sociology program, but students should discuss their plans with their College adviser prior to declaring the major. They must then declare their intention to major at my.uchicago.edu (http://my.uchicago.edu) and inform the Department of Sociology at sociology.uchicago.edu/content/majoring-sociology-intake-form/, which includes a short entry survey. Students may enter the program at any time upon completion of any social sciences general education sequence, but no later than the beginning of Spring Quarter in their third year.

Students are encouraged to complete the required introductory sociology courses (SOCI 20002 Social Structure and Change and SOCI 20005 Sociological Theory) as early as possible, and to enroll in a required methodology course by Spring Quarter of their third year, the quarter in which students begin SOCI 29998 Sociology BA Thesis Seminar.

**ADVISING**

Students should address technical questions regarding the program (e.g., required courses, petitions) to the undergraduate program director. During Spring Quarter of the third year, students will also select a faculty member to serve as adviser. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology and to receive guidance in designing an individualized program of study and selecting a specialization.

**HANDBOOK**

Students interested in pursuing the BA degree in sociology are encouraged to read the brochure Undergraduate Program in Sociology, which is available in the Office of the Department of Sociology (SS 307).

**SOCIology Courses**

**SOCI 20000. Invitation to Sociology. 100 Units.**

What do sociologists do all day? This course introduces students to the vast terrain of contemporary sociology, including: culture, deviance, economic life, education, family, health and the body, politics, population, professions, race, science and knowledge, and sex/gender, employing institutionalization as a basic lens that leads sociology to have a somewhat different approach from other social sciences. Why an invitation? Unlike introductory courses that cover 10 topics in 10 weeks with an emphasis on foundational texts, students will get to know sociology by reading and analyzing a rotating selection of books and articles that exemplify the
field today. Students will complete exercises and write-ups that link claims about the social world to evidence. Throughout the quarter, class format takes a variety of forms, including lectures, informal presentations, student-led discussions, debates, and guest speakers.

Instructor(s): J. Martin and J. Trinitapoli Terms Offered: Spring. Not offered in 2020/2021

**SOCI 20001. Sociological Methods. 100 Units.**

This course introduces the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we begin by exploring questions of causality and the epistemology of social research. Then we turn to examine the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival research. Assignments culminate in a research proposal for the BA thesis.

Instructor(s): D. Zhao Terms Offered: Winter

Note(s): Required of students who are majoring in Sociology

**SOCI 20002. Social Structure and Change. 100 Units.**

This course introduces students to the main principles of sociological thought and research through an exploration of social action, social structures, social reproduction, and social transformation. These themes are explored through a range of sociological works addressing diverse substantive issues including but not restricted to social class, racialization, the construction of gender and sexuality, globalization and global capitalism.

Instructor(s): J. Go Terms Offered: Winter

Note(s): Required of students who are majoring in Sociology

**SOCI 20004. Statistical Methods of Research. 100 Units.**

This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.

Instructor(s): S. Raudenbush Terms Offered: Winter

Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.

Note(s): Students are expected to attend two lectures and one lab per week. Required of students who are majoring in Sociology

Equivalent Course(s): SOCI 30004

**SOCI 20005. Sociological Theory. 100 Units.**

The course provides a basic introduction to modern sociological theory. Readings focus on classical texts by Marx, Weber, Durkheim, Simmel, Polanyi, Foucault, Bourdieu, Goffman ending with an individually chosen (by each student) text by a theoretical writer from outside Europe or North America. Lectures provide a background history of modern social thought.

Instructor(s): A. Gleaser Terms Offered: Spring

Note(s): Required of students who are majoring in Sociology.

**SOCI 20103. Social Stratification. 100 Units.**

Social stratification is the unequal distribution of the goods that members of a society value - earnings, income, authority, political power, status, prestige etc. This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence. The information and ideas discussed in this course are critical for students who will go on in sociology and extremely useful for students who want to be informed about current social, economic, and political issues.

Instructor(s): R. Stolzenberg Terms Offered: Winter

Equivalent Course(s): SOCI 30103

**SOCI 20104. 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): M. Garrido Terms Offered: Spring

Equivalent Course(s): SOSC 25100, GEOG 32700, GEOG 22700, ENST 20104, CRES 20104, ARCH 20104, SOCI 30104

**SOCI 20106. Political Sociology. 100 Units.**

This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D. Prelim exam in political sociology.

Instructor(s): T. Clark Terms Offered: Spring

Prerequisite(s): Completion of the general education requirement in the social sciences
SOC 20112. Applications of Hierarchical Linear Models. 100 Units.
A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems. Instructor(s): S. Raudenbush Terms Offered: Spring
Equivalent Course(s): EDSO 30112, SOCI 30112, PPHA 44650

SOC 20116. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens. Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): HMRT 30116, LLSO 20116, PBPL 27900, HMRT 20116, SOCI 30116, GEOG 20116, GEOG 30116

SOC 20120. Urban Policy Analysis. 100 Units.
This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity. Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): SOCI 30120, GEOG 20120, PBPL 24800, GEOG 30120

SOC 20125. Rational Foundations of Social Theory. 100 Units.
This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization. Instructor(s): K. Yamaguchi Terms Offered: Spring
Equivalent Course(s): SOCI 30125

SOC 20140. Qualitative Field Methods. 100 Units.
This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork. Instructor(s): O. McRoberts Terms Offered: Spring
Equivalent Course(s): CRES 20140, CHDV 20140

SOC 20179. Labor Force and Employment. 100 Units.
This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion? Instructor(s): R. Stolzenberg Terms Offered: Spring
Equivalent Course(s): SOCI 30179

SOC 20192. The Effects of Schooling. 100 Units.
From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one’s social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling. Instructor(s): R. Stolzenberg Terms Offered: Spring
Equivalent Course(s): SOCI 30192, EDSO 20192, EDSO 30192

SOC 20233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the
classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only
Equivalent Course(s): CRES 20233, SOCI 30233, MAPS 30233

SOCI 20251. Trade, Development and Poverty in Mexico. 100 Units.
With a focus on the past two decades, this interdisciplinary course explores the impact of economic integration, urbanization, and migration on Mexico and, to a lesser extent, on the United States-in particular, working class communities of the Midwestern Rust Belt. The course will examine work and life in the borderland production centers; agriculture, poverty, and indigenous populations in rural Mexico; evolving trade and transnational ties (especially in people, food products and labor, and drugs) between the U.S. and Mexico; and trade, trade adjustment, and immigration policy.
Instructor(s): C. Broughton Terms Offered: Winter
Note(s): This course is offered in alternate years.
Equivalent Course(s): LACS 24901, PBPL 24901

SOCI 20253. Introduction to Spatial Data Science. 100 Units.
Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.
Instructor(s): L. Anselin and M. Kolak Terms Offered: Autumn
Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary
Equivalent Course(s): ENST 20510, MACS 54000, GEOG 30500, GEOG 20500, SOCI 30253

SOCI 20264. Wealth. 100 Units.
Wealth is the value of a person's accumulated possessions and financial assets. Wealth is more difficult for social researchers to measure than earnings and income, and wealthy people are notoriously uncooperative with efforts to study them and their assets. Further, wealth data conveys less information than income data about the lives of the middle- and lower-classes -- who tend to have little or no wealth at all. However, information about wealth gives fundamentally important insight into the values, attitudes, behavior, consumption patterns, social standing, political power, health, happiness and yet more characteristics of individuals and population subgroups. This course considers the causes and consequences of wealth accumulation for individuals, the social groups to which they belong, and the societies in which they dwell.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 30264

SOCI 20283. Introduction to GIS and Spatial Analysis. 100 Units.
This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of 'spatial' variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.
Instructor(s): M. Kolak Terms Offered: Spring. Offered 2020-21
Equivalent Course(s): GEOG 28702, ENST 28702, GEOG 38702, SOCI 30283, ARCH 28702

SOCI 20292. The Social Psychology of Inequality. 100 Units.
Social inequalities hinge to a significant degree on perceptions and beliefs, fears and desires, and antipathies and affections. This course explores questions related to social inequality that lie at the intersection of sociology and psychology. How and why do individuals identify themselves with different social groups? How do beliefs, values, and norms shape social interactions? How do intergroup stereotypes, prejudice, and discrimination develop and evolve? What engenders social conflict and aggression? In this course, we will explore how social psychological theory and research might help to explain a range of different social inequalities.
Instructor(s): G. Wodtke Terms Offered: Spring

SOCI 20502. Bi(l)ack to the Future: Racial Visions of Tomorrow. 100 Units.
Scholars, novelists, filmmakers and social movements alike often construct visions of the future through claims about what will happen, what could happen, or what should happen. Using a diverse array of sources, this course will look specifically at the kinds of racial futures that are anticipated, feared and hoped for. We will read sociological texts, examine the use of allegory and parables by historians and social scientists, look at the
visions set forth by social movements, and dissect future-oriented films, visual art, poetry and fiction all toward understanding the sociology of race in the U.S.
Instructor(s): J. Bell Terms Offered: Winter
Equivalent Course(s): CRES 20502

SOCI 20503. Sociology of Race and Racism. 100 Units.
This course is designed to help students begin to develop their own informed perspectives on American racial ‘problems’ by introducing them to the ways that sociologists deal with race and racism in the US. We will begin by talking generally about the basic structure of racial formations in the contemporary US, the mechanisms by which they are reproduced, and possibilities for resistance and change. In the second part of the course, we will turn to the issue of popular representations of people of color in the US. We will look specifically at how African American, Asian American Latino and Native American women and men are portrayed in popular culture.
Instructor(s): J. Bell Terms Offered: Winter
Equivalent Course(s): CRES 12503

SOCI 20504. Professions, Organizations, and Machines: Expertise and Power. 100 Units.
Expertise is rapidly moving from professionals to organizations and machines/artifacts. This process is fed by changes in technology as well as by economic pressures and educational trends. It has consequences for employment patterns, for expertise institutions like universities and consulting firms, for old and new professions, and for the future structure and content of knowledge itself. This lecture course will provide an overview of all aspects of this social transformation, tracing developments through the twentieth and twenty-first centuries.
Instructor(s): A. Abbott Terms Offered: Winter. Not being offered 2020/2021
Equivalent Course(s): SOCI 30504

SOCI 20505. Medical Sociology. 100 Units.
What should the social scientific study of medicine look like? What purpose should it serve? And for whom? this course focuses on these questions and encourages students to formulate their own answers to them by providing a historical overview of the development and evolution of Medical Sociology. In many ways, Medical Sociology grapples with this tension of wanting to be relevant to the fields of mainstream medicine while staying true to sociology’s focus on institutions. The course readings chronologically follow some of the major developments in the field. Along the way, students will be introduced to a variety of medical sociology research topics such as illness, social control, health care, race, and gender while learning the ethnographic, statistical, and historical methodologies deployed to investigate them.
Instructor(s): W. Lu Terms Offered: Winter

SOCI 20506. Cities, Space, Power: Introduction to urban social science. 100 Units.
This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledge; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.
Instructor(s): N. Brenner Terms Offered: Winter
Equivalent Course(s): ARCH 20506

SOCI 20510. Dilemmas of Development, Or Introduction to Sociology of Development. 100 Units.
This course is designed to introduce students to thinking through the historical specificity of the ubiquitous and deceptively simple term ‘development’. First, we will examine the geopolitical context out of which ideas of development and underdevelopment emerged, and how that shaped the way social change and modernization was constructed. Second, drawing on a range of foundational writing, we will consider the various debates over development from post-WWII to the present, how the global economy and relationships between and within nations have changed during this period, and also the rise of the discipline of ‘development studies’. Third, using sociological and anthropological work, we will critically examine the actors, policies, and socio-economic and environmental implications involved in shaping the nature of this change in Asia and Africa.
Instructor(s): S. Annavarapu Terms Offered: Winter

SOCI 20511. Ethnic Conflict in Comparative Perspective. 100 Units.
This course introduces students to contemporary debates on the significance and implications of group identification within the context of ethnic conflict. Specifically, students will come away from the course with a deep understanding of theories of group identity and will be able to use these theories to examine and compare contemporary cases of group-based violence. We will use these theories to ask questions like: are diverse societies more prone to group violence? what is the relationship between the economy and group conflict? and, what causes neighbors to turn on each other? Throughout the course students will be exposed to research from around the globe, encouraging a deeply local but constantly comparative approach to social science. Note that we will grapple with difficult issues in this course such as lynching, ethnic riots, and genocide.
Instructor(s): N. Gonzalez Terms Offered: Winter
SOCI 20512. Constructing a Global Civil Society. 100 Units.
The concepts of democracy, civil society, and human rights have become a part of our shared ‘world culture’ with implications for how citizens interact with governments around the world. While these ideals are ubiquitous, however, they are mobilized in very different ways at the local level. This course challenges students to think about implications of applying the international culture of human rights and civil society to non-Western countries. The course will explore the development of civil society of democratizing and semi-authoritarian regimes, and the international pressures that shape its structure and influence at the local level. Students will develop a foundational understanding of theories of civil society and their relationship to social change, while recognizing both the benefits and countries derive from international narratives and the complexity that comes with such applications.
Instructor(s): N. Gonzalez Terms Offered: Spring

SOCI 20513. Beyond Hashtags: Social Movements in Digital Society. 100 Units.
In today’s global network society, the Internet permeates our lives, whether it be our jobs, politics, or relationships. You’re probably reading this course description online, and perhaps next you’ll check your email or social media accounts. Social movements, powerful drivers of social change, are no exception. Digital activism has transformed political and social protest over the past two decades, changing how events, protests, and movements are organized and generating alternative ways to build social movements. Students will receive an introduction to sociological perspectives on social movements and the Internet, and consider the influence of networked communication technologies on the mobilization of social movements throughout the globe, with particular emphasis on feminist, queer/trans, human rights, and racial equity movements.
Instructor(s): L. Janson Terms Offered: Spring
Equivalent Course(s): CRES 20513, GNSE 20513

SOCI 20514. The Sociology of Higher Education. 100 Units.
Why do consistent, differential education and economic outcomes exist in American society, and what role does higher education play as a change agent, equalizer, and/or reproducer of society’s inequalities? In this introductory course to key issues and debates in the sociology of education, students will explore theoretical and practical perspectives on social, scientific, economic, and political forces that shape approaches to higher education and its reform. Though the course focuses primarily on higher education in the US, we will also cover topics in elementary and secondary education in the US, as well as from an international comparative perspective. Students will conduct sociological inquiry-based projects, exploring questions related to these key topics, such as the ‘achievement gaps’ in American higher education.
Instructor(s): L. Janson Terms Offered: Autumn
Equivalent Course(s): CRES 20514, GNSE 20514

SOCI 20515. Virtual Ethnographic Field Research Methods. 100 Units.
‘Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.’ - Tom Boellstorff, from Ethnography and Virtual Worlds: A Handbook of Method This course is designed to provide students in the social sciences with a review of ethnographic research methods, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, ‘being there’/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we’re all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography.
Terms Offered: Summer
Equivalent Course(s): ANTH 31432, ENST 20224, SOSC 20224, ANTH 21432, SOSC 30224, GLST 26220

SOCI 20516. Digital Lives, Virtual Societies: rethinking qualitative methodology. 100 Units.
This course seeks to explore the relationship between self and society by thinking about one central question: how can we rethink qualitative methodology in a digital age? In other words, is a social scientific qualitative study of the internet possible? Drawing on a host of sociological and anthropological texts, this course provokes students into exploring virtuality as not just a part of our daily experiences but also as a very important resource for doing social scientific research. Collectively, we will learn how to rethink the use of traditional qualitative methodology - surveys, interviews, focus groups, and participant observation - in the virtual world. By the end of the course, students will have produced a short research paper that draws on qualitative methods to interrogate the virtual social.
Instructor(s): S. Annavarapu Terms Offered: Winter

SOCI 20517. Feminist Perspectives on Science. 100 Units.
Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science’s symbiotic alliances with political ideologies of gender and race, (2)
ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to Londa Schiebinger, Evelynn Hammonds, Emily Martin, Sharon Traweek, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.

Instructor(s): P. Mostajir Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): GNSE 25222, HIPS 25202, ANTH 22124

SOCI 28086. Defining the Feminist ‘Fourth Wave’ 100 Units.
Intersectionality, Breaking the Binary, Hashtag Feminism, TERFs, SWERFs, Whimpsters, Woke Misogynists, Commodity Feminists, & Femocracies, Oh My! If contemporary feminism is characterized by its diversity of purpose, then what defines the current, so-called ‘fourth wave’ of feminism? Students in this course will explore precisely that question and - in keeping with one characteristic of contemporary feminists, namely their resurgency in learning about past feminist efforts - will examine the history of feminist movements in the US. As an intellectual community, we will work together to consider and analyze contemporary writings about fourth wave feminist movements and build our own timeline and analytical and conceptual terminology for studying defining features of ‘the fourth wave.’

Instructor(s): Lara Janson Terms Offered: Autumn
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): GNSE 12102

SOCI 28087. Foundations in Masculinity Studies. 100 Units.
In recent years, the term ‘toxic masculinity’ has been used in contexts from the #MeToo movement to the rise of Donald Trump, from Gillette advertisements to the behavior of men on the reality show The Bachelorette. Why is the conversation around ‘toxic masculinity’ taking place in the United States at this moment? In this course, we will go beyond banal statements like ‘toxic masculinity’ and ‘men are trash’ to critically ask, What role does masculinity play in social life? How is masculinity produced, and are there different ways to be masculine? This course provides students with an intensive introduction to the foundational theory and research in the field of masculinities studies. We will use an intersectional lens to study the ways in which the concept and lived experience of masculinity are shaped by economic, social, cultural, and political forces. We will examine how the gendered social order influences the way people of all genders perform masculinity as well as the ways men perceive themselves and other men, women, and social situations. Verbally and in writing, students will develop an argument about the way contemporary masculinity is constructed and performed.

Instructor(s): Rebecca Ewert Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): GNSE 12104

SOCI 28088. Sex and Gender in The City. 100 Units.
This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.

Instructor(s): Sneha Annavarapu Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): GNSE 12105, GLST 22105, ARCH 22105, ENST 12105

SOCI 28089. Sociology of Work-Life. 100 Units.
Time seems scarce in wealthy societies. As possibilities for how to spend our time proliferate, many of us struggle to manage the time demands of multiple roles. This course examines why, how, and for whom work-life conflict is a problem, drawing on various theories and studies in the sociology of time.

Instructor(s): P. Fugiel Terms Offered: Spring

SOCI 28090. Gender and Consumption. 100 Units.
The course looks at the intricate relationship between consumption and gender and sexuality. Drawing on the sociology and history of consumer capitalism, it examines how consumer culture has been predicated on patriarchal and hierarchical notions of gender and sexuality, and how it also provided opportunities to challenge them. The course will ask and answer questions such as: What are the social and political meanings of consumption and how it has been gendered? How did consumer society and consumer culture develop in light of gendered ideologies and practices? And what are the models to challenge and change these institutions and their gendered reality? How has consumerism been related to the development of feminism? And how has feminist thought contributed to the critique of consumer capitalism? The course will examine the relationship of gender and sexuality to consumption through major sociological terms and concepts: How consumption, and gender, are practiced and experienced through space; how does consumption perpetuate and facilitate notions of class and class-distinction; how do consumption practices construct identities and gender-identities in particular; how have citizens, and especially women, used their status as consumers to promote political and feminist goals;
and what are the relationships between consumption and the body? The course is recommended to students who are interested in the study of gender and sexuality, sociology, history, and anthropology.

Instructor(s): Yaniv Ron-El
Terms Offered: Spring

Note(s): This course counts as a Concepts Course for GNSE majors
Equivalent Course(s): GNSE 23129

**SOCI 28091. Introduction to the Sociology of Culture. 100 Units.**
This course introduces advanced undergraduate students to the sociology of culture. Over the course of 10 weeks, we consider major contemporary sociological treatments of culture. We explore, problematize, and attempt to synthesize various approaches, all the while asking: ‘What do we mean when we talk about culture, and how (and why) does culture matter to social processes?’ The focus of the course is on reading and on in-class discussion; although not required, some prior experience with sociology’s ‘greatest hits’ may be helpful.

Instructor(s): A. Lembo
Terms Offered: Spring

**SOCI 28092. Nations and Nationalism. 100 Units.**
What is a Nation? How do nations come into being? What does it mean to be a part of a national group? These questions will be explored over the quarter through close readings and discussions of both classical theories of nationalism as well as the critiques that have been leveled against them. Studying both classical and contemporary approaches to nationalism, the class will consider how scholars have grappled with the from whence and how a nationalism over time. Over the course of the quarter we will critique ideas of nationalism; consider the efficacy of nation and nationalism as categories of analysis; and will use cases from post-Soviet and post-socialist spaces to ground our discussions in the later part of the quarter, exploring narrative, performative, and material aspects of nationalism in the contemporary period.

Instructor(s): M. O'Shea
Terms Offered: Spring

Equivalent Course(s): GLST 28092

**SOCI 29997. Readings in Sociology. 100 Units.**
Students are required to submit the College Reading and Research Course Form. With consent of instructor, students may take this course for P/F grading if it is not being used to meet program requirements.

Terms Offered: Summer, Autumn, Winter, Spring

Prerequisite(s): Consent of instructor and program chair.

**SOCI 29998. Sociology BA Thesis Seminar. 100 Units.**
This required yearlong course is a forum for students who are majoring in sociology to present their BA papers. Students attend the seminar in Spring Quarter of their third year and in Autumn and Winter Quarters of their fourth year. They may enroll during any one of these quarters, but must attend all three. They submit a completed thesis during Spring Quarter of their fourth year. Students who are not graduating in June should participate in three quarters of the senior seminar in the twelve months before graduation. Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of their trip. For a general statement about the BA paper, students should obtain the brochure Undergraduate Program in Sociology in the departmental office.

Terms Offered: Autumn, Winter, Spring

Prerequisite(s): Open only to students who are majoring in sociology.

Note(s): Must be taken for a quality grade.