Sociology

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.

The curriculum is centered on the formation of distinctly sociological perspectives and modes of explanation with a goal of making the Sociology BA relevant to undergraduates in the twenty-first century. As we see it, we are not just preparing students for graduate school but making them better doctors, lawyers, community organizers, policymakers, public administrators, engineers, and artists. We believe that a sociological education can enlighten their endeavors as professionals and citizens. To this end, we have made the curriculum both more focused and coherent and more complete in its provision of different kinds of sociological training. We have also worked to streamline it and afford students greater choice in their coursework.

PROGRAM REQUIREMENTS

1. Introduction to Sociology (choose one)
2. Sociological Theory (choose one)
3. Quantitative Methods (choose one)
4. Qualitative Methods (choose one)
5. Logic of Social Inquiry (choose one)
6. Four courses in sociology
7. BA project (optional)

It is strongly recommended that the requirements be taken in the following sequence:

(1) Intro, (2) Theory, (3) the two methods courses, (4) Logic, and (5) the BA project (seminar and paper), with the four electives taken throughout.

Complete this checklist of requirements. It must be submitted for inspection in order to graduate as a sociology major.

This is a new curriculum. It applies to incoming first years (class of 2026). Second, third, and fourth years, meanwhile, have “catalog rights”—i.e., they can choose to go by the new curriculum or the old one.

QUALIFYING COURSES, AY 2022-2023

1. Introductory courses

• SOCI 2002 Society, Power, and Change (Autumn)
• SOCI 20295 Morrissey’s America: Contemporary Social Problems (Spring)
• SOCI 20242 States, Markets, and Bodies (Spring)
• SOCI 20000 Invitation to Sociology (not offered in AY2022-23)
• Any theory course (in addition to the one taken to fulfill the Theory requirement)

2. Sociological theory courses
• SOCI 20005 Sociological Theory (Autumn)
• SOCI 20291 Contemporary Social Theory (Autumn)
• SOCI 20574 Social Structure and Agency (Winter)

3. Quantitative Methods
• SOCI 20004 Statistical Methods (Winter)

Upper-level statistics courses generally count towards this requirement. Check with the Director of Undergraduate Studies
• SOCI 20567 Intro to Computational Sociology (Winter)

4. Qualitative Methods
• SOCI 20140 Qualitative Field Methods (Autumn)
• SOCI 20568 Historical Methods in the Social Sciences (Autumn)
• SOCI 20558 Digital Ethnography (Autumn)
• SOCI 20547 Involved Interviewing (Autumn and Winter) - third and fourth years only
• SOCI 20548 Coding (Winter and Spring) - instructor consent required
• SOCI 20515 Virtual Ethnographic Field Research Methods (Summer)
• SOCI 29001 Practicum in Historical Sociology (Spring)

5. Logic of Social Inquiry
• SOCI 20001 Sociological Methods (Winter)
• SOCI 20575 Logic of Social Inquiry (offered in AY 2023-2024)

6. Four courses in sociology
• These electives can be satisfied by taking any course in the major, including cross-listed ones—i.e., they must have a course number prefaced by SOCI. No petitions/substitutions.

7. BA Project (optional)
• This involves registering for BA Seminar and the BA Project
• SOCI 29998 BA Seminar
  - This course is taken throughout the senior year. Students should register for it in the Autumn quarter and take it all three quarters (Autumn, Winter, and Spring). The seminar meets 3-4 times a quarter and students will received the course grade in the Spring. Students who want to take this as a fifth course should discuss the petition process with their College adviser.
• SOCI 29999 BA Project
  - This is not a course but simply an entry on the student's transcript reflecting their BA project grade. Students should register for SOCI 29999 in the spring of their senior year (or final quarter in the College).

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

BA Project Guidelines
The BA project is optional. Students may write a 30-40 page academic paper to satisfy this requirement, and we expect that most students who opt in will do this. Alternatively, they may propose a different kind of project in consultation with their adviser and requiring the approval of the Director of Undergraduate Studies. For example, the capstone project may involve service or work experience plus a set of sociologically minded reflection papers (e.g., 10 3-4 pp. memos).

Requirements
To pursue a BA project, students will need to have (1) secured an adviser and (2) taken the relevant methods course (e.g., completed the Qualitative Methods requirement if conducting qualitative research).

BA Seminar
The BA seminar will meet 3-4 times a quarter in Autumn, Winter, and Spring quarters of the student’s fourth year and count for one course. Student should register for it in the Autumn quarter and take it all three quarters. Students will receive progress reports at the end of the Autumn and Winter quarters, and the course grade will be issued at the end of Spring quarter. Students who want to take this as a fifth course should discuss the petition process with their College adviser. The Director of Undergraduate Studies will hold a meeting in the Spring
quarter for all sociology third-year students interested in pursuing a BA project. They will be encouraged to seek an advisor and consider beginning their research over the summer.

Grades

Students will receive two grades on their transcript for the BA project, one for the BA seminar (SOCI 29998) and another for the project itself (SOCI 29999).

Honors

To attain honors in the major students will need to meet all four conditions: (1) a GPA of 3.25 in the college, (2) a GPA of 3.5 in the major, (3) completing a BA project, and (4) their advisor’s determination that the project merits Honors.

Research Funding

We will make available ten small grants of $1,000 each to students conducting research associated with their BA project through a competitive process. Students will complete the following application in the Autumn quarter. Their preceptors will recommend a set of applications to the Director of Undergraduate Studies. The DUS will review the applications and determine which merit funding. Students may also apply to the Dean’s Fund for research funding: https://college.uchicago.edu/student-life/deans-fund (https://college.uchicago.edu/student-life/deans-fund/).

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 Terms Offered: Spring. Not offered in 2022/23

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

This course introduces the approach and practice of social research. This course explores questions of causality in social research and the limits of knowledge. It then covers the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, 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.

Instructor(s): L. Waite Terms Offered: Winter

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

**SOCI 20002. Society, Power and Change. 100 Units.**

The central objective of this course is to introduce students to some key themes of sociological thought and research relating to social structures, power relations and social transformation. Themes include but are not restricted to the relationship of the individual to society, the social construction of societal institutions and identities, social cleavages such as race, gender and class, and social movements and revolution.

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

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. Substitutes for this course are STAT 20000 Elementary Statistics or higher.

Equivalent Course(s): SOCI 30004

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

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.

Instructor(s): A. Abbott Terms Offered: Autumn

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: Autumn
Equivalent Course(s): KNOW 30103, SOCI 30103

SOCI 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
Prerequisite(s): Applied statistics at a level of multiple regression
Equivalent Course(s): EDSO 30112, SOCI 30112, PPHA 44650

SOCI 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

SOCI 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: Autumn
Equivalent Course(s): CHDV 20140, CRES 20140

SOCI 20150. Consumption. 100 Units.
The modern period was associated with industrial production, class society, rationalization, disenchantment, the welfare state, and the belief in salvation by society. Current societies are characterized by a culture of consumption; consumption is central to lifestyles and identity, it is instantiated in our technological reality and the complex of advertising media, structures of wanting and shopping. Starting from the question “why do we want things” we will discuss theories and empirical studies that focus on consumption and identity formation; on shopping and the consumption of symbolic signs; on consumption as linked to the re-enchantment of modernity; as a process of distinction and of the globalization of frames; and as related to time and information. The course is built around approaches that complement the “productionist” focus of the social sciences. Students interested in economic sociology and anthropology can supplement this course by one on Markets and Money.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn. Course is Cancelled
Equivalent Course(s): SOCI 30150, ANTH 35401, ANTH 25401

SOCI 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 20242. States, Markets, and Bodies. 100 Units.
An introduction to political economy, this course will introduce students to theories, concepts, and tools for studying relations between states and markets that affect the structure of power relationships. Taking a global approach, we will examine the different forms of state repression, the consequences of a neoliberal and decentralized global market, and its effects on individual people/workers. This course is motivated by three interrelated questions: (1) What is the appropriate role of the government in the economy? (2) How should states govern their citizens? (3) What is the role of the individuals who make up civil society?
Instructor(s): K. Hoang Terms Offered: Spring
Equivalent Course(s): GNSE 20242, GLST 24242
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: Autumn

Note(s): This course is offered in alternate years.

Equivalent Course(s): PBPL 24901, LACS 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 GeoDa software.

Instructor(s): L. Anselin Terms Offered: Autumn

Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary

Equivalent Course(s): SOCI 30253, GISC 30500, MACS 54000, ENST 20510, GISC 20500

SOCI 20258. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn’t it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different form organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices, and other dimensions of a market economy, and how a financial economy affects organizations, the art and other areas.

Instructor(s): K. Knorr Terms Offered: Spring

Equivalent Course(s): ANTH 25440, SOCI 30258, ANTH 35405

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: Autumn

Equivalent Course(s): SOCI 30264

SOCI 20282. Immigrant America. 100 Units.

Nearly 60 million immigrants have arrived in the U.S. in the past 50 years, mostly from Latin America and Asia, but also from Africa and the Middle-East. Today, a near-record 14% of the country’s population is foreign born compared with just 5% in 1965. These profound demographic changes raise critical questions: Why do immigrants come to the U.S.? What impact do they have on U.S. society? Are today’s immigrants fundamentally different from previous waves of immigrants? Are these immigrants assimilating to the U.S. or retaining their culture? Why do some immigrant groups appear to fare better than others? This course will expose students to the latest social science research on contemporary immigration to the United States. We will explore its origins, adaptation patterns, and long-term effects on American society.

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

Equivalent Course(s): CRES 20282

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): C. Bae Terms Offered: Spring Summer. Spring 2023; Summer 2023
Equivalent Course(s): GISC 28702, ENST 28702, ARCH 28702, SOCI 30283, GISC 38702

**SOCI 20291. Contemporary Social Theory. 100 Units.**
This course is about how contemporary theorists and those interested in a theoretical sociology, anthropology or related fields think about societies, how they rearrange themselves, and how social and cultural forms and relations can be analyzed. It addresses connections that transcend national borders and connections that require us to dig deeper than the person and look at the brain. We address different theoretical traditions, including those attempting a diagnosis of our times, and mechanism theories. The overall focus is on defining and agenda setting paradigms in the second half of the 20th century and some new 21st century theorizing.
Instructor(s): K. Knorr Terms Offered: Autumn. Course is Cancelled
Prerequisite(s): Upper level Undergraduates need permission from instructor
Equivalent Course(s): ANTH 24910, ANTH 30310, SOCI 30291

**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
Equivalent Course(s): SOCI 30292

**SOCI 20295. Morrissey’s America: Contemporary Social Problems. 100 Units.**
What are the most pressing social problems in the U.S.? What do we know about them and what can we do to address them? We will use the life and music of Morrissey, the controversial former frontman of The Smiths, as a lens through which to explore our country’s most critical social issues. An outspoken defender of animal rights and disaffected youth’s preeminent lyricist, Morrissey has also increasingly flirted with nationalist policies. As such, he embodies the tensions, complexities, and ambiguities around critical topics that characterize our time. Guided by sociological theory, we will examine the latest social science evidence on race, immigration, gender and sexuality, health, poverty, segregation, crime, and education as they are key sites in which social inequality is produced and reproduced today. Finally, we will discuss potential solutions to these problems.
Instructor(s): R. Flores Terms Offered: Spring
Equivalent Course(s): GNSE 22295

**SOCI 20297. Education and Social Inequality. 100 Units.**
How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S., students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2022-23
Equivalent Course(s): CHDV 23005, EDSO 23005, CRES 23005, CHST 23005

**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 knowledges; 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): PLSC 20506, SOCI 30506, CCCT 30506, HIPS 20506, CHSS 30506, PLSC 30506, CHST 20506, ENST 20506, ARCH 20506, KNOW 30506

**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, ANTH 21432, GLST 26220, SOSC 30224, ENST 20224, SOSC 20224

SOCI 20530. Schooling and Identity. 100 Units.
This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement and achievement. We will consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.
Instructor(s): Lisa Rosen Terms Offered: Winter. Offered 2022-23
Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.
Equivalent Course(s): EDSo 33002, SOCI 30530, CHDV 23003, CRES 23002, EDSo 23002

SOCI 20532. Race and Nation in Latin America. 100 Units.
How does race operate in Latin America and the Caribbean, and in what ways does it intersect with the concept of nation and national belonging? This course follows the history of race and national formation in the region, from the wake of the independence movements of the early nineteenth century to the present. It draws on historical, anthropological, sociological, artistic, and literary approaches to identifying, analyzing, and interpreting the varied meanings of race and nation throughout the region. We will discuss changing notions of race over time and their relationship to contemporaneous social theories; we will analyze notions of citizenship, equality, and race both in ideas and in practice; and we will examine the intersection of racial formation and gender and sexual politics.
Instructor(s): Diana Schwartz-Francisco Terms Offered: Winter
Equivalent Course(s): CRES 21813, GLST 21813, HIST 26510, HIPS 21813, LACS 21813

SOCI 20538. Language, Culture, and Education. 100 Units.
In this course, we will examine current theories and research about differential educational achievement in U.S. schools, including: (1) theories that focus on the characteristics of people (e.g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e.g., ethnic group culture, school culture), and (3) theories that examine how cultural processes mediate political-economic constraints and human action. Course discussion will focus on understanding the ways in which language and/or culture are conceptualized in these positions and their educational consequences, especially for low income and ethnic and linguistic minority students in the US.
Instructor(s): Lily Ye Terms Offered: Winter. Offered 2022-23
Equivalent Course(s): EDSo 23007, ANTH 27215, CHDV 23007, CRES 23007

SOCI 20539. The Latinx Religious Experience: Race and the Politics of Faith in the US. 100 Units.
Latinos? Hispanics? Latinx? How much do we know about one of the largest minorities (18.5%) in the USA? How does their culture shape their religious experience? What is the role of religion in their politics and activism? In this class we will explore these and other questions drawing from biographical narratives, history, sociology, and theology. In the first part of this course, students will be introduced to foundational biographical narratives and historical sources for studying the Latinx religious experience. In the second part of the course, students will examine the diversity of Latinx religion and the multiple functions of faith and devotion in the Latinx community. The course culminates with a close examination of three authors (Roberto Goizueta, Michelle González, and Nancy Pineda-Madrid) whose work allows us to understand the complex and diverse links between theological reflection, religious practice, and political action in the Latinx community. No prerequisites.
Instructor(s): Raul Zegarra Terms Offered: Autumn
Equivalent Course(s): AMER 27075, CRES 27075, LACS 27075, ANTH 23226, RLST 27075

SOCI 20541. Introduction to Religious Studies. 100 Units.
This course introduces students to the field of Religious Studies through addressing a foundational question: "What is religion?" We will approach this question from multiple angles. We will study the cults, codes, and creeds of a range of religions with reference both to their self-understandings and to modes of analysis (chiefly from the humanities and the social sciences) that concern themselves explicitly with religion. The scope of the course is in principle limitless: as old as the Vedas and the Epic of Gilgamesh and as recent as the front page of
your preferred news source. The selections for the first five weeks will provide an overview of religions that have a global presence, and of theoretical perspectives that aspire to give a comprehensive account of religion. Each of the last four weeks will be a "case study" of a specific religion and its theorization that will be determined by the class from a list provided by the instructor. Three short (1-3 pp.) analytic essays (submitted on Fridays and returned the following Mondays) during the first five weeks will be followed by a final assignment synthesizing the material of the course. No prior knowledge of the religious traditions or the theoretical perspectives covered is expected.

Instructor(s): Richard Rosengarten Terms Offered: Autumn
Note(s): This is the required introductory course for RLST majors/minors.
Equivalent Course(s): RLST 10100

SOCI 20547. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.
Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer's role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students' exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor's feedback on students' personal journals on the role of the interviewer.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn/Winter
Prerequisite(s): Ugrad Level restricted to 3rd and 4th year Sociology Majors ONLY
Equivalent Course(s): SOCI 40164, MAPS 40164

SOCI 20548. Coding & Analyzing Qualitative Data using MAXQDA. 100 Units.
This focus of this course is on coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Instructor(s): S. Hicks-Bartlett Terms Offered: Spring/Winter
Prerequisite(s): Ugrad Level restricted to 3rd and 4th year Sociology Majors ONLY; Consent of instructor
REQUIRED
Equivalent Course(s): SOCI 40177, MAPS 40177

SOCI 20549. Human Development Research Design. 100 Units.
The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.
Instructor(s): E. Abdelhadi Terms Offered: Summer/Winter
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): HLTH 20100, EDSO 20100, PSYC 21100, CHDV 20100

SOCI 20551. Data Analysis with Demographic & Health Surveys Program Data. 100 Units.
Across the globe, maternal-health outcomes are improving, enrollment goals for universal primary education goals are being met, and attitudes about gender equity are being transformed. How do we know these facts? How do we know that they are true? This class is designed to introduce students to the production of scientific knowledge using one of the most trusted data resources for demographic and global-health research. The Demographic and Health Surveys (DHS) Program has collected, analyzed, and disseminated accurate and representative data on population, health, HIV, and nutrition through more than 400 surveys in over 90 countries. Students will learn about the nuts-and-bolts of producing high-quality quantitative data in a variety of sociocultural contexts and will analyze publicly available survey data to answer questions at the intersection of demography, health, and environment. The course begins with a brief history of survey practices; students
will read and digest technical material, including questionnaires, sampling protocols, scientific reports, and the exemplary secondary literature; students will quickly move to quantitative data analysis using model and actual DHS datasets. This is not a statistics class, but students are expected to use Stata or R independently for data analysis; basic statistical knowledge is required. Evaluation is based on participation in weekly tutorials and a final scientific poster and oral presentation.

Instructor(s): J. Trinitapoli Terms Offered: Winter
Equivalent Course(s): SOCI 30531

**SOCI 20552. Undergraduate research seminar: Chicago Urban Morphology. 100 Units.**

This seminar is open to Seniors and Juniors, particularly for but not necessarily limited to those in the fields of geography, environmental science, and urban studies. It is designed for students to undertake original research on a topic of their own choosing within the broad scope of Chicago’s built environment. Following a brief reading course in the theoretical literature of urban morphology, each student will identify and select a topic of interest to research using Chicago sources, with the objective of a formal written research paper. Discussions will center around formulating research questions, theoretical underpinnings, suitable methodology, modes of writing, appropriate presentation of evidence, and effective illustration. Sessions will combine open discussion with a rotating series of periodic individual progress reports to the group, reflecting an interesting diversity of topics and mutual support in gaining experience in the research process.

Instructor(s): Michael Conzen Terms Offered: Winter
Note(s): Restricted to 3rd and 4th years This course counts towards the ENST 4th year Capstone requirement.
Equivalent Course(s): CHST 25012, ENST 25012, GEOG 25012, ARCH 25012, PBPL 25012

**SOCI 20553. The Origins of Cities. 100 Units.**

What is the city? How did cities form? And how does the history of cities matter today? This course tackles these questions through readings from urban sociology, geography, urban science, and history. The goal of the course is to provide students with an understanding of how cities are embedded in political-economic structures, and develop a historically informed approach toward devising solutions to contemporary social problems facing cities.

Instructor(s): R. Vargas Terms Offered: Autumn. Not offered in 2022/23

**SOCI 20555. The Sociology of Work. 100 Units.**

From the Great Depression to the Great Resignation, paid work has played a central role in American life. The average American spends 1/3 of their life at work - making it an area of the social world heavily examined by politicians, journalists, and social scientists. In this course, we will look at the structural and interpersonal dynamics of work to consider the questions of what makes a “good job” in America and who gets to decide? Our topics will include low-wage work, the stigma of “dirty jobs,” gender and racial inequality at work, physical and emotional labor on the job, side hustles and the gig economy, and life after retirement. Students will be required to write a 15 page research paper that draws on interview data they will collect over the quarter. No prior background in doing interviews is required.

Instructor(s): K. Schilt Terms Offered: Winter

Equivalent Course(s): GNSE 20555

**SOCI 20556. Economic Sociology. 100 Units.**

Economic activities are fundamentally made up of social relations, and social relations are influenced by economic systems. In this course, we will develop a sociological understanding of economies and economic transactions. In contrast to neoclassical economic models which assume a social and political vacuum where people make rational choices, we will begin with the supposition that family, geography, culture, race, class, gender and sexuality, and age influence human perceptions and decisions. These influences have real consequences for economic activities and outcomes.

Instructor(s): Jean, Marshall Terms Offered: Spring Winter

Equivalent Course(s): SOCI 30556, MAPS 36505

**SOCI 20558. Digital Ethnography. 100 Units.**

This methods course prepares students for ethnographic research in an online environment. We will discuss practical steps to put together a research project-from research design to data collection and analysis. We will cover epistemological, ethical, and practical matters in online ethnographic research, and read articles and books showcasing methods for the study of virtual worlds (both game and nongame). This is a hands-on methods course: you will be required to formulate a preliminary research question at the beginning of the course, and you will conduct a few weeks of ethnographic research in a virtual field site of your choosing. Each week you will be asked to complete short ethnographic assignments, and to produce field notes to be exchanged and discussed in class. As a final project, you will have a choice between a research proposal or a short paper based on your observations.

Instructor(s): Cate Fugazzola Terms Offered: Autumn

Equivalent Course(s): ENST 25199, MAPS 35199, GLST 25199, MAAD 10199, SOCI 30326

**SOCI 20559. Spatial Regression Analysis. 100 Units.**

This course covers statistical and econometric methods specifically geared to the problems of spatial dependence and spatial heterogeneity in cross-sectional data. The main objective for the course is to gain insight into the scope of spatial regression methods, to be able to apply them in an empirical setting, and to properly interpret the results of spatial regression analysis. While the focus is on spatial aspects, the types of methods covered
have general validity in statistical practice. The course covers the specification of spatial regression models in order to incorporate spatial dependence and spatial heterogeneity, as well as different estimation methods and specification tests to detect the presence of spatial autocorrelation and spatial heterogeneity. Special attention is paid to the application to spatial models of generic statistical paradigms, such as Maximum Likelihood and Generalized Methods of Moments. An import aspect of the course is the application of open source software tools such as various R packages, GeoDa and the Python Package PySal to solve empirical problems.

Instructor(s): L. Anselin Terms Offered: Spring
Prerequisite(s): An intermediate course in multivariate regression or econometrics. Familiarity with matrix algebra
Equivalent Course(s): GISC 20559, GISC 30559, SOCI 30559

SOCI 20560. Studying ‘Social Problems’: Theory and Methods. 100 Units.
What does it mean for something to be a ‘social problem?’ How do particular ‘social problems’ emerge and how do they stop being ‘problems?’ This course answers these questions from the perspective of the sociology of social problems and introduces students to different tools and data sources they can use to better understand a social problem, or a variety of other phenomena, that they might be interested in. In the first part of the course, we will cover sociological theories of ‘social problems’ and read a selection of case studies. In the second part of the course, we will survey different kinds of data sources (Twitter feeds, newspaper and congressional records, article databases, various publicly available datasets, etc.) and discuss how you can best leverage them to study specific ‘social problems.’ By the end of the class, each student will have produced an extensive report on a topic of interest. As such, the class is particularly well-suited for students doing independent research, such as working on their BA or MA. The course does not assume any previous knowledge, beyond basic proficiency with the Internet and software such as Excel. However, the instructor will orient parts of the class towards students who have some programming background, in order to emphasize the utility of computational approaches.
Instructor(s): Miklin, Sanja Terms Offered: Winter
Equivalent Course(s): CHDV 20900, SOCI 30560, MAPS 40900, MACS 40900, MACS 20900

SOCI 20562. Democracy and Its Critics. 100 Units.
This course provides an introduction to the study of self-government. Over the course of the quarter, we will investigate the strengths and weaknesses of democracy as a political regime and a form of social organization. We will explore the relationship between democracy and values such as equality and freedom; democratic threats to minorities; the risks of elite capture and manipulation; and democratic erosion and collapse. Drawing on writings from advocates, analysts, and critics of democracy, we will introduce students to the study of democracy in several different disciplines, including history, philosophy, political science, and sociology. Written assignments will be satisfied through a set of short papers.
Instructor(s): Elisabeth Clemens and James Wilson Terms Offered: Winter
Note(s): It is required for the Democracy Studies Minor. In situations where enrollment demand exceeds supply, students in the minor will receive priority.
Equivalent Course(s): DEMS 15000, PBPL 20562

SOCI 20563. Religion and AIDS. 100 Units.
The AIDS crisis was not an epoch that we survived. It is a battle that we are still fighting...when Americans talk about AIDS they are rarely just talking about a scientific problem or a pharmaceutical solution. They are instead offering a sociology of suffering and a plan for spiritual warfare.” - Kathryn Lofton Is it possible to understand current debates over public health or the role of religion in the political sphere without first examining religious responses to the AIDS crisis? This course focuses on the emergence of the AIDS epidemic during the peak of the American culture wars. As such, students will analyze the fraught intersection of political power structures, medical epistemologies, and religious views on bodies, sex, and public morality. Through a varied catalog of disciplinary frameworks, e.g., history, theology, medical ethics, sociology of religion, and history of medicine, students will weigh the accuracy of Lofton’s claim that for Americans, AIDS is more than just a disease. Thus, we will scrutinize moral rhetoric surrounding contraception and its public availability. We will discuss the extent to which religious philanthropy, especially on the international stage, reshaped approaches to global health. Finally, we will revisit the role of religious communities in providing both care for the sick and theological responses to suffering. Prior knowledge of religious studies and/or medical history is not required for the course.
Instructor(s): Mark M. Lambert Terms Offered: Autumn
Equivalent Course(s): PBPL 25301, HMRT 26301, HIPS 26301, HLTH 26301, HIST 28007, CCTS 21014, CHST 26301, RLST 26301, GNSE 23142

SOCI 20564. Religion and Abortion in the United States. 100 Units.
In American public discourse, it is common to hear abortion referred to as a "religious issue." But is abortion a religious issue? If so, in what ways, to whom, and since when? In this course we will answer these questions by tracing the relationship between religion and abortion in American history. We will examine the kinds of claims religious groups have made about abortion; how religion has shaped the development of medical, legal, economic, and cultural perspectives on the topic; how debates over abortion have led to the rise of a certain kind of religious politics in the United States; and how issues of race, class, gender, sexuality, and the body are implicated in this conversation. Although the course will cover a range of time periods, religious traditions, and types of data (abortion records from Puritan New England, enslaved people's use of root medicine to induce miscarriage, and Jewish considerations of the personhood of the fetus, among others), we will give particular attention to the significance of Christianity in legal and political debates about abortion in the twentieth and
twenty-first centuries. There are no prerequisites for this course and no background in Religious Studies is required. However, this course may be particularly well-suited to students interested in thinking about how their areas of study (medicine and medical sciences, gender and sexuality, race and ethnicity, political science) converge with religion and Religious Studies.

Instructor(s): ibd
Equivalent Course(s): PBPL 25304, RLST 26304, HLTH 26304, HMRT 26304, GNSE 12115, HIPS 26304, HIST 28008, CCTS 21015

SOCI 20565. Social Reproduction: Labour, Life, and World-making. 100 Units.

Marxist feminists have defined social reproduction as the labour, with its attendant spaces and institutions, that is required for making and maintaining life in a capitalist world - from marriage to sexwork, schooling to child care, housing to healthcare, the affective to the intimate. This course explores theories, practices, histories and infrastructures of social reproduction in a transnational context, offering analytics for how life is constrained and sustained at different scales. It begins with an overview of early debates in social reproduction theory, and goes on to examine interventions from anthropology, geography, literature, history and political science that, both, focus on particular nodes that social reproduction feminists identify (such as domestic, education, service industry and healthcare spaces), as well as add other dimensions to the question of what sustains life in a capitalist world (such as fantasy and desire). Throughout our reading we will pay attention to how intersections of gender, sexuality, race, caste, class, and disability become integral to mobilizations of labour. The labour of social reproduction is often devalued and invisibilized, yet its life and world-making capacities can also offer contradictory and liberatory potentials for an everyday beyond capitalism. Thus the course also critically engages material that centres concepts of social reproduction to radically reimagine economies, bodies, the state, social relations, and futures.

Instructor(s): Tanima Sharma Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors
Equivalent Course(s): ANTH 23141, GLST 23141, CRES 23141, GNSE 23141, CHDV 23141

SOCI 20566. Tutorial - Algorithms and Big Data in Society. 100 Units.

Algorithms and Big Data have become a ubiquitous presence in our lives. From routine internet searches to predictive policing, these technologies shape how we acquire knowledge, relate to other people, and interact with the State. But despite their prevalence in society, most consign the study of algorithms to the realm of computer science. In doing so, we become suffie to consider algorithms as opaque and inscrutable technical objects, all the while missing the distinct social histories and the human subjectivities inhered in their code. This seminar examines these histories, and the ways that algorithms and Big Data shape social processes and institutions. We'll examine the consequences of these technologies for governing people, managing economies, and for our everyday "micro" interactions. To do so, we'll wrestle with a range of empirical examples and theoretical pieces to help us make sense of these phenomena. Our goal is to develop a better understanding of how algorithms shape individuals and society, and to integrate that new knowledge into our own scholarly or professional practice.

Instructor(s): Adam Peri Terms Offered: Winter. Offered in Winter 2023
Equivalent Course(s): HIPS 29645

SOCI 20567. Introduction to Computational Sociology. 100 Units.

Advances in machine learning, high performance computing, and big data are opening exciting new ways of doing social science. This course introduces students to the burgeoning field of computational sociology, emphasizing both conceptual understanding and hands-on training. The course does not require any prior experience with coding, computer science, or statistics. The only requirement is that students have fluency in high-school mathematics (pre-calculus) and an interest in acquiring computational skills. Students will learn the basics of R and Python, and will gain practical experience with simulation modeling, computational text analysis, and neural networks. This course will pair a practical training in computational methods with a critical examination of how these technologies are being deployed in the real world and their roles in reproducing systems of power and inequality. This class is recommended for students who want a basic introduction to "data science" and who are seeking the conceptual knowledge necessary to participate in current debates over information technology in contemporary society.

Instructor(s): A. Kozlowski Terms Offered: Winter
Equivalent Course(s): HIPS 20567, MAAD 10567

SOCI 20568. Historical Methods in the Social Sciences. 100 Units.

This course is designed to introduce students to the methods, theories, and problems encountered in research utilizing historical methods in the social sciences. The course pairs readings that address theoretical and ethical issues in historical methods—such as for and by whom history is written— with practical instruction in using common sources such as archives, oral histories, newspapers, and non-textual evidence. Drawing from diverse readings across the social sciences, we will examine some of the ways scholars from different fields have approached problems of structure, agency, and method; in the process, we will explore the relationship between theory and methods in our own projects. Throughout the course, students will have the opportunity to practice their skills through hands-on assignments that make use of the materials at University of Chicago and beyond.

Instructor(s): M. O’Shea Terms Offered: Winter
Equivalent Course(s): GLST 20568, SOCI 30568
SOCI 20569. Music, Society, and Politics. 100 Units.
Course description: Music is related to acts of listening, producing, circulating, composing, dancing, humming, aestheticizing, resisting, relating, coping—all of which put the individual in conversation with the social world. Music “gets into life” by allowing individuals to make meaning of the social world and form social relations of taste, aesthetics, and politics with one another. In this course, “musicking” is taken as a sociological site to interrogate the roles that sound, music, and noise play in ordering or disrupting social norms, constituting identities, and organizing political action and social movements. Taking a global perspective, this course traverses cultural sociological reading selections to introduce themes of taste, group boundary-making, and (counter)cultural capital, investigating how music allows individuals to constitute the self and negotiate identity-making with respect to race, class, nationality, ethnicity, caste, gender, and sexuality. These themes are then brought in conversation with the role of music—especially protest music, hip-hop, and other musical genres of resistance—in effecting social change. Finally, with the impact of digitalization and globalization, how do seemingly “local” musical genres enter global circuits of taste, aesthetics, and politics? This course will be of interest for students curious about how music mediates the relationship between individuals and the social world, especially in this present political moment.
Instructor(s): P. Diwakar Terms Offered: Spring

SOCI 20572. Storytelling and Social Science: Methods in Oral History and Narrative Data Analysis. 100 Units.
Stories surround us in our everyday lives: we invoke them when our friends and family ask us about our day, we encounter them on the news, on social media, and in the books, we read to our children. Stories are central to interpreting human experiences: they help us order them into meaningful episodes and communicate these understandings to one another. This seminar explores how social and historical sciences use empiric evidence in the narrative form. Given the variety of narrative genres (fictional/non-fictional, written/oral), any discussion on narrative analysis has to be selective. This course focuses on first-person accounts of personal experiences and how they can inform sociocultural studies. At the beginning of the semester, we will delineate the terminology and explore common elements in narratives. We will also examine different analytical approaches like thematic and structural analysis and what kind of insights these approaches bring about. We will then investigate empirical examples of narrative analysis from sociological, historical, and feminist research to understand how personal accounts can expand our understanding of various social phenomena. The course will have a practical component where students will gain hands-on experience designing and carrying out an interview-based research project that uses the interpretive methods we study.
Instructor(s): Alothman, Esma Terms Offered: Spring
Equivalent Course(s): GLST 26381

SOCI 20573. Safety not Guaranteed: Navigating Legal, Medical and Economic Uncertainties in Global Risk Society. 100 Units.
Following the 1986 Chernobyl disaster, the world grew concerned about the scale of risks and hazards surrounding us in our everyday lives. Modern societies seem to be constantly on the brink of environmental disasters, militaristic aggressions, and economic crises. Security has become a fixation for states and parents alike, and risk is endemic to financial markets where returns to investments are the greatest when they are the most uncertain. Even reality TV shows like the Bachelor frame “falling in love” in risk-related terms. This course examines the constitutive role of risk in the political, medical, financial, and environmental arenas. We first discuss various conceptualizations of “risk” and how to distinguish it from uncertainty and insecurity. Then, we investigate the meaning of risk in this socio-political era through the writings of theorists like Beck, Giddens, Douglas, and Bauman. We will review research on how risk and uncertainty are processed organizationally, affectively, and discursively. For instance, we will read about how states create surveillance systems and contingency plans to control future security threats, how risk perceptions shape medical assistance-seeking, and how experts in finance and weather forecasting develop sophisticated methods to render futures predictable. These exercises will allow students to critically engage with “risk” rhetoric and “risk mitigation” and understand their impact on the public culture and civil liberties.
Instructor(s): Alothman, Esma Terms Offered: Winter
Equivalent Course(s): GLST 25370

SOCI 20574. Sociology Structure and Agency. 100 Units.
The course will unpack two fundamental concepts in sociology-social structure and agency—and examine how they relate to one another. In this endeavor, we will consult both classical and contemporary sources and discuss theoretical elaborations as well as empirical applications. We will pay particular attention to what may be the three most powerful social structures in America: gender, class, and race. The aim of the course is to impart a distinctly sociological perspective and equip students with sociological modes of explanation (as opposed to, say, economic or biological/evolutionary modes) in the belief that such a framework will enrich their understanding of the world. To this end, students majoring in other disciplines-in economics, STEM fields, and the humanities—are encouraged to enroll. While the readings will include dense social theory, every effort will be made to make the ideas at stake accessible to a non-specialized audience.
Instructor(s): M. Garrido Terms Offered: Winter
Equivalent Course(s): CHSS 30574, HIPS 20574, SOCI 30574

SOCI 20575. Logic of Social Inquiry. 100 Units.
This course is not simply Sociological Methods required. It is not a methods survey but, rather, intended to cultivate deeper thinking about research methods. The focus of the first part of the course is on epistemology.
Here the aim is to link the philosophy of science with research practice. The focus of the second part of the course is on research logic and design. Here the aim is to make explicit and get students to think about the many choices they have to make in pursuing a research project; choices about what aspect of reality to focus on and how to construct a research question in order to get at it, which methods to employ, and which case(s) to investigate. In addition to issues of research design, we will tackle larger questions concerning validity, generalizability, representation, positionality, research ethics, and so on. Potential readings include Durkheim and Weber on positivism and interpretivism, respectively; possibly the debate on representation between Wacquant and Anderson, Duneier, and Newman in the American Journal of Sociology. We see this course as a necessary bridge between theory and research, believing that good sociology lies precisely in the ability to bridge this gap. Suffice it to say, it will better prepare students to write an academic paper for their capstone projects. We envision it being co-taught by two faculty members specializing in quantitative and qualitative methods, respectively.

Instructor(s): M. Garrido Terms Offered: Winter. Not offered in 2022/23

Equivalent Course(s): SOCI 30575

SOCI 20576. Social Theory for the Digital Age. 100 Units.

Society rearranges itself, though we don’t always know where it is heading. When the postmodern moment had arrived in the 1980s it perplexed social theorists, hence its characterization as simply a “post”-stage of modernity. Digitization is one answer to the question of direction of change in the last decades. In this class, we take the ongoing transformations that we attribute to digital media as a starting point to ask what challenges they provide to social theory that may force us to reconsider some of our most basic concepts and premises. We will understand the term digital age broadly to refer to the rise of algorithms, sensors, (big) data, machine learning, and computational methods, all developments that swirl in and around the Artificial Intelligence scene and intersect with and replace purely human relations. The class gives particular attention to concepts such as action and interaction, embodiment, social situations, subjectivity and autonomy, as well as society as communication.

Instructor(s): K. Knorr Terms Offered: Spring

Equivalent Course(s): SOCI 30576

SOCI 20577. The Sociology of Quantification. 100 Units.

Numbers are a powerful social technology with ever growing use for government, commerce, and knowledge production, but only recently has a coherent sociological approach to this phenomenon begun to emerge. This course aims to introduce students to processes of quantification-the production and communication of numbers-through a sociological lens. It will explore recent sociological debates about how to study quantification and related processes; it will then connect these to a wider literature situating quantification within modern society, both in classic works (Weber, Marx) and more recent subfields approaching quantification through frameworks of expertise, valuation, race, technology, and more. Students will complete a project using our readings to inform an original analysis of quantification in contemporary society, with particular reference to their daily lives. Example topics might include university rankings, GPA scores, algorithms, fit-bit and other kinds of personalized data collection, and more.

Instructor(s): J. Bunning Terms Offered: Autumn

SOCI 28091. Brains, bodies, and culture: An introduction to the sociology of culture. 100 Units.

Culture”-a loaded and thorny term for many sociologists. Used differently by scholars within the subfield and across social science disciplines, the term escapes easy definition. In this course, we will attempt to arrive at a working definition of culture that considers cognitive science and psychological research, and that is consistent with what we know to be the case about how bodies and brains work. To do this, we will remain in dialogue with research in cognitive science and use this work to inform our reading and evaluation of key theoretical and empirical texts in the sociology of culture. Over the course of the quarter, we will cover major sociological treatments of culture, debates within the subfield regarding what culture properly “is,” enculturation processes, and contemporary empirical and theoretical treatments. The following two questions will guide us: “What do we mean-and what should we mean-when we talk about culture?” and “How does culture intersect with sociopsychological processes of fundamental importance to sociologists like inequality, power, perception, interpretation, and action?” Through a range of topics like gender, the workplace, political orientations, and music and fashion, we will explore how our environment interacts with our bodies and brains to produce our particular experience of the world. The focus of the course is on reading and discussion; although not required, prior experience with sociology’s ”greatest hits” may be helpful.

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

SOCI 29001. Practicum in Historical Sociology. 100 Units.

This research practicum course is an introduction to core theoretical problems and methodological solutions in historical sociology, and gives students an opportunity to be involved in research. Students will be introduced to central works in historical sociology. They will then apply the theoretical perspectives and methodological tools they learned in their own research. More specifically, they will both participate in a large collective data-gathering-and-analysis project in historical sociology, and work through their own independent project, mentored by a faculty member and an advanced PhD candidate. There are opportunities to continue with either the collective or the individual project for those interested. This year’s project is on the development of political parties right after the American War of Independence, looking at the relation between social networks, office seeking, and political rivalry among aspiring elites.

Instructor(s): J. Martin Terms Offered: Spring
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: Autumn Spring Summer Winter
Prerequisite(s): Consent of instructor and program chair.

SOCI 29998. Sociology BA Thesis Seminar. 100 Units.
For students who choose to pursue a BA project, this course is required. It is designed to help students develop the project and provide them with opportunities to discuss their research. The course is taken in the student’s fourth year in the College beginning in the Autumn Quarter and lasting through the Spring. It only counts as one course, however, students will register in the Autumn, meet 3-4 times a quarter, and receive their course grade in the Spring.
Instructor(s): o. McRoberts, M. Garrido Terms Offered: Autumn Spring Winter
Prerequisite(s): Open only to students who are majoring in sociology.
Note(s): Must be taken for a quality grade.