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. 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 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 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 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 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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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SOCI 20002</td>
<td>Social Structure and Change</td>
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<tr>
<td>SOCI 20005</td>
<td>Sociological Theory</td>
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<td>or approved substitute</td>
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One of the following: 100

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>SOCI 20001</td>
<td>Sociological Methods</td>
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<tr>
<td>SOCI 20140</td>
<td>Qualitative Field Methods</td>
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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).

**SOCILOGY 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.

**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): J. Martin Terms Offered: Spring

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: 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): R. Stolzenberg 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): J. Martin Terms Offered: Winter

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

Equivalent Course(s): SOCI 30005

**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: Spring

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

**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. Not Offered in 2021/22

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

**SOCI 20106. Political Sociology. 100 Units.**
Political sociology explores how social processes shape outcomes within formal political institutions as well as the politics that occur in the family, civic associations, social networks, and social movements. This course surveys the emergence of the most historically significant forms of political ordering (particularly nation-states and empires); explores the patterns of participation, mobilization, and policy feedback’s within nation-states, both democratic and non-democratic; and considers how transnational politics and globalization may reorder political relations.

Instructor(s): E. Clemens Terms Offered: Winter

Prerequisite(s): Completion of the general education requirement in the social sciences
SOCI 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): LLSO 20116, GEOG 30116, HMRT 30116, HMRT 20116, PBPL 27900, SOCI 30116, GEOG 20116

SOCI 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): GEOG 30120, PBPL 24800, GEOG 20120, SOCI 30120

SOCI 20122. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.
Instructor(s): L. Waite Terms Offered: Spring. Cancelled not offered being offered in 2021/22
Prerequisite(s): 2nd through 4th year undergraduates only
Equivalent Course(s): GNSE 20120, CHDV 20122, ENST 20500

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: Spring
Equivalent Course(s): CHDV 20140, CRES 20140

SOCI 20157. Mathematical Models. 100 Units.
This course examines mathematical models and related analyses of social action, emphasizing a rational-choice perspective. About half the lectures focus on models of collective action, power, and exchange as developed by Coleman, Bonacich, Marsden, and Yamaguchi. Then the course examines models of choice over the life course, including rational and social choice models of marriage, births, friendship networks, occupations, and divorce. Both behavioral and analytical models are surveyed.
Instructor(s): K. Yamaguchi Terms Offered: Winter
Equivalent Course(s): SOCI 30157

SOCI 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

SOCI 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
Cancelled
Equivalent Course(s): SOCI 30192, EDSO 30192, EDSO 20192

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 affects 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

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: Spring
Note(s): This course is offered in alternate years.
Equivalent Course(s): PBPL 24901, LACS 24901

SOCI 20252. Urban Innovation: Cultural Place Making and Scenescapes. 100 Units.

Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most social science theories, these new cultural initiatives and policies are increasing globally. Urban planning and architecture policies, walking and parades, posters and demonstrations, new coffee shops and storefront churches reinforce selective development of specific cities and neighborhoods. These transform our everyday social environments into new types of scenes. They factor into crucial decisions, about where to work, to open a business, to found a political activist group, to live, what political causes to support, and more. The course reviews new case studies and comparative analyses from China to Chicago to Poland that detail these processes. Students are encouraged to explore one type of project.

Instructor(s): T. Clark
Terms Offered: Spring
Equivalent Course(s): ENST 20252, ARCH 20252, SOCI 30252

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 to 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
Terms Offered: Autumn
Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary
Equivalent Course(s): GEOG 20500, SOCI 30253, GEOG 30500, MACS 54000, ENST 20510

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 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): M. Kolak Terms Offered: Spring Summer 2021-22
Equivalent Course(s): GEOG 38702, ENST 28702, ARCH 28702, GEOG 28702, SOCI 30283

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): CNSE 22295

SOCI 20502. Bil(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: Autumn
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 12903

SOCI 20508. Working with Found Data: Library/Internet Research. 100 Units.

This course is an introduction to the methods involved in “research with found data:” that is, found material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such materials can be found both in print and on the Internet.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum organized around student projects. The texts are Thomas Mann’s Oxford Guide to Library Research and Andrew Abbott’s Digital Paper.
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: Winter
Equivalent Course(s): GNSE 20514, CRES 20514

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. Through 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: Spring. Cancelled
Equivalent Course(s): GNSE 20514, CRES 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): SOSC 20224, GLST 26220, ANTH 31432, ANTH 21432, SOSC 30224, ENST 20224

SOCI 20521. Sociology of Urban Planning: Cities, Territories, Environments. 100 Units.
This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of “planning” and “urbanization,” we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future.

Instructor(s): N. Brenner Terms Offered: Winter
Equivalent Course(s): PLSC 30521, CHST 20521, PLSC 20521, ENST 20521, PBPL 20521, GEOG 20521, PPHA 30521, SOCI 30521, ARCH 20521, KNOW 30521

SOCI 20523. Digital Media & Social Life: Contemporary Methods. 100 Units.
Digital and networked media include forms and social phenomena such as memes, social media, live-streaming platforms, video games, virtual worlds, electronic literature, and online communities. What methods taken from the humanities and social sciences enable the study of these digital media forms and cultures? In order to model a series of methods, this course runs one shared media object (this term, the video game Stardew Valley) through a series of research methods, one per week, taken from the humanities (e.g., close reading, critical theory, response theory, and critical making) and social sciences (e.g., interviews, digital ethnography, discourse analysis, and quantitative analysis) methods. At the end of the course, students will compose a research paper or create a digital project that uses one or more of these methods to analyze a digital or networked media case of their choosing.

Instructor(s): K. Schilt, P. Jagoda Terms Offered: Winter
Equivalent Course(s): ENGL 20523, MAAD 10523, CMST 27808
SOCI 20524. Social Survey Design and Public Opinion Research. 100 Units.
This course will introduce the science behind social surveys and public opinion research and provide an overview of different research methods (focus groups, polls, panels, and surveys) used for gathering and analyzing data about social attitudes and behaviors. Students will critically evaluate claims made based on social surveys and public opinion research, and will be prepared for further coursework on research design and analysis (e.g., psychometrics).
Instructor(s): K. Cagney Terms Offered: Winter. Course Cancelled

SOCI 20533. Coming of Age: Youth Cultures in Postcolonial India. 100 Units.
In this course, we will gain a deeper understanding of how certain key moments in postcolonial India—from student protests to an economic transition to globalization, from rise of Bollywood to the omnipresence of social media—have shaped the youth of the country and how young people in turn have been at the forefront of some of the major events and have created history on their own terms. We will ask if youth is a construct like gender and caste then how was it constructed over the last seventy years? We will keep two guiding questions in mind—what are all considered to be the youth in postcolonial India? And—what are the lived experiences of young people during this time? The ever changing, seemingly arbitrary, and conflicting definitions of youth in government reports, commercial advertisements, or popular culture demands a thorough analysis of this category inside out. We will take an inter-disciplinary approach and examine how the identity of being young intersects with other identities such as class, ethnicity, linguistic abilities and so on. By identifying the constitutive elements of being part of the young generation in a young nation such as India, we will challenge any homogeneous perception of “the youth” and read young people’s experiences in their own contexts. Focusing on youth culture in South Asia will help us think critically about youth culture studies where the Global South remains underrepresented.
Instructor(s): Titas De Sarkar Terms Offered: Winter
Note(s): No prior knowledge of any South Asian language is required.
Equivalent Course(s): HIST 26906, CRES 21352, GNSE 21352, GLST 21352, KNOW 21352, SALC 21352

SOCI 20535. Activist Survival Kits: Feminism, Race, and the Politics of Movement Health. 100 Units.
What makes activism sustainable and accessible? Not just ideologically or politically, but physically, emotionally, and some would ask, spiritually? How do actors in progressive social justice movements enact care for movement survival? Conversely, when might care serve to depoliticize or otherwise undermine political action? Including the contested topics of burnout and self-care, questions of movement survival and activist sustainability touch on Marxist, Black, and Disabled feminisms, queer theory, the sociology of health and illness, critical theory, and other theoretical lineages. This course takes as its starting points Sarah Ahmed’s concept of feminist “killjoy survival kits,” Black feminist epistemology, adrienne marie brown’s Pleasure Activism, and the sociology of lay health experiences. Ultimately, this course will analyze, theorize, and critique care in activism and social movements. At the same time, it will create space to discern what our own visions of sustainable, politically committed wellbeing look like.
Instructor(s): Allison Reed Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors
Equivalent Course(s): GNSE 23132, CRES 23132

SOCI 20536. The Sociology of Disaster. 100 Units.
Disasters are catastrophic events with human and natural causes and may be gradual or sudden and unexpected. What these events share is their potential to disrupt communities, displace residents, and cause economic, emotional, and social suffering. We know that disasters are on the rise globally and in the US, incurring significant economic and social consequences. The aim of this course is to understand how disasters like pandemics, hurricanes, floods, wildfires, plane crashes, oil spills, and terrorism provide a “strategic research site” where we can examine social life and inequality. In this course, students will be introduced to the idea that disasters are fundamentally social events. We will focus on the social, political, and economic conditions that influence disaster experience and recovery, paying special attention to the ways that social characteristics like race, class, gender, and age structure social vulnerability to risk before, during, and after disasters. In learning to think critically about prevailing media representations of disasters, students will master content analysis methodology by engaging in a term-long research project in which they study one recent disaster event and the associated media coverage. This is an introductory level course without any prerequisites.
Instructor(s): R. Ewert Terms Offered: Winter
Equivalent Course(s): ENST 20536

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): Lisa Rosen Terms Offered: Autumn Spring. Offered 2021-22
Equivalent Course(s): CHDV 23007, EDSO 23007, ANTH 27215, CRES 23007
SOCI 20537. Gender, Health, and Medicine. 100 Units.
In this course, we will examine the way gender organizes health and medicine, as well as how the medical system and health practices create and organize gender. Using interdisciplinary research with a focus on sociological studies, we will interrogate the social, institutional, and biological links between gender and health. We will discuss inequalities in between women, men, and trans* individuals from different race, ethnic, and class backgrounds, using sociological research to understand why these inequalities and forms of difference emerge and are sustained. We will explore how modern Western medicine views male and female bodies and defines their health and illnesses accordingly. Students will complete two short research projects over the term in which they use different data sources (interviews and media content) to examine gendered perceptions of health, health behaviors, help-seeking behaviors, and experiences with medical institutions.
Instructor(s): R. Ewert Terms Offered: Winter
Equivalent Course(s): HIPS 20537, GNSE 12109, HLTH 20537

SOCI 20539. The Latinx Religious Experience in the US. 100 Units.
This course examines the diverse nature of Latinx religion, from its roots to present day forms, within the social and political context of the United States. The main goal of this class is to understand the distinctiveness of Latinx culture, its challenges, and possibilities, and to discern the role religion has in the Latinx experience. In order to do so, this course is structured around three central themes: 1) What Is the Latinx Experience? 2) Latinx Religion as Lived Experience, and 3) Latinx Theology, Ethics, and Politics. The first section gives us the lay of the land, relying on biographical narratives and historical sources to understand what the Latinx experience is all about. The second section turns to sociological and ethnographic material to study the diversity of Latinx religion and the multiple functions of faith and devotion in the Latinx community. The third section turns to the constructive work of scholars who study the distinct contributions of the Latinx experience to theological reflection, ethical discernment, and political action.
Instructor(s): Raul Zegarra Terms Offered: Winter
Note(s): Students with Spanish reading proficiency will have the opportunity to apply their skills.
Equivalent Course(s): LACS 27075, RLST 27075, AMER 27075, ANTH 23326, CRES 27075

SOCI 20540. The Prophet Q. 100 Units.
In the wake of the January 6th 2021 storming of the United States Capitol, the QAnon phenomenon has received sustained global attention as news and government agencies scramble to understand this online movement’s role in the attack, the threat it continues to pose, and why it is that one out of every six Americans believes that former President Trump is secretly battling an elite group of politicians, media moguls, and academics who are deeply involved in child sex trafficking and satanic sacrifice. This course will investigate the phenomenon of QAnon through the lens of New Religious Movements (NRMs)-seeking to understand the complex interplay of factors that incites people to become immersed in these groups. Using examples from American New Religious Movements of the 20th century such as Scientology, the Rajneesh movement, and Jonestown, we will delve into the history of these groups in order to examine the motivations that drive individuals into these “fringe” religious movements. In the process, we will interrogate the usefulness of such labels as “religion” and “cult” and ultimately hope to better understand how power, race, gender, and practices of dissimulation play active roles in both these new religious movements and within QAnon.
Instructor(s): Marielle Harrison Terms Offered: Autumn
Equivalent Course(s): RLST 28991, AMER 28991, ANTH 24711

SOCI 20541. Introduction to Religious Studies. 100 Units.
What is religion? Is it truth or an illusion? Is it an opiate or an effervescent? Is it the origin of civilization or the end of it? Is it some of these things, or none, or all? The task of defining religion has bedeviled scholars for centuries and remains a perennial concern in the academic field of Religious Studies. In this course we will explore some of the definitions of religion offered by scholars like Marx, Freud, Durkheim, James, Hurston, Long, de Beauvoir, DuBois, and Mahmood, as well as the methods, motivations, and historical contexts that made these definitions possible. Along the way we will survey some fundamental themes and issues in the field of Religious Studies. We will then apply what we learn to data outside the field, analyzing how religion is defined and deployed in films, novels, music, TikToks, Instagram reels, and our own brains. Ultimately the tools we acquire in the course will enable us to think through how we as humans organize and make sense of our world and our place in it.
Instructor(s): Emily Crews Terms Offered: Winter
Note(s): This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): RLST 10100

SOCI 20542. Religion, Medicine, and the Experience of Illness. 100 Units.
This course introduces students to both the dynamic relationship between religion and medicine and the role of religion as it relates to the experience of illness. Through a survey of a broad selection of religious traditions, textual genres, and case studies, students will evaluate how religion offers a pliable explanatory system (through myths, symbols, rituals, etc.) to address questions of causation, coping, and curing vis-à-vis illness. The historical relationship between religions and medical systems has been fascinatingly complex. We will encounter examples where religion and medicine work in tandem as complementary explanatory systems, e.g., with devotion to holy figures such as Saint Jude. We will also discuss what happens when religion usurps the explanatory role of medicine, e.g., when the activity of spirits becomes the diagnostic explanation for a medical condition such as epilepsy. Drawing upon literature from art history, medical anthropology, sociology, history, and theology, this
can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what situational context. Weekly reading assignments facilitate students' exploration of what the interview literature interviewer's role in getting others to talk and learn strategies that encourage fertile interviews regardless of the that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the communities in which they reside? This in-depth investigation into interviewing begins with an assumption fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct Imagine that you must interview someone who hails from a background unlike your own; perhaps you need Populations. 100 Units.

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.
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): MAPS 40164, SOCI 40164

SOCI 20548. Coding & Analyzing Qualitative Data: Using Open-Source Computer Asst. Qualitative Data
Analysis. 100 Units.
This is a graduate-level course in 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
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: Winter
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 21100, EDSO 20100, CHDV 20100, HLTH 20100

SOCI 20550. Population Problems and Demographic Dilemmas. 100 Units.
The news is filled with articles and programs about demographics, although we don’t always recognize them as
such. In this class we use a demographic lens to study some of the problems and challenges facing us today, in
the U.S. and across the world. We spend the first few weeks learning core concepts, such as life expectancy, that
demographers rely on, and a bit about demographic theories, like the demographic transition. We learn about the
evidence-data that demographers use to study these problems. Then we study the big problems through a series
of three short student papers, using appropriate data and methods. We practice interpreting data and measures
and reaching conclusions about population problems and demographic dilemmas. These might include: fertility
(why has the birth rate in the US fallen?); immigration (how can Europe manage the huge flows of people wanting
to come there?); illness and disease (why are people in the US much sicker than people in the UK?); mortality
(why is life expectancy much shorter in Oklahoma than in Connecticut?); pandemics (opioid, obesity, COVID);
population policy (do we need more people or fewer?); aging (why are countries in Asia saying that they ‘have
gotten old before gotten rich?’).
Instructor(s): L. Waite Terms Offered: Spring

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
Equivalent Course(s): GEOG 25012, CHST 25012, ENST 25012, PBPL 25012, ARCH 25012

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

SOC 28093. Racialization and the Racial Project of the American Immigration System. 100 Units.

This course examines how immigration law, changes in the American immigration system, and the notion of "illegality," have shaped the racialization and "othering" of Asian and Latino immigrants in the United States. The course will begin by exploring the concepts of racialization and racial project, and then shift to examining the context of, and resulting racialization surrounding, major changes in U.S. immigration policy. Indeed, immigration law is shaped by the economic moment of the times and is often aligned with the long history of exploitation by American colonial and corporate capitalist interests. However, at the same time, immigration laws also serve to delineate the "worthiness" and "unworthiness" of different groups in the nation in question. We will study how this racialization has meaningful implications in the domains of migrant economic integration and cultural assimilation, the Census, as well as love and family. The course will cover several moments of exclusion and inclusion, including the Chinese Exclusion Act, the Bracero program, Japanese internment, as well as the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986 (which provided amnesty for thousands of undocumented immigrants), DACA, as well as what racialization, illegality, and deportation look like today.

Instructor(s): Ilana Ventura Terms Offered: Winter
Equivalent Course(s): CRES 27546, HMRT 27546

SOC 28094. Monuments Practice & representation in the (post)-Soviet Space in the United States. 100 Units.

Twice in the last decade have there been mass removals of monuments in the United States; first in 2015-2017, and again in 2020. However, the building and removing of monuments has a long political and cultural history that stretches back through time in the US and in other countries. In this course we will discuss the categories of monument and monumentality primarily in two geographical cases—the USA and the former Soviet Union—to consider how and why monuments are built, when they are used by political regimes and for what purpose (including when they are removed). What might be considered a monument and how do monuments change over time? Lastly, how can understandings of monuments and monumentality help us understand ourselves, our histories, and our visions for the future?

Instructor(s): M. O'Shea Terms Offered: Spring
Equivalent Course(s): GLST 28094

SOC 28096. Race, Ethnicity, and American Public Schools. 100 Units.

This seminar is designed to introduce students to recent trends in research about race and ethnicity in American public schools. Although there are no pre-requisites for enrollment, this is a reading-intensive course, and students will be asked to read one full book per week throughout the quarter (with the exception of weeks 1 and 10). In this discussion-based course, students will evaluate the strengths and weaknesses of scholars' theoretical and methodological approaches to exploring how race and/or ethnicity shape and are shaped by the institutions of schooling. We will focus primarily on texts published in the past two decades in order to develop an understanding of the current landscape of the literature. For their final paper, students will evaluate the conceptualization and evaluation of a theme, concept, or theory across at least four texts from the course.

Instructor(s): Karlyn Gorski Terms Offered: Spring
Equivalent Course(s): CHDV 27547, CRES 27547, EDSO 27547, PBPL 27547
SOCI 28097. Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives. 100 Units.
This discussion-based course offers an introduction to the core theoretical foundations of critical race studies, with an emphasis on historical, global, and intersectional approaches to the study of race and ethnicity. Critical race studies, which posits that race is endemic to society, is an interdisciplinary field of scholarship that calls us to address unequal relationships of power and domination by analyzing the historical and global construction, emergence, and consequences of race while remaining committed to justice and political action in pursuit of social change. Drawing on case studies from the Americas and elsewhere, this course aims to establish a foundation of key terms, theories, and ideas in the field as well as familiarize students with a broad survey across time and regions that challenge us to question how race has informed ideas about power, oppression, and liberation. We will read and discuss a variety of classic and contemporary texts from critical race theory, history, feminist studies, post-colonial studies, sociology, anthropology, and other disciplines. This course fulfills the CRES major requirement in theories of race/ethnicity, but is open to all undergraduates.
Instructor(s): Deirdre Lyons Terms Offered: Winter
Equivalent Course(s): LACS 13200, GNSE 15200, HIST 19010, GLST 22200, CRES 12200

SOCI 28098. Racial Consciousness and the Asian American Perspective. 100 Units.
What does it mean to be Asian American today? At once marginalized and woefully unspecific, Asian American identity seems to occupy a purgatorial status in the American racial imagination. How have Asian Americans been understood within, and how do they understand themselves within, White institutions, anti-Black hierarchies, and capitalist orders? And what are the cumulative psychic effects of their quotidian, uneventful, and often unspoken of racializations? This seminar examines how Asian American writers, artists, and thinkers reckon with in/visibility, ambiguity, and the “minor intensities” of Asian American life through stories, poetry, films, and visual art. We will engage in close reading and analysis of these materials, with an eye toward their specific social, historical, and political contexts as we read them alongside a range of critical theory on the politics of identity and subjectivity.
Instructor(s): Victoria Nguyen Terms Offered: Spring
Equivalent Course(s): ANTH 23611, CRES 27542

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.