Department of Sociology

Chair

• Karin Knorr Cetina

Professors

• Andrew Abbott
• Luc Anselin
• Terry N. Clark
• Elisabeth S. Clemens
• Andreas Glaeser
• Karin Knorr Cetina, Anthropology
• Edward O. Laumann
• John Levi Martin
• Stephen W. Raudenbush
• Ross M. Stolzenberg
• Linda Waite
• Kazuo Yamaguchi
• Dingxin Zhao

Associate Professors

• Kathleen A. Cagney, Health Studies
• James A. Evans
• Cheol-Sung Lee
• Omar M. McRoberts
• Kristen Schilt
• Jenny Trinitapoli

Assistant Professors

• Marco Garrido
• Kimberly Hoang
• Xi Song
• Forrest Stuart
The Department of Sociology, established in 1893 by Albion Small and Charles A. Henderson, has been centrally involved in the history and development of the discipline in the United States. The traditions of the Chicago School were built by pioneers such as W. I. Thomas, Robert E. Park, Ernest W. Burgess, and William F. Ogburn. It is a tradition based on the interaction of sociological theory with systematic observation and the analysis of empirical data; it is interdisciplinary, drawing on theory and research from other fields in the social sciences and the humanities; it is a tradition which seeks to fuse together concern with the persistent issues of social theory and attention to the pressing social and policy problems of modern society.

Continuous developments in social research have marked the department’s work in recent years. The department has pursued a balance in effort between individual scholarship and the development of group research approaches. Faculty members have been engaged
in the development of systematic techniques of data collection and in the statistical and mathematical analysis of social data. Field studies and participant observation have been refined and extended. There has been an increased attention to macrosociology, to historical sociology, and to comparative studies. The staff is engaged in individual and large scale group projects which permit graduate students to engage in research almost from the beginning of their graduate careers. The student develops an apprenticeship relation with faculty members in which the student assumes increasing amounts of independence as he or she matures.

Research

The study of sociology at the University of Chicago is greatly enhanced by the presence of numerous research enterprises engaged in specialized research. Students often work in these centers pursuing collection and study of data with faculty and other center researchers. Students have the opportunity for experience in the following research enterprises: the Ogburn-Stouffer Center for the Study of Social Organizations; the Population Research Center; the Committee on Demographic Training; NORC Research Centers; the Center for the Study of Gender and Sexuality; the Center for the Study of Race, Culture, and Politics; the Chicago Center for Contemporary Theory; the University of Chicago Urban Network; the Center for Health Administration Studies; the Rational Choice Program; and the Center on Demography and Economics of Aging. These provide an opportunity either for field work by which the student brings new primary data into existence or for the treatment of existing statistical and other data. The city of Chicago provides opportunities for a variety of field investigations, and the department also encourages cross national and foreign studies.

The Social Sciences has a strong tradition of comparative and international research, with area studies centers focused on East Asia, South Asia, the Middle East, Latin America, and Eastern Europe and Russia. In addition, graduate students may benefit from activities at the University of Chicago centers in Paris and Beijing as well as the deep roster of language training opportunities available on campus. There are equally diverse training opportunities and infrastructure to support quantitative research including the Survey Laboratory, the training program in Demography, course offerings in Statistics and a number of professional schools as well as a growing interdisciplinary community in computational research methods.

Admission

The Department of Sociology offers a program of studies leading to the Ph.D. degree. It does not have a master’s degree program (students interested in a one-year master's program should consider the Divisional Master of Arts Program in the Social Sciences or MAPSS). Students ordinarily earn a master’s degree as part of the Ph.D. program upon successful completion of the first year of coursework and the preliminary examination. The department welcomes students who have done their undergraduate work in other social sciences and in fields such as mathematics, biological sciences, and the humanities. The department also
encourages students who have had work experience, governmental or military service, or community and business experience to apply.

All applicants for admission are required to submit Graduate Record Examination (GRE) General Test scores. Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A writing sample is required for all applications.

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at https://apply-ssd.uchicago.edu/apply/.

Questions pertaining to admissions and aid should be directed to admissions@ssd.uchicago.edu or (773) 702-8415. Most materials in support of the application can be uploaded through the application. Other correspondence and materials sent in support of applications should be mailed to:

The University of Chicago
Division of the Social Sciences
Admission Office, Foster 107
1130 East 59th Street
Chicago IL 60637

For additional information about the Sociology program, please see http://sociology.uchicago.edu/ or call (773) 702-8677.

The Degree of Doctor of Philosophy

The doctoral program is designed to be completed in five to seven years of study by a student entering with a bachelor’s degree. Satisfactory completion of the first phase of the Ph.D. program also fulfills the program requirements for the M.A. degree.

Common core course requirements

To complete the requirements for the M.A. And Ph.D. degrees, students are required to complete a set of required courses for credit in the first phase of the program. These include SOCI 30002 Principles of Sociological Research, and SOCI 30003 History of Social Theory. First-year students are required to register for SOCI 60020 1st-Year Proseminar: Research Questions and Design, a non-credit colloquium, in Autumn, Winter, and Spring. Also required beginning in 2014-15 is SOCI 30006 Second/Third Year Writing Seminar-1 and SOCI 30007 Second/Third Year Writing Seminar-2 in Winter and Spring.
Methodology and statistics requirement

For the Ph.D. degree, also during the first year, students are required to complete for credit SOCI 30004 Statistical Methods of Research and SOCI 30005 Statistical Methods of Research-2. For students entering with a strong quantitative background, the department may approve alternative sequences.

Preliminary examination

This is an M.A. final/Ph.D. qualifying written examination designed to demonstrate competence in several major subdisciplines of sociology. The examination is based on the first-year common core courses, Sociological Inquiry 1 and History of Social Theory, and a special supplementary bibliography. The preliminary examination is normally taken at the beginning of the second year of residence. On the basis of the student’s performance on this examination and in course work during the first year, the department determines whether the student is allowed to continue for the Ph.D.

The qualifying paper

This paper should represent an original piece of scholarship or theoretical analysis and must be written in a format appropriate for submission to a professional publication. Note that the requirement is "publishable," not "published." The paper is to be prepared under the direct supervision and approval of a faculty member and may be written or revised in connection with one or more regular courses. Students entering with M.A. papers may submit an appropriate revision to meet the qualifying paper requirement. Students should formulate a proposal for the paper early in their second year. The qualifying paper should be completed by the first quarter of the third year of study.

Special field examinations

Ph.D. students are required to demonstrate competence in two special fields. The Special Field Requirement is generally met during the second, third, and fourth years of graduate study. Students must pass the Preliminary Examination at the Ph.D. level before meeting the Special Field Requirement. An examination or review essay is prepared on an individual basis in a field of sociology in which the student wishes to develop research competence. One special field is ordinarily closely related to the subject matter of the subsequent dissertation. The examination will cover both theoretical and substantive materials and the methods required for effective research in those fields. Preparation takes the form of specialized courses and seminars, supplemented by independent study and reading. The fields most commonly taken are community structure; demography; economics and work institutions; culture; educational institutions; family and socialization; formal organizations; mathematical sociology; methodology; modernization; political organization; race and ethnic relations; social change and social movements; social stratification; and urban sociology. One of the two Special Field requirements may be met with an approved sequence of methodology courses.
Dissertation

The student prepares a research plan under the guidance of a designated faculty committee. The plan is subject to review by the faculty committee organized by each student to determine whether the project is feasible and to assist in the development of research. Upon approval of the dissertation proposal (by the first quarter of the fifth year of study) and completion of the other requirements listed above, the department recommends that the Division of the Social Sciences formally admit the student to candidacy for the Ph.D. degree. When the dissertation is completed, an oral examination is held on the dissertation and the field to which it is related. The Ph.D. dissertation is judged by its contribution to sociological knowledge and the evidence it shows of ability to carry out independent research.

Teaching Opportunities

The Department of Sociology offers opportunities for campus teaching which give graduate students increasing responsibility for classroom instruction. After completing the second year of study, students may apply to the department to become course assistants with the opportunity to discuss course design, teach under supervision of a faculty member, and review student work. There are also many opportunities to teach in the social science courses included in the College Core Curriculum. Typically, students apply for positions as teaching interns in their 3rd or 4th year. Upon successful completion of an internship, graduate students are eligible for consideration as independent instructors of College level courses. Please note that many offers of admission and fellowship include a teaching requirement and that completion of a specified number of teaching appointments is a divisional requirement for the doctorate.

Graduate Workshops

Students in sociology are invited to participate in the program of Graduate Workshops in the Humanities and Social Sciences, a series of interdepartmental discussion groups that bring faculty and advanced graduate students together to discuss their current work. At the workshops, Chicago faculty and students or invited guests present portions of books or other projects in which they are currently engaged. Workshops in which students and faculty in the department participate include those addressed to the following topics: City, Society, and Space; Computational Social Science; Demography; East Asia: Politics, Economy, and Society; Education, Gender and Sexuality; History, Philosophy, and Sociology of Science; Money, Markets, and Consumption; Reproduction of Race and Racial Ideology; Semiotics; Culture in Context; and Social Theory and Evidence.
Sociology Courses

**SOCI 30002. Principles of Sociological Research. 100 Units.**
Explores how theoretical questions and different types of evidence inform decisions about methodological approach and research design. This course is required for first year Sociology PhD students.
Instructor(s): K. Cagney Terms Offered: Winter
Prerequisite(s): Open only to 1st- and 2nd-year Sociology PhD students

**SOCI 30003. History of Social Theory. 100 Units.**
This course is an introduction to sociological theory. It will cover Marx, Weber, Durkheim, Simmel, Mead, Dewey, the Chicago School, Bourdieu, and possibly others.
Instructor(s): A. Abbott Terms Offered: Autumn
Note(s): Open only to 1st-year Sociology PhD students

**SOCI 30004. 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
Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 20004

**SOCI 30005. Statistical Methods of Research-2. 100 Units.**
This second quarter course covers contingency tables, OLS regression methods, missing data, scale construction and logistic models.
Instructor(s): Song, Xi Terms Offered: Spring
Prerequisite(s): SOCI 30004

**SOCI 30006. Second/Third Year Writing Seminar-1. 050 Units.**
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal.
Instructor(s): S. Forrest, J. Trinitapoli Terms Offered: Winter
Prerequisite(s): Sociology PhD students only

**SOCI 30007. Second/Third Year Writing Seminar-2. 050 Units.**
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal.
Instructor(s): S. Forrest, J. Trinitapoli Terms Offered: Spring
Prerequisite(s): Sociology PhD students only
SOCI 30101. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.
Instructor(s): E. Laumann Terms Offered: Autumn
Equivalent Course(s): PBPL 23000, SOCI 20101

SOCI 30102. Social Change. 100 Units.
This course presents a general overview of causal processes of macro-institutional level social changes. It considers a variety of types of cross-national, over-time changes such as economic growth, bureaucratization, revolutions, democratization, spread of cultural and institutional norms, deindustrialization, globalization and development of welfare states. It also covers various forms of planned changes in oppositional social movements (civil rights, environmental, women’s, and labor movements).
Instructor(s): D. Zhao, C. Lee Terms Offered: Winter
Equivalent Course(s): SOCI 20102

SOCI 30103. Social Stratification. 100 Units.
Social stratification is the unequal distribution of the goods that members of a society value (e.g., earnings, income, authority, political power, status, prestige). 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.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20103

SOCI 30104. 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): F. Stuart Terms Offered: Autumn
Equivalent Course(s): CRES 20104, GEOG 22700, GEOG 32700, SOSC 25100, SOCI 20104
SOCI 30105. Bidwell's Educational Organization and Social Inequality. 100 Units.
Education systems and schools play a critical role in reinforcing or reducing social inequality. This course explores the organizational structures and processes that influence and define educational and life trajectories for students. Drawing upon sociological theory, we will consider mechanisms at multiple levels within the educational system: at the individual student, classroom, school and school system levels. In doing so, we will explore sorting mechanisms within the system, such as tracking, ability grouping, course taking patterns and school sectors. At the same time, we will consider school district and policy efforts that aim to change distribution of student outcomes or life chances and evaluate those efforts.
Instructor(s): S. Stoelinga Terms Offered: Winter
Equivalent Course(s): PPHA 39300, SOCI 20105

SOCI 30106. 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: Autumn
Prerequisite(s): Completion of the general education requirement in social sciences
Equivalent Course(s): ENST 23500, PBPL 23600, SOCI 20106

SOCI 30107. Sociology of Human Sexuality. 100 Units.
After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices.
Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): GNSE 27100, SOCI 20107

SOCI 30112. 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): SOCI 20112
SOCI 30116. 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: Autumn
Equivalent Course(s): HMRT 20116,HMRT 30116,PBPL 27900,LLSO 20116,SOCI 20116

SOCI 30120. 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: Winter
Equivalent Course(s): PBPL 24800,SOCI 20120

SOCI 30122. 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): K. Cagney Terms Offered: Spring
Equivalent Course(s): ENST 20500,GNDR 20120,GNDR 30120,SOCI 20122

SOCI 30157. 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: Spring
Equivalent Course(s): SOCI 20157
SOCI 30179. 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: Winter
Equivalent Course(s): SOCI 20179

SOCI 30184. Political Culture, Social Capital, and the Arts. 100 Units.
New work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts (e.g., political culture, social capital, legitimacy) and how they change with these new developments. Scenes, nightlife, design, the Internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. After a focus on the discussion of readings, the second part of the course is conducted as a seminar.
Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): SOCI 20184

SOCI 30191. Social Change in the United States. 100 Units.
This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, "live" statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS).
Instructor(s): R. Stolzenberg Terms Offered: Spring
Prerequisite(s): Two prior sociology courses or consent of instructor
Equivalent Course(s): SOCI 20191
SOCI 30192. The Effects of Schooling. 100 Units.
From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one's social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.
Instructor(s): R. Stolzenberg Terms Offered: Spring
Equivalent Course(s): SOCI 20192

SOCI 30232. Sociology of Religion. 100 Units.
What is religion? How can religion be studied sociologically? How did religion's significance change as the world enters the modern age? What affects the different importance and position of religions in different societies? How do we account for the growth and decline of religious groups? What social factors and processes influence individuals' religious beliefs, commitments, practices, conversions, and switching? In what ways can religion impact economy, politics, gender, and race relations in modern times? These are the core questions that this course intends to deal with. The course is designed to cultivate in students an understanding of the distinctively sociological approach to studying religion and familiarize students with the important theoretical approaches as well as major findings, problems, and issues in the field.
Instructor(s): Y. Sun Terms Offered: Winter
Equivalent Course(s): AASR 30232, SOCI 20232

SOCI 30233. 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: Spring
Equivalent Course(s): SOCI 20233
**SOCI 30245. Global Health and Inequality. 100 Units.**
This course introduces the principal health problems of the world’s populations, focusing on the health situation in the developing world. This course draws upon literature from sociology, demography, economics, public health, epidemiology, and medical anthropology. At the end of the course students will have developed a working knowledge of the key health patterns, their causes, and the main obstacles to improving health indicators in the developing world. We focus on the social conditions associated with health, disease, and mortality, and on their distribution on a global scale. Beyond engaging the major theoretical debates and the empirical approaches used to address them, students are expected to identify and evaluate scientific evidence on global health issues and advance their own research in this area.
Instructor(s): J. Trinitapoli Terms Offered: Winter
Equivalent Course(s): SOCI 20245

**SOCI 30248. Inequality, Health, and The Life Course. 100 Units.**
By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual’s physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual’s health and well-being.
Instructor(s): A. Mueller Terms Offered: Spring
Note(s): CHDV Distribution: B*, C*; 2*, 4*
Equivalent Course(s): CHDV 30440, SOCI 20248, CHDV 20440

**SOCI 30252. 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): SOCI 20252
SOCI 30253. Introduction to Spatial Data Science. 100 Units.
Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source software tools, including R and GeoDa.
Instructor(s): L. Anselin Terms Offered: Autumn
Prerequisite(s): A multivariate statistics course: familiarity with GIS is helpful, but not necessary
Equivalent Course(s): GEOG 20500, MACS 54000, SOCI 20253

SOCI 30257. The Third World City. 100 Units.
The term “Third World” has become outmoded and politically incorrect. The category has become increasingly differentiated over time, and academic discourse has shifted its focus from difference to integration in the form of “globalization.” If, today, it would appear naïve to use the term indiscriminately, it would be equally naïve to dispense with it altogether. We continue to make the distinction between “first” and “third” worlds (although using different, euphemistic terms) because it marks real differences between domains. In this course, we take up the difference in urban structures and processes. We will consider the “Third World city” a meaningful analytical category—to be distinguished, on the one hand, from the “First World” cities that inform so much of urban sociology, and, on the other, from global cities. We will spend the course discussing how and why these cities are different. In particular, we will talk about their explosive growth in the twentieth century, the precarious nature of urban employment, informal settlement as a major urban form, the housing divide as a social structure distinct to such cities, class formation, the impact of neoliberal reforms, democratization, urban spatial restructuring in the 1990s, and urban politics. You will be expected to conduct extensive research on a Third World city of your choice.
Instructor(s): M. Garrido Terms Offered: Spring
Equivalent Course(s): SOCI 20257
SOCI 30258. 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 from 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 Cetina Terms Offered: Spring
Equivalent Course(s): ANTH 25440, ANTH 35405, SOCI 20258

SOCI 30301. Organizational Decision Making. 100 Units.
This course examines the process of decision making in modern, complex organizations (e.g., universities, schools, hospitals, business firms, public bureaucracies). We also consider the impact of information, power, resources, organizational structure, and the environment, as well as alternative models of choice.
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 37500, PLSC 27500

SOCI 30303. Urban Landscapes as Social Text. 100 Units.
This seminar explores the meanings found in varieties of urban landscapes, both in the context of individual elements and composite structures. These meanings are examined in relation to three fundamental approaches that can be identified in the analytical literature on landscapes: normative, historical, and communicative modes of conceptualization. Emphasis is placed on analyzing the explicitly visual features of the urban landscape. Students pursue research topics of their own choosing within the general framework.
Instructor(s): M. Conzen Terms Offered: Autumn
Prerequisite(s): Advanced standing and consent of instructor.
Equivalent Course(s): GEOG 42400
**SOCI 30315. Introduction to Causal Inference. 100 Units.**
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): G. Hong Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite.
Note(s): Graduate course, open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): STAT 31900,PBHS 43201,PLSC 30102,CHDV 30102

**SOCI 40112. Ethnographic Methods. 100 Units.**
This course explores the epistemological and practical questions raised by ethnography as a method -- focusing on the relationships between theory and data, and between researcher and researched. Discussions are based on close readings of ethnographic texts, supplemented by occasional theoretical essays on ethnographic practices. Students also conduct original field research, share and critique each other’s field notes on a weekly basis, and produce analytical papers based on their ethnographies.
Instructor(s): O. McRoberts Terms Offered: Winter
Note(s): Graduate students only

**SOCI 40133. Content Analysis. 100 Units.**
Introduction to the analysis of textual content for social insight. Students in course will:
1) survey recent advances in natural language processing, information extraction and computational linguistics that can be leveraged to analyze textual content; 2) develop a computational toolkit that implements some of these advances; and 3) design and execute projects that analyze textual data for social inference. Specific topics include text clustering, classification, relevance ranking, and latent semantic indexing.
Instructor(s): J. Evans Terms Offered: Winter
Note(s): Advanced UGs by consent
SOCI 40142. Library Methods for Social Sciences. 100 Units.
This course is a graduate introduction to the methods involved with "research with records"—that is, material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such material has been typically printed but may now be stored electronically as well as physically.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation and provenance, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum and will involve both small-scale exercises and a larger project. Major texts include Thomas Mann's Oxford Guide to Library Research and Andrew Abbott's Digital paper.
Instructor(s): A. Abbott Terms Offered: Autumn
Note(s): Advanced undergrads by consent

SOCI 40164. 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): Graduate students only
**SOCI 40172. 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 other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course addresses these differences and core dimensions of economic sociology. This course provides an overview over social and cultural variables and patterns that play a role in economic behaviour and specifically in financial markets.

We draw on the ‘New Economic Sociology’ which emerged in the late 70's and early 80's from the work of Harrison White, Marc Granovetter, Viviana Zelizer, Wayne Baker and others. We also draw on recent analysis of the relationship between knowledge, technology and economic and financial institutions and behaviour, and include an emerging body of literature on the financial crisis of 2008-09. 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 world and other areas.

Instructor(s): K. Knorr Cetina
Terms Offered: Spring
Note(s): Open to advanced undergraduates
Equivalent Course(s): ANTH 45405

**SOCI 40176. Computing for the Social Sciences. 100 Units.**

This is an applied course for social scientists with little programming experience who wish to use computational analysis in their research. After completion of this course, students will be able to write basic programs that fulfill their own research needs. Major topics to be covered include data wrangling, data exploration, functional programming, statistical modeling, and reproducible research. Students will also learn how to parse text files, scrape data from other sources, create and query relational databases, implement parallel processes, and manage digital projects. Class meetings will be a combination of lecture and laboratory sessions, and students will complete weekly programming assignments as well as a final research project. Assignments will be completed primarily using the open-source R and Python programming languages and the version control software Git.

Instructor(s): Benjamin Soltoff
Terms Offered: Autumn
Note(s): MACS students have priority. Others admitted with instructor consent.
Equivalent Course(s): MACS 30500

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: Autumn, Spring

Prerequisite(s): Graduate students only

SOCI 40187. 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 rearranges 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 Cetina

Terms Offered: Autumn. Not offered in 2016-2017

SOCI 40192. Seminar: The Family. 100 Units.

This seminar will focus on classic and current readings on the family, including the family as an institution, changes in family structure and function, new family forms, cohabitation, marriage, union dissolution, fertility, sexuality, working families, intergenerational relations, and family policy. We will discuss the readings for the week, with a focus on evaluating both the research and the ideas. Students will develop a research project on the family and prepare a paper outlining the project, providing a theoretical framework, background, hypotheses and approach. This might serve as the basis for a qualifying paper.

Instructor(s): L. Waite

Terms Offered: Autumn. Not Offered in 2016-2017

Prerequisite(s): Advanced Undergrads Consent of Instructor

SOCI 40194. The Emergence of Organizations and Markets. 100 Units.

This course will focus on the emergence of alternative forms of organization control (e.g., centralized bureaucracy, multiple hierarchies, elite networks, and clientage) in different social structural contexts (e.g., the interaction of kinship, class, nation states, markets and heterodox mobilization). Themes will be illustrated in numerous cross-cultural contexts. (C)

Instructor(s): J. Padgett

Terms Offered: Autumn

Equivalent Course(s): PLSC 46411
SOCI 40212. Demographic Technique. 100 Units.
Introduction to methods of demographic analysis. Topics include demographic rates, standardization, decomposition of differences, life tables, survival analysis, cohort analysis, birth interval analysis, models of population growth, stable populations, population projection, and demographic data sources.
Instructor(s): X. Song Terms Offered: Spring
Prerequisite(s): One introductory statistics course. No Auditing

SOCI 40213. Urban Ethnography. 100 Units.
The everyday experiences and cultural contours of urban life have long been a focal point for sociological study. Through weekly readings and discussion of influential texts, this course surveys the development of urban ethnography through current-day research. We will explore the substantive issues that have historically shaped urban life – from community dynamics to poverty to social control – as well as the epistemological and methodological concerns faced by those who study urban populations. The aim is to ground students in the foundational literature. The discussions are designed to prepare students to conduct their own urban ethnographies in the future, after completing the course.
Instructor(s): F. Stuart Terms Offered: Winter

SOCI 40217. 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 of 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, Generalized Methods of Moments and the Bayesian perspective. An important aspect of the course is the application of open source software tools such as R, GeoDa and PySal to solve empirical problems.
Instructor(s): L. Anselin Terms Offered: Spring
Equivalent Course(s): GEOG 40217, MACS 55000
SOCI 40220. Social Structure, Culture, and Human Development. 100 Units.
What leads people to set certain goals (among a wide set of possibilities), order their preferences, and make certain decisions? How does common sense come to be “common?” Why do people report thinking one thing and then do the opposite? How do social emotions like shame or pride influence behavior and how do they become social in the first place? Like gravity, social structure (like social networks) and culture (like belief systems, social norms) facilitate and constrain what is possible and what is probable for feeling, thinking, and doing. Like gravity, social structure and culture are often invisible, taken for granted forces that are external to us, but coerce nonetheless. This course explores how social scientists have theorized and empirically studied social structure as well as culture in relationship to a wide range of social behaviors, as well as how structure and culture can change due to the efforts of individuals and groups. In our exploration of the role of social structures and culture and human development, we will discuss topics relating to educational and occupational attainment, identity development in adolescence and young adulthood, the experience of life course transitions, health and deviant behaviors, and mental and physical health. Additionally, this course will provide an overview of sociological social network research as well as a review of leading perspectives linking culture to human behavior.
Instructor(s): A. Mueller Terms Offered: Winter
Note(s): CHDV Distribution: 2*, 4*
Equivalent Course(s): CHDV 43770

SOCI 40221. Gender, Health & Medicine. 100 Units.
From the day we are born til the day we die, we experience a gendered world that shapes our opportunities, our social interactions, and even our physical health and wellbeing. This course will provide an introduction to sociological perspectives on gender, physical and mental health, and medicine while also providing a deep interrogation of the social, institutional, and biological links between gender and health. We will discuss inequalities in morbidity, mortality, and health behaviors of women, men, and transgendered individuals from different race, ethnic, and class backgrounds, and we will use sociological concepts, theories, and methods to understand why these differences appear. Finally, we will examine how medicine as an institution and medical practices as organizations sometimes contribute to and combat gender inequality in health. By the end of the course, you will be familiar with social scientific perspectives on (1) gender, (2) mental and physical health, and (3) the practice of medicine, as well as some of the fundamental debates in current medical sociology and sociology of gender.
Instructor(s): A. Mueller Terms Offered: Spring
Note(s): CHDV Distribution: 2*, 4*
Equivalent Course(s): GNSE 42214,PBHS 31414,CRES 44214,CHDV 44214

SOCI 40222. Theories of Capitalism since Veblen. 100 Units.
This course serves as an introduction to the literature on political economy in the twentieth century. Emphasis will be placed on the way in which various authors normatively understand the relationship between politics and economic process. Works by Veblen, Weber, Keynes, Hayek, Schumpeter, Polanyi, Kalecki, Bell, Aglietta, Rajan & Zingales, Streeck, and Blyth, among others, will be considered. (C)
Instructor(s): G. Herrigel Terms Offered: Winter
Equivalent Course(s): PLSC 45601
SOCI 40412. **Advanced Topics in Causal Inference. 100 Units.**
This course provides an in-depth discussion of selected topics in causal inference that are beyond what are covered in the introduction to causal inference course. The course is intended for graduate students and advanced undergraduate students who have taken the “introduction to causal inference” course or its equivalent and want to extend their knowledge in causal inference. The course is particularly suitable for students who plan to conduct scientific research that involve investigations of causal relationships as well as for those with strong methodological interests. Topics will include (1) alternative matching methods, randomization inference for testing hypothesis and sensitivity analysis; (2) marginal structural models and structural nested models for time-varying treatment; (3) Rubin Causal Model (RCM) and Heckman’s scientific model of causality; (4) latent class treatment variable; (5) measurement error in the covariates; (6) the M-estimation for the standard error of the treatment effect for the use of IPW; (7) the local average treatment effect (LATE) and its problems, sensitivity analysis to examine the impact of plausible departure from the IV assumptions, and identification issues of multiple IVs for multiple/one treatments; (8) multilevel experimental designs and observational data for treatment evaluation; (9) nonignorable missingness and informative censoring issues.
Instructor(s): G. Hong, K. Yamaguchi, F. Yang
Terms Offered: Spring
Prerequisite(s): Intermediate Statistics such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 and Introduction to causal inference or their equivalent are prerequisites.
Note(s): CHDV Distribution, M*
Equivalent Course(s): CHDV 40102

SOCI 50047. **Seminar: Institutional Analysis. 100 Units.**
Institutional theories address the relatively durable configurations and conventions that shape political and social processes. Within societies, over time, and across nations, institutional analysis has sought to explain convergence across cases and persistence over time as well as those episodes of institutional change when organizational fields and political orders are significantly transformed. The course will include readings by sociologists, political scientists and institutional economists.
Instructor(s): E. Clemens
Terms Offered: Spring

SOCI 50076. **Logic of Social Science Inquiry. 100 Units.**
Largely drawing on the literature of social movement, revolution, and historical sociology, this seminar surveys the methodologies that social scientists use to construct stories for the cases that interest them, including deductive reasoning, simulation, correlative thinking, mechanism-based analysis, case-based comparison, historical method, dialectics, conceptualization, hermeneutics, and more. The course discusses the pros and cons of each of these methods and ways to combine these methods to achieve better strategies for telling stories about ourselves and about the past and present.
Instructor(s): D. Zhao
Terms Offered: Winter
SOCI 50081. Sem: Pragmatism and Religion. 100 Units.
The American philosopher William James is not only one of the founders of pragmatism, but also the inaugurator of a methodological revolution in the empirical study of religion, namely of an approach that deals with religion not so much as a set of doctrines or institutions, but as articulations of intense experiences of self-transcendence. Starting with James's classical work "The Varieties of Religious Experience" of 1902, this class will also deal with the contributions of other pragmatist thinkers to the study of religion - ranging from classical authors (Peirce, Royce, Dewey) to contemporary thinkers (Putnam, Rorty, John Smith) and my own writings in this area.
Instructor(s): H. Joas Terms Offered: Autumn
Prerequisite(s): This is a 10 week course taught in 5 weeks
Equivalent Course(s): SCTH 50058, AASR 50081

SOCI 50092. Sem: Religion and Politics. 100 Units.
In this seminar we will consider meanings of religion and politics, and examine their interactions from a comparative perspective. After digesting alternative theoretical understandings of the relationship between religion, states, and political processes, we will turn to empirical accounts that illuminate historical and local issues at points around the globe. Among other phenomena, students will explore patterns of secularization, religious nationalism, fundamentalisms, and policy-oriented religious social movements.
Instructor(s): O. McRoberts Terms Offered: Winter

SOCI 50096. Network Analysis. 100 Units.
This seminar explores the sociological utility of the network as a unit of analysis. How do the patterns of social ties in which individuals are embedded differentially affect their ability to cope with crises, their decisions to move or change jobs, their eagerness to adopt new attitudes and behaviors? The seminar group will consider (a) how the network differs from other units of analysis, (b) structural properties of networks, consequences of flows (or content) in network ties, and (c) dynamics of those ties. (E)
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 57200
SOCI 60016. Computational Social Science Workshop. 100 Units.
High performance and cloud computing, massive digital traces of human behavior from ubiquitous sensors, and a growing suite of efficient model estimation, machine learning and simulation tools are not just extending classical social science inquiry, but transforming it to pose novel questions at larger and smaller scales. The Computational Social Science (CSS) Workshop is a weekly event that features this work, highlights associated skills and data, and explores the use of CSS in the world. The CSS Workshop alternates weekly between research workshops and professional workshops. The research workshops feature new CSS work from top faculty and advanced graduate students from UChicago and around the world, while professional workshops highlight useful skills and data (e.g., machine learning with Python’s scikit-learn; the Twitter firehose API) and showcase practitioners using CSS in the government, industry and nonprofit sectors. Each quarter, the CSS Workshop also hosts a distinguished lecture, debate and dinner, and a student conference.
Instructor(s): James Evans Terms Offered: Autumn, Winter, Spring
Note(s): MACSS students must register for a R. Other faculty and graduate students welcome.
Equivalent Course(s): MACS 50000

SOCI 60020. 1st-Year Proseminar: Research Questions and Design. 000 Units.
A required, non-credit colloquium for first-year doctoral students in Sociology. The Colloquium addresses how to generate research questions and design projects through the current work of department faculty.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): 1st-year Sociology PhD students only
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.