Department of Sociology

Chair

• Karin Knorr Cetina

Professors

• Andrew Abbott
• Luc Anselin
• Terry N. Clark
• Elisabeth S. Clemens
• James A. Evans
• 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
• Omar M. McRoberts
• Kristen Schilt
• Jenny Trinitapoli

Assistant Professors

• Marco Garrido
• Kimberly Hoang
• Xi Song
• Forrest Stuart

Visiting Professor
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): J. Martin 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): K. Hoang 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 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: Spring
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: Spring
Equivalent Course(s): CRES 20104, GEOG 22700, GEOG 32700, SOSC 25100, SOCI 20104

SOCI 30106. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. Theses competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology PhD. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
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: Winter
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: Autumn
Equivalent Course(s): PBPL 24800, SOCI 20120

SOCI 30125. 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 20125
SOCI 30126. Japanese Society: Functional/Cultural Explanations. 100 Units.
The objective of this course is to provide an overview of social structural characteristics and the functioning of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. It will become clear these are complementary to each other. Substantively, the course primarily focuses on 1) the forms of social interaction and structure, 2) work organization and family, and 3) education, social inequality, and opportunity. The course also presents discussions of the extent to which Japan is "unique" among industrial societies. In covering a broad range of English-language literature on Japanese society, the course not only presents reviews and discussions of various alternative theoretical explanations of the characteristics of Japanese society, but also a profound opportunity to critically review and study selected sociological theories.
Instructor(s): K. Yamaguchi Terms Offered: Winter
Equivalent Course(s): SOCI 20126

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: Winter
Equivalent Course(s): SOCI 20192

SOCI 30224. Topics in Sociology of Culture. 100 Units.
This class surveys the historical bases and current extension of core readings in the sociology of culture. These works will be investigated not only in their own terms, but their position in central issues revolving around the independence (or lack of same) of cultural production communities; the omnivore/unibrow question; the role of culture in larger (and smaller) political and social environments; the use of hierarchical as opposed to non-hierarchical models of social structure; and the location of meaning.
Instructor(s): T. Clark, J. Martin Terms Offered: Autumn
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 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, spatial autocorrelation, cluster detection regionalization and spatial data mining. An important aspect of the course is to learn and apply open source software tools for the analysis of spatial data, such as 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 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 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 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 world and other areas.
Instructor(s): K. Knorr Cetina
Terms Offered: Spring
Equivalent Course(s): ANTH 25440, ANTH 35405, SOCI 20258
SOCI 30261. 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
Equivalent Course(s): SOCI 20261

SOCI 30263. Human Migration. 100 Units.
At any moment, spatial location is a fixed, essential characteristic of people and the places they inhabit. Over time, individuals and groups of people change places. In the long run, the places themselves move in physical, social, economic and political space. These movements can be characterized by their origins and destinations, as intentional or accidental, forced or voluntary, individual or collective, within political borders (e.g. the farm-to-city migration of the 1940’s in the U.S), migration across political boundaries (e.g. “displacement” of pariah ethnicities after World War II), and by other criteria. All of these phenomena are aspects of migration This course reviews contemporary demographic research and theory concerning the nature of migration, and its extent, causes and consequences for individuals and collectivities. The demographic perspective absorbs a wide range of disciplinary perspectives, including those of psychology (e.g. individual decision-making), sociology (collective behavior, stratification, race and ethnicity), economics (rational behavior, macroeconomic conditions), and more.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20263

SOCI 30264. 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 20264
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): K. Yamaguchi 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 40103. Event History Analysis. 100 Units.
An introduction to the methods of event history analysis will be given. The methods allow for the analysis of duration data. Non-parametric methods and parametric regression models are available to investigate the influence of covariates on the duration until a certain event occurs. Applications of these methods will be discussed i.e., duration until marriage, social mobility processes organizational mortality, firm tenure, etc.
Instructor(s): K. Yamaguchi Terms Offered: Spring
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 40137. Colloquium: Introduction to Science Studies. 100 Units.
This course explores the interdisciplinary study of science as an enterprise. During the twentieth century, sociologists, historians, philosophers, and anthropologists all raised interesting and consequential questions about the sciences. Taken together their various approaches came to constitute a field, "science studies." The course provides an introduction to this field. Students will not only investigate how the field coalesced and why, but will also apply science-studies perspectives in a fieldwork project focused on a science or science-policy setting. Among the topics we may examine are the sociology of scientific knowledge and its applications, actor-network theories of science, constructivism and the history of science, images of normal and revolutionary science, accounts of research in the commercial university, and the examined links between science and policy.
Instructor(s): A. Johns, K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): ANTH 32305, HIST 56800, CHSS 32000

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 40156. Hermeneutic Sociology. 100 Units.
The core ideas of a social hermeneutics, expanding textual hermeneutics, began to be developed in the late 18th and early 19th centuries. They can be summarized in a few intertwining propositions: First, discursive, emotive and sensory modalities of sense making, conscious and unconscious, characterize and differentiate social life forms. Second, sense making is acting, thus entangled in institutions. Third, sense making proceeds in diverse media whose structures and habits of use shape its process rendering form and style important. Fourth, sense making is structured by the relationships within which they take place. Fifth, sense making is crucial for the reproduction of all aspects of life forms. Sixth, sense making, life forms, and media are dialectically intertwined with each other. Seventh, social hermeneutics is itself sense-making. The course will explore these ideas by reading classical statements that highlight the core analytical concepts that social hermeneuticists employ such as symbolization, interpretation, mediation, rhetoric, performance, performativity, interpretive community, institutionalization. Every session combines a discussion of the readings with a practicum using these concepts. Authors read include: Herder, Aristotle, Burke, Austin, Ricoeur, Schütz, Bourdieu, Peirce, Panofsky, Ranciere, Lakoff, Mackenzie, Latour.
Instructor(s): A. Glaeser Terms Offered: Spring
Equivalent Course(s): ANTH 40150

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 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

SOCI 40177. Coding and Analyzing Qualitative Data: Using Open-Source Computer. 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,Winter
Prerequisite(s): Graduate students only

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: Spring
Prerequisite(s): Advanced Undergrads Consent of Instructor
SOCI 40225. Sociology of Education. 100 Units.
Education plays a fundamental role in society, both because it determines individuals’ life chances and because it has the power to reproduce or ameliorate inequality in society. In this course, we will discuss theoretical and empirical research that examines how schools both perpetuate socioeconomic inequality and provide opportunities for social mobility. We will pay particular attention to the role of schools in the intergenerational transmission of social status, especially based on race, class, gender, and immigrant status and with an emphasis on the U.S. We will also discuss the social side of schools, delving into (1) the role of adolescent culture(s) in youths’ educational experiences and human development and (2) social psychological aspects of schooling. Schools are the primary extra-familial socializing institution that youth experience; thus, understanding how schools work is central to understanding the very structure of societies as well as the transition from childhood to adulthood.
Instructor(s): A. Mueller Terms Offered: Autumn
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CHDV 40128

SOCI 40227. Social Theory and the Economy. 100 Units.
This course will survey a variety of works in economic sociology, political economy and organization theory. The focus will be substantively on the changing character of market process, the location of production and the governance of flows of labor and capital. Theoretically, we will survey recent work in Actor-Network Theory, Experimentalist Governance, field theory and institutionalism. Among others, we will read work by Polanyi, Sahlins, Beckert, Latour, Callon, Mackenzie, Fligstein, Boltanski, Sabel, Thelen. (C)
Instructor(s): G. Herrigel Terms Offered: Winter
Equivalent Course(s): PLSC 45010

SOCI 40228. The Sociology of Work in Industry, Agriculture and Services. 100 Units.
This course will survey sociological and political economic writings on work and the organization of production in the main domains of contemporary political economic life: industry, services and agriculture. The first part of the course will survey the main theoretical traditions in sociology, anthropology, economics and political science that have concerned themselves with work, while the second part of the course will focus on cases and ethnographies of contemporary workplaces and production processes in both the developed and developing world. (C)
Instructor(s): G. Herrigel Terms Offered: Spring
Equivalent Course(s): PLSC 45706

SOCI 40229. Demographic Perspectives. 100 Units.
This course will provide an overview of the field of demography, examining the structure and changing context of human populations. We will focus on fundamental population processes—fertility, morality and migration—but also cover substantive areas such as marriage, child well-being, aging, health, and the social and physical environment. We will review basic demographic methods meant to provide insight into population processes and change. Examples will be drawn from domestic and international comparative research.
Instructor(s): K. Cagney Terms Offered: Autumn
Prerequisite(s): Open to upper level undergraduates with permission of the instructor
**SOCI 40230. Ethnographic Research Methods. 100 Units.**
This seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. The first objective of this course is to provide an overview of the key issues in the epistemology, practice, ethnics and the politics of participant observations. Ethnographic fieldwork and interview based research projects involve a variety of different strategies and approaches. Interview based projects can involve some degree of participant observations in order for researchers to recruit respondents, build rapport, and learn where and how to probe respondents for concrete examples in order to conduct a successful interview. Ethnographic fieldwork, on the other hand, often requires researchers to engage in long-term intimate and embodied engagements in the field sites under study to produce data and generate theoretical analysis. In the first six weeks of the course we will cover various traditions and modalities of qualitative research. Students will evaluate their goals, epistemological questions, field techniques, relational dynamics with research subjects, analytical strategies, representational devices, and ethical quandaries.
Instructor(s): K. Hoang Terms Offered: Winter

**SOCI 50043. US Politics & Soc Movements 20th Century. 100 Units.**
This course will examine the scholarship of historians and "new institutionalist" social scientists to consider the role played by social movements in twentieth century U.S. politics. We will analyze the historical trajectories of social movements centered around civil rights, labor, women's rights, environmental protection, and consumer rights, as well as conservative movements from progressive era social policing to the rise of fundamentalism and the New Right. The course will compare these movements to other sources of political mobilization and influence, such as elected officials and other political elites, interest groups and lobbies, policy makers and bureaucrats, scientific and technical experts, coalitions, voluntary associations, and other NGOs.
Instructor(s): E. Clemens Terms Offered: Autumn
Note(s): Not being offered in 2017/2018
Equivalent Course(s): HIST 63002

**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: Spring
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 50103. Sem: Advanced Methods in Survey Research. 100 Units.
This course focuses on the fundamentals of social survey design and implementation. The course begins with theory underlying instrument construction, then addresses internal and external validity, measurement validity, questionnaire construction, scaling and scoring, sampling methodology, and survey implementation. Throughout the course students learn about current data collection efforts at the University of Chicago.
Instructor(s): K. Cagney Terms Offered: Spring

SOCI 50106. Sem: The Social Process. 100 Units.
This course sets forth a general analysis of the social process, based on the exposition of a processual theoretical system. It begins with desiderata for the theory, then proceeds through the topics of orders, events, locality, lineage, stability, and entity processes to the usual micro and macro analyses of social life.
Instructor(s): A. Abbott Terms Offered: Autumn

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.