DEPARTMENT OF SOCIOLOGY

Chair

- Andreas Glaeser

Professors

- Andrew Abbott
- Luc Anselin
- Neil Brenner
- Kathleen A. Cagney, Health Studies
- Terry N. Clark
- Elisabeth S. Clemens
- James A. Evans
- Andreas Glaeser
- Julian Go
- Karin Knorr Cetina, Anthropology
- John Levi Martin
- Stephen W. Raudenbush
- Ross M. Stolzenberg
- Linda Waite
- Kazuo Yamaguchi
- Dingxin Zhao

Associate Professors

- Joyce Bell
- Kimberly Hoang
- Omar M. McRoberts
- Kristen Schilt
- Jenny Trinitapoli
- Geoffrey Wodtke

Assistant Professors

- Rene Flores
- Marco Garrido
- Robert Vargas

Visiting Professor

- Hans Joas, Social Thought

Emeritus Faculty

- Ed Laumann
- William L. Parish
- Richard Taub

Associated Instructional Professor

- Sharon Hicks-Bartlett

Senior Lecturer

- Chad Broughton

Associated Faculty

- Eman Abdelhadi
- Luis Bettencourt
- Ronald S. Burt, Business
- Eve L. Ewing
- Angela Garcia, School of Social Service Administration
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.

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.

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 ssd-admissions@uchicago.edu or (773) 702-8415. Most materials in support of the application can be uploaded through the application. 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 is SOCI 30006 Second-Year Writing Seminar and SOCI 30008 Third-Year Dissertation Proposal Seminar.

STATISTICS REQUIREMENT

Students seeking the doctorate are also required to complete SOCI 30004 Statistical Methods of Research and SOCI 30005 Statistical Methods of Research-II during the first year. The department approves alternative sequences during the first year for students with strong preparation in statistics or mathematics. All students, however, are to take two courses in statistics in the first year of study.

M.A. EXAMINATIONS

First-year Ph.D. students are required to take a total of five sociology (SOCI) courses designated as “exam courses” among their nine graded courses; designated exam courses will vary from year to year. The courses are divided into ten topic areas. Students are required to take SOCI 30003 History of Social Theory as their first exam course. For the remaining four courses, students select ONE course each from four additional subject areas. Students are not allowed to count multiple courses from the same subject area or to substitute in courses that are not on the list of designated exam courses for their cohort year.

THE QUALIFYING PAPER

The qualifying 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,” although many recent papers have been presented at professional conferences and eventually published. The paper is 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 petition to submit an supervised revision to meet the qualifying paper requirement.

SPECIAL FIELD REQUIREMENT

Ph.D. students are required to demonstrate competence in two special fields of sociological inquiry. The Special Field Requirement is to be met during the third year of graduate study. Students must pass the M.A. Examinations at the Ph.D. level before meeting the Special Field Requirement. This requirement may be met in three ways: by examination, with a review essay, or through a specified sequence of methods courses. Both the examination and review essay options are prepared on an individual basis, overseen by two faculty readers, in the fields of sociology in which the student wishes to develop research competence; one should be related to the subject of the subsequent Ph.D. dissertation. Special Fields cover both theoretical and substantive materials as well as the methods required for effective research. Preparation takes the form of specialized courses and seminars, supplemented by independent study and reading. For either an exam or essay, the student must first construct a bibliography to be approved by both faculty readers; readers must also agree in advance to either the examination or review essay format. The fields most commonly taken are urban sociology, organizational analysis, sociology of gender, sociology of education, culture/STS/knowledge, sociology of health and medicine, economic sociology, political sociology, stratification, social movements/change, and sociology of religion. One of the two special field requirements may be met with a sequence of courses. Three types of special fields in methodology are recognized: (1) social statistics, (2) survey research methods, and (3) qualitative methods.

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.
MENTORED TEACHING EXPERIENCES

Students are required to complete four mentored teaching experiences (MTEs) during their time in the program. MTEs are intended to help students form working relationships with faculty, to build students’ skills with public speaking and presentation, and to develop students’ capacity to teach a method or area of sociological inquiry effectively. Students will work with their advisers in Year 1 to develop an individualized teaching plan that details their goals for developing pedagogical experience in a particular area, such as sociological theory or statistical methods. The Graduate Administrator and the Director of Graduate Studies will be responsible for matching students with MTE positions. Students typically begin teaching in Year 2, though students who enter the program with an M.A. may be able to begin teaching in Year 1. Students are expected to complete three mentored teaching experiences by spring Year 3. The fourth teaching experience must be completed prior to scheduling a dissertation defense.

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): R. Vargas Terms Offered: Winter
Prerequisite(s): Open only to 1st 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): J. Martin Terms Offered: Spring
Prerequisite(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): R. Stolzenberg Terms Offered: Winter
Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.
Note(s): Students are expected to attend two lectures and one lab per week. Required of students who are majoring in Sociology
Equivalent Course(s): SOCI 20004

SOCI 30005. Statistical Methods of Research-II. 100 Units.
Social scientists regularly ask questions that can be answered with quantitative data from a population-based sample. For example, how much more income do college graduates earn compared to those who do not attend college? Do men and women with similar levels of training and who work in similar jobs earn different incomes? Why do children who grow up in different family or neighborhood environments perform differently in school? To what extent do individuals from different socioeconomic backgrounds hold different types of political attitudes and engage in different types of political behavior? This course explores statistical methods that can be used to answer these and many other questions of interest to social scientists. The main objectives are to provide students with a firm understanding of linear regression and generalized linear models and with the technical skills to implement these methods in practice.
Instructor(s): G. Wodtke Terms Offered: Spring
Prerequisite(s): SOCI 20004

SOCI 30006. Second-Year Writing Seminar. 100 Units.
Doctoral students in Sociology are required to take this seminar in their second year as they develop their Qualifying Paper (a full draft, at minimum, must be turned in to the department by June 11). In addition to providing a framework for these individual writing projects, the seminar will address norms of professional publishing, including professional peer review, as well as strategies for argumentation and analysis.
Instructor(s): E. Clemens Terms Offered: Spring
Prerequisite(s): Sociology PhD students only
SOCI 30008. Third-Year Dissertation Proposal Seminar. 100 Units.
This course is required for all Sociology PhD students. Most students take this course in their 3rd year, though it may be possible to take the course in year 4. The course intensively workshops dissertation projects, and students are expected to produce a defensible proposal by the end.
Instructor(s): J. Go Terms Offered: Winter
Prerequisite(s): Restricted to Sociology third year PhD students only; all others with consent of instructor.

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 - earnings, income, authority, political power, status, prestige etc. This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence. The information and ideas discussed in this course are critical for students who will go on in sociology and extremely useful for students who want to be informed about current social, economic, and political issues.
Instructor(s): R. Stolzenberg Terms Offered: Spring
Equivalent Course(s): 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): M. Garrido Terms Offered: Spring. Not Offered in 2021/22
Equivalent Course(s): SOCI 20104, GEOG 22700, ENST 20104, ARCH 20104, CHST 20104, GEOG 32700, CRES 20104, SOSC 25100

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

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): PBPL 27900, HMRT 30116, SOCI 20116, HMRT 20116, GEOG 20116, LLSO 20116, GEOG 30116

SOCI 30118. Survey Research Overview. 100 Units.
The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student’s research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.
Instructor(s): M. Van Haitsma Terms Offered: Autumn Winter. tentatively
Equivalent Course(s): MAPS 30900, SOSC 30900
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): GEOG 20120, GEOG 30120, SOCI 20120, PBPL 24800

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 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: Winter
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: Spring
Equivalent Course(s): EDSO 20192, EDSO 30192, SOCI 20192

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, Cancelled
Equivalent Course(s): EDSO 20192, EDSO 30192, 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 Terms Offered: Spring

SOCI 30223. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only
Equivalent Course(s): MAPS 30233, SOCI 20233, CRES 20233
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.
Instructor(s): T. Clark Terms Offered: Spring
Equivalent Course(s): ARCH 20252, ENST 20252, 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): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary
Equivalent Course(s): ENST 20510, MACS 54000, GEOG 20500, GEOG 30500, SOCI 20253

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 30283. Introduction to GIS and Spatial Analysis. 100 Units.
This course provides an introduction and overview of how spatial thinking is translated into specific methods to handle geographic information and the statistical analysis of such information. This is not a course to learn a specific GIS software program, but the goal is to learn how to think about spatial aspects of research questions, as they pertain to how the data are collected, organized and transformed, and how these spatial aspects affect statistical methods. The focus is on research questions relevant in the social sciences, which inspires the selection of the particular methods that are covered. Examples include spatial data integration (spatial join), transformations between different spatial scales (overlay), the computation of "spatial" variables (distance, buffer, shortest path), geovisualization, visual analytics, and the assessment of spatial autocorrelation (the lack of independence among spatial variables). The methods will be illustrated by means of open source software such as QGIS and R.
Instructor(s): M. Kolak Terms Offered: Spring Summer 2021-22
Equivalent Course(s): SOCI 20283, ENST 28702, ARCH 28702, GEOG 38702, GEOG 28702

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 such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."
Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M This course will not be offered in the academic year 2021-22.
Equivalent Course(s): STAT 31900, PBHS 43201, CHDV 30102, PLSC 30102, MACS 51000
SOCI 30508. Working with Found Data: Library/Internet Research. 100 Units.
This course is an introduction to the methods involved in “research with found data:” that is, found material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such materials can be found both in print and on the Internet.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum organized around student projects. The texts are Thomas Mann’s Oxford Guide to Library Research and Andrew Abbott’s Digital Paper.
Instructor(s): A. Abbott Terms Offered: Autumn Winter. Autumn quarter graduate level restricted to Sociology PhD students, Winter quarter restricted to MAPSS students only
Equivalent Course(s): SOCI 20508

SOCI 30521. Sociology of urban planning: cities, territories, environments. 100 Units.
This course provides a high-intensity introduction to the sociology of urban planning practice under modern capitalism. Building upon urban sociology, planning theory and history as well as urban social science and environmental studies, we explore the emergence, development and continual transformation of urban planning in relation to changing configurations of capitalist urbanization, modern state power, sociopolitical insurgency and environmental crisis. Following an initial exploration of divergent conceptualizations of “planning” and “urbanization,” we investigate the changing sites and targets of planning; struggles regarding the instruments, goals and constituencies of planning; the contradictory connections between planning and diverse configurations of power in modern society (including class, race, gender and sexuality); and the possibility that new forms of planning might help produce more socially just and environmentally sane forms of urbanization in the future.
Instructor(s): N. Brenner Terms Offered: Winter
Equivalent Course(s): SOCI 20521, GEOG 20521, ENST 20521

SOCI 30544. Democratic Backsliding. 100 Units.
What does a sociological approach to study of democracy look like? How is it different from the dominant approaches in political science and political theory? The course takes up this question. We will consider relevant theories and examine several cases of democracy, particularly in the Global South.
Instructor(s): M. Garrido Terms Offered: Autumn
Equivalent Course(s): SOCI 20544

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 even 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 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. Computational Content Analysis. 100 Units.
A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives natively within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insight by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state
Instructor(s): James Evans Terms Offered: Winter
Equivalent Course(s): MACS 60000, CHDV 30510

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...

Instructor(s): R. Flores Terms Offered: Autumn
Equivalent Course(s): MACS 52000, CHDV 40102
Note(s): CHDV Distribution: M*
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.

SOCI 40202. 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 intro course and want to extend their knowledge in causal inference. Topics 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) 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)

Instructor(s): G. Hong Terms Offered: Spring. Not being offered in 2021/2022
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.

SOCI 40233. Sociology of Immigration. 100 Units.
This graduate seminar seeks to cover the main topics in this vast field. Topics include: determinants of migration, immigrant assimilation, transnationalism, immigration and race, immigration policies, immigration attitudes and public opinion, and illegality. We will also devote some time to immigrant-receiving contexts outside of the U.S. especially Western Europe. The purpose of the class is to encourage graduate students to develop their own immigration research projects. We will pay special attention to research design and methodological issues.

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

SOCI 40241. Global Social Theory. 100 Units.
Traditional social theory operates from a series of assumptions; e.g. that modernity originated in something called "Europe" and then spread to the rest of the world, that social relations are contained by nation-states, that social theories seeking to apprehend those social relations can best be developed through reference to European societies, and that such social theories represent universal principles, laws or forms applicable across different societies. This is in part due to social theory's historical emergence in the context of modern empire and its related historical positionality as a body of thought embedding the concerns of metropolitan elites. This seminar further explores these assumptions and explores writers and schools of thought that challenge them. The texts we will study all register critiques of social theory's biases and imperial inheritances while offering the possibility of alternative social theories, concepts, epistemologies and approaches. Readings include various forms of anticolonial thought, Postcolonial Theory/Decolonial Thought, the tradition of Black Marxism/Black Radicalism/Caribbean social thought, “Southern Theory” and a spate of recent sociological works dealing with these same themes.

Instructor(s): J. Go Terms Offered: Winter
SOCI 40243. Race and Urban Science. 100 Units.
This course provides an overview of how race has been a fundamental principle of urban research in Chicago and other cities from the 20th century through today. Through a focus on research on Chicago, students will learn how the legacies of scientific racism in urban research continue to shape the field and urban policy to this day. The course will also introduce students to several anti-racist and social justice oriented urban research paradigms.
Instructor(s): R. Vargas Terms Offered: Winter. Course has been Cancelled

SOCI 40244. Climate change and Social Theory. 100 Units.
This course considers some of the major approaches to climate change and society that have been elaborated by contemporary social and environmental theorists. Key topics include the legacies of environmental thought in classical social theory; the histories and geographies of environmental crises under capitalism; the conceptualization of “nature” in relation to societal dynamics; the role of capitalism and fossil capital in the production of “metabolic rifts”; questions of periodization and associated debates on the “Anthropocene,” the “Capitalocene” and the “Plantationocene”; the interplay between urbanization and climate emergencies; the (geo)politics of decarbonization; insurgent struggles for climate justice; and possible post-carbon futures.
Instructor(s): N. Brenner Terms Offered: Autumn
Prerequisite(s): Some previous course work in classical and/or contemporary social theory, preferably at the graduate level

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 50106. Sem: The Social Process. 100 Units.
A long and healthy life is a widely sought after human goal. But not everyone has equal chances of achieving this goal. This course focuses on the role played by society in differential access to physical, psychological, cognitive health and well-being. We will discuss the role of parental characteristics and childhood circumstances in later-life health, differences in health and well-being for men and women, for racial and ethnic groups, by characteristics of our neighborhoods and communities, and by regions or countries. Each class meeting we will read and discuss three or four journal articles or sections of a book, with class participants presenting each reading, summarizing it, and then critiquing it. The class will then discuss. We will add to and subtract from the readings to match the interests of participants on each topic; the syllabus will list readings as a starting point for this process.
Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Some Social Science background
Equivalent Course(s): CHDV 40112

SOCI 50112. Sem: Health and Society. 100 Units.
This two-quarter seminar practicum, students will gain first-hand experience in theoretically grounded and critically reflexive ethnographic research methods. This first quarter provides an overview of the key issues in the epistemology, practice, ethics, and the politics of participant observation. Through weekly readings and discussion students will be exposed to a variety of different techniques, traditions, and modalities for analyzing the everyday experiences and cultural contours of social life. This will include grounded theory, intuitive theorizing, the extended case method, abductive analysis, phenomenology, and processual sociology, among others. Through a series of preliminary field work exercises, students will learn how to propose a research question, formulate an empirical puzzle, determine the rationale for using ethnographic or interview methods, develop effective interview questions, write field notes, code observational and interview data, and satisfy human subjects review boards.
Instructor(s): K. Schilt Terms Offered: Winter
Prerequisite(s): Open only to Sociology PhD students 2nd year and up; all others with consent of instructors. Students are required to register for both the Winter and Spring quarters.

SOCI 50120. Sem: Ethnography-1. 100 Units.
In this two-quarter seminar practicum, students will gain first-hand experience in theoretically grounded and critically reflexive ethnographic research methods. This second quarter will provide students with a “hands-on” experience in the practical tasks, rules, and tricks of the trade in ethnographic research. Students will carry out an original research project requiring them to gain access, recruit respondents, build rapport, and collect and analyze data. As projects develop, students will learn how to use their intimate and embodied engagements
in the field to generate rigorous theoretical contributions. We will discuss the range of "styles" of writing ethnographic research papers, as well as the varied ways that authors discuss, problematize, and "use" their positionality while in the field, as well as how they write up analyses and present their work to academic and public audiences.

Instructor(s): K. Hoang
Terms Offered: Spring
Prerequisite(s): PQ SOCI 50120; Open only to Sociology PhD students 2nd year and up; all others with consent of instructors

**SOCI 50128. Sem: Critical Race Theory. 100 Units.**
This is a readings course designed to be an introduction to Critical Race Theory (CRT). CRT is a school of thought that seeks to understand the relationship between race and the law, which grew out of the legal academy. Since its inception in the 1970s, the tenets of Critical Race Theory have gone on to inform theory and empirical research in many disciplines. In this course we will read several of the founding texts of CRT. We will then move into reading the kinds of race-based critical theory that sociologists have developed. On a rotating basis in different quarters we will be reading such authors as: Derrick Bell, Kimberly Crenshaw, Cheryl Harris, Richard Delgado, Mari Matsuda, Patricia Williams, W.E.B. Du Bois, Eduardo Bonilla Silva, Joe Feagin, Ian Haney Lopez, and Patricia Hill Collins, among others.

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

**SOCI 50129. Sem: Sociology of Democracy. 100 Units.**
What does a sociological approach to study of democracy look like? How is it different from the dominant approaches in political science and political theory? The course takes up this question. We will consider relevant theories and examine several cases of democracy, particularly in the Global South.

Instructor(s): M. Garrido
Terms Offered: Autumn. Cancelled

**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