Department of Sociology

Chair
  • Karin Knorr

Professors
  • Andrew Abbott
  • Luc Anselin
  • Kathleen A. Cagney, Health Studies
  • Terry N. Clark
  • Elisabeth S. Clemens
  • James A. Evans
  • Andreas Glaeser
  • 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 Faculty
  • Luis Bettencourt
  • Chad Broughton, Public Policy
  • Ronald S. Burt, Business
  • Angela Garcia, School of Social Service Administration
  • Sharon Hicks-Bartlett
  • Gary Herrigel, Political Science
  • Guanglei Hong, Comparative Human Development
  • Nicole Marwell, School of Social Service Administration
  • Susan E. Mayer, Public Policy
  • Anna Mueller, Comparative Human Development
  • John Padgett, Political Science
OVERVIEW

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 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/Third Year Writing Seminar-1 and SOCI 30007 Second/Third Year Writing Seminar-2 in Winter and Spring of both the second and third years of study.

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, 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.

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.

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 teaching assistants with the opportunity to discuss course design, teach under supervision of a faculty member, and review student work. There are also 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. Note that 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.

**SOCIETY 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: Autumn
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): K. Hoang Terms Offered: Autumn
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): S. Raudenbush Terms Offered: Winter
Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.
Note(s): Students are expected to attend two lectures and one lab per week. Required of students who are majoring in Sociology
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 30004

**SOCI 30006. Second/Third Year Writing Seminar-1. 50 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): M. Garrido, O. McRoberts Terms Offered: Winter
Prerequisite(s): Sociology PhD students only

**SOCI 30007. Second/Third Year Writing Seminar-2. 50 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): M. Garrido, O. McRoberts Terms Offered: Spring
Prerequisite(s): Sociology PhD students only
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: Winter
Equivalent Course(s): SOCI 20103

SOCI 30104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.
Instructor(s): M. Garrido Terms Offered: Spring
Equivalent Course(s): SOSC 25100, SOCI 20104, CRES 20104, GEOG 22700, GEOG 32700

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. These 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 Ph.D Prelim exam in political sociology.
Instructor(s): E. Clemens Terms Offered: Autumn
Prerequisite(s): Completion of the general education requirement in the social sciences
Equivalent Course(s): ENST 23500, PBPL 23600, SOCI 20106

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): EDSO 20112, SOCI 20112, PPHA 44650, EDSO 30112

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

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
Equivalent Course(s): MAPS 30900, SSAD 53200, 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, 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: Winter
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. As well become clear as 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: Spring
Equivalent Course(s): SOCI 20126

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): SOCI 20179

SOCI 30192. The Effects of Schooling. 100 Units.
From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one’s social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.

Instructor(s): R. Stolzenberg
Terms Offered: Spring
Equivalent Course(s): EDSO 30192, EDSO 20192, 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: Spring
Equivalent Course(s): EDSO 30224

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: Autumn Spring
Equivalent Course(s): SOCI 20233, MAPS 30233
SO CI 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): SOCI 20252

SO CI 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 and M. Kolak Terms Offered: Autumn
Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary
Equivalent Course(s): MACS 54000, GEOG 20500, GÉOG 30500, SOCI 20253, ENST 20510

SO CI 30258. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.
What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape ‘real’ markets and market activities? ‘If you are so smart, why aren’t you rich?’ is a question economists have been asked in the past. Why isn’t it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices, and other dimensions of a market economy, and how a financial economy affects organizations, the art and other areas.
Instructor(s): K. Knorr Terms Offered: Spring
Equivalent Course(s): SOCI 20258, ANTH 35405, ANTH 25440

SO CI 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

SO CI 30279. Historical Sociology of Racism Latin America. 100 Units.
The course will examine the discourse on race, racism, and racial inequalities through the available sociological literature. Special emphasis will be placed on the emergency of social movements and collective agencies that have shaped the present racial order in the region. This course will first present how racialization processes intermingled with the formation of mestizo nation-states in Latin America, and, by doing so, establishing racial democracy as the corner stone of modern democracies (1920s to 1960s). Second, examine how authoritarian regimes promoted economic development but were incapable of curtailing social inequalities in the region, eventually dismantling the international perception of these countries as racial democracies (1960s to 1980s). And, finally, explore how processes of racial formation operated in the whole region, giving way to the formation of multiracial nations and to the visibility of racism as a structural component of these societies (1990s to 2010s).
Instructor(s): Antonio Sergio Guimarães Terms Offered: Spring
Equivalent Course(s): SOCI 20279, CRES 25118, LACS 25118, LACS 35118, PPHA 37005
SOCI 30293. Global Family Change. 100 Units.
This course examines sociological perspectives on changes in marriage and childbearing that have swept the globe from 1850–today. We will examine changes in arranged marriage, marriage timing, first birth timing, contraception to limit childbearing, family size and divorce. We will review theories of family change, research designs for studying family change, and empirical data about family change. We will investigate family changes in specific sites in Africa, Asia, the Americas, Europe and the European diaspora. The course will also investigate specific factors likely to produce family change, including industrialization, mass education, mass media, health care, migration, and attitudes and beliefs. Finally, the course will consider some of the important consequences of these changing families around the world. Students will prepare an in-depth study of family change in one specific place and time. Course examples will highlight family changes in South Asia, but students are welcome to select any region and time period for their own study.
Instructor(s): W. Axinn
Terms Offered: Autumn
Equivalent Course(s): SOCI 20293, GNSE 31293, GNSE 21293

SOCI 30296. Revolutions and Rebellions China’s Long Twentieth Century. 100 Units.
Ever since China’s defeat in the Sino-Japanese War in 1894, Chinese have staged numerous revolutions and large-scale social movements, including but not limited to the Republican Revolution of 1911, the May 4th Movement of 1919, the December 9th Movement between 1935 and 1936, the communist victory of 1949, the Cultural Revolution between 1966 and 1976, and the 1989 Prodemocracy Movement. These historical events have brought fundamental changes to Chinese society from politics to everyday life. To understand modern China and its possible future development in this world of great uncertainty, we need to draw lessons based on a contextualized understanding of its past. Combining cutting-edge theories of contentious politics with rich historical accounts, this course analyzes the sociopolitical conditions leading to the rise of these revolutions and social movements and their impact on the Chinese society and the world beyond.
Instructor(s): D. Zhao
Terms Offered: Winter
Equivalent Course(s): SOCI 20296

SOCI 30303. Urban Landscape As Social Text. 100 Units.
The seminar explores conceptually how urban landscapes are formed (literally) and reciprocally how they inform social perceptions of community settings (figuratively). This is done through an initial program of reading and discussion, as well as pursuit of individual student projects, discussed as they progress, leading to a final research paper. The course serves students searching for and defining possible thesis and dissertation topics, as well as those interested in exploring an intellectual curiosity for its own sake.
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 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, K. Yamaguchi
Terms Offered: Winter
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
Equivalent Course(s): CHDV 30102, PLSC 30102, STAT 31900, MACS 51000, PBHS 43201
SOCI 30320. Concepts, Assumptions, Data and Inference in Quantitative Research Methodology. 100 Units.  
The main purpose for designing this course is to provide instruction on core principles of quantitative research  
methodology in the social sciences. This course will equip graduate students with the conceptual tools of  
quantitative research that form the foundation for data management, data analysis and inference. We will  
examine a series of topics related to measurement, sampling, hypothesis development, data structure and model  
interpretation which scholars would encounter when designing any project that uses quantitative data for  
empirical research. My main target audience is graduate students enrolled in the Masters Program in Social  
Sciences who will be using quantitative research techniques for their MS thesis project. Students enrolled in this  
course are expected to have taken at least one upper-level undergraduate course in multiple linear regression  
analysis. Students who are not planning to use quantitative methods in the future can also enroll in this course to  
develop proficiency in reading research publications and scholarly reports that use quantitative tools.  
Instructor(s): Amit Anshumali Terms Offered: Autumn  
Equivalent Course(s): MAPS 31760  

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. 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  
evaluated 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 40142. Library Methods for the 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  
Equivalent Course(s): SOCI 20281
SOCI 40156. Hermeneutic Sociology. 100 Units.
The core ideas of a social hermeneutics (as distinct from, yet building on the classical traditions of textual 
hermeneutics) were developed in the late 18th and early 19th centuries. They can be roughly summarized in a 
few intertwining propositions: First, discursive, emotive and sensory modalities of sense making (interpretation, 
world making…), conscious and unconscious are a key differentiator of human life forms across time and space. Second, sense making is acting and as such dialectically entangled with acting more generally. Third, sense 
making necessarily proceeds in diverse media whose structures and habits of use deeply shape the sense making 
process whence the necessity to attend to form and style. Fourth, sense making is a social activity structured 
by the relationships within which they take place. Fifth, the sense making activities actually performed are 
crucial for the reproduction of structures of media and life forms. Sixth, sense making, life forms, and media 
are dialectically (co-constitutively) intertwined with each other. And finally, seventh, social hermeneutics 
is itself sense-making. The course will explore these ideas by reading classical statements that highlight the 
core analytic concepts that social hermeneuticists employ such as symbolization, interpretation, mediation, 
rhetoric, performance, performativity, interpretive community, institutionalization. Every session will combine a 
discussion of the readings with an analytical practicum using 
Instructor(s): A. Glaeser Terms Offered: Spring 
Prerequisite(s): Fulfills part of the KNOW Core Seminar req for SIFK Dissertation Research Fellowship; PhD 
students must register under KNOW 31407 for this course to meet req. 
Equivalent Course(s): KNOW 31407, 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 
asumptions, 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 
Equivalent Course(s): MAPS 40164

SOCI 40176. Computing for the Social Sciences. 100 Units. 
This is an applied course for social scientists with little-to-no programming experience who wish to harness 
growing digital and computational resources. The focus of the course is on generating reproducible research 
through the use of programming languages and version control software. Major emphasis is placed on a 
pragmatic understanding of core principles of programming and packaged implementations of methods. 
Students will leave the course with basic computational skills implemented through many computational 
methods and approaches to social science; while students will not become expert programmers, they will gain 
the knowledge of how to adapt and expand these skills as they are presented with new questions, methods, and 
data. More information can be found at https://cfss.uchicago.edu 
Instructor(s): Benjamin Soltoff Terms Offered: Autumn 
Note(s): MACS students have priority. 
Equivalent Course(s): CHDV 30511, MAPS 20500, MACS 20500, PLSC 30235, MACS 30500, SOCI 20278, ENST 
20550

SOCI 40177. Coding & Analyzing Qualitative Data: Using Open-Source Computer Asst. Qualitative Data 
Analysis. 100 Units. 
This is a graduate-level course in coding and analyzing qualitative data (e.g., interview transcripts, oral histories, 
focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-
based data in preparation for analysis and final report writing of small scale research projects. Students use their 
own laptop computers to access one of two free, open-source software programs available for Windows, Mac, 
and Linux operating systems. While students with extant interview data can use it for this course, those without 
existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as 
AtlasTi, NVivo, The Ethnograph or Hypertext. 
Instructor(s): S. Hicks-Bartlett Terms Offered: Spring Winter 
Equivalent Course(s): MAPS 40177
SOCI 40192. Seminar: The Family. 100 Units.
This seminar will focus on classic and current readings on the family, including the family as an institution, changes in family structure and function, new family forms, cohabitation, marriage, union dissolution, fertility, sexuality, working families, intergenerational relations, and family policy. We will discuss the readings for the week, with a focus on evaluating both the research and the ideas. Students will develop a research project on the family and prepare a paper outlining the project, providing a theoretical framework, background, hypotheses and approach. This might serve as the basis for a qualifying paper.
Instructor(s): L. Waite Terms Offered: Autumn
Equivalent Course(s): CHDV 40192

SOCI 40216. Politics and Political Knowledge Ancient and Modern. 100 Units.
This course begins by wondering what aspect and dynamic of human acting in relation to others we may wish to grasp as political. To pursue this question we will engage classical and contemporary texts on the political by Weber, Schmitt, Arendt, Lefort, Ranciere and Laclau. Pursuing the question of the political will inevitably raise another: that of the modalities of knowing required for conducting politics. This will lead us to supplement the first set of readings with texts interested in the sources of this knowledge including some of the classics in the sociology of knowledge from Lukacs and Mannheim to Foucault and Scott. In the third part of this class, we will let this panoply of theorists meet history by exploring forms of politics and political knowing developed and critiqued in classical Athens-the traditional terminus a quo for Europeanoid reflections on politics. It is in there that we will not only find illuminating historical materials to interrogate the interplay between political practices and knowledge, but in Plato's work as a response to the political crisis brought about by the trauma of war, we will find a vision of a modality of knowing that sets out to eclipse politics in knowledge as expertise. And that will throw us right back into the modern.
Instructor(s): A. Glaeser Terms Offered: Spring
Equivalent Course(s): ANTH 40156

SOCI 40217. Spatial Regression Analysis. 100 Units.
This course covers statistical and econometric methods specifically geared to the problems of spatial dependence and spatial heterogeneity in cross-sectional data. The main objective of the course is to gain insight into the scope of spatial regression methods, to be able to apply them in an empirical setting, and to properly interpret the results of spatial regression analysis. While the focus is on spatial aspects, the types of methods covered have general validity in statistical practice. The course covers the specification of spatial regression models in order to incorporate spatial dependence and spatial heterogeneity, as well as different estimation methods and specification tests to detect the presence of spatial autocorrelation and spatial heterogeneity. Special attention is paid to the application to spatial models of generic statistical paradigms, such as Maximum Likelihood, Generalized Methods of Moments and the Bayesian perspective. An important aspect of the course is the application of open source software tools such as R, GeoDa and PySal to solve empirical problems.
Instructor(s): Staff Terms Offered: Spring
Equivalent Course(s): GEOG 40217, MACS 55000

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, EDSO 40128

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 40234. Race and Ethnicity in Comparative Perspective. 100 Units.
This graduate seminar seeks to cover the main topics in this vast field from an international comparative perspective. We will compare the U.S. context, where race is typically seen as the fundamental social division, to other societies in Latin America and Europe in which ethnорacial boundaries have also emerged. Topics include: conceptual foundations of race and ethnicity, racial and ethnic identities, racial classification, race and inequality, racial attitudes and public opinion, and race and public policy. Class is designed to encourage graduate students to develop their own race and ethnicity research projects. We will pay special attention to research design and methodological issues.
Instructor(s): R. Flores Terms Offered: Spring. Not being offered in 2019/2020

SOCI 50076. Logic of Social Science Inquiry. 100 Units.
Largely drawing on the literature of social movement, revolution, and historical sociology, this seminar surveys the methodologies that social scientists use to construct stories for the cases that interest them, including deductive reasoning, simulation, correlative thinking, mechanism-based analysis, case-based comparison, historical method, dialectics, conceptualization, hermeneutics, and more. The course discusses the pros and cons of each of these methods and ways to combine these methods to achieve better strategies for telling stories about ourselves and about the past and present.
Instructor(s): D. Zhao Terms Offered: Winter

SOCI 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.
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: Winter

SOCI 50116. Sem: Economy and Law. 100 Units.
This course examines major theoretical perspectives and social science research on the relationship between law, economics, and society. It explores the relationship between law and economy in an increasingly globalized world via international flows of capital, commodities, and people and the ways that transactions and relationships are supported or regulated by various legal structures. We will focus on legal developments in emerging markets and transitional economies to examine how different laws at the level of the nation state cohere and conflict with one another.
Instructor(s): K. Hoang Terms Offered: Autumn. Not being Offered in 2019/2020

SOCI 50118. Sem: Population. 100 Units.
This course provides a substantive overview of the field of demography -- the study of human populations, past, present and future. We focus on trends and causes and consequences of change in the three the basic components of population change: mortality, fertility, migration. We will also cover a few sub-fields outside the big three, including segregation and population health. By the end of the quarter, students will have been introduced to the major substantive issues, debates, and methods of the field. The course is non-technical but assumes graduate-level literacy in statistics and quantitative reasoning. We will focus on understanding general trends in global population, the inter-related nature of fertility, mortality, migration, and age structure, and how the demographic explanations of social phenomena are critical for understanding political, economic, and cultural changes.
Instructor(s): J. Trinitapoli Terms Offered: Winter

SOCI 50119. Politics of Media: From the Culture Industry to Google Brain. 100 Units.
Media theory frequently focuses on issues of technology as opposed to, or at the cost of, politics and culture. This course reorients attention to the intersection of media and cultural theory. We begin by reviewing key media theories from the Frankfurt School and the Birmingham School. Following a historical introduction, we explore the contemporary field of cultural media theory as it has unfolded in both the humanities and the social sciences. Students will think through how the sites of race, class, gender, and sexuality might frame and always already influence the ways that we think of media - from the broadcast media of Adorno and Horkheimer’s culture industry that included radio, film, and television to contemporary pointcasting that is made up of digital and networked technologies. Alongside readings in an expanded media theory, we will engage artistic and cultural works, including literature, films, television serials, smart phone apps, video games, social media, and algorithms. We also explore methodological differences in media studies between the humanities and the social sciences.
Instructor(s): Patrick Jagoda & Kristen Schilt Terms Offered: Winter
Prerequisite(s): Before enrolling, MA students should email Professors Jagoda or Schilt on what you bring and hope to get out of the seminar
Equivalent Course(s): CDIN 45327, GNSE 45327, CMST 67827, ENGL 45327

Equivalent Course(s): CDIN 45327, GNSE 45327, CMST 67827, ENGL 45327
SOCI 50122. Sem: Theories of Race & Racism. 100 Units.
This course is designed for to provide an overview of sociological perspectives on race and racism in the US. While we will read classic and contemporary theory and research on race in the United States, our focus will be on getting up to date on the contemporary state of the study of race and racism in sociology and closely related fields. Throughout, our goal will be to consider race both as a source of identity and social differentiation as well as a system of privilege, power and inequality affecting everyone in society, albeit in different ways. By taking up several important debates in the literature, the course will offer you a solid entry point into the study of race and racism in the US.
Instructor(s): J. Bell Terms Offered: Autumn

SOCI 50123. Sem: Elegant Models for Social Structure, Probability and Non-Probability Applications. 100 Units.
We investigate attempts to use relational data to build mathematically compelling models of social structure. Beginning with Harrison White’s mathematization of Levi-Strauss, we investigate role algebras, before turning to probabilistic models. We examine attempts to specify a null distribution for network graphs, and then ways of linking observed graph statistics to models of structure. We then examine the idea of Markov graphs, relying on Besag, and then the application to networks. At this point, we shift to an exploration of the practical applications of different means of looking at probability models with structural and nonstructural covariates, relying on example data sets and simulation, to compare the capacity of pseudo-likelihood and MCMC maximum likelihood methods to produce correct answers to realistic questions, for conventional network data, for multinetwork data, and for temporal data. This last part will be a learning experience for all of us.
Instructor(s): J. Martin 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): G. Wodtke Terms Offered: Autumn
Prerequisite(s): 1st-year Sociology PhD students only