DEPARTMENT OF SOCIOLOGY

Chair
• Elisabeth S. Clemens

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

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

Assistant Professors
• Marco Garrido
• Kimberly Hoang
• Ellis Monk
• Xi Song
• Forrest Stuart

Visiting Professor
• James Davis
• Hans Joas, Social Thought

Emeritus Faculty
• Charles E. Bidwell
• William L. Parish
• Gerald D. Suttles

Associated Faculty
• Ronald S. Burt, Business
• Sharon Hicks-Bartlett
• Susan E. Mayer, Public Policy
• John Padgett, Political Science
• Dan Slater, Political Science

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

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

RESEARCH

The study of sociology at the University of Chicago is greatly enhanced by the presence of numerous research enterprises engaged in specialized research. Students often work in these centers pursuing collection and study of data with faculty and other center researchers. Students have the opportunity for experience in the following research enterprises: the Ogburn-Stouffer Center for the Study of Social Organizations; the Population Research Center; the Committee on Demographic Training; NORC Research Centers; the Center for the Study of Gender and Sexuality; the Center for the Study of Race, Culture, and Politics; the Chicago Center for Contemporary Theory; the University of Chicago Urban Network; the Center for Health Administration Studies; the Rational Choice Program; and the Center on Demography and Economics of Aging. These provide an opportunity either for field work by which the student brings new primary data into existence or for the treatment of existing statistical and other data. The city of Chicago provides opportunities for a variety of field investigations, and the department also encourages cross national and foreign studies.
The Social Sciences has a strong tradition of comparative and international research, with area studies centers focused on East Asia, South Asia, the Middle East, Latin America, and Eastern Europe and Russia. In addition, graduate students may benefit from activities at the University of Chicago centers in Paris and Beijing as well as the deep roster of language training opportunities available on campus. There are equally diverse training opportunities and infrastructure to support quantitative research including the Survey Laboratory, the training program in Demography, course offerings in Statistics and a number of professional schools as well as a growing interdisciplinary community in computational research methods.

ADMISSION

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

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

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

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

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

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

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

**COMMON CORE COURSE REQUIREMENTS**

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

**METHODOLOGY AND STATISTICS REQUIREMENT**

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

**PRELIMINARY EXAMINATION**

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

**THE QUALIFYING PAPER**

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

**SPECIAL FIELD EXAMINATIONS**

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

Dissertation

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

Teaching Opportunities

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

Graduate Workshops

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

**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): E. Monk Terms Offered: Winter
Prerequisite(s): Open only to 1st- and 2nd-year Sociology PhD students

**SOCI 30003. History of Social Theory. 100 Units.**
This course is a basic introduction to classical social theory. It considers Marx, Weber, Durkheim, and Simmel. Other authors are read as well.
Instructor(s): J. Martin Terms Offered: Autumn
Note(s): Open only to 1st-year Sociology PhD students

**SOCI 30004. Statistical Methods of Research. 100 Units.**
This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.
Instructor(s): S. Raudenbush Terms Offered: Winter
Note(s): Students are expected to attend two lectures and one lab per week. UG Sociology majors and Sociology PhD students only. Others by consent of instructor
Equivalent Course(s): SOCI 20004

**SOCI 30005. Statistical Methods of Research-2. 100 Units.**
The course covers logistic regression, time series analysis, and network analysis.
Instructor(s): Song, Xi Terms Offered: Spring
Prerequisite(s): SOCI 30004

**SOCI 30006. Second/Third Year Writing Seminar-1. 050 Units.**
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal.
Instructor(s): J. Evans, K. Schilt Terms Offered: Winter
Prerequisite(s): Sociology PhD students only
SOCI 30007. Second/Third Year Writing Seminar-2. 050 Units.
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal. 
Instructor(s): J. Evans, K. Schilt Terms Offered: Spring 
Prerequisite(s): Sociology PhD students only

SOCI 30101. Organizational Analysis. 100 Units.
This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). Topics include intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision making. Using recent developments in market, political economy, and neoinstitutional theories, we explore organizational change and interorganizational relationships for their implications in understanding social change in modern societies.
Instructor(s): E. Laumann Terms Offered: Autumn 
Equivalent Course(s): SOCI 20101, PBPL 23000

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): C. Lee, D. Zhao Terms Offered: Autumn 
Equivalent Course(s): SOCI 20102

SOCI 30103. Social Stratification. 100 Units.
Social stratification is the unequal distribution of the goods that members of a society value (e.g., earnings, income, authority, political power, status, prestige). This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence.

Instructor(s): R. Stolzenberg Terms Offered: Winter 
Equivalent Course(s): SOCI 20103
SOCI 30104. Urban Structure and Process. 100 Units.
This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere. NOT Offered 2015/2016
Instructor(s): F. Stuart Terms Offered: Winter. Not Offered 2015-2016 Equivalent Course(s): CRES 20104,GEOG 22700,GEOG 32700,SOSC 25100,SOCl 20104

SOCI 30106. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. 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): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in social sciences Equivalent Course(s): SOCI 20106,ENST 23500,PBPL 23600

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

SOCI 30112. Applications of Hierarchical Linear Models. 100 Units.
A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems. Instructor(s): S. Raudenbush Terms Offered: Spring
Prerequisite(s): Applied statistics at a level of multiple regression Equivalent Course(s): SOCI 20112
SOCI 30116. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): SOCI 20116,HMRT 20116,HMRT 30116,PBPL 27900

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 and tentatively Winter
Equivalent Course(s): SOCI 20118,MAPS 30900,SOSC 20200,SOSC 30900,SSAD 53200

SOCI 30120. Urban Policy Analysis. 100 Units.
This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.

Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): PBPL 24800,SOCI 20120

SOCI 30122. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.

Instructor(s): L. Waite Terms Offered: Spring
Equivalent Course(s): ENST 20500,GNSE 20120,GNSE 30120,SOCI 20122
SOCI 30125. Rational Foundations of Social Theory. 100 Units.
This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.
Instructor(s): K. Yamaguchi Terms Offered: Spring
Equivalent Course(s): SOCI 20125

SOCI 30126. Japanese Society: Functional/Cultural Explanations. 100 Units.
The objective of this course is to provide an overview of social structural characteristics, and the functioning of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. As will 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: Winter
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: Winter
Equivalent Course(s): SOCI 20179
SOCI 30191. Social Change in the United States. 100 Units.
This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, "live" statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS).
Instructor(s): R. Stolzenberg Terms Offered: Spring
Prerequisite(s): Two prior sociology courses or consent of instructor
Equivalent Course(s): SOCI 20191

SOCI 30192. The Effects of Schooling. 100 Units.
From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one’s social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling.
Instructor(s): R. Stolzenberg Terms Offered: Spring
Equivalent Course(s): SOCI 20192

SOCI 30207. Social and Cultural Organization of Non-Human Animals. 100 Units.
In the past few decades, there has been an explosion of rigorous work in ethology regarding social organization, cultural patterns, and cognition in non-human animals. The results have fundamentally overturned previous assumptions about animals; they also challenge and inspire sociological theory to encompass formations observed in non-humans. This course builds on classic theoretical approaches (of Chicago sociology and philosophy, of evolutionary theorists) and the examines the current state of knowledge about animal social organization, communication, and culture. Although there is a fair amount on primates, we will be examining work on a number of social species from ants to whales. Students will write a paper pursuing one theme of the course (e.g., social organization, learning) in one species (e.g., Ethiopian wolf, Octopus vulgaris).
Instructor(s): J. Martin Terms Offered: Winter
Equivalent Course(s): SOCI 20207
**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 hierarchial as opposed to non-hierarchial models of social structure; and the location of meaning.

Instructor(s): T. Clark, J. Martin

Terms Offered: Spring

**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: Winter

Equivalent Course(s): SOCI 20233

**SOCI 30236. Political Modernization. 100 Units.**

Modernization refers to the transformation of society from one kind ("traditional") to another ("modern"). The foundational thinkers of the social sciences have characterized this process in terms of economic differentiation (Adam Smith), social differentiation (Emile Durkheim), the organization of production around the accumulation of profit (Karl Marx), and rationalization/disenchantment (Max Weber). Indeed, the social sciences emerged as the study of modernization. This course builds upon these foundations. We will begin by discussing modernization theory alongside its neo-Marxist and postcolonial critics. Then we will focus on political modernization specifically, discussing theories on the formation and "proper" function of the state, democracy, civil society, and citizenship. We will consider these theories in light of the experience of societies in the "developing" world. Course readings will draw upon scholarship across the social sciences, especially sociology, political science, and economics.

Instructor(s): M. Garrido

Terms Offered: Spring

Equivalent Course(s): SOCI 20236
SOCI 30243. Political Theory I. 100 Units.
References to transcendent absolutes as a constitutive element of political communities have a long tradition in the western world. This course surveys and analyzes classical readings both aiming to institute such a link as well as critiques and analysis of it. Readings include selections from Carl Schmitt, Emile Durkheim, the Bible, Jan Assmann, Michael Walzer, Plato, Augustine, Thomas Aquinas, Ernst Kantorowicz, Jean Bodin, Thomas Hobbes, Baruch Spinoza, Johann Gottlob Fichte, Robert Bellah, Victoria Kahn, Stanley Tambiah, and Clifford Geertz. This is a two-quarter sequence.
Instructor(s): A. Glaeser Terms Offered: Winter
Prerequisite(s): Completed social science core sequence and further work in social or political theory
Equivalent Course(s): SOCI 20243

SOCI 30244. Political Theory II. 100 Units.
References to transcendent absolutes as a constitutive element of political communities have a long tradition in the western world. This course surveys and analyzes classical readings both aiming to institute such a link as well as critiques and analysis of it. Readings include selections from Carl Schmitt, Emile Durkheim, the Bible, Jan Assmann, Michael Walzer, Plato, Augustine, Thomas Aquinas, Ernst Kantorowicz, Jean Bodin, Thomas Hobbes, Baruch Spinoza, Johann Gottlob Fichte, Robert Bellah, Victoria Kahn, Stanley Tambiah, and Clifford Geertz. This is a two-
Instructor(s): A. Glaeser Terms Offered: Spring
Prerequisite(s): Completed social science core sequence and further work in social or political theory
Equivalent Course(s): SOCI 20244

SOCI 30245. Global Health and Inequality. 100 Units.
This course introduces the principal health problems of the world’s populations, focusing on the health situation in the developing world. This course draws upon literature from sociology, demography, economics, public health, epidemiology, and medical anthropology. At the end of the course students will have developed a working knowledge of the key health patterns, their causes, and the main obstacles to improving health indicators in the developing world. We focus on the social conditions associated with health, disease, and mortality, and on their distribution on a global scale. Beyond engaging the major theoretical debates and the empirical approaches used to address them, students are expected to identify and evaluate scientific evidence on global health issues and advance their own research in this area.
Instructor(s): J. Trinitapoli Terms Offered: Autumn
Equivalent Course(s): SOCI 20245
SOCI 30248. Inequality, Health, and The Life Course. 100 Units.
By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual’s physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual’s health and well-being.
Instructor(s): A. Mueller Terms Offered: Winter
Note(s): CHDV Distribution: B*, C*; 2*, 4*
Equivalent Course(s): CHDV 30440,SOCI 20248,CHDV 20440

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

SOCI 30303. Urban Landscapes as Social Text. 100 Units.
This seminar explores the meanings found in varieties of urban landscapes, both in the context of individual elements and composite structures. These meanings are examined in relation to three fundamental approaches that can be identified in the analytical literature on landscapes: normative, historical, and communicative modes of conceptualization. Emphasis is placed on analyzing the explicitly visual features of the urban landscape. Students pursue research topics of their own choosing within the general framework.
Instructor(s): M. Conzen Terms Offered: Autumn
Prerequisite(s): Advanced standing and consent of instructor.
Equivalent Course(s): GEOG 42400
SOCl 30315. Introduction to Causal Inference. 100 Units.

This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”

Instructor(s): G. Hong
Terms Offered: Winter
Prerequisite(s): Intermediate Statistics
Note(s): Graduate course open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): STAT 31900, PBHS 43201, PLSC 30102, CHDV 30102
SOCI 30318. Mediation, Moderation, and Spillover Effects. 100 Units.
This course is designed for graduate students and advanced undergraduate students from social sciences, statistics, public health science, public policy, and social services administration who will be or are currently involved in quantitative research. Questions about why a treatment works, for whom, under what conditions, and whether one individual’s treatment could affect other individuals’ outcomes are often key to the advancement of scientific knowledge. We will clarify the theoretical concepts of mediated effects, moderated effects, and spillover effects under the potential outcomes framework. The course introduces cutting-edge methodological approaches and contrasts them with conventional strategies including multiple regression, path analysis, and structural equation modeling. The course content is organized around application examples. The textbook “Causality in a Social World: Moderation, Mediation, and Spill-Over” (Hong, 2015) will be supplemented with other readings reflecting latest developments and controversies. Weekly labs will provide tutorials and hands-on experiences. All students are expected to contribute to the knowledge building in class through participation in presentations and discussions. Students are encouraged to form study groups, while the written assignments are to be finished and graded on an individual basis. Intermediate Statistics, Introduction to Causal Inference, and their equivalent are prerequisites.
Instructor(s): G. Hong Terms Offered: Spring
Prerequisite(s): Intermediate Statistics, Introduction to Causal Inference, and their equivalent
Note(s): CHDV Distribution, M*; M*
Equivalent Course(s): PSYC 32411, PBPL 29411, STAT 33211, CCTS 32411, CHDV 32411

SOCI 40109. Loglinear Analysis. 100 Units.
This course covers loglinear and related methods and models, including (1) logit and multinomial logit models, ordered logit models, and nested logit models for regression analysis, (2) loglinear association models for cross-classified frequency data, (3) latent-class models for the classification of response patterns, (4) latent-class regression models, (5) mover-stayer regression models for panel data, and (6) loglinear models for social-network data.
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. Content Analysis. 100 Units.
Introduction to the analysis of textual content for social insight. Students in course will: 1) survey recent advances in natural language processing, information extraction and computational linguistics that can be leveraged to analyze textual content; 2) develop a computational toolkit that implements some of these advances; and 3) design and execute projects that analyze textual data for social inference. Specific topics include text clustering, classification, relevance ranking, and latent semantic indexing.
Instructor(s): J. Evans Terms Offered: Spring
Note(s): Advanced UGs by consent

SOCI 40142. Library Methods for Social Sciences. 100 Units.
This course is a graduate introduction to the methods involved with “research with records”—that is, material like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such material has been typically printed but may now be stored electronically as well as physically.) The course covers the essentials of project design, bibliography, location, access, critical reading, source evaluation and provenance, knowledge categorization and assembly, and records maintenance. The course is a methodological practicum and will involve both small-scale exercises and a larger project. Major texts include Thomas Mann’s Oxford Guide to Library Research and Andrew Abbott’s Digital paper.
Instructor(s): A. Abbott Terms Offered: Autumn
Note(s): Advanced undergrads by consent

SOCI 40156. Hermeneutic Sociology. 100 Units.
This class introduces students to the central ideas of hermeneutic social scholarship with its emphasis on analyzing the cultural and historical diversity and the dynamics of societies in terms of the ways in which people interpret the world. The issue which thus centers this class’ is the historicity of interpretation as practice and its connection to actions and institutions. This course also offers a hands-on introduction to key hermeneutic analytics such as narrative, rhetoric, performance, iconology, voice, implied reader etc. Readings include selections from Vico, Herder, Dilthey, Panofsky, Wittgenstein, Burke, Goffman, Ricoeur, Derrida, Eco, Searle.
Instructor(s): A. Glaeser Terms Offered: Winter

SOCI 40157. Hermeneutic Sociology II. 100 Units.
The second part of the course dedicated to developing your research projects and papers. We will schedule sessions dedicated to analyzing your data, intersperse some additional reading on the role of mass media and the organization of interpretative sociations while dedicating the tail end of the course to intense peer review of your writing.
Instructor(s): A. Gleaser Terms Offered: Spring
SOCI 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.
Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer’s role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students’ exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor’s feedback on students’ personal journals on the role of the interviewer.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn, Winter
Prerequisite(s): Graduate students only

SOCI 40168. Welfare States, Poverty, and Inequality. 100 Units.
This course gives an overview of the political economy of social policy in advanced industrial democracies. The course explores how organized social forces, partisan politics, business interests, international pressures, and demographic changes have shaped and transformed the welfare state regimes and how such processes have affected distributional outcomes in rich democracies and developing countries. Topics include: Theories of the Welfare State, Welfare State Regime Typology, Bargaining Regimes and Welfare Regimes, Development of American Welfare State, Post-industrial Economy and Welfare States, Globalization/Financial Crisis and Welfare States, Social Movements and Welfare States, Welfare States and Poverty, Welfare States and Income Inequality, Welfare States and Gender Inequality.
Instructor(s): C.S. Lee Terms Offered: Winter
Prerequisite(s): Graduate students only
SOCI 40172. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.
What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape ‘real’ markets and market activities? ‘If you are so smart, why aren’t you rich?’ is a question economists have been asked in the past. Why isn’t it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the other hand, is it so easy to get rich for some participants? Perhaps the answer is that real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course addresses these differences and core dimensions of economic sociology. This course provides an overview over social and cultural variables and patterns that play a role in economic behaviour and specifically in financial markets. We draw on the ‘New Economic Sociology’ which emerged in the late 70’s and early 80’s from the work of Harrison White, Marc Granovetter, Viviana Zelizer, Wayne Baker and others. We also draw on recent analysis of the relationship between knowledge, technology and economic and financial institutions and behaviour, and include an emerging body of literature on the financial crisis of 2008-09. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices and other dimensions of a market economy, and how a financial economy affects organizations, the art world and other areas.
Instructor(s): K. Knorr Cetina Terms Offered: Spring
Note(s): Open to advanced undergraduates
Equivalent Course(s): ANTH 45405

SOCI 40174. Researching Gender and Sexuality. 100 Units.
This course is an introduction to qualitative methods for researching gender & sexuality as well as a research practicum for students. The course is designed to aid graduate students and advanced undergraduates in developing a solid, executable research study focused on gender and sexuality. Over the ten-week course, students read exemplary articles and books showcasing a variety of qualitative research methodologies. Additionally, they read methodology articles that highlight the benefits and limitations of various methodologies and study designs. Students are required to identify a research question at the beginning of the course. They analyze existing research on this topic, and conduct a limited amount of their own primary research on the topic. The course assignments build toward the formation of a final project: a research proposal complete with a literature review, methods section, preliminary data section, and a research hypotheses section. At the end of the course, students will not only have a deeper understanding of methodological approaches to gender and sexuality research, but also will have gained experience in collecting data and designing a viable research proposal.
Instructor(s): K. Schilt Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Equivalent Course(s): GNDR 40170
SOCI 40177. Coding and Analyzing Qualitative Data: Using Open-Source Computer. 100 Units.
This is a graduate-level course in coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn,Spring
Prerequisite(s): Graduate students only

SOCI 40187. Contemporary Social Theory. 100 Units.
This course is about how contemporary theorists and those interested in a theoretical sociology, anthropology or related fields think about societies, how they rearranges themselves, and how social and cultural forms and relations can be analyzed. It addresses connections that transcend national borders and connections that require us to dig deeper than the person and look at the brain. We address different theoretical traditions, including those attempting a diagnosis of our times, and mechanism theories. The overall focus is on defining and agenda setting paradigms in the second half of the 20th century and some new 21st century theorizing.
Instructor(s): K. Knorr Cetina Terms Offered: Spring

SOCI 40188. Advanced Methods in Survey Research. 100 Units.
This course focuses on the fundamentals of social survey design and implementation. The course begins with theory underlying instrument construction, then addresses internal and external validity, measurement validity, questionnaire construction, scaling and scoring, sampling methodology, and survey implementation. Throughout the course students learn about current data collection efforts at the University of Chicago.
Instructor(s): K. Cagney Terms Offered: Spring

SOCI 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
Prerequisite(s): Advanced Undergrads Consent of Instructor
SOCI 40194. The Emergence of Organizations and Markets. 100 Units.
This course will focus on the emergence of alternative forms of organization control (e.g., centralized bureaucracy, multiple hierarchies, elite networks, and clientage) in different social structural contexts (e.g., the interaction of kinship, class, nation states, markets and heterodox mobilization). Themes will be illustrated in numerous cross-cultural contexts. (C)
Instructor(s): J. Padgett Terms Offered: Autumn
Equivalent Course(s): PLSC 46411

SOCI 40196. Cultural Evolution. 100 Units.
This course explores the nature of process of cultural evolution. After establishing a background on the characteristics of biological evolution, we consider topics in cultural evolution that explore similarities and differences between processes of biological and cultural evolution, and theoretical and conceptual innovations necessary to deal with the latter, using a variety of approaches and methodologies, including agent-based modeling, “big data” approaches, and case studies. These will include topics like: the nature of inheritance, the limits of ‘memes’, the role of cognitive development, the coevolution of cognition and lithic technology, the scaffolding and evolution of social support, institutions, organizations and firms, the structure of scientific communities, entrenchment and the emergence of conventions and standards, the role of technology, horizontal vs. vertical transmission, multichannel inheritance, economic markets, the nature of innovation, and the role of history.
Instructor(s): J. Evans, W. Wimsatt Terms Offered: Autumn
Equivalent Course(s): PHIL 52805

SOCI 40197. Issues and Topics in Studying Religions in Modern China. 100 Units.
In this seminar, we will explore some of the theoretical and methodological issues that have emerged in recent years in studying religions in modern china, which also inform the challenges and opportunities in the sociological studies of religions in general. They will include but will not be limited to: the modern metamorphosis of traditional religious ecology; religions’ relationship with the state and market, secularization and religious resurgence; the applicability of Rational Choice theory of Religion in the Chinese context, measuring religiosities of non-Abrahamic religions; as well as the transnational dimension of religious development.
Instructor(s): X. Sun Terms Offered: Autumn
SOCI 40198. Economy and Ethnography. 100 Units.
This seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. The first objective of this course is to provide an overview of the key issues in the epistemology, practice, ethics, and the politics of participant observations of the state and economy. We will read ethnographic fieldwork and interview-based research projects involved in a variety of different strategies and approaches to "studying-up." We will cover various traditions and modalities of qualitative research. Students will evaluate their goals, epistemological questions, field techniques, relational dynamics with research subjects, analytical strategies, representational devices, and ethical quandaries. Practically, this class will provide the tools for the study of economic environments in global cities, urban environments and rural areas; large organizations and small micro-enterprises; as well as informal economies and hidden markets.
Instructor(s): K. Hoang Terms Offered: Autumn

SOCI 40199. Applied Regression. 100 Units.
No description available.
Instructor(s): J. Trinitapoli Terms Offered: Winter
Prerequisite(s): Should take SOCI 30004 and SOCI 30005 or equivalent

SOCI 40201. Race and Immigration in the U.S. 100 Units.
The dominant paradigm of American race relations has changed dramatically in the last two decades, as the prevailing White-Black binary is challenged by mass migration from Asia and Latin America. This course will examine the utility of classical assimilation frameworks for understanding the experiences and trajectories of Latino and Asian immigrants and their children. It will introduce students to competing debates about the future direction of the U.S. ethno-racial hierarchy, addressing questions such as: How do the experiences of previous European immigrants differ from those of contemporary non-white immigrants? Are changing demographics leading to the emergence of a black/non-black divide, a tri-racial order, or something else altogether? And what are the consequences for race and ethnic relations and new forms of social inequities?
Instructor(s): S. Zamora Terms Offered: Autumn

SOCI 40203. Sociology of Religion. 100 Units.
What is religion? How can religion be studied sociologically? How and why has religion's significance changed throughout the modern era? How do we account for the growth and decline of religious groups? The religious beliefs, commitments, and practices of individuals? The interplay between religion and other macro-level institutions? These are some of the core questions underpinning the sociology of religion. The course is designed to cultivate in students an understanding of the distinctively sociological approach to studying religion, and familiarize students with the important theoretical approaches as well as major findings, problems and issues in the field. Readings on theoretical perspectives will range from classic sociological theories to the most recent developments. Readings on research issues will cover a diverse range of substantive topics.
Instructor(s): J. Trinitapoli Terms Offered: Winter
SOCI 40204. Categorical Data Analysis. 100 Units.
This course introduces students to statistical methods for analyzing categorical data, with an emphasis on practical applications in research on social stratification and mobility rather than statistical theories. We will discuss models for binary, ordinal, nominal, and event occurrence outcomes, as well as models for censored and count outcomes. The course assumes a good working knowledge of mathematical statistics, linear algebra, and linear regression models for continuous variables.
Instructor(s): X. Song Terms Offered: Spring
Prerequisite(s): Taking SOCI 30004 and 30005 strongly recommended. Advanced Undergrads consent of Instructor

SOCI 40205. Transnational Regulation. 100 Units.
There has been an explosion of research in regulation in recent years. In particular, a tremendous amount of work has been done on transnational governance and the public-private regulation of environmental, labor, and health and safety conditions in global industries and markets. This course will survey the main trends in new "post command control/post principle-agent-based" regulation research (including new public administration, meta-regulation, private regulation, experimentalism). The first part of the course will focus on theory and approaches, the second on cases: environment, fair trade, labor standards, agricultural quality, industrial health and safety. (C)
Instructor(s): G. Herrigel Terms Offered: Winter
Equivalent Course(s): PLSC 47601

SOCI 40206. Dewey and Hayek on Markets and Democracy. 100 Units.
Dewey and Hayek are an interesting pairing in the context of discussions of neoliberalism. Both share a commitment to the open ended development of both individuality and society, both emphasize bottom up pressures for change, and both are committed to fundamentally processual and non-aggregative conceptions of sociability and social explanation. Yet, the two argue in diametrically opposing ways regarding how such processes should be governed. For Hayek, the market was the "natural" terrain for these sorts of processes to most fruitfully expand, while public deliberation and democracy were viewed as threats to processes of open social unfolding—and even to freedom. Dewey argued in precisely the opposite direction, championing democracy as the optimal open-ended and self revising terrain for development. This course will examine the similarities and differences between the two thinkers on markets, economic and social action and democracy. An effort will be made to consider the views of both thinkers in light of contemporary critiques and defenses of neoliberalism. (A)
Instructor(s): G. Herrigel Terms Offered: Spring
Equivalent Course(s): PLSC 47602
SOCI 40209. Case Studies on the Formation of Knowledge-I. 100 Units.
MODULE 1: APPROACHES TO KNOWLEDGE (SBZ, JG) The goal of this module is to identify central issues/debates in the theory of knowledge over the past century. Students will be introduced to issues in the sociology of knowledge, to arguments for against constructivist perspectives and to 21st century scientific standards for knowledge production. MODULE 2: DEMOCRATIC KNOWLEDGE (SBZ, WH) This module offers a variation on studies of the epistemic powers of democracy. Instead of asking questions such as how effective democracies are at gathering the knowledge they need to function, the module looks at what forms of knowledge democracies need to assume—for example, the validity of decisions taken by the many—in order to justify their own existence as a (“superior”) form of government. MODULE 3: PROGRESS BACKWARDNESS (CA, JP) Developmental thinking has been central to the European study of society. In the wake of the encounter with the New World increasing global commercial and imperial connections, the concepts of civilization and progress have been twinned with accounts of savagery, barbarism, backwardness. Much of modern social science originated in efforts in the late 19th century to understand what had made western Europe’s path of economic development unique. This module explores theories of progress modernization from Scottish Enlightenment stadial theories through liberal and Marxist developmental accounts in the 19th century to modernization theories in the 20th.
Instructor(s): S. Bartsch-Zimmer, J. Gilbert, W. Howell, C. Ando, J. Pitts Terms Offered: Winter
Prerequisite(s): Undergraduates may enroll with instructor consent.
Equivalent Course(s): HIST 40200, CHSS 40200, CLAS 41616, PLSC 40202, SCTH 40200, CMLT 41802, MAPH 40200, MAPS 40201, KNOW 40200

SOCI 40210. Case Studies on the Formation of Knowledge-II. 100 Units.
MODULE 1: FOUNDATIONS OF PSYCHOLOGY IN LINGUISTICS AND BIOLOGY (RR, JG) This module will examine the ways several established disciplines, particularly linguistics and biology, came together in the mid-19th century to establish the science of psychology. Both linguistics and biology offered empirical and theoretical avenues into the study of mind. Researchers in each advanced their considerations either in complementary or oppositional fashion. MODULE 2: ORIGINS OF THE SOCIAL CONSTRUCTION OF KNOWLEDGE (RR, AW) This module will trace the development of the idea of the social construction of knowledge and its relation to philosophy and history of science. The development lit a spark, then created a conflagration, and yet still smolders. MODULE 3: THE POLITICS OF PHILOSOPHICAL KNOWLEDGE (HS, AG) The Politics/Philosophy module has to do with the emergence of theories of "schools of thought" in the context of political change. The two examples to be examined are Plato's criticism of the Sophists and Sima Qian's account of the Warring States intellectual landscape, terminated by the consolidation of the Empire.
Instructor(s): R. Richards, J. Goldsmith, A. Winter, H. Saussy, A. Glaeser Terms Offered: Spring
Prerequisite(s): Undergraduates may enroll with instructor consent.
Equivalent Course(s): CHSS 40300, CMLT 41803, EALC 50300, HIST 40201, MAPS 40301, KNOW 40300
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
Prerequisite(s): UG with consent of instructor
Equivalent Course(s): ANTH 40156

SOCI 50091. Seminar: Social and Political Movements’ 100 Units.
This course examines the major sociological theories of social movement and revolution and discusses the sociopolitical and disciplinary contexts under which these theories originated. Along with the theoretical discussion, this course also requires the students to develop a research project of their own and write a paper for the class. By the end of this class, students will acquire basic skills to raise interesting research questions and develop coherent arguments of their own.
Instructor(s): D. Zhao Terms Offered: Spring

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 50094. Sem: Populism and Political Belief. 100 Units.
We will begin by examining populism mainly as it has manifested in Latin America. This focus is primarily a means to pursue the question of political belief, namely, how do we explain the powerful appeal of certain politicians? (A timely question, to be sure!) We will consider several, mainly sociological approaches to political belief: charisma (Weber), ideology (Marx), hegemony (Gramsci and Laclau), communal belief as authorizing individual power (Durkheim via Mauss and Levi-Strauss), symbolic power as the power to compel belief (Bourdieu), belief as performance (Goffman), and finally, belief as the recognition of moral categories (Lakoff).
Students will be asked to write an original research paper explaining the popularity of a political figure of their choosing in terms of one or more of these approaches. A significant portion of class time will be devoted to developing, collectively, the ideas behind these papers. In this respect, the seminar will be run, some of the time, as a workshop.
Instructor(s): M. Garrido Terms Offered: Autumn

SOCI 50095. Sem: Race and Ethnicity in Comparative Perspective. 100 Units.
In this seminar we examine “race and ethnicity” in global, comparative perspective. We focus here not on particular “ethnic” or “racial” groups, but rather, on particular cases which illustrate how “race” is used as a way in which to divide, sort, and rank human beings (i.e. a principle of social vision and division). We begin by critically examining key conceptual and epistemological issues in the study of ethnoracial categorization and inequality. Next, utilizing a variety of analytic tools, we compare and contrast how different societies have constructed ethnoracial boundaries and the various social mechanisms leading to ethnoracial inequality. We conclude by considering the possible future(s) of the U.S. racial order by discussing ethnoracial attitudes, multiraciality, immigration, and ‘Latin Americanization.’ Readings include sociological, historical, and anthropological studies of ethnoracial dynamics primarily in the U.S. and Brazil, but also South Africa, Asia, Western Europe, and Latin America more broadly.
Instructor(s): E. Monk Terms Offered: Autumn

SOCI 50096. Network Analysis. 100 Units.
This seminar explores the sociological utility of the network as a unit of analysis. How do the patterns of social ties in which individuals are embedded differentially affect their ability to cope with crises, their decisions to move or change jobs, their eagerness to adopt new attitudes and behaviors? The seminar group will consider (a) how the network differs from other units of analysis, (b) structural properties of networks, consequences of flows (or content) in network ties, and (c) dynamics of those ties. (E)
Instructor(s): J. Padgett Terms Offered: Winter
Equivalent Course(s): PLSC 57200
SOCI 50097. Sem: Normative Thinking in Sociology. 100 Units.
This course will examine the nature of normative reasoning in social science, both in the empirical sense of how normative work has been done in social science (both implicitly and explicitly), and in the normative sense of how (and when) it ought to be done. Topics considered will be inequality, power, domination, law, and similar matters. Most weeks will consider single works in detail, reading them for their implicit and explicit normative theories. Texts might include explicitly normative works like Rawls's Theory of Justice as well as implicitly normative works like empirical studies of inequality. We will also consider formal examinations of this problem like Weber’s "Science ans a Vocation". First preference to Sociology graduate students.
Instructor(s): A. Abbott
Terms Offered: Winter
Prerequisite(s): Must have taken a course in Sociological Theory

SOCI 50098. Methods of Comparative Historical Analysis. 100 Units.
This graduate seminar critically considers the theoretical impact and methodological rigor of Comparative Historical Analysis (CHA) in political science and sociology. Studies in this tradition employ a variety of research approaches, address a wide array of topics, and explore every imaginable region of the world. Yet its practitioners are "united by a commitment to offering historically grounded explanations of large-scale and substantively important outcomes." In the seminar’s opening week, we situate CHA in wider methodological and disciplinary contexts, and consider whether and how historically specific arguments might advance the quest for causal generalization in the social sciences. In most subsequent weeks, we pair up readings on specific methodological themes and dilemmas with substantive CHA works on what we might broadly term "political development." (E)
Instructor(s): D. Slater
Terms Offered: Winter
Equivalent Course(s): PLSC 43701

SOCI 50099. Readings in Comparative Historical Analysis. 100 Units.
This graduate seminar builds directly upon Methods of Comparative Historical Analysis (POLSC 43701), which is highly recommended as a precursor but is not a prerequisite. Each week will be dedicated to a deep reading of a single major book in the expansive Comparative Historical Analysis canon, either classic or recent. Although the specific works will vary from year to year, they will always center on the primary topics that have long defined CHA as a mode of scholarly inquiry in both political science and sociology: e.g. state formation and strength, authoritarianism and democratization, nation-building and identity politics, social movements and conflicts, and economic development and reforms. (C)
Instructor(s): D. Slater
Terms Offered: Spring
Equivalent Course(s): PLSC 43715
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, Winter Prerequisite(s): 1st-year Sociology PhD students only