Department of Sociology

Chair
- Andreas Glaeser

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

Associate Professors
- Joyce Bell
- Marco Garrido
- Kimberly Hoang
- Omar M. McRoberts
- Kristen Schilt
- Jenny Trinitapoli
- Geoffrey Wodtke

Assistant Professors
- Rene Flores
- Robert Vargas

Visiting Professor
- Hans Joas, Social Thought
- Dingxin Zhao

Emeritus Faculty
- Ed Laumann
- William L. Parish
- Richard Taub

Associated Instructional Professor
- Sharon Hicks-Bartlett

Senior Lecturer
- Chad Broughton

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

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-Year Writing Seminar and SOCI 30008 Third-Year Dissertation Proposal Seminar.

**STATISTICS REQUIREMENT**

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

**M.A. EXAMINATIONS**

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

**THE QUALIFYING PAPER**

The qualifying paper should represent an original piece of scholarship or theoretical analysis and must be written in a format appropriate for submission to a professional publication. Note that the requirement is “publishable,” not “published,” although many recent papers have been presented at professional conferences and eventually published. The paper is prepared under the direct supervision and approval of a faculty member and may be written or revised in connection with one or more regular courses. Students entering with M.A. papers may petition to submit an supervised revision to meet the qualifying paper requirement.

**SPECIAL FIELD REQUIREMENT**

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

**DISSERTATION**

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

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

GRADUATE WORKSHOPS

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

SOCIOLGY COURSES

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

SOCI 30003. History of Social Theory. 100 Units.
This course is an introduction to sociological theory. It will cover Marx, Weber, Durkheim, Simmel, Mead, Dewey, the Chicago School, Bourdieu, and possibly others.
Instructor(s): A. Abbott Terms Offered: Autumn
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. Substitutes for this course are STAT 20000 Elementary Statistics or higher.
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-Year Writing Seminar. 100 Units.
Doctoral students in Sociology are required to take this seminar in their second year as they develop their Qualifying Paper (a full draft, at minimum, must be turned in to the department by June 11). In addition to providing a framework for these individual writing projects, the seminar will address norms of professional publishing, including professional peer review, as well as strategies for argumentation and analysis.
Instructor(s): L. Zhao Terms Offered: Spring
Prerequisite(s): Sociology PhD students only
SOCI 30008. Third-Year Dissertation Proposal Seminar. 100 Units.
This course is required for all Sociology PhD students. Most students take this course in their 3rd year, though it may be possible to take the course in year 4. The course intensively workshops dissertation projects, and students are expected to produce a defensible proposal by the end.
Instructor(s): J. Go Terms Offered: Winter
Prerequisite(s): Restricted to Sociology third year PhD students only; all others with consent of instructor.

SOCI 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: Autumn
Equivalent Course(s): SOCI 20103, KNOW 30103

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, EDSO 30112, PPHA 44650

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
Note(s): Course has been cancelled
Equivalent Course(s): SOCI 30900, MAPS 30900

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 30150. Consumption. 100 Units.
The modern period was associated with industrial production, class society, rationalization, disenchantment, the welfare state, and the belief in salvation by society. Current societies are characterized by a culture of consumption; consumption is central to lifestyles and identity, it is instantiated in our technological reality and the complex of advertising media, structures of wanting and shopping. Starting from the question “why do we want things” we will discuss theories and empirical studies that focus on consumption and identity formation; on shopping and the consumption of symbolic signs; on consumption as linked to the re-enchantment of modernity; as a process of distinction and of the globalization of frames; and as related to time and information. The course is built around approaches that complement the “productionist” focus of the social sciences. Students interested in economic sociology and anthropology can supplement this course by one on Markets and Money.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): ANTH 25401, ANTH 35401, SOCI 20150

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. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only
SOCI 30253. Introduction to Spatial Data Science. 100 Units.
Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source GeoDa software.
Instructor(s): L. Anselin Terms Offered: Autumn
Prerequisite(s): STAT 22000 (or equivalent), familiarity with GIS is helpful, but not necessary
Equivalent Course(s): GEOG 30500, ENST 20510, SOCI 20253, MACS 54000, GEOG 20500

SOCI 30258. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.
What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape ‘real’ markets and market activities? If you are so smart, why aren’t you rich? is a question economists have been asked in the past. Why isn’t it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different form 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): ANTH 25440, ANTH 35405, SOCI 20258

SOCI 30264. Wealth. 100 Units.
Wealth is the value of a person’s accumulated possessions and financial assets. Wealth is more difficult for social researchers to measure than earnings and income, and wealthy people are notoriously uncooperative with efforts to study them and their assets. Further, wealth data conveys less information than income data about the lives of the middle- and lower-classes – who tend to have little or no wealth at all. However, information about wealth gives fundamentally important insight into the values, attitudes, behavior, consumption patterns, social standing, political power, health, happiness and yet more characteristics of individuals and population subgroups. This course considers the causes and consequences of wealth accumulation for individuals, the social groups to which they belong, and the societies in which they dwell.
Instructor(s): R. Stolzenberg Terms Offered: Autumn
Equivalent Course(s): SOCI 20264

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

SOCI 30291. 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 Terms Offered: Autumn
Prerequisite(s): Upper level Undergraduates need permission from instructor
Equivalent Course(s): ANTH 24910, ANTH 30310, SOCI 20291

SOCI 30292. The Social Psychology of Inequality. 100 Units.
Social inequalities hinge to a significant degree on perceptions and beliefs, fears and desires, and antipathies and affections. This course explores questions related to social inequality that lie at the intersection of sociology and psychology. How and why do individuals identify themselves with different social groups? How do beliefs, values, and norms shape social interactions? How do intergroup stereotypes, prejudice, and discrimination
develop and evolve? What engenders social conflict and aggression? In this course, we will explore how social psychological theory and research might help to explain a range of different social inequalities.
Instructor(s): G. Wodtke Terms Offered: Spring
Equivalent Course(s): SOCI 20292

**SOCI 30298. Schooling and Social Inequality. 100 Units.**
How and why do educational outcomes and experiences vary across student populations? What role do schools play in society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S., students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2022-23
Note(s): This course is open only to students pursuing the MAPSS Education Certificate. This course is consent-only.
Equivalent Course(s): MAPS 33007, EDSO 33006

**SOCI 30315. Introduction to Causal Inference. 100 Units.**
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for ”Advanced Topics in Causal Inference” and ”Mediation, moderation, and spillover effects.”
Instructor(s): G. Hong Terms Offered: 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): PBHS 43201, CHDV 30102, PLSC 30102, STAT 31900, MACS 51000

**SOCI 30333. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.**
There has been a disconnect between the theories and methods we use to examine the world. The veritable explosion of methodologies, or ways to find evidence on the world and persons, leaves many with a lack of coherent understanding of what exactly is being produced. This class will examine methods and forms of evidence across multiple fields of social inquiry to ground students, with some focus on the methods of biological and physical sciences. This class will examine critically what counts as evidence and what counts as a method-including a historically situating of the conceptualizations of method and evidence for the respective fields. We will pay special attention to shifts in the formulation of our scientific triad of Data, Evidence, and Ideas across space and time. By the end of the class, students will have a deeper understanding of evidence and method across multiple fields of social inquiry, including the relevance of the replication crisis.
Instructor(s): Gugwor, Resney Terms Offered: Winter
Equivalent Course(s): CHDV 22550, PSYC 39019, MAPS 41501, CHDV 42550

**SOCI 30334. American Religion, Gender, and Race. 100 Units.**
This seminar looks at the impact of religious identity on their understandings and performance of racial and gendered identities. This graduate-level course delves into the impact such intersectional identities have on one’s movement within personal, political, and community spheres. We will pay particular attention to American religious denominations. Students can also expect to read and reflect on foundational works in the sociological study of religion.
Instructor(s): Painia, Brianne A. Terms Offered: Winter
Equivalent Course(s): GNSE 33503, CRES 23507, MAPS 33504, GNSE 23507, MAPS 23504

**SOCI 30335. Democracy, Race and Equal Protection. 100 Units.**
In this course, students explore the relationship between democratic governance and the equal protection of the law from several disciplinary perspectives. The primary focus is on integrating dominant legal understandings of equal protection, on one hand, with influential theories of democratic legitimacy, on the other. As such, students
encounter key case law, court opinions and commentary from leading legal scholars. They also engage with foundational texts in democratic theory, the sociology of law and organizations, and legal anthropology. Many of these readings will focus primarily on racially unequal protections under the criminal law. This is because criminal prosecution has been intimately tied to racial discrimination and white supremacist violence throughout the history of the United States. Now, debate is fierce around how police and prosecutors fail to protect the lives of Black people. This seminar invites students to join this debate using a variety of theoretical tools and methodological approaches.

Instructor(s): Bourne, Kyla Terms Offered: Spring
Equivalent Course(s): MAPS 30235, HMRT 30235, CRES 30235, PLSC 21011

SOCI 30506. Cities, Space, Power: Introduction to urban social science. 100 Units.
This lecture course provides a broad, multidisciplinary introduction to the study of urbanization in the social sciences. The course surveys a broad range of research traditions from across the social sciences, as well as the work of urban planners, architects, and environmental scientists. Topics include: theoretical conceptualizations of the city and urbanization; methods of urban studies; the politics of urban knowledges; the historical geographies of capitalist urbanization; political strategies to shape and reshape the built and unbuilt environment; cities and planetary ecological transformation; post-1970s patterns and pathways of urban restructuring; and struggles for the right to the city.
Instructor(s): N. Brenner Terms Offered: Winter
Equivalent Course(s): ARCH 20506, PLSC 30506, CHST 20506, ENST 20506, SOCI 20506, PLSC 20506

SOCI 30530. Schooling and Identity. 100 Units.
This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement and achievement. We will consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.
Instructor(s): Lisa Rosen Terms Offered: Winter. Offered 2022-23
Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.
Equivalent Course(s): CRES 23002, EDSD 33002, CHDV 23003, SOCI 20530, EDSD 23002

SOCI 30551. Data Analysis with Demographic & Health Surveys Program Data. 100 Units.
Across the globe, maternal-health outcomes are improving, enrollment goals for universal primary education goals are being met, and attitudes about gender equity are being transformed. How do we know these facts? How do we know that they are true? This class is designed to introduce students to the production of scientific knowledge using one of the most trusted data resources for demographic and global-health research. The Demographic and Health Surveys (DHS) Program has collected, analyzed, and disseminated accurate and representative data on population, health, HIV, and nutrition through more than 400 surveys in over 90 countries. Students will learn about the nuts-and-bolts of producing high-quality quantitative data in a variety of socio-cultural contexts and will analyze publicly available survey data to answer questions at the intersection of demography, health, and environment. The course begins with a brief history of survey practices; students will read and digest technical material, including questionnaires, sampling protocols, scientific reports, and the exemplary secondary literature; students will quickly move to quantitative data analysis using model and actual DHS datasets. This is not a statistics class, but students are expected to use Stata or R independently for data analysis; basic statistical knowledge is required. Evaluation is based on participation in weekly tutorials and a final scientific poster and oral presentation.
Instructor(s): J. Trinitapoli Terms Offered: Winter
Equivalent Course(s): SOCI 20551

SOCI 30554. Organizations. 100 Units.
Much of modern life is lived in and through organizations: public and private economic organizations, governmental organizations, prisons, schools, universities, health-care organizations, and professional and voluntary associations. The course will address long-standing intraorganizational questions about organizational goals and effectiveness, communication, authority, and decision-making as well as the relations among organizations that embody the institutional ordering of major fields of social action. Using recent developments in the ordering of economies and politics, we will explore organizational change and its implications for understanding social change in modern societies.
Instructor(s): E. Clemens Terms Offered: Autumn. Cancelled- Not offered in 2022/23
Equivalent Course(s): SOCI 20554

SOCI 30556. Economic Sociology. 100 Units.
Economic activities are fundamentally made up of social relations, and social relations are influenced by economic systems. In this course, we will develop a sociological understanding of economies and economic transactions. In contrast to neoclassical economic models which assume a social and political vacuum where
people make rational choices, we will begin with the supposition that family, geography, culture, race, class, gender and sexuality, and age influence human perceptions and decisions. These influences have real consequences for economic activities and outcomes.

Instructor(s): Jean, Marshall Terms Offered: Spring Winter
Equivalent Course(s): SOCI 20556, MAPS 36505

**SOCI 30559. 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 for 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 and Generalized Methods of Moments. An import aspect of the course is the application of open source software tools such as various R packages, GeoDa and the Python Package PySal to solve empirical problems.

Instructor(s): L. Anselin Terms Offered: Spring
Prerequisite(s): An intermediate course in multivariate regression or econometrics. Familiarity with matrix algebra
Equivalent Course(s): SOCI 20559

**SOCI 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.**

Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer’s role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students’ exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor’s feedback on students’ personal journals on the role of.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Winter
Prerequisite(s): Ugrad Level restricted to 3rd and 4th year Sociology Majors ONLY
Equivalent Course(s): MAPS 40164, SOCI 20547

**SOCI 40177. Coding & Analyzing Qualitative Data using MAXQDA. 100 Units.**

This focus of this course is on 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
Prerequisite(s): Ugrad Level restricted to 3rd and 4th year Sociology Majors ONLY- Consent of instructor REQUIRED
Equivalent Course(s): SOCI 20548, 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
Prerequisite(s): Advanced Undergrads Consent of Instructor
Equivalent Course(s): GNSE 40192, CHDV 40192

**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 40242. Parametric and Semi-parametric Methods of Categorical Data Analysis. 100 Units.**

This course introduces various regression and related methods and models for the analysis of categorical data with an emphasis on their applications to social-science research. The course covers various regression models with a categorical dependent variable, including (1) logistic regression, (2) probit regression, (3) multinomial logit regression, (4) ordered logit regression, (5) nested logit regression, (6) bivariate probit regression, and (7) regression models with a latent-class dependent variable. In addition, the course also tries to cover (8) the use of a categorical regression model for the estimation of propensity scores in causal analysis, (9) the use of propensity scores in the statistical decomposition analysis of a categorical outcome variable, and (10) the use of propensity scores in segregation analysis with covariates. The course also provides students with examples of various substantive social-science applications of the categorical data analysis. The course employs LEM for models without using latent-class variable and employs LEM for models with a latent-class variable. LEM is made available free of charge to students. The course requires as a prerequisite only an introductory-level knowledge of regression analysis. No prior knowledge in the use of STATA and LEM is required.

Instructor(s): K. Yamaguchi Terms Offered: Spring

**SOCI 40247. Policing and Social Control. 100 Units.**

This course covers advanced theory and research on modern policing, both present and past. Aimed at upper-level undergraduates and graduate students, the course explores among other things: the historical origins and development of policing, the entanglements of policing with racialization and other axes of social difference, the role of police in social control and social reproduction, the relationship between crime, policing, and punitive institutions, how policing is shaped by transnational and imperial relations, and critical theories of police power. The focus is mainly on policing in the US, however, as the course will show, understanding policing in the US also requires a global perspective. We will accordingly bring in discussions of policing in some European countries and colonial and postcolonial contexts.

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

Prerequisite(s): Consent of Instructor

**SOCI 40248. Social Network Analysis. 100 Units.**

This course introduces students to concepts and techniques of Social Network Analysis ("SNA"). Social Network Analysis is a theoretical approach and a set of methods to study the structure of relationships among entities (e.g., people, organizations, ideas, words, etc.). Students will learn concepts and tools to identify network nodes, groups, and structures in different types of networks. Specifically, the class will focus on a number of social network concepts, such as social capital, homophily, contagion, etc., and on how to operationalize them using network measures, such as centrality, structural holes, and others.

Instructor(s): M. Garrido Terms Offered: Spring, Cancelled - Not offered in 2022/23

Prerequisite(s): Open to Advanced Undergrads(3rd and 4th years) with instructors consent

**SOCI 40249. Sociology of Democracy: Rethinking "Weak Institutions" 100 Units.**

The course will survey the evolution of institutional theory in sociology and political science and then bring this theory into dialogue with case studies in the Global South. Its primary aim will be to reconsider the distinction between "strong" and "weak" institutions. This distinction, while crucial to theories of development and democratic consolidation (both describing trajectories from weak to strong institutions), is normatively laden and has been criticized as occluding actually existing politics in societies outside the West. Is there another way to conceptualize the relationship between political institutions in the so-called developed and developing worlds? Please note: This is a discussion seminar and requires a consistently high level of engagement throughout the quarter.

Instructor(s): M. Garrido Terms Offered: Spring, Cancelled - Not offered in 2022/23

Prerequisite(s): Open to Advanced Undergrads(3rd and 4th years) with instructors consent

**SOCI 40252. Researching Gender & Sexuality. 100 Units.**

The course is designed to aid graduate students and advanced undergraduates in developing a solid, executable qualitative research study focused on gender and sexuality. Over the ten-week course, students will read exemplary articles and books showcasing a variety of qualitative research methodologies in the social sciences. Additionally, they will read methodology articles that highlight the benefits and limitations of various methodologies and study designs. Students will be required to identify a research question at the beginning of the course. The course assignments will build toward the formation of a final project. For students at the beginning stages of their research, the project will focus on building a research proposal. For students currently conducting research, the project will focus on building an article or thesis. At the end of the course, students will not only have a deeper understanding of qualitative methods, but also gain experience in designing a viable research project.

Instructor(s): K. Schilt Terms Offered: Winter

Prerequisite(s): Open to MA students with instructors permission only
SOCI 40254. Politics and the Conditio Humana. 100 Units.
Politics is an endlessly fascinating and deeply frustrating process for participants as much as for observers. As "the art of the doable" it seem mired in a swamp of necessity, contradicting its promise of freedom. How best then to understand politics? Is it a particular human existential, the result of the particular social nature of the species homo sapiens—as the anthropological record showing that all the social groups ever studied had some form of politics seems to suggest? Or is it only a rare occurrence as for example Hannah Arendt argued by emphatically declaring "the meaning of politics is freedom". If the former is right, then what are the dimensions of practice that are fruitfully called out by categorizing them as political? What does the emergence of formal political institutions ("states") have to do with it? and how could the understanding that such categorization provides be mobilized to institutionalize political practices such that they are answerable to ideals of equality, justice, and responsibility? Would that then lead to a revival of politics as Arendt imagined it?
Instructor(s): A. Glaeser Terms Offered: Spring

SOCI 40255. Normal People: History of the Human Sciences. 100 Units.
We often worry about what’s normal and what’s not. Is my IQ above average? What about my BMI? Should I be feeling this way? Is there a pill for that? People seem to have always been concerned with fitting in, but the way of describing the general run of practices and conditions as "normal" is a rather recent phenomenon; testament to the vast influence modern science have had on how we understand ourselves. Charting a wide-ranging history of the ways that human traits and behaviors came to be classified and measured, this research seminar will introduce students to the theories and techniques used to distinguish the normal from the pathological and the deviant for the past 200 years. We will read Cesare Lombroso on born criminals and Richard von Krafft-Ebing on sexual perversion; learn about psychological tests and developmental milestones; and consider the kinds of people these scientific and medical efforts brought into being. In addition to lecture and class discussions, the course includes close engagement with a diverse historical archive: scientific and medical treatises, clinical case studies, diagnostic tools, and patient narratives. Students will also explore how the University of Chicago contributed to the definition and establishment of normality through a project at the university's archival collections.
Instructor(s): Tal Arbel Terms Offered: Spring
Equivalent Course(s): HLTH 26078, CHSS 36078, HIPS 26078, KNOW 36078, CHDV 36078

SOCI 40256. Democratic Backsliding. 100 Units.
In the first part of the course, we will review the literature on democratic backsliding, democratic transition, and democratic consolidation. In the second part, we will examine democratic backsliding in several countries, including India, Brazil, and the Philippines—and possibly the United States too. We may also take a look at what’s happening in China. The course is a seminar, and students will be strongly expected to complete all readings (a book a week) and participate actively in class discussions.
Instructor(s): M. Garrido Terms Offered: Spring

SOCI 50003. Sociology of the State. 100 Units.
Through taxation, regulation, redistribution, and the provision of services, modern states profoundly shape social life and constitute a principal form of political power. This seminar will survey major theories of the state, engaging with both comparative-historical questions (pre-modern state forms, the rise of nation-states, the development of welfare states and economic policy regimes) and contemporary challenges of governance. The course provides an overview of selected current research and an opportunity for those interested in political, historical, or macro-comparative sociology to develop empirical projects with the state as an important dimension of analysis.
Instructor(s): E. Clemens 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: Autumn
Equivalent Course(s): AASR 50092

SOCI 50110. Sem: Theories of Action. 100 Units.
An investigation of theories of when beginning with Aristotle concentrating on sociology but with limited attention to the philosophy of action.
Instructor(s): J. Martin Terms Offered: Spring

SOCI 50121. Sem: Ethnography-2. 100 Units.
In this seminar practicum, students will gain first-hand experience in theoretically grounded and critically reflexive ethnographic research methods. This quarter will provide students with a "hands-on" experience in the practical tasks, rules, and tricks of the trade in ethnographic research. Students will carry out an original research project requiring them to gain access, recruit respondents, build rapport, and collect and analyze data. As projects develop, students will learn how to use their intimate and embodied engagements in the field to generate rigorous theoretical contributions. We will discuss the range of "styles" of writing ethnographic research
papers, as well as the varied ways that authors discuss, problematize, and "use" their positionality while in the field, as well as how they write up analyses and present their work to academic and public audiences.

Instructor(s): K. Hoang Terms Offered: Spring
Prerequisite(s): PQ SOCI 40252 strongly recommended; Open only to Sociology PhD students 2nd year and up; all others with consent of instructors

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

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

**SOCI 50130. Sem:The Sociology of Poverty. 100 Units.**
This course examines the empirics, causes, and consequences of poverty in modern societies from a sociological perspective.

Instructor(s): G. Wodtke Terms Offered: Winter

**SOCI 50131. Social theory, energy and capitalism. 100 Units.**
This seminar surveys the core traditions of critical urban social science of the last half-century, and their major contributions to theory development and concrete research on global urbanization. We focus on approaches that explore capitalist forms of urbanization, their expressions in regimes of urban development, their implications for sociospatial configurations, their mediations through state institutions and sociopolitical contestation, and their connections to the remaking of nonhuman landscapes on a planetary scale. The course will devote particular attention to research traditions that investigate processes of urban restructuring in relation to contemporary global transformations-including geoeconomic restructuring; neoliberalization and the remaking of state power; the consolidation of new forms of sociospatial division and uneven development (including specific patterns of class, gender and racial polarization); financialization and financial crises; the consolidation of global supply chains and new patterns of industrial development in the global South; the proliferation of planetary environmental emergencies; and the explosion of new forms of urban insurgency. This reading-intensive seminar is intended to introduce Ph.D. students to the foundations of critical urban studies and to provide a broad survey of major themes, methods and debates in this dynamic, interdisciplinary and global research field.

Instructor(s): N. Brenner Terms Offered: Autumn
Prerequisite(s): Open to advanced undergrads and MA students with consent of instructor

**SOCI 50132. Sem:Causal Inference in Studies of Educational Interventions. 100 Units.**
This course will engage students in evaluating the validity of causal claims made in important educational studies conducted within multiple disciplines. A focus will be on what can be learned about the school as an organization and the work of teaching by evaluating attempts to improve education. Fellows will re-analyze data from such studies, write reports that critically evaluate published study findings, and consider implications for research on educational improvement. This course is required of second year Fellows in the Education Sciences. Otherwise, admission to the seminar requires permission of the instructor. Introductory coursework in applied statistics is a prerequisite; prior study of causal inference is recommended.

Instructor(s): S. Raudenbush Terms Offered: Spring

**SOCI 60020. 1st-Year Proseminar Research Questions and Design. 000 Units.**
A required, non-credit colloquium for first-year doctoral students in Sociology. The Colloquium addresses how to generate research questions and design projects through the current work of department faculty.

Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): 1st-year Sociology PhD students only