Chair
- Andreas Glaeser

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

Associate Professors
- Joyce Bell
- Rene Flores
- Marco Garrido
- Omar M. McRoberts
- Kristen Schilt
- Geoffrey Wodtke

Assistant Professors
- Robert Vargas
- Linda Zhao

Visiting Professor
- Hans Joas, Social Thought

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

Associated Instructional Professor
- Sharon Hicks-Bartlett

Senior Lecturer
- Chad Broughton

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

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

The study of sociology at the University of Chicago is greatly enhanced by the presence of numerous research enterprises engaged in specialized research. Students often work in these centers pursuing collection and study of data with faculty and other center researchers. Students have the opportunity for experience in the following research enterprises: the Ogburn-Stouffer Center for the Study of Social Organizations; the Population Research Center; the Committee on Demographic Training; NORC Research Centers; the Center for the Study of Gender and Sexuality; the Center for the Study of Race, Culture, and Politics; the Chicago Center for Contemporary Theory; the University of Chicago Urban Network; the Center for Health Administration Studies; the Rational Choice Program; and the Center on Demography and Economics of Aging. These provide an opportunity either for field work by which the student brings new primary data into existence or for the treatment of existing statistical and other data. The city of Chicago provides opportunities for a variety of field investigations, and the department also encourages cross national and foreign studies.

The Social Sciences has a strong tradition of comparative and international research, with area studies centers focused on East Asia, South Asia, the Middle East, Latin America, and Eastern Europe and Russia. In addition, graduate students may benefit from activities at the University of Chicago centers in Paris and Beijing as well as the deep roster of language training opportunities available on campus. There are equally diverse training opportunities and infrastructure to support quantitative research including the Survey Laboratory, the training program in Demography, course offerings in Statistics and a number of professional schools as well as a growing interdisciplinary community in computational research methods.

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

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

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial
Aid, with instructions, deadlines, and department specific information is available online at https://apply-ssd.uchicago.edu/apply/. Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415. Most materials in support of the application can be uploaded through the application. For additional information about the Sociology program, please see http://sociology.uchicago.edu/ or call (773) 702-8677.

THE DEGREE OF DOCTOR OF PHILOSOPHY

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

COMMON CORE COURSE REQUIREMENTS

To complete the requirements for the M.A. and Ph.D. degrees, students are required to complete a set of required courses for credit in the first phase of the program. These include SOCI 30002 Principles of Sociological Research, and SOCI 30003 History of Social Theory. First-year students are required to register for SOCI 60020 1st-Year Proseminar Research Questions and Design, a non-credit colloquium, in Autumn, Winter, and Spring. Also required is SOCI 30006 Second-Year Writing Seminar and SOCI 30008 Third-Year Dissertation Proposal Seminar.

STATISTICS REQUIREMENT

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

M.A. EXAMINATIONS

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

THE QUALIFYING PAPER

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

SPECIAL FIELD REQUIREMENT

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

DISSERTATION

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

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

GRADUATE WORKSHOPS

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

SOCILOGY 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. Trinitapoli Terms Offered: Autumn
Prerequisite(s): Open only to 1st year Sociology PhD students

SOCI 30003. History of Social Theory. 100 Units.
This course is an introduction to sociological theory. It will cover Marx, Weber, Durkheim, Simmel, Mead, Dewey, the Chicago School, Bourdieu, and possibly others.
Instructor(s): K. Hoang Terms Offered: Autumn
Prerequisite(s): Open only to 1st-year Sociology PhD students

SOCI 30004. Statistical Methods of Research. 100 Units.
This course has two purposes. First, using nationally representative US surveys, we’ll examine the early emergence of educational inequality and its evolution during adolescence and adulthood. We’ll ask about the importance of social origins (parent social status, race/ethnicity, gender, and language) in predicting labor market outcomes. We’ll study the role that education and plays in shaping economic opportunity, beginning in early childhood. We’ll ask at what points interventions might effectively advance learning and reduce inequality. Second, we’ll gain mastery over some important statistical methods required for answering these and related questions. Indeed, this course provides an introduction to quantitative methods and a foundation for other methods courses in the social sciences. We consider standard topics: graphical and tabular displays of univariate and bivariate distributions, an introduction to statistical inference, and commonly arising applications such as the t-test, the two-way contingency table, analysis of variance, and regression. However, all statistical ideas and methods are embedded in case studies including a national survey of adult labor force outcomes, a national survey of elementary school children, and a national survey that follows adolescents through secondary school into early adulthood. Thus, the course will consider all statistical choices and inferences in the context of the broader logic of inquiry with the aim of strengthening our understanding of that logic as well as of the statistical methods.
Instructor(s): S. Raudenbush Terms Offered: Autumn
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: Winter
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 involves workshops dissertation projects, and students are expected to produce a defensible proposal by the end.

Instructor(s): K. Schilt 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): KNOW 30103, SOCI 20103

**SOCI 30104. Urban Structure and Process. 100 Units.**

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): R. Vargas Terms Offered: Spring
Equivalent Course(s): GEOG 32700, CHST 20104, ENST 20104, GEOG 22700, ARCH 20104, CRES 20104, SOCI 20104, SOSC 25100

**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.

Instructor(s): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in the social sciences
Equivalent Course(s): PPBL 23600, SOCI 20106, ENST 23500

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

**SOCI 30116. Global-Local Politics. 100 Units.**

Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethn-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.

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

**SOCI 30120. Urban Policy Analysis. 100 Units.**

Cities are sites of challenge and innovation worldwide. Dramatic new policies can be implemented locally and chart new paths for national policies. Five main approaches are compared: Leadership patterns: are business, political, or other kinds of leaders more important—and where, when, and why do these matter? Second do capitalism, or more recently, global markets, make specific leaders irrelevant? Third: leaders like mayors are
weaker since citizens, interest groups, and media have grown so powerful. Fourth innovation drives many policy issues. Fifth consumption, entertainment, and the arts engage citizens in new ways. Can all five hold, in some locations? Why should they differentially operate across big and small, rich and poor neighborhoods, cities, and countries? The course introduces you to core urban issues, whether your goal is to conduct research, interpret reports by others, make policy decisions, or watch the tube and discuss these issues as a more informed citizen. Chicago, US and small locations internationally are considered; all methods are welcome.

Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): SOCI 20120, GEOG 20120, GEOG 30120, PBPL 24800

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

SOCI 30179. Labor Force and Employment. 100 Units.
This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion?
Instructor(s): R. Stolzenberg Terms Offered: Spring
Equivalent Course(s): SOCI 20179

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

SOCI 30324. Muslims in the United States. 100 Units.
Muslim migration to the United States and Western Europe proliferated in the last quarter of the 20th Century, and Islam has been a visible (and controversial) presence in these societies ever since. Though internally varied by race, ethnicity, national origins, sect and class positionality, Muslim communities have faced homogenizing narratives rooted in orientalist frameworks. As Islam continues to be a site of conflict in geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their ‘host societies’ vis-à-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.
Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Undergrads must have 3rd or 4th year standing.
Note(s): Subject area: Undergrad: C; Grad: 3
Equivalent Course(s): CHDV 28999, CRES 38990, GNSE 28990, CHDV 38990, GNSE 38990, ISLM 38990

SOCI 30323. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only
Equivalent Course(s): RDIN 20233, SOCI 20233, MAPS 30233
SOCI 30252. Urban Innovation: Cultural Place Making and Scenescapes. 100 Units.

Activists from Balzac, Jane Jacobs, and others today seek to change the world using the arts. Ignored by most social science theories, these new cultural initiatives and policies are increasing globally. Urban planning and architecture policies, walking and parades, posters and demonstrations, new coffee shops and storefront churches reinforce selective development of specific cities and neighborhoods. These transform our everyday social environments into new types of scenes. They factor into crucial decisions, about where to work, to open a business, to found a political activist group, to live, what political causes to support, and more. The course reviews new case studies and comparative analyses from China to Chicago to Poland that detail these processes. Students are encouraged to explore one type of project.

Instructor(s): T. Clark
Terms Offered: Spring
Equivalent Course(s): ENST 20252, SOCI 20252, ARCH 20252

SOCI 30253. Introduction to Spatial Data Science. 100 Units.

Spatial data science consists of a collection of concepts and methods drawn from both statistics and computer science that deal with accessing, manipulating, visualizing, exploring and reasoning about geographical data. The course introduces the types of spatial data relevant in social science inquiry and reviews a range of methods to explore these data. Topics covered include formal spatial data structures, geovisualization and visual analytics, rate smoothing, spatial autocorrelation, cluster detection and spatial data mining. An important aspect of the course is to learn and apply open source 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): CEGU 20253, GISC 30500, SOCI 20253, MACS 54000, ENST 20253, GISC 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): SOCI 20258, ANTH 25440, ANTH 35405

SOCI 30263. Human Migration. 100 Units.

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

Instructor(s): R. Stolzenberg
Terms Offered: Spring
Equivalent Course(s): SOCI 20263

SOCI 30269. Policing the City. 100 Units.

This course explores the historical origins, evolution, and current manifestations of policing the United States. Using a political sociological perspective, this course explores policing in ways that will provide broader lessons about societal issues of social control, social order, race, class, crime, social psychology, and politics. The course examines key issues in policing, such as police brutality, racial profiling, and the management of social protest. It also reviews the historical origins of the policy in order to understand that modern day policing issues is much more of a continuation of the past than most think. Reading and course material will be discussed in relation to current events.

Instructor(s): R. Vargas
Terms Offered: Spring
Equivalent Course(s): SOCI 20269

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): Crystal Bae Terms Offered: Spring Summer. Offered 2023-24
Equivalent Course(s): ENST 28702, CEGU 28702, GISC 38702, SOCI 20283, ARCH 28702, GISC 28702

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 a 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 2023-24
Note(s): This course is open only to students pursuing the MAPSS Education Certificate. This course is consent-only.
Equivalent Course(s): EDSO 33006, MAPS 33007

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): MACS 51000, CHDV 20102, PLSC 30102, STAT 31900, PBHS 43201, CHDV 30102

SOCI 30337. Organizational Analysis. 100 Units.
Organizations - NGOs, corporations, social movement organizations, governments, etc. - impact almost every aspect of social life; in addition, organizations have become some of the most significant actors in modern society. The course will provide a grounding in the sociological literature on how organizations function as well as the dynamics that govern both their internal structures and how they interface with society. We will cover rational, ecological, and resource-based approaches, as well as others. We will study organizations in local and global contexts, their role in economic production, their impact on members and non-members, as well as public policy. Throughout, we will engage questions pertaining to where organizations come from, how they function, when they 'succeed' and 'fail', as well as their social consequences. At the completion of the course, students will apply the concepts covered in class to a final project.
Instructor(s): Arroyo, Pedro Alberto Terms Offered: Autumn Winter
Equivalent Course(s): MACS 20617, PPBL 23002, EDSO 30617, SOCI 20585, MACS 30617, MAPS 30617

SOCI 30345. Technologies of the Body. 100 Units.
From models and measures to imaging technologies and genomic sequencing, technologies have profoundly shaped how we know and understand human bodies, health, and disease. Drawing on foundational and contemporary science and technology studies scholarship, this class will interrogate technologies of the body: how they are made, the ways in which they have changed understandings of the human condition, their impact on individual and collective identities, and the interests and values built into their very design. Course readings will examine how technologies render bodies knowable and also construct them in particular ways. We will also focus on how technologies incorporate, and reinforce, ideas about human difference. Students will conduct an independent, quarter-long research project analyzing a biomedical technology of their choice. By the end of this course, students will be able to identify and explain the social, political and economic factors that shape the design and production of biomedical technologies, as well as the impact of these technologies on biomedical
and the social world more broadly. This course provides students with an opportunity to conduct a quarter-
long research project, using a biomedical technology as a case study. Students will be introduced to foundational
and cutting-edge scholarship in science and technology studies, and will use this scholarship to conduct their
independent research.

Instructor(s): Melanie Jeske
Terms Offered: Autumn
Equivalent Course(s): HIPS 26080, GNSE 36080, HLTH 26080, KNOW 36080, CHSS 36080

SOCI 30508. Working with Found Data: Library/Internet Research. 100 Units.
This course is an introduction to the methods involved in "research with found data:" that is, found material
like manuscripts, books, journals, newspapers, ephemera, and government and institutional documents. (Such
materials can be found both in print and on the Internet.) The course covers the essentials of project design,
bibliography, location, access, critical reading, source evaluation, knowledge categorization and assembly, and
records maintenance. The course is a methodological practicum around student projects. The texts are
Instructor(s): A. Abbott
Terms Offered: Autumn Winter. Autumn quarter graduate level restricted to Sociology PhD students, Ugrads doing a BA paper require permission of instructor; Winter quarter restricted to MAPSS students only
Note(s): Autumn quarter graduate level restricted to Sociology PhD students, Ugrads doing BA paper require
permission of instructor; Winter quarter restricted to MAPSS students only
Equivalent Course(s): SOCI 20508

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): CHDV 23003, EDSO 23002, EDSO 33002, CRES 23002, SOCI 20530

SOCI 30557. Sociology of Money. 100 Units.
This course serves as an introduction to the study of money in both the public sphere and private domains. By
surveying the work of economic sociologists, anthropologists, geographers, legal scholars, and historians the
goal is to provide students with an introduction to economic theory by prominent social theorists. The first part
of the course focuses on classical theories such as Smith, Marx, Simmel, Polanyi, Veblen, and Mills. The second
part of the course will look at how money shapes gendered relations in the private domain through the works of
Hochschild, Zelizer, Parrenas and several others. The third part of the course addresses how current theories are
insufficient for explaining the rise of new money forms such as移动 money, cryptocurrencies, NFT's and the
ways that new money fundamentally transforms social relations, politics, and society.
Instructor(s): K. Hoang
Terms Offered: Autumn
Equivalent Course(s): GLST 24557, SOCI 20557

SOCI 30568. Historical Methods in the Social Sciences. 100 Units.
This course is designed to introduce students to the methods, theories, and problems encountered in research
utilizing historical methods in the social sciences. The course pairs readings that address theoretical and ethical
issues in historical methods-such as for and by whom history is written- with practical instruction in using
common sources such as archives, oral histories, newspapers, and non-textual evidence. Drawing from diverse
readings across the social sciences, we will examine some of the ways scholars from different fields have
approached problems of structure, agency, and method; in the process, we will explore the relationship between
theory and methods in our own projects. Throughout the course, students will have the opportunity to practice
their skills through hands-on assignments that make use of the materials at University of Chicago and beyond.
Instructor(s): M. O'Shea
Terms Offered: Spring
Equivalent Course(s): GLST 20568, SOCI 20568

SOCI 30574. Sociology Structure and Agency. 100 Units.
The subtitle of this course may very well be How to Think Sociologically. It’s required of sociology majors but
open to students majoring in other disciplines, including economics, STEM fields, and the humanities. The aim
of the course is to impart a distinctly sociological perspective and equip students with sociological modes of
explanation (as opposed to, say, economic or biological ones) in the belief that such a framework will enrich
their understanding of the world. Our focus will be on unpacking two fundamental concepts in sociology,
social structure and agency, and examining them in relation to one another. We will consult both classical and
contemporary sources and discuss real-world applications. While the readings include dense social theory, every
effort will be made to make the ideas at stake accessible to a non-specialized audience. The course will be run like
a seminar and discussion intensive. It is imperative that students complete the readings on time and participate actively in discussions.

Instructor(s): M. Garrido Terms Offered: Spring. Not Offered in 2023/2024
Equivalent Course(s): CHSS 30574, SOCI 20574, HIPS 20574

**SOCI 30575. Logic of Social Inquiry. 100 Units.**

This course is intended to cultivate deeper thinking about research practice. We will talk about different methods of sociological research, quantitative and qualitative, including surveys, interviews, systematic observation, and archival research. In particular, we will discuss the logic underlying each method, exploring questions such as: What kind of data can we get at using this method? How do we know our findings are valid? To what extent are they generalizable? On what basis can we make causal inferences? Is my research ethical? and How does my positionality matter? In addition to research logic, our other focus will be on research design. Here we want to get students to think about the many choices they have to make in pursuing a research project; choices about what aspect of reality to focus on and how to construct a research question in order to get at it, which methods to employ, and which case(s) to investigate. We see this course as a necessary bridge between theory and research, believing that good sociology lies precisely in the ability to bridge this gap. Sufficient it to say, it will better prepare students to write an academic paper for their capstone projects. We recommend that sociology majors take the course in their third year.

Instructor(s): M. Garrido, J. Trinitapoli Terms Offered: Winter
Note(s): Priority registration for Sociology 3rd year majors
Equivalent Course(s): SOCI 20575

**SOCI 30576. Social Theory for the Digital Age. 100 Units.**

Society rearranges itself, though we don't always know where it is heading. When the postmodern moment had arrived in the 1980s it perplexed social theorists, hence its characterization as simply a "post"-stage of modernity. Digitization is one answer to the question of direction of change in the last decades. In this class, we take the ongoing transformations that we attribute to digital media as a starting point to ask what challenges they provide to social theory that may force us to reconsider some of our most basic concepts and premises. We will understand the term digital age broadly to refer to the rise of algorithms, sensors, (big) data, machine learning, and computational methods, all developments that swirl in and around the Artificial Intelligence scene and intersect with and replace purely human relations. The class gives particular attention to concepts such as action and interaction, embodiment, social situations, subjectivity and autonomy, as well as society as communication.

Instructor(s): K. Knorr Terms Offered: Spring
Equivalent Course(s): CHSS 30576, HIPS 20576, SOCI 20576

**SOCI 30588. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.**

Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this discussion-based seminar, we will consider schools as battlegrounds in the US "culture wars": contests over competing visions of national identity, morality, social order, the fundamental purposes of public education, and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and critical race and gender studies, we will examine both past and contemporary debates over school curriculum and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, busing/desegregation, prayer in schools, multiculturalism, the content of the literary canon, the teaching of reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine how social and political movements have used schools to advance or resist particular agendas and social projects.

Instructor(s): Lisa Rosen Terms Offered: Spring 2022-23
Equivalent Course(s): EDSO 33011, HIST 27718, PBPL 23011, HIST 37718, CHDV 23011, EDSO 23011, CHDV 33011, SOCI 20588

**SOCI 30591. Introduction to Critical Social Theory. 100 Units.**

This course introduces graduate and advanced undergraduate students to a tradition of social thought and research called "Critical Social Theory." As opposed to Traditional Social Theory, Critical Social Theory questions inherited theoretical frameworks and conceptual formations in an attempt to reconstruct social theory and harness it for its liberatory potential. It offers alternative theories and concepts to inform social research that exposes and questions rather than assumes existing social institutions, inequalities and power relations. Examples of readings are works by the Frankfurt School, Marxist theorists of hegemony (e.g. Antonio Gramsci, Stuart Hall), theorists of power and agency (Michel Foucault, Pierre Bourdieu), Feminist Standpoint Epistemology/Theory, Black Marxism, Black Feminist Thought, Queer Theory, and Decolonial/Postcolonial Theory - among other possible schools of theorizing. Rather than a detailed examination of any one of these schools of theorizing, the course offers a broad overview, locating shared and contrasting themes and lines of argumentation.

Instructor(s): J. Go Terms Offered: Spring
Equivalent Course(s): SOCI 20591, CCCT 20591, CCCT 30591

**SOCI 40103. Event History Analysis. 100 Units.**

An introduction to the methods of event history analysis will be given. The methods allow for the analysis of duration data. Non-parametric methods and parametric regression models are available to investigate
the influence of covariates on the duration until a certain event occurs. Applications of these methods will be discussed i.e., duration until marriage, social mobility processes organizational mortality, firm tenure, etc.

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

**SOCI 40112. Ethnographic Methods. 100 Units.**

This course explores the epistemological and practical questions raised by ethnography as a method -- focusing on the relationships between theory and data, and between researcher and researched. Discussions are based on close readings of ethnographic texts, supplemented by occasional theoretical essays on ethnographic practices. Students also conduct original field research, share and critique each other's field notes on a weekly basis, and produce analytical papers based on their ethnographies.

Instructor(s): O. McRoberts Terms Offered: Winter

Note(s): Graduate students only

**SOCI 40133. Computational Content Analysis. 100 Units.**

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

Instructor(s): James Evans Terms Offered: Winter

Equivalent Course(s): CHDV 30510, MACS 60000

**SOCI 40137. Introduction to Science Studies. 100 Units.**

This course provides an introduction to the interdisciplinary study of science, medicine, and technology. During the twentieth century, sociologists, historians, philosophers, and anthropologists raised original, interesting, and consequential questions about the sciences. Often their work drew on and responded to each other, and, taken together, their various approaches came to constitute a field, "science studies." The course furnishes an initial guide to this field. Students will not only encounter some of its principal concepts, approaches and findings, but will also get a chance to apply science-studies perspectives themselves by performing a fieldwork project. Among the topics we may examine are: the sociology of scientific knowledge and its applications; actor-network theories of science; constructivism and the history of science; and efforts to apply science-studies approaches beyond the sciences themselves.

Instructor(s): Michael Paul Rossi Terms Offered: Winter. Offered in Winter 2024

Equivalent Course(s): HIST 56800, HLTH 22001, CHSS 32000, HIIPS 22001, KNOW 31408, ANTH 32305

**SOCI 40141. Historical Sociology. 100 Units.**

This course provides an introduction to research in historical sociology. We will discuss both classic and recent work related to state formation and empire, racial regimes, and the emergence or transformation of markets among other topics. These studies will also be used to analyze theoretical and methodological approaches, archival strategies, and questions of research design.

Instructor(s): E. Clemens Terms Offered: Autumn. Not offered in 2023/24

**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 4th and 3rd year Sociology Majors ONLY
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 4th and 3rd year Sociology Majors ONLY- Consent of instructor REQUIRED
Equivalent Course(s): SOCI 20548, MAPS 40177

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 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 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. Not offered in 2023/24

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): Sabrina Nardin Terms Offered: Autumn
Equivalent Course(s): MACS 40101, MACS 20101

SOCI 40258. Causal Mediation Analysis. 100 Units.
Causal mediation analysis lies at the very heart of social science. It seeks to uncover not just whether but also why an exposure affects an outcome by quantifying the processes and mechanisms through which a causal effect operates. That is, it aims to identify causal chains that connect an exposure to an outcome via intermediate variables known as mediators. This class will cover methods for analyzing causal mediation with an emphasis on social science applications. It will use precise notation (potential outcomes) and accessible conceptual diagrams (directed acyclic graphs) to lead students from basic definitions of effects, via minimally necessary identification assumptions, to cutting-edge estimation procedures. It will provide a guide for analyzing causal mediation using modern techniques, including effect decomposition, adjustment for both pre- and post-exposure confounding, analysis of multiple mediators, and estimation via regression modeling, inverse probability weighting, and machine learning methods. The class will address both theory and conceptual material alongside practical implementation using R or Stata.
Instructor(s): G. Wodtke Terms Offered: Winter
Prerequisite(s): Students interested in taking this class are expected to have a solid background in probability, multivariate statistics, linear models, and the basics of causal inference. Knowledge of linear algebra and calculus will be an asset but is not required.

SOCI 40260. Politics and Political Knowledge. 100 Units.
Recent developments have led to a renewed interest in the question how to most fruitfully to understand "politics" or "the political." Is it best understood as a dimension of many practices, a specific set of practices, or is it more advantageous to see it as a specific institutional domain separate from others? What is it's relationship to violence and/or to the solution of common problems? What is it that enables politics to proceed and under which circumstances is it crowned by success? What in particular is the role of specific kinds of knowledge such as eu/dystopian thinking, sociology, rhetorics, and organizational knowledge in enabling politics? In search for
answers we will, armed with core ideas by Hobbes and Rousseau, read texts by Weber, Tilly, Mann, Schmitt, Mouffe, Laclau, Mannheim, Foucault, Taylor, Anderson, Bourdieu, Habermas, and Latour.

Instructor(s): A. Glaeser Terms Offered: Winter
Prerequisite(s): Open to advanced undergraduates with permission of instructor
Equivalent Course(s): KNOW 40260

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
Equivalent Course(s): AASR 50092

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

SOCI 50112. Sem: Health and Society. 100 Units.
A long and healthy life is a widely sought after human goal. But not everyone has equal chances of achieving this goal. This course focuses on the role played by society in differential access to physical, psychological, cognitive health and well-being. We will discuss the role of parental characteristics and childhood circumstances in later-life health, differences in health and well-being for men and women, for racial and ethnic groups, by characteristics of our neighborhoods and communities, and by regions or countries. Each class meeting we will read and discuss three or four journal articles or sections of a book, with class participants presenting each reading, summarizing it, and then critiquing it. The class will then discuss. We will add to and subtract from the readings to match the interests of participants on each topic; the syllabus will list readings as a starting point for this process.
Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Some Social Science background
Equivalent Course(s): CHDV 40112, GNSE 50112

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, G. Hong Terms Offered: Spring
Equivalent Course(s): EDSO 50132, CHDV 50132

SOCI 50134. Sem: Democratic Backsliding. 100 Units.
What is happening to democracy around the world? Is it dying, as some pundits suggest, or simply transforming? The course examines the causes, processes, and repercussions of so-called democratic backsliding in Global South countries particularly. This year (Spring 2024) we dive deeply into one case: The Philippines. We will consider the formation of liberal institutions, the nature of postcolonial politics, and the puzzle of popular support for illiberal leaders. Being a seminar, the course will be reading- and discussion-intensive. Students are expected to keep up.
Instructor(s): M. Garrido Terms Offered: Spring

SOCI 60001. Workshop: Demography. 100 Units.
This workshop is sponsored by the Committee on Demographic Training in collaboration with the Population Research Center of NORC and the University. Visitors from other campuses as well as Chicago faculty discuss current research activities in population studies. PQ: Must Register for an R
Terms Offered: Spring Winter
Equivalent Course(s): ECON 58900

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
SOCI 60021. Wksp. Politics, History and Society. 000 Units.
The Politics, History, and Society workshop provides a home for graduate students and faculty who occupy the interdisciplinary spaces that exist between sociology and political science and/or between sociology and history. All of the papers we workshop are concerned with the institutions and processes of modern political orders, studied comparatively or historically. State formation, civil society, legal structures, social movements, colonialism, empire, and globalization are all frequent themes. Recent and upcoming papers include an ethnographic study of the political culture of indigenous Taiwanese, a case study of criminal conspiracy and corporate regulation in the 1920s and 1930s United States, an analysis of the role of social networks of Sufi Saints in the 18th and 19th century Ottoman Empire, and a multi-national comparison of causes of inter-communal violence. PQ: Students must register for an R.
Instructor(s): Staff Terms Offered: Autumn Spring Winter