Department of Sociology

Chair
  • Karin Knorr

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

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

Assistant Professors
  • Rene Flores
  • Marco Garrido
  • Robert Vargas

Visiting Professor
  • Hans Joas, Social Thought

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

Associated Faculty
  • Patrick Bergemann
  • Luis Bettencourt
  • Chad Broughton, Public Policy
  • Ronald S. Burt, Business
  • Angela Garcia, School of Social Service Administration
  • Sharon Hicks-Bartlett
  • Gary Herrigel, Political Science
  • Guanglei Hong, Comparative Human Development
  • Nicole Marwell, School of Social Service Administration
OVERVIEW
The Department of Sociology, established in 1893 by Albion Small and Charles A. Henderson, has been centrally involved in the history and development of the discipline in the United States. The traditions of the Chicago School were built by pioneers such as W. I. Thomas, Robert E. Park, Ernest W. Burgess, and William F. Ogburn. It is a tradition based on the interaction of sociological theory with systematic observation and the analysis of empirical data; it is interdisciplinary, drawing on theory and research from other fields in the social sciences and the humanities; it is a tradition which seeks to fuse together concern with the persistent issues of social theory and attention to the pressing social and policy problems of modern society.

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

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

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

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

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

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

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

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

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

COMMON CORE COURSE REQUIREMENTS

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

STATISTICS REQUIREMENT

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

M.A. EXAMINATIONS

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

THE QUALIFYING PAPER

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

SPECIAL FIELD REQUIREMENT

Ph.D. students are required to demonstrate competence in two special fields of sociological inquiry. The Special Field Requirement is to be met during the third year of graduate study. Students must pass the M.A. Examinations at the Ph.D. level before meeting the Special Field Requirement. This requirement may be met in three ways: by examination, with a review essay, or through a specified sequence of methods courses. Both the examination and review essay options are prepared on an individual basis, overseen by two faculty readers, 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.

TEACHING OPPORTUNITIES

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

**GRADUATE WORKSHOPS**

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

**SOCIETY COURSES**

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

**SOCI 30004. Statistical Methods of Research. 100 Units.**
This course provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics include analysis of variance and multiple regression, considered as they are used by practicing social scientists.
Instructor(s): S. Raudenbush
Terms Offered: Winter
Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.
Note(s): Students are expected to attend two lectures and one lab per week. Required of students who are majoring in Sociology
Equivalent Course(s): SOCI 20004

**SOCI 30005. Statistical Methods of Research-II. 100 Units.**
Social scientists regularly ask questions that can be answered with quantitative data from a population-based sample. For example, how much more income do college graduates earn compared to those who do not attend college? Do men and women with similar levels of training and who work in similar jobs earn different incomes? Why do children who grow up in different family or neighborhood environments perform differently in school? To what extent do individuals from different socioeconomic backgrounds hold different types of political attitudes and engage in different types of political behavior? This course explores statistical methods that can be used to answer these and many other questions of interest to social scientists. The main objectives are to provide students with a firm understanding of linear regression and generalized linear models and with the technical skills to implement these methods in practice.
Instructor(s): G. Wodtke
Terms Offered: Spring
Prerequisite(s): SOCI 30004

**SOCI 30006. Second-Year Writing Seminar-I. 50 Units.**
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal.
Instructor(s): E. Clemens
Terms Offered: Winter
Prerequisite(s): Sociology PhD students only

**SOCI 30007. Second-Year Writing Seminar-II. 50 Units.**
A required seminar that will meet over two quarters. Doctoral students in Sociology are required to take this seminar in both their second and third years. Second-year students will focus on developing a project for their Qualifying Paper. Third-year students will start from a completed Qualifying Paper and revise it for presentation at professional meetings and possible publication. Some students may move on to developing grant proposals or a first draft of a dissertation proposal.
Instructor(s): E. Clemens
Terms Offered: Spring
Prerequisite(s): Sociology PhD students only
SOCI 30103. Social Stratification. 100 Units.
Social stratification is the unequal distribution of the goods that members of a society value - earnings, income, authority, political power, status, prestige etc. This course introduces various sociological perspectives about stratification. We look at major patterns of inequality throughout human history, how they vary across countries, how they are formed and maintained, how they come to be seen as legitimate and desirable, and how they affect the lives of individuals within a society. The readings incorporate classical theoretical statements, contemporary debates, and recent empirical evidence. The information and ideas discussed in this course are critical for students who will go on in sociology and extremely useful for students who want to be informed about current social, economic, and political issues.
Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20103

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

SOCI 30106. Political Sociology. 100 Units.
This course provides analytical perspectives on citizen preference theory, public choice, group theory, bureaucrats and state-centered theory, coalition theory, elite theories, and political culture. These competing analytical perspectives are assessed in considering middle-range theories and empirical studies on central themes of political sociology. Local, national, and cross-national analyses are explored. The course covers readings for the Sociology Ph.D. Prelim exam in political sociology.
Instructor(s): T. Clark Terms Offered: Spring
Prerequisite(s): Completion of the general education requirement in the social sciences
Equivalent Course(s): ENST 23500, PBPL 23600, SOCI 20106

SOCI 30112. Applications of Hierarchical Linear Models. 100 Units.
A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.
Instructor(s): S. Raudenbush Terms Offered: Spring
Prerequisite(s): Applied statistics at a level of multiple regression
Equivalent Course(s): EDSO 30112, PPHA 44650, SOCI 20112

SOCI 30116. Global-Local Politics. 100 Units.
Globalizing and local forces are generating a new politics in the United States and around the world. This course explores this new politics by mapping its emerging elements: the rise of social issues, ethno-religious and regional attachments, environmentalism, gender and life-style identity issues, new social movements, transformed political parties and organized groups, and new efforts to mobilize individual citizens.
Instructor(s): T. Clark Terms Offered: Winter
Equivalent Course(s): HMRT 30116, SOCI 20116, GEOG 20116, HMRT 20116, GEOG 30116, LLSO 20116, PBPL 27900

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

SOCI 30120. Urban Policy Analysis. 100 Units.
This course addresses the explanations available for varying patterns of policies that cities provide in terms of expenditures and service delivery. Topics include theoretical approaches and policy options, migration as a policy option, group theory, citizen preference theory, incrementalism, economic base influences, and an integrated model. Also examined are the New York fiscal crisis and taxpayer revolts, measuring citizen preferences, service delivery, and productivity.
Instructor(s): T. Clark Terms Offered: Autumn
Equivalent Course(s): GEOG 20120, PBPL 24800, GEOG 30120, SOCI 20120
SOCI 30125. Rational Foundations of Social Theory. 100 Units.
This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.
Instructor(s): K. Yamaguchi Terms Offered: Spring
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: Spring
Equivalent Course(s): EDSO 30192, SOCI 20192, EDSO 20192

SOCI 30224. Topics in Sociology of Culture. 100 Units.
This class surveys the historical bases and current extension of core readings in the sociology of culture. These works will be investigated not only in their own terms, but their position in central issues revolving around the independence (or lack of same) of cultural production communities; the omnivore/unibrow question; the role of culture in larger (and smaller) political and social environments; the use of hierarchical as opposed to non-hierarchical models of social structure; and the location of meaning.
Instructor(s): T. Clark Terms Offered: Spring

SOCI 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
Equivalent Course(s): CRES 20233, MAPS 30233, SOCI 20233

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

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

Instructor(s): R. Stolzenberg Terms Offered: Winter
Equivalent Course(s): SOCI 20264

SOCI 30279. Historical Sociology of Racism Latin America. 100 Units.
The course will examine the discourse on race, racism, and racial inequalities through the available sociological literature. Special emphasis will be placed on the emergency of social movements and collective agencies that have shaped the present racial order in the region. This course will first present how racialization processes intermingled with the formation of mestizo nation-states in Latin America, and, by doing so, establishing racial democracy as the corner stone of modern democracies (1920s to 1960s). Second, examine how authoritarian regimes promoted economic development but were incapable of curtailing social inequalities in the region, eventually dismantling the international perception of these countries as racial democracies (1960s to 1980s).
And, finally, explore how processes of racial formation operated in the whole region, giving way to the formation of multiracial nations and to the visibility of racism as a structural component of these societies (1990s to 2010s).

Instructor(s): Antonio Sergio Guimarães Terms Offered: Spring
Equivalent Course(s): PPHA 37005, LACS 35118, CRES 25118, LACS 25118, SOCI 20279

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. Offered 2020-21
Equivalent Course(s): GEOG 38702, SOCI 20283, GEOG 28702, ARCH 28702, ENST 28702

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

Instructor(s): G. Hong Terms Offered: 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, PBHS 43201, STAT 31900, CHDV 30102, PLSC 30102

SOCI 30319. Ethnographic Approaches to Gender and Sexuality. 100 Units.
This methods course aims to prepare graduate students and advanced undergraduates for ethnographic research on topics focused on gender and sexuality. We will read articles and books showcasing ethnographic methodologies, and we will discuss benefits and limitations of various research designs. Class debates will cover epistemological, ethical, and practical matters in ethnographic research. We will discuss issues of positiveness, self-reflexivity, and power. Students will be required to formulate a preliminary research question at the beginning of the course, and will conduct a few weeks of ethnographic research in a field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to produce a research proposal or a short paper based on their observations.

Instructor(s): Caio Fugazzola Terms Offered: Autumn Winter
Equivalent Course(s): MAPS 33503, GSNE 23505, GSNE 33505

SOCI 30320. Conceptual Tools for Quantitative Research. 100 Units.
The main purpose for designing this course is to provide instruction on core principles of quantitative research methodology in the social sciences. This course will equip graduate students with the conceptual tools of quantitative research that form the foundation for data management, data analysis and inference. We will examine a series of topics related to measurement, sampling, hypothesis development, data structure and model interpretation which scholars would encounter when designing any project that uses quantitative data for...
SOCI 30324. Muslims in the United State and Western Europe. 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: Autumn Spring
Note(s): Graduate students only
Equivalent Course(s): MAPS 31760, SOSC 26010

SOCI 40112. Ethnographic Methods. 100 Units.

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

Instructor(s): O. McRoberts Terms Offered: Winter
Note(s): Graduate students only

SOCI 40133. Computational Content Analysis. 100 Units.

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

Instructor(s): James Evans Terms Offered: Spring
Equivalent Course(s): CRES 38990, GNSE 38990, CHDV 38990, ISLM 38990, CHDV 28990

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): Advanced Undergraduates MUST obtain permission from instructor to enroll.
Equivalent Course(s): MAPS 40164

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

SOCI 40177. Coding & Analyzing Qualitative Data: Using Open-Source Computer Asst. Qualitative Data Analysis. 100 Units.
This is a graduate-level course in coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Instructor(s): S. Hicks-Bartlett Terms Offered: Spring Winter
Equivalent Course(s): MAPS 40177

SOCI 40192. Seminar: The Family. 100 Units.
This seminar will focus on classic and current readings on the family, including the family as an institution, changes in family structure and function, new family forms, cohabitation, marriage, union dissolution, fertility, sexuality, working families, intergenerational relations, and family policy. We will discuss the readings for the week, with a focus on evaluating both the research and the ideas. Students will develop a research project on the family and prepare a paper outlining the project, providing a theoretical framework, background, hypotheses and approach. This might serve as the basis for a qualifying paper.
Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Advanced Undergrads Consent of Instructor
Equivalent Course(s): CHDV 40192

SOCI 40202. Advanced Topics in Causal Inference. 100 Units.
This course provides an in-depth discussion of selected topics in causal inference that are beyond what are covered in the introduction to causal inference course. The course is intended for graduate students and advanced undergraduate students who have taken the intro course and want to extend their knowledge in causal inference. Topics include (1) alternative matching methods, randomization inference for testing hypothesis and sensitivity analysis; (2) marginal structural models and structural nested models for time-varying treatment; (3) Rubin Causal Model (RCM) and Heckman’s scientific model of causality; (4) latent class treatment variable; (5) measurement error in the covariates; (6) the M-estimation for the standard error of the treatment effect for the use of IPW; (7) the local average treatment effect (LATE) and its problems, sensitivity analysis to examine the impact of plausible departure from the IV assumptions, and identification issues of multiple IVs for multiple/one treatments; (8) Multi-level data for treatment evaluation for multilevel experimental designs and observational designs, and split-over-effect; (9) Nonignorable missingness and informative censoring issues.
Instructor(s): G. Hong, K. Yamaguchi Terms Offered: Spring, Not being offered in 2020/2021
Prerequisite(s): Intermediate Statistics such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 and Introduction to causal inference or their equivalent are prerequisites.
Note(s): CHDV Distribution: M*
Equivalent Course(s): CHDV 40102, MACS 52000

SOCI 40217. Spatial Regression Analysis. 100 Units.
This course covers statistical and econometric methods specifically geared to the problems of spatial dependence and spatial heterogeneity in cross-sectional data. The main objective of the course is to gain insight into the scope of spatial regression methods, to be able to apply them in an empirical setting, and to properly interpret the results of spatial regression analysis. While the focus is on spatial aspects, the types of methods covered have general validity in statistical practice. The course covers the specification of spatial regression models in order to incorporate spatial dependence and spatial heterogeneity, as well as different estimation methods and specification tests to detect the presence of spatial autocorrelation and spatial heterogeneity. Special attention is paid to the application to spatial models of generic statistical paradigms, such as Maximum Likelihood, Generalized Methods of Moments and the Bayesian perspective. An important aspect of the course is the application of open source software tools such as R, GeoDa and PySal to solve empirical problems.
SOCI 40225. Sociology of Education. 100 Units.
Education plays a fundamental role in society, both because it determines individuals' life chances and because it has the power to reproduce or ameliorate inequality in society. In this course, we will discuss theoretical and empirical research that examines how schools both perpetuate socioeconomic inequality and provide opportunities for social mobility. We will pay particular attention to the role of schools in the intergenerational transmission of social status, especially based on race, class, gender, and immigrant status and with an emphasis on the U.S. We will also discuss the social side of schools, delving into (1) the role of adolescent culture(s) in youths' educational experiences and human development and (2) social psychological aspects of schooling. Schools are the primary extra-familial socializing institution that youth experience; thus, understanding how schools work is central to understanding the very structure of societies as well as the transition from childhood to adulthood.

SOCI 40236. Panel Data Spatial Econometrics. 100 Units.
This course covers econometric methods specifically geared to deal with the presence of spatial dependence and spatial heterogeneity in panel data models, i.e., models based on data with both a cross-sectional and time series dimension. Such data are increasingly common in many areas of empirical social science research. The main objectives of the course are to gain insight into the way spatial effects can be incorporated into panel data regression model specifications, what are the proper methods to carry out specification tests and to estimate such models, and how the results should be interpreted in terms of the implied dynamics across space and over time. Special attention is paid to the application to spatial models of generic statistical paradigms, such as fixed and random effects, maximum likelihood and quasi-maximum likelihood estimation, the generalized method of moments, and semi-parametric estimation. An important aspect of the course is an emphasis on computation and leveraging open source software tools such as R and Python to carry out estimation and simulation.

SOCI 40237. Towards a Sociology of Democracy: Theories and Cases. 100 Units.
What does a sociological approach to the study of democracy look like? How is it different from the dominant approaches in political science and political theory? The course takes up this question. We will consider relevant theories and examine several cases of democracy, particularly in the Global South.

SOCI 40238. Making a Dissertation Project. 100 Units.
This course is aimed primarily at third years in the Sociology department, although all pre-dissertation graduate students are welcome. We will intensively workshop each other’s dissertation projects, and students will be expected to produce a defensible proposal by the end.

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.

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

SOCI 50092. Sem: Religion and Politics. 100 Units.
In this seminar we will consider meanings of religion and politics, and examine their interactions from a comparative perspective. After digesting alternative theoretical understandings of the relationship between religion, states, and political processes, we will turn to empirical accounts that illuminate historical and local
issues at points around the globe. Among other phenomena, students will explore patterns of secularization, religious nationalism, fundamentalisms, and policy-oriented religious social movements.

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

SOCI 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

SOCI 50119. Politics of Media: From the Culture Industry to Google Brain. 100 Units.
Media theory frequently focuses on issues of technology as opposed to, or at the cost of, politics and culture. This course reorients attention to the intersection of media and cultural theory. We begin by reviewing key media theories from the Frankfurt School and the Birmingham School. Following a historical introduction, we explore the contemporary field of cultural media theory as it has unfolded in both the humanities and the social sciences. Students will think through how the sites of race, class, gender, and sexuality might frame and always already influence the ways that we think of media - from the broadcast media of Adorno and Horkheimer’s culture industry that included radio, film, and television to contemporary pointcasting that is made up of digital and networked technologies. Alongside readings in an expanded media theory, we will engage artistic and cultural works, including literature, films, television serials, smart phone apps, video games, social media, and algorithms. We also explore methodological differences in media studies between the humanities and the social sciences.

Instructor(s): Patrick Jagoda & Kristen Schilt Terms Offered: Winter
Prerequisite(s): Before enrolling, MA students should email Professors Jagoda or Schilt on what you bring and hope to get out of the seminar
Equivalent Course(s): CMST 67827, CDIN 45327, ENGL 45327, GNSE 45327

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

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

SOCI 50123. Linear Models: From Principles To Practice. 100 Units.
This course surveys the core traditions of critical urban social science that emerged since the 1970s and their major contributions to theory development and concrete research on contemporary urbanization. We focus in particular on approaches to urban studies that explore capitalist forms of urbanization, their expressions in historical regimes of urban development, their implications for sociospatial configurations within and beyond metropolitan regions, their mediations through state institutions and sociopolitical contestation, and their connections to the remaking of nonhuman landscapes and ecologies. The course will devote particular attention
to research traditions that investigate processes of urban restructuring in relation to a range of contemporary global transformations—including geoeconomic restructuring; neoliberalization and the remaking of state power; financialization and cascading global financial crises; the consolidation of global supply chains and new patterns of industrial development in the global South; and the proliferation of planetary ecological crises under the ‘Anthropocene.’ This reading-intensive course 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 research field.
Instructor(s): N. Brenner Terms Offered: Autumn
Prerequisite(s): Upper level Ugrads and MA students may be admitted with instructor’s permission.

SOCI 50124. Historical Sociology of Religion - After Max Weber and Emile Durkheim. 100 Units.
In the writings of the European classics of sociology the universal history of religion was absolutely crucial. Strangely, and although the reputation of Max Weber and Emile Durkheim has constantly grown over time, this area of their interests later became marginal in the discipline. After briefly suggesting a possible explanation of this phenomenon, this class will deal with the exceptions, scholars who have contributed significantly to the sociological study of the history of religion (H. Richard Niebuhr, Will Herberg, Werner Stark, David Martin Marcel Gauchet, Robert Bellah, Jose Casanova). Additional scholars and my own writings in this area can be included if there is an interest in tracing a tradition that should have received new attention after the end of the intellectual hegemony of the secularization thesis.
Instructor(s): Hans Joas Terms Offered: Spring. Course will be taught autumn 2021
Equivalent Course(s): AASR 50213, SCTH 50213