

Sociology

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Web: www.sociology.uchicago.edu/

Program of Study

The discipline of sociology encompasses a diversity of substantive interests, theoretical orientations, and methodological approaches. The phenomena studied by sociologists range from face-to-face interaction in small groups to the structure of the modern world system. They include stratification and mobility, demographic change, urban/rural/suburban communities, race and ethnic relations, mass media, and the social dimensions of such areas as education, family life, law, the military, political behavior, science, and religion. The methodologies of the field range from experimentation, survey research, and field observation to historical comparison and mathematical model building.

The knowledge sociology provides for the understanding of human relations and social organization has made it attractive for students considering careers in such professions as business, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. As a basis for more specialized graduate work, it affords entry to careers in social research in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes. Sociology also provides an excellent foundation for students who are planning academic careers in any of the social sciences. The concentration program is accordingly designed to meet the needs of a very diverse group of students.

Program Requirements

Students may enter the sociology program during their second year or at the beginning of their third year by informing the faculty program chairman of their decision. For students with adequate course background, it may be possible to enter as late as the end of the third year. The only prerequisite is completion of the general education requirement in social sciences.

Course Requirements. Students pursuing a B.A. degree in sociology are expected to complete the following requirements. However, students with adequate background in sociology from general education courses or other sociology courses may petition the program chairman to substitute other 20000-level courses for one or more of the introductory sequence courses.

1. A two-quarter introductory sequence consisting of:
 - a. Sociological Methods (SOC 20001). This course is applications oriented and stresses both professional and academic use of current research methods in the collection and analysis of data. An opportunity to apply many of these methods and analyze the resulting data is an integral part of the course. A review of contemporary philosophies of social research, theory construction, statistical

techniques, and computerized data processing supplements the major emphasis.

- b. Social Structure and Change (SOCI 20002). This course introduces the basic theories and concepts of macrosociology. The first half explores the theories of Marx, Weber, and Bourdieu, and their general explanations of social change and social stratification. The second half deals with sociological approaches to ethnicity, race, class, gender, and nationalism.
2. Statistical Methods of Research I (SOCI 20004/30004) or STAT 20000. These courses provide a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics including analysis of variance and multiple regression are considered as they are used by social scientists.
3. Seven additional courses in sociology or related fields, at least four of which must be in sociology. These courses may be drawn from any of the 20000-level courses in sociology and, after completing SOCI 20002, from any 30000-level courses in sociology that have not been cross listed with undergraduate numbers. Courses may usefully be thought of as falling into six topical clusters: macrosociology and intergroup relations; sociology of institutions; urban sociology; comparative, historical, and cultural sociology; microsociology; and theory and methodology.
4. Senior Seminar (SOCI 29998).
5. B.A. Paper (SOCI 29999).

Summary of Requirements

<i>Concentration</i>	2	SOCI 20001-20002 or approved substitute
	1	SOCI 20004/30004 or STAT 20000 (statistics course)
	4	sociology courses
	3	courses in sociology or related fields (one may be a reading and research course)
	1	SOCI 29998 (Senior Seminar)
	<u>1</u>	SOCI 29999 (B.A. Paper)
	12	

Senior Project. During the senior year, all students concentrating in sociology are expected to work on an original project of sociological inquiry on a topic of their choice culminating in a final paper from twenty to forty pages in length. The project may take the form of either (1) a critical review of a body of literature on a problem developed in conjunction with the work of one or more courses, or (2) an independent research project in which questions are formulated and data are collected and analyzed by the student. In the Spring Quarter of the third year, students meet with the program chairman to discuss possible projects. A faculty sponsor is selected for the project during the Autumn Quarter of the senior year. A form briefly describing the project and signed by the faculty sponsor is submitted to the concentration program chairman before the middle of the Winter Quarter. The chosen topic is developed during the Autumn and Winter Quarters and

the paper is completed in the Spring Quarter. Students must register for one reading/research (SOCI 29999) course with their faculty sponsor. Students may register for additional research and reading courses (SOCI 29997); however, only two sociology reading/research courses can be counted toward the completion of the courses in sociology or related fields required for a concentration. More than one reading or research course to complete the B.A. paper requires the consent of the program chairman.

Senior Seminar. All projects are reported on and discussed in an undergraduate seminar (SOCI 29998). The senior seminar is a yearlong course. Students participate all three quarters, although they register only once. Registration takes place in the Spring Quarter of the senior year unless the student plans to graduate out of sequence in some quarter other than spring. A first draft of the paper is to be submitted in the first week of the student's final quarter. All projects are due in final written form no later than the end of the eighth week of that quarter. Those being submitted for evaluation for honors are due by the first day of the seventh week.

Grading. All courses required for completion of the sociology program must be taken for quality grades.

Honors. Concentrators with a GPA of 3.0 or higher overall and 3.25 or higher in the concentration who have written substantial B.A. papers may be considered for graduation with honors in sociology.

Handbook. Students interested in pursuing the B.A. degree in sociology are encouraged to read the brochure *Undergraduate Program in Sociology*, which is available in the Office of the Department of Sociology (SS 307).

Declaration of Concentration. In addition to declaring the concentration to the College, students must complete an enrollment form, including the short entry survey, that is available in the Office of the Department of Sociology (SS 305). Before graduation, students are also required to submit the brief exit survey.

Faculty

A. Abbott, G. Becker, C. Bidwell, A. Bryk, T. Clark, J. L. Comaroff, J. Davis, A. Glaeser, L. Hedges, P. Heuveline, E. Laumann, D. Levine, O. McRoberts, W. Parish, M. Riesebrodt, L. Salzinger, R. Sampson, S. Sassen, B. Schneider, R. Stolzenberg, R. Taub, L. Waite, K. Yamaguchi, D. Zhao

Courses

20001. Sociological Methods. This course introduces the basic strategies and methods of social research. We also cover the ways that we think about questions regarding the social world and what evidence we use to answer them. We review approaches to gathering evidence (e.g., situational analysis, ethnography, intensive personal interviews, focus groups, survey data) using recent books as case studies of these approaches. We develop hypotheses about social processes and test them using data collected by students. Students conduct intensive interviews, focus group interviews, and survey interviews, and analyze data. *Each student is part of a small working group that selects a research topic and is supervised by a T.A. Autumn.*

20002. Social Structure and Change. The central objective of this course is to introduce students to the sociological study of individuals in the society, or how individual actions are shaped by their relation to and position in the social structure while contributing to this structure and its change. A central preoccupation is to articulate the linkage between the individual/micro level and the social/macro level. We also concentrate on the latter and the properties of a stratified social fabric. We focus on sociological approaches to the American society, its position in the international structure and its principal dimensions: race and ethnicity, age and gender, and social class. *P. Heuveline. Winter.*

20004/30004. Statistical Methods of Research. 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. *D. Zhao. Winter.*

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

20102/30102. Social Change. This course focuses on economic development, political development, social movements, and opinion change. Case materials are drawn from developing countries, European historical patterns, and the contemporary United States. *W. Parish. Winter, Autumn.*

20104/30104. Urban Structure and Process. (=GEOG 22700/32700, SOSC 25100) 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. *Winter.*

20105/30105. Education Organization and Social Inequality. This course reviews the major theoretical approaches to the organization analysis of school districts, schools, and classrooms and to the relationship between education and social stratification. It gives particular attention to ways in which the organization of education affects students' life chances. *C. Bidwell. Winter, 2003.*

20106/30106. Political Sociology. (=ENST 23500, PBPL 23600, PPHA 33600) *PQ: Completion of the general education requirement in social sciences.* 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. *T. Clark. Spring.*

20107/30107. Sociology of Human Sexuality. (=GNDR 27100) *PQ: Prior introductory course in the social sciences.* After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, we explore the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics covered include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (including AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices. *E. Laumann. Spring.*

20108/30108. The Institution of Education. (=PPHA 39700) This course is a general survey of the properties of education considered as an institution of historical and contemporary societies. Particular attention is given to institutional formation and change in education and to education's role in processes of social control and social stratification. *C. Bidwell. Winter, 2004.*

20109/30109. Revolutions and Rebellions in Twentieth-Century China. Combining cutting-edge theories on contentious politics with rich historical accounts, this course covers major revolutions and social movements in twentieth-century China. The course focuses on the sociopolitical conditions that led to the rise of these social movements and revolutions, the patterns and consequences of their development, and the impact they each left on China's process of modernization. *D. Zhao. Spring.*

20111/30111. Survey Analysis. This course covers how to analyze and write up previously collected survey data: the basic logic of multivariate causal reasoning and its application to OLS regression, percentage tables, and log odds. We emphasize practice in writing. This is not a course in sampling methods. *J. Davis. Spring.*

20112/30112. Applications of Hierarchical Linear Models. 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 surveys the methodological literature in this area and demonstrates how the hierarchical linear model can be applied to a range of problems. *A. Bryk. Winter, 2004.*

20114/30114. Globalization: Empirical/Theoretical Elements. This course examines how different processes of globalization transform key aspects of, and are in turn shaped by, major institutions (e.g., sovereignty, citizenship), and major processes (e.g., urbanization, immigration, digitalization). Particular attention goes to analyzing the challenges for theorization and empirical specification. *S. Sassen. Autumn.*

20115/30115. Conflict Theory and Aikido. The practice of aikido offers a contemporary exemplar for dealing with conflict which has creative applications in many spheres. This course introduces the theory and practice of aikido together with literature on conflict by economists, sociologists,

psychologists, and philosophers. We ask: what is conflict? What forms does it take? Is conflict good or bad? What are the sources, dynamics, and consequences of social conflict? How can conflict be controlled? *Physical training on the mat will complement readings and discussion. D. Levine. Autumn, 2003.*

20116/30116. Global-Local Politics. (=PBPL 27900) 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. *T. Clark. Winter.*

20117/30117. Religion and the City. (=DVSR 36400) Examines theory and research in the sociology of religion as they relate to urban social processes. Readings and discussion explore the ways religious institutions impact, and are impacted by, race/ethnic relations, patterns of neighborhood settlement, community development, city politics, and more. Participants conduct field work in a congregation or other religious institution and produce an original research report. *O. McRoberts. Winter, 2004.*

20118/30118. Survey Research Overview. (=SOSC 20200/30900) This single-quarter course is offered each Autumn and Winter Quarter. The goal for each student is to find a research question to guide his or her overall research design. The course walks students through the steps involved in survey research: finding a funder, writing a grant proposal, sampling, questionnaire design, coding, cleaning, and data analysis. This is a useful introduction for students who are interested in survey research because it provides the big picture of what should be considered when designing survey research and how to approach the different tasks involved in a survey project. *M. Van Haitsma. Autumn, Winter.*

20119/30119. Sociology of Childhood and the Family. This course is an introduction to the study of children in families, and the larger communal and national context in which they operate. We first trace the historical development of the modern family, map cross-cultural familial differences, and study variations in child status. We analyze the joint responsibility of the family and the Welfare State for children's well-being, development, and protection. We then focus on differences in family functioning and community context within the contemporary U.S. and on the corresponding childhood experience and adult life course. *P. Heuveline. Autumn, 2003.*

20120/30120. Urban Policy Analysis. (=PBPL 24800) 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. *T. Clark. Autumn.*

20121. Theories of Crime. This course provides an examination of sociological approaches to the study of crime. After reviewing key issues in the definition and nature of crime, we turn to an in-depth assessment of classic theories from original sources. We also read three to four books of contemporary research that bear on continuing theoretical debates. *R. Sampson. Winter, 2004.*

20122/30122. Introduction to Population. (=ENST 20500) This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. The course provide an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries. *L. Waite. Spring, 2004.*

20123/30123. Sociology of the Family. *PQ: At least one prior basic course in sociology or a related social science, or consent of instructor.* This lecture/discussion course addresses current perspectives on the family, including social theories, research evidence, feminist perspectives, and the "culture wars." The course covers historical evidence on the family, functions of the family and changes in those functions, the family in various cultures, marriage, cohabitation, children, divorce, and alternative family forms. *L. Waite. Autumn, 2002.*

20124/30124. Population and Development. (=ENST 20600) This course is a broad overview of demographic issues in the "less developed regions of the world." Demographic patterns and change are discussed, with a particular interest in the relationship between socioeconomic development and demographic factors. How do social and economic changes affect population dynamics? Is there a social or an economic optimum rate of population change? We discuss how demographic thought and policies have evolved on these issues in light of the empirical evidence. *P. Heuveline. Autumn, 2002.*

20125/30125. Rational Foundations of Social Theory. 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. *K. Yamaguchi. Winter, 2004.*

20126/30126. Japanese Society: Functional and Cultural Explanations. The objective of this course is to provide an overview of social structural characteristics, and the functioning, of contemporary Japanese society by a juxtaposition of universalistic functional (or rational) explanations and particularistic cultural (and historical) explanations. In covering a broad range of English-language literature on Japanese Society, the course not only presents reviews and discussions of various alternatives theoretical explanations of the characteristics of Japanese society, but also a profound opportunity to critically review and study selected sociological theories. *K. Yamaguchi. Spring, 2004.*

20127/30127. Philosophical Anthropology. This little-known tradition of Western thought addresses the fundamental question of what it means to be a human being. We consider some of its central texts, including Aristotle, *Ethics*; Kant, *Anthropology in Pragmatic Perspective*; Simmel, *Lebensanschauung*; Scheler, *Man's Position in the Universe*; Buber, *What Is Man?*; and Parsons, "The Human Condition." *D. Levine. Spring, 2003.*

20128/30128. Sociology of Education. Traditionally the sociology of education has focused on the social organization of schooling and social mobility. This course explores the ways in which the study of schooling is changing in light of the global expansion of education and emerging concerns over issues related to social justice. Materials are drawn from recent empirical and theoretical literature on education and socialization in developing and industrialized countries. *B. Schneider. Autumn, 2002.*

20129/30129. Inner City Economic Development. (=PBPL 24600) *PQ: At least one prior course in economics, political science, public policy, or sociology.* This course explores conceptually what the issues are around the economic position of cities in the late twentieth century, and how to think creatively about strategies to generate economic growth that would have positive consequences for low income residents. We consider Community Development Corporations, empowerment zones, housing projects, and business development plans through credit and technical assistance. *R. Taub. Winter, 2003.*

20131/30131. Social and Political Movements. This course provides a general overview and a synthesis on theories of social and political movements. The emphasis is on the importance of state and state-society relations to the rise and outcomes of a social or political movement. *D. Zhao. Winter.*

20132/30132. Environmental Sociology. (=ENST 22800) This course applies the principal theories and paradigms of sociology to an analysis of major factors affecting human impact on the environment, including population growth, industrial technology, capitalism and systems of values and beliefs. Particular issues are energy consumption, quality of life, carrying capacity, sustainable development, environmental justice, and global environmental change. *A. McCright. Winter.*

20134. Complexity Latino Identity/U.S. (=LTAM 27400) For course description, see Latin American Studies. *C. Gomez. Spring, 2003.*

20135. Race/Ethnicity: United States. (=LTAM 27600) For course description, see Latin American Studies. *C. Gomez. Spring, 2003.*

20136. Mass Media and Society. This course serves as an introduction to the study of mass media through an examination of both traditional communication paradigms and more interpretive and critical modes of analysis. We survey some of the key debates about the social and political influence of mass-mediated communication in modern and late-modern societies. Topics covered include the nature of publics and the role of media in a liberal democracy, the rise of media industries and mass culture, the

mass culture/popular culture debates, and the late twentieth-century controversy over media effects. *G. Soderlund. Autumn, 2002.*

20137. News as Genre and Social Force. This course examines the genre of news as a cultural, social, and political force in the United States and internationally. We explore various theories of news production and consumption, including liberal understandings of the press, narrative and cultural approaches to news, the propaganda model, and sociological studies of crime reporting and deviance. Substantive issues covered include the rise of journalism as a profession; whether the press encourages or stifles political debate; news as a commodity, objectivity, and sensationalism; sexual and moral scandals; alternative media; and the globalization of news. Along the way we consider the various media that bring us news: newspapers, television, and (most recently) the Internet. *G. Soderlund. Spring, 2003.*

28001. Racial Segregation in American Neighborhoods. This course provides an overview of theoretical and empirical research that attempts to account for the persistence of racial residential segregation. Readings, written assignments, and class discussions focus on three main topics: historical and contemporary causes of residential segregation, consequences for African Americans of segregation, and public policies aimed at reducing levels of segregation. *J. Timberlake. Spring, 2003.*

28003. Emotion and Social Life. This course examines sociological approaches to the understanding of human emotions. It is geared towards not so much studying specific emotions but towards understanding the relationship between social processes and emotion. Hence, the topics and readings are organized around some of the key aspects of social structures such as culture, institutions, or power relationships as they impinge upon and are influenced by emotion. The readings are selected to introduce as many sociological approaches as possible: theoretical and empirical, classical and contemporary, macro and micro, and various theoretical and methodological orientations. *C. Koh. Autumn, 2002.*

28004. Sociology of Science. This course covers the sociological analysis of science. Topics include falsificationism, science as pragmatic activity, scientific paradigms, feminist interpretations of science, invisible colleges, and the scientific profession and the strong sociology of knowledge program. Examples are drawn from the biological, physical, and mathematical sciences. *F. Rojas. Winter, 2003.*

28005. Social Determinants of Health/Illness. The central objective of this course is to introduce students to the sociological study of health. The course is intended to provide an understanding of how social relationships, socioeconomic status, and social ecological contexts materially shape the way in which diseases are to be experienced. The course has three related parts: the first is devoted to the study of the impact of marital status and social ties on health; the second discusses how socioeconomic status affects health; the third focuses on the relationship between social ecological environments and health. *M. Wen. Spring, 2003.*

29997. Readings in Sociology. *PQ: Consent of instructor and program chairman. Students are required to submit the College Reading and Research Course Form. May be taken P/N with consent of instructor. Summer, Autumn, Winter, Spring.*

29998. Senior Seminar. *PQ: Open only to concentrators with fourth-year standing. Must be taken for a letter grade. This course is a forum for students to present their B.A. papers. It is offered as a three-quarter sequence in the autumn, winter, and spring of the senior year. Each quarter counts as one-third course credit; however, students formally register for only one quarter, usually spring. Students graduating at a time other than June should participate in three quarters of the senior seminar in the twelve months before graduation. See the more general statement about the B.A. paper in the brochure *Undergraduate Program in Sociology*, which is available in the office of the Department of Sociology. A. Glaeser. Autumn, Winter, Spring.*

29999. B.A. Paper. *PQ: Consent of instructor and program chairman. Students are required to submit the College Reading and Research Course Form. May be taken P/N with consent of instructor. Summer, Autumn, Winter, Spring.*

The following 30000-level courses are open to College students.

30302. Problems of Public Policy Implementation. (=PBPL 22300) *PQ: One 20000-level social sciences course. PBPL 22100-22200-22300 may be taken in sequence or individually. For course description, see Public Policy Studies. R. Taub. Spring.*

30303. Urban Landscapes as Social Text. (=GEOG 42400) *PQ: Consent of instructor. For course description, see Geography. M. Conzen. Autumn.*