

Sociology

Undergraduate Program Chairman: Omar McRoberts, SS 316, 834-8970

Departmental Contact: Pat Princell, SS 307, 702-8677

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 the historical emergence, stabilization and disintegration of institutions, practices and symbolic forms, stratification and mobility, demographic change, processes of gendering, 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 ethnography to archival research 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 at any time during their second year but no later than the beginning of Spring Quarter third year. No special application is required for admission to the program, but students are required to inform the sociology department (Pat Princell, undergraduate administrator) and their College advisers when they decide to enter the program. Omar McRoberts is program chairman (SS 316 omcrober@midway).

Students may enter the program after completing any one of the common year social science core sequences. Students who have had previous work in sociology, in a core course or in other courses here or at another college, may petition the program chairman to substitute other specialized courses for one or more of the required introductory courses.

All students are assigned to two advisers: a preceptor and a faculty member. Students should contact the preceptor or the program chair about technical questions regarding the program (required courses, petitions, etc.). Students may wish to contact their faculty advisers with general questions regarding the discipline of sociology or for purposes of designing an individualized program of study.

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.

The Introductory Courses

a. Social Theory

Sociology 20002 and 20005 are designed to acquaint students with some of the fundamental problems and analytic perspectives of the field of sociology.

Sociology 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 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.

Sociology 20005. Sociological Theory. Building on the works of Marx, Weber, Durkheim, Simmel and other classical theorists, this course addresses the role of theory in sociology. In addition to classic texts, readings explore both contemporary theoretical projects and the implications of theory for empirical research. The course is required for students concentrating in sociology.

b. Methodology

All concentrators are required to take at least **one** of the following methodology courses.

Sociology 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. Not offered 2003-04.*

Sociology 20111. Survey Analysis.. This course covers how to analyze and write up previously collected survey data: the basic logic multivariate casual 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.

Sociology 20140. Qualitative Field Methods. This course introduces techniques of, and approaches to, ethnographic field research. An emphasis will be placed on quality of attention and awareness of perspective as foundational aspects of the craft. Students will conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork. *O. McRoberts. Winter.*

c. Statistics

Sociology 20004. Statistical Methods of Research, provides a comprehensive introduction to widely used quantitative methods in sociology and related social sciences. Topics covered include analysis of variance and multiple regression, considered as they are used by practicing social scientists. Substitutes for this course are STAT 20000 or higher.

d. 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.

e. Senior Seminar (SOCI 29998).

f. B.A. Paper (SOCI 29999) (for honors students only).

Summary of Requirements

Concentration	2	SOCI 20002-SOCI 20005 or approved substitute
	1	Sociological methods either: SOCI 20111 or SOCI 20140
	1	SOCI 20004/30004 (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)
	1	SOCI 29999 (B.A. Paper for honors students only)

*Note: Courses offered in the Division of Social Sciences are with few exceptions typically accepted as a matter of course, humanities courses with significant social science content are also eligible. Please submit a general petition form to the program chair.

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. Recent projects have included studies of comparative order and disorder in urban neighborhoods in Chicago, immigration and national identity in Germany and Guatemala, processes of gendering in various workplaces, the role of emotions in social theory, boys' and girls' decisions in taking math courses in high school, homosexuality and AIDS in South Africa, hegemonic discourses of whiteness in women's magazines, emerging forms

of sociality on the internet, church leadership transition among Korean immigrants, the power of public rhetoric in public housing, role models among Mexican American youth, gender roles in families of graduate students, peer pressure and teenage pregnancy, and attitudes toward immigration.

The senior project is researched, discussed, and written in the context of the senior seminar (SOCI 29998) which is a year long course in which all students must participate. The senior seminar begins in the Spring Quarter of third year and ends with the submission of a completed thesis at the end of Winter Quarter fourth year.

In general the senior project is written under the guidance of the preceptors of the department. Students aiming to graduate with honors need to indicate their desire to do so at the beginning of Spring Quarter third year to the program chair. They will then choose an individual faculty member under whose supervision they will write their thesis. Honor students may register for additional 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 and research course to complete the B.A. paper requires the consent of the program chair.

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

Honors. Students whose general GPA is at or above 3.25, whose concentration GPA is at or above 3.5 and who have written a thesis based on *substantial individual research* under the guidance of a faculty member and whose thesis is evaluated together by their adviser and program chair at A- or A can graduate with honors in sociology.

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 307). Before graduation, students are also required to submit the brief exit survey.

B.A. Paper Waiver. Students who had to withdraw from the university prematurely, have been out of residence for an extended period and could at the designation of the dean of students of the college (see college guidelines) complete their studies by completing coursework at another university or college, may petition the undergraduate chair person for a **B.A paper waiver**. If granted, the B.A paper requirements shall be substituted with adequate course work.

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).

Faculty

A. Abbott, G. Becker, C. Bidwell, A. Bryk, T. Clark, E. Clemens, J. L. Comaroff, J. Davis, A. Glaeser, L. Hedges, P. Heuveline, E. Laumann, D. Levine, O. McRoberts, W. Parish, M. Riesebrodt, L. Salzinger, 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. Not offered in 2003-04.*

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.*

20005. Sociological Theory. Building on the works of Marx, Weber, Durkheim, Simmel and other classical theorists, this course addresses the role of theory in sociology. In addition to classic texts, readings explore both contemporary theoretical projects and the implications of theory for empirical research. The course is required for students concentrating in sociology.

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. Autumn.*

20103. Social Stratification. 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 will 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. *R. Stolzenberg. 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. *S. Sassen. Spring.*

20106/30106. Political Sociology. (=ENST 23500, PBPL 23600) *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. 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.*

20110/30110. Classical Theories of Culture. The course will survey classical theories of culture before the linguistic turn, ranging from the very invention of the notion of culture to the sociology of knowledge and early linguistically oriented theories of culture. Authors we will read include Vico, Herder, Burckhardt, Bous, Whorf, Vygotsky, Freud, Cassirer, Malinowski, Elias, Mannheim and Gramsci. Marx, Weber and Durkheim - are assumed to have been covered in other courses. *A. Glaeser. Autumn.*

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.*

20114/30114. Globalization: Empirical/Theoretical Elements. (=ANTH 25700/35700, GEOG 21700/31700) 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. 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.*

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.*

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. Spring.*

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.*

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 provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries. *L. Waite. Winter.*

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.*

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.*

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.*

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.*

20136. Mass Media and Society. (=ENGL 16001) 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.*

20138/30138. Politics/Participation/Organization. When and why do citizens participate in politics? What skills do they bring to that participation? And why should we care? These questions are central to debates in both democratic theory and political sociology. Through case studies of voluntary associations and social movements, the course explores how participation is shaped by distinctive organizational cultures that create both opportunities and constraints for political actions. *E. Clemens. Spring.*

20140. Qualitative Field Methods. This course introduces techniques of, and approaches to, ethnographic field research. An emphasis is placed on quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork. *O. McRoberts. Winter.*

28006. Crime and Deviance. This course examines the social causes of and societal reactions to, several types of deviant behavior (e.g. crime, sexual deviance, mental disorder). After first defining deviance, we will critically evaluate a number of competing theoretical perspectives on the subject, and will also pay particular attention to forms of social control. *D. Kirk. Summer (Session I).*

28007. What is American Democracy? This course will compare and contrast two competing visions of democracy in America. The sources of these visions will be the Federalist Papers and The Anti-Federalist Papers. The course will then consider these conceptions of democracy from the perspective of Democracy in America by Alexis De Tocqueville. *P. Fricke. Summer (Session I).*

28009. Punishment and Modern Society. This course will explore the role of punishment in social life. We will look at punishment as a social phenomenon, the prison as a social construct, and Illinois as a case study in changes in correctional policies over time. We will explore historical and contemporary trends in punishment, with an emphasis on Illinois, through readings, field activities, and guest speakers. *A. Leverentz. Autumn.*

28010. Systemic School Reform and Organizational Change. This course explores current debates around American education and school reform using policy analysis, policy implementation and organizational change perspectives. Current educational policies, known as standards based reform, will be analyzed considering theories of organizational change, the context of schools and educational policy, and diverging views around the effects of money, class size, segregation, teachers unions, charter schools and school choice on school improvement efforts. The strengths and shortcomings of standards based reform policies will be considered with an emphasis on understanding the process of school organizational change. *S. Hallman. Winter.*

28011. Technologies and Ideologies of Sexual Reproduction. In this course sexual reproduction will be examined as both social and biological. Through readings in various methodologies and global sites, reproductive technologies will be examined and situated in historical and modern movements and constructions. *E. Campbell. Spring.*

28012. Economic Sociology This introductory course on economic sociology focuses on how and why economic behavior is constrained and enabled by social structure and cultural structure, opening a dialogue between sociology and economics. We will analyze three key aspects of economic life – action, organization, and market – by reading both classic and contemporary literature. *D. Ma. Spring.*

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.*