

Sociology

*Undergraduate Program Chairman: Omar McRoberts, SS 427, 834-8970,
omcrober@uchicago.edu*

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 program is designed, therefore, to meet the needs of a very diverse group of students.

Program Requirements

Although no special application is required for admission to the sociology program, students are required to (1) inform the sociology department and their College adviser when they decide to enter the program and (2) complete an enrollment form that is available in the department office. Students may enter the sociology program at any time during their second year but no later than the end of Autumn Quarter of their third year. Students must complete any one of the general education social science sequences before declaring a sociology major.

Students are strongly encouraged to complete the required introductory sociology courses as early as possible, definitely before the beginning of their fourth year.

Each student is 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 (e.g., required courses, petitions). 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 chair to substitute other 20000-level courses for one or more of the introductory sequence courses.

The Introductory Courses

a. Social Theory

SOCI 20002 and 20005. These required courses acquaint students with some of the fundamental problems and analytic perspectives of the field of sociology.

SOCI 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, gender, and social class.

SOCI 20005. Sociological Theory. Drawing on the classics as well as on contemporary works in sociological theory, this course raises questions about the nature of “theory work” and its relation both to philosophic analysis and empirical research. Authors include Weber, Durkheim, Simmel, Dewey, Parsons, and Merton.

b. Methodology

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

SOCI 20001. Sociological Methods. This course introduces the basic strategies and methods of social research. We also cover the ways that sociologists 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 groups, and surveys, and they also analyze data. *Each student is part of a small working group that selects a research topic and is supervised by a T.A.*

SOCI 20111. Survey Analysis I. This course teaches students how to analyze and write up previously collected survey data: 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.

SOCI 20140. Qualitative Field Methods. This course introduces techniques of, and approaches to, ethnographic field research. 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.

c. Statistics

SOCI 20004. 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. Substitutes for this course are STAT 20000 or higher.

d. Additional Courses

Students must take seven additional courses in sociology or related fields, and at least four of these must be in sociology. These courses must be selected in consultation with the program chair. They 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. Honors Paper (SOCI 29999)

Summary of Requirements

2	SOCI 20002, 20005, or approved substitute
1	SOCI 20001, 20111, or 20140 (sociological methods)
1	SOCI 20004/30004 (statistics course)
4	sociology courses (one may be a reading and research course)
3	approved courses in sociology or related fields* (one may be a reading and research course)
<u>1</u>	SOCI 29998 (Senior Seminar)
12**	

* *Students must submit a general petition form to the program chair for approval. With a few exceptions, courses offered in the Division of the Social Sciences are accepted. Humanities courses with significant social science content may also be accepted.*

** *Students applying for honors must also register for SOCI 29999 (B.A. Paper) for a total of 13 courses.*

Senior Project. During their fourth year, students majoring in sociology are expected to complete 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, the decisions that boys and girls make about what math courses to take in high school, homosexuality and AIDS in South Africa, hegemonic discourses of whiteness in women's magazines, emerging forms of social interaction 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 required yearlong course. Students enroll in the senior seminar in Spring Quarter of their third year. They submit a completed thesis during Spring Quarter of their fourth year. They attend the seminar during Spring Quarter of their third year and during Autumn and Winter Quarters of their fourth year.

In general, the senior project is written under the guidance of the preceptors of the department. Students who wish to be considered for honors must consult

the program chair at the beginning of Spring Quarter of their third year. They will then choose an individual faculty member under whose supervision they will write their thesis. These students may register for additional reading courses (SOCI 29997); however, only two sociology reading/research courses can be counted toward the courses required for the sociology major. Students must obtain consent of the program chair if they wish to register for more than one reading and research course to complete the B.A. paper.

Grading. All courses required for completion of the sociology program must be taken for quality grades. This includes Reading and Research courses with the exception of SOCI 29999, which may be taken on a *P/F* basis with consent of instructor.

Honors. If their cumulative GPA is at or above 3.25 and their GPA in the major is at or above 3.5, students may be nominated for graduation with honors on the basis of the excellence of their thesis. The thesis must be based on *substantial individual research* conducted under the guidance of a faculty member, and it must be evaluated both by the student's adviser and by the program chair at *A-* or *A*.

Declaring a Sociology Major. Before declaring a sociology major, students should discuss their plans with their College adviser. They must then complete the enrollment form, which includes a short entry survey and is available in the Office of the Department of Sociology (SS 307). Before graduation, students are also required to submit a brief exit survey.

B.A. Paper Waiver. Students who have had to withdraw from the University prematurely and, as a result, have been out of residence for an extended period, could, at the designation of the dean of students in the College (see College guidelines), complete their studies by finishing their course work at another university or college. Students may also petition their program chair for a **B.A. paper waiver**; if the petition is granted, students may substitute adequate course work for the B.A. paper requirements.

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, J. Beckfield, C. Bidwell, T. Clark, E. Clemens, J. L. Comaroff, J. Davis, J. Evans, A. Glaeser, P. Heuveline, K. Knorr Cetina, R. Lancaster, E. Laumann, D. Levine, O. McRoberts, W. Parish, S. Raudenbush, M. Riesebrodt, S. Sassen, R. Stolzenberg, R. Taub, L. Waite, K. Yamaguchi, Y. Yang, D. Zhao

Courses: Sociology (SOCl)

20001. Sociological Methods. This course introduces the basic strategies and methods of social research. We also cover the ways that sociologists 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 groups, and surveys; and they also analyze data. *Participation is required in a small working group that selects a research topic under the supervision of a T.A. R. Lancaster. Winter.*

20002. Social Structure and Change. The central objective of this course is to introduce the sociological study of individuals in the society. We study 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 discuss 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 (i.e., race and ethnicity, age, gender, social class). *J. Beckfield. 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. *S. Raudenbush. Winter.*

20005. Sociological Theory. *Required of students majoring in Sociology.* 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. *A. Glaeser. Spring.*

20101/30101. Organizational Analysis. (=PBPL 23000) This course is a systematic introduction to theoretical and empirical work on organizations broadly conceived (e.g., public and private economic organizations, governmental organizations, prisons, professional and voluntary associations, health-care organizations). 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 (e.g., earnings, income, authority, political power, status, prestige). 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. *R. Stolzenberg. Winter, 2008.*

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 U.S. experience as a way of developing worldwide urban policy. *S. Sassen. Autumn.*

20105/30105. Educational Organization and Social Inequality. (=PPHA 39300) This course reviews the major theoretical approaches to the organizational 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, 2007.*

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 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, as well as to education's role in processes of social control and social stratification. *C. Bidwell. Winter, 2008.*

20111/30111. Survey Analysis I. 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. Autumn.*

20112/30112. Applications of Hierarchical Linear Models. A number of diverse methodological problems (e.g., correlates of change, analysis of multi-level data, 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 demonstrate how the hierarchical linear model can be applied to a range of problems. *S. Raudenbush. Spring, 2007.*

20114/30114. Globalization: Empirical and 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. Spring, 2007.*

20118/30118. Survey Research Overview. (=SOSC 20200/30900) 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 funding, 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. *This single-quarter course is offered each Autumn and Winter Quarter. M. Van Haitsma. Autumn, Winter.*

20122/30122. Introduction to Population. (=ENST 20500) This course introduces the field of demography, which examines the growth and characteristics of human populations. We give 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, 2008.*

20123. The Family. *PQ: One or more general introductory courses in sociology or a related social science, or consent of instructor.* This lecture/discussion course looks at families from a sociological perspective, focusing on the family as a social group, the institution of the family, and differences in families within and across societies. We consider how public policies—such as those aiding needy families (TANF) and recognizing same-sex marriage—affect families and how family

members work to influence public policies. We draw on contemporary media representations of families and their challenges in order to evaluate sociological theories. *L. Waite. Winter, 2007.*

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, 2008.*

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 theoretical explanations of the characteristics of Japanese society but also a profound opportunity to critically review and study selected sociological theories. *K. Yamaguchi. Spring, 2007.*

20129/30129. Economic Development in the Inner City. (=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 early twenty-first century, as well as 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. Offered 2007-08; not offered 2006-07.*

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 outcome of a social or political movement. *D. Zhao. Spring.*

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. Autumn.*

20140. Qualitative Field Methods. (=CRPC 20140) 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.*

20143/30143. Work and Occupations. This course surveys the basic literatures on work in advanced societies. Topics include the division of labor, occupational solidarity and structure, and career patterns and experience. This course combines social structural and cultural approaches and is generally at the macro level, although not ignoring the social-psychological literatures on work experience. *A. Abbott. Winter, 2008.*

20144/30144. War and State Formation in Early China. This course is designed to convey understanding of how the warfare during China's Spring to Autumn (722 to 481 B.C.E.) and Warring States (480 to 221 B.C.E.) period facilitated the crystallization of seven major patterns of Chinese history. We discuss the imperial system, the meritocratically-selected bureaucracy, the strong state tradition, the lack of impact on politics by transcendental religions and commercial classes, the role of nomadic conquerors in expanding territories and influence, and the subordination of the army to civilian control. *D. Zhao. Spring.*

20148/30148. Sociology of Science. This course examines the institutions of science, drawing primarily on research from sociology but also from economics, anthropology, philosophy, and history. We examine the culture and practice of science; the many-layered organization of scientific activity; ways in which the scientific "system" draws inputs from society (e.g., money, students) and produces outputs for it (e.g., technologies, scientists and engineers, a "corpus"); and the role of science in governments, economies, and popular culture as well as the influence of these institutions on the evolution of scientific knowledge. *J. Evans. Autumn, 2007.*

20149/30149. Science, Knowledge, and Information. (=ANTH 25605/35805, CHSS 32300, HIPS 23301) This course opens the black box of scientific knowledge production and technological work. We draw on the new science and technology studies (STS) and on ethnographic work in surveying constructivist, actor-network, cultural, historical, and feminist approaches to the study of science and knowledge. Our first goal is to examine the theoretical concepts and empirical findings of current approaches to science and technology. We then examine how these elements extend to and are complemented by theories of information and the creative character of contemporary societies. *K. Knorr Cetina. Winter, 2007.*

20150/30150. Consumption. (=ANTH 25401/35401) The modern period was associated with industrial production, class society, rationalization, disenchantment, the welfare state, and the belief in salvation by society. We start with the question, "Why do we want things?" We then discuss theories and empirical studies that focus on consumption and identity formation, on shopping and the consumption of symbolic signs, on consumption as linked to the re-enchantment of modernity, as a process of distinction and of the globalization of frames, and as related to time and information. This course is built around

approaches that complement the “productionist” focus of the social sciences. *K. Knorr Cetina. Winter, 2007.*

20152/30152. Migration and Immigration: Causes and Consequences. (=PPHA 40300) This course reviews basic concepts, research methodology, and theories (i.e., economic, demographic, sociological, social-psychological) for all forms of spatial mobility (i.e., local moving, internal migration, immigration). Equal emphasis is given to the United States and to other world regions. The goal is to prepare students for independent research and/or policy investigation on a wide range of topics and issues pertaining to the voluntary and involuntary spatial movement of people in the modern world. *D. Bogue. Autumn.*

20156/30156. Sociology of Law. This course introduces the sociology of law and broader issues of law and society, but is not a course on criminology. After reviewing the major classical perspectives in the sociology of law, we examine the sociological perspective on the relationship between social structure and legal systems and action. Substantive topics include the structure of the legal profession, law and organizations, inequality and the law, law and social reform, and the structure of disputes. *R. Lancaster. Winter, 2008.*

20157/30157. Mathematical Models. This course examines mathematical models and related analyses of social action, emphasizing a rational-choice perspective. About half the lectures focus on models of collective action, power, and exchange as developed by Coleman, Bonacich, Marsden, and Yamaguchi. Then we examine models of choice over the life course, including rational and social choice models of marriage, births, friendship networks, occupations, and divorce. Both behavioral and analytical models are surveyed. *K. Yamaguchi. Spring.*

20160/30160. Social Behavior and Health. This course surveys major literature in Medical Sociology with a focus on social behavior and health. It provides an overview of a broad range of topics including social construction of illness, medicine as an institution of social control, stress process theory and models, socioeconomic status and health, and the behavioral models of health care utilization. *Y. Yang. Spring, 2007.*

20161/30161. Survey Analysis II. A continuation of SOCI 20111, this course offers further practice in data analysis, statistical argumentation, and effective writing with some attention to tabular analysis. *J. Davis. Spring.*

20164/30164. Max Weber and Economic Sociology. This course presents a reading of Weber’s classic work relating the development and operation of modern economies with other spheres of social life. Through discussion, memos, and some additional readings, we explore, critique, and extend these themes. *J. Evans. Spring, 2008.*

20165/30165. Sociology of Knowledge. This course presents an exploration of the ways in which social relationships shape the acquisition, development,

organization, transmission, and forgetting of knowledge in a variety of domains: from the passage of urban legends to the organization of science to the knowledge revolutions and re-education associated with ideologically charged regime changes. We also consider the recursive effect of knowledge on social organization. *J. Evans. Spring, 2008.*

20166/30166. Sociology of Health and the Life Course. This course first introduces major principles of the life-course paradigm that are key to understanding sociological views of the life course and their implications for health. This is followed by a brief review of the key methodological issues including definitions, operationalizations, heterogeneity, and data and longitudinal methods. A discussion of empirical studies addresses three major areas: age of onset vs. periods of risk for illness, social structure and stratification of life course, and the effect of early life conditions on late life health. Within each area, the focus is on aging and mental health and illness. *Y. Yang. Spring, 2008.*

20168. Work and Employment. This course surveys the sociological dimensions of employment, its consequences, and the social structures by which it is organized in industrial societies. The dimensions of employment are numerous (e.g., earnings, prestige, autonomy, training requirements, power over others, opportunities for job mobility, physical demands, working conditions). Similarly, employment affects an enormous range of phenomena (e.g., physical and mental health, family formation, political behavior). Employment is organized by a variety of overlapping institutions and organizations (e.g., occupations, industries, labor markets, career lines, firms, unions classes). *R. Stolzenberg. Autumn, 2006.*

20169/30169. Global Society and Global Culture: Paradigms of Social and Cultural Analysis. (=ANTH 25710/35710) This course introduces major theories of globalization and core approaches to global society and global culture. We discuss micro- and macroglobalization, cultural approaches to globalization, systems theory, discourse approaches, and the “strong program” in globalization studies. Topics include a section on the ethnography of the global, empirical studies that illustrate the interest and feasibility of globalization studies, and critical studies of dimensions of globalization. *K. Knorr Cetina. Autumn, 2006.*

28023. The Sociology of Music. This course is in two parts. One considers the consumption and uses of music, including how music is involved in social stratification, identity formation, structural domination, and social movements. The other considers the social processes underlying the creation of music, including the support structures of an art world and the micro-level interactions through which musicians work with one another. Case studies focus mostly, but not exclusively, on jazz. *N. Dempsey. Winter, 2007.*

28024. Gender and Sport in Society. This course introduces major influential works in gender theory and the sociology of sport. The world of sport is typically held up as the epitome of hegemonic masculinity. The increasing entrance into, and visibility of, women in sport generates questions regarding how we think about what gender is, how it operates or manifests, and how it intersects with

other dimensions of social life (e.g., race/ethnicity and socioeconomic factors). *J. Hanis. Spring, 2007.*

28025. The Social Construction of the Self. This course explores the roles of the social in producing, giving meaning to, and transforming the self. It investigates how social, cultural, and historical contexts shape the way we view our selves, asking what stabilizes a self and what makes it change. Case studies are from various cultures and historical periods, with special attention to psychoanalysis and Buddhist meditation as (social?) practices of self-transformation. *M. Pagis. Autumn, 2006.*

28026. Punishment and Inequality. This course exposes students to an emerging field of scholarship linking the study of inequality and crime and punishment through the lens of the prison complex. At the close of this course, students should be able to articulate various reasons for incarceration/punishment. Furthermore, students should be able to develop arguments around the causal relationships between crime and inequality. *J. Eason. Winter, 2007.*

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

29998. Senior Seminar. *PQ: Open only to students with fourth-year standing who are majoring in sociology. Must be taken for a quality grade.* This course is a forum for students to present their B.A. papers. Students typically take this three-quarter sequence in the Autumn, Winter, and Spring Quarters of their fourth year. Each quarter counts as one-third course credit; however, students formally register for only one quarter, usually Spring Quarter. 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 departmental office. *Autumn, Winter, Spring.*

29999. B.A. Honors Paper. *PQ: Consent of instructor and program chair. Students are required to submit the College Reading and Research Course Form. May be taken P/F 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 prior 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: Advanced standing and consent of instructor.* For course description, see Geographical Studies. *M. Conzen. Autumn.*