

Social Sciences

The distinguished American sociologist, David Riesman, who played a major role in the creation of the general education program in the social sciences at Chicago, once observed that it was only with a “marvelous hubris” that students were encouraged to range over such “large territory” in the social sciences. Indeed, since the 1940s, yearlong sequences designed to introduce students to different types of social scientific data and different forms of social sciences inquiry have become a permanent feature of the Chicago curriculum. Although considerable variety manifests itself in the way the social sciences courses in general education are organized, most of the sequences are informed, as Robert Redfield once suggested, by an attempt “to communicate the historical development of contemporary society” and by an effort “to convey some understanding of the scientific spirit as applied to social problems and the capacity to address oneself in that spirit to such a problem.” By training students in the analysis of social phenomena through the development and use of interdisciplinary and comparative concepts, the courses also try to determine the characteristics common among many societies, thus enabling the individual to use both reason and special knowledge to confront rapid social change in the global world of the late twentieth century.

The Social Sciences Collegiate Division offers several social science and civilization sequences in the general education program. It also offers specialized courses that provide a particularly interdisciplinary or comparative theoretical perspective and may be of interest to students in a variety of majors. The latter set of courses should also be considered as attractive possibilities for electives.

Courses: Social Sciences (SOSC)

General Education Sequences

11100-11200-11300. Power, Identity, and Resistance. *PQ: Must be taken in sequence. G. Herrigel, Staff. Autumn, Winter, Spring.*

11100. This quarter looks at the relationship between the economy and power in the age of Capitalism. It examines topics such as the nature of economic process, the logic of the division of labor, the prevalence and character of exploitation in economic relationships, and the scope for political intervention in the economy. Also considered are the roles of values and culture in economic process, as well as the historical and cultural variability of the boundaries between the economy, society, and politics. Readings include classic works in modern political economy and its critique by Adam Smith, Karl Marx, and Emile Durkheim.

11200. *PQ: SOSC 11100.* The focus of this quarter is on the relationship between politics and power in the modern age. The course begins by investigating the classical liberal emphasis on individuals and individualism, and its distinct understanding of government as a contract and of the role of

the political in maintaining order and protecting the rights of its citizens. The course then considers criticisms of the liberal conception coming from both the left and the right. Questions of equality, liberty, rights, identity, boundary, order, and history preoccupy us. Readings include texts by Hobbes, Locke, Rousseau, Burke, Wollstonecraft, Mill, Nietzsche, Schmitt, and Gandhi.

11300. PQ: SOSC 11200. Spring Quarter analyzes the way in which the themes of the first two quarters worked themselves out in the history of the twentieth century. The course begins by examining debates about revolution and reform, national socialism, and the viability of democracy. The middle of the course examines debates about the nature of modern capitalism and the possibility of reforming it. Themes here are the emergence of the welfare state and the changing character of opposition in the middle of the century. The final part of the course considers the emergence of identity politics and the growing importance of human rights in oppositional discourse at century's end. Readings include texts by Lenin, Trotsky, Luxemburg, Gentile, Hayek, Polanyi, Marcuse, Foucault, Martin Luther King, and Malcolm X.

12100-12200-12300. Self, Culture, and Society. *PQ: Must be taken in sequence. M. Postone, B. Cohler, W. Sewell, Staff. Autumn, Winter, Spring.*

12100. In this quarter, we explore the nature and development of modern society through an examination of theories of capitalism. The classic social theories of Smith, Marx, and Weber, along with contemporary ethnographic and historical works, serve as points of departure for considering the characterizing features of the modern world, with particular emphasis on its social-economic structure and issues of work, the texture of time, and economic globalization.

12200. PQ: SOSC 12100. In this quarter, we focus on the relation of culture, social life, and history. On the basis of readings from Durkheim, Lévi-Strauss, Sahlins, Foucault, Benjamin, Adorno, and other anthropologists and cultural theorists, we investigate how systems of meaning expressed through metaphors, symbols, rituals, and narratives constitute and articulate individual and social experience across a range of societies, including our own, and how those systems of meaning change historically.

12300. PQ: SOSC 12200. In this quarter, we concern ourselves with the question of how personhood is constructed socially, culturally, and historically. Our considerations include issues of gender, sexuality, and ethnic identity, through the study of the wide range of approaches found in the works of Freud, Goffman, Vygotsky, de Beauvoir, Fanon, and others.

13100-13200-13300. Democracy and Social Science. *PQ: Must be taken in sequence.* How does the democratic process work in practice? What role can social scientific knowledge play in public policy and decision making? How does the democratic process know "what the public wants?" This course explores these questions by examining classic and contemporary points of view on democracy,

equality, public opinion, and representation. The course's aim is to understand the democratic process from a social scientific point of view, as well as to show the role of social science in that process. The course involves work of three kinds, taken up in the three quarters seriatim. In Autumn Quarter, we read classic works on democracy and exemplars of social scientific approaches; we will read John Dewey, deductivists (such as Anthony Downs), inductivists (such as Robert Dahl), and ethnography (Jonathan Rieder). In Winter Quarter, students examine major social policy issues, both through reading classic analyses and through gaining hands-on practice at empirical analysis of social issues using the General Social Survey, the National Voting Studies, and other data sets. A central focus of Winter Quarter is on the practice of empirical social analysis from the philosophy of science to techniques of empirical analysis. In Spring Quarter, students study a particular policy area (the course in the past has used education, welfare, and the policy process in general but may choose new areas as faculty interest dictates) and prepare an empirical research paper on a topic they choose. *J. Brehm, Staff. Autumn, Winter, Spring.*

14100-14200-14300. Mind. *PQ: Must be taken in sequence.* This sequence explores how people think and understand. The course examines these questions at the levels of the brain, the mind, and society. We explore how people apprehend reality, what is innate versus what is learned, the development of thought in children, the logic of causal, functional, and evolutionary explanations, the ideal of rationality, and how different languages and cultures lead to different ways of seeing and thinking about the world. *T. Regier, Staff. Autumn, Winter, Spring.*

15100-15200-15300. Classics of Social and Political Thought. *PQ: Must be taken in sequence.* What is justice? What makes a good society? This sequence examines such problems as the conflicts between individual interest and common good; between morality, religion, and politics; and between liberty and equality. We read classic writings from Plato, Aristotle, and Augustine to such great founders and critics of modernity as Machiavelli, Hobbes, Locke, Rousseau, Constant, Tocqueville, Mill, Marx, Nietzsche, and Weber. Writing before our departmentalization of disciplines, they were at the same time sociologists, psychologists, political scientists, economists, and moralists; they offer contrasting alternative conceptions of society and politics that underlie continuing controversies in the social sciences and in contemporary political life. *D. Allen, R. Gooding-Williams, N. Lazar, N. Luxon, D. Levine, M. Lilla, P. Markell, J. McCormick, P. Nordeen, R. Pippin, W. Schweiker, N. Tarcov, I. Young. Autumn, Winter, Spring.*

Collegiate Courses

02980. Practicum. (=HUMA 02980) *Must be taken for P/F grading; failure to complete the course requirements will receive an F on their transcript (no W will be granted). Students receive .25 course credits at completion of course.* This course is for students who secure a summer internship. For details, visit https://frogs.uchicago.edu/internships/course_credit.cfm. Students write

a short paper (two to three pages) and give an oral presentation reflecting on their internship experience. *Course meets twice (June 3, 2006, from 4 to 5 p.m.; September 23, 2006, from 3 to 5 p.m.). Course fee \$150; students in need of financial aid should contact Susan Art at 702-8609. A. De Gifs. Summer.*

20200/30900. Survey Research Overview. (=SOC1 20118/30118) For course description, see Sociology. *This single-quarter course is offered each Autumn and Winter Quarter. M. Van Haitzma. Autumn, Winter.*

21100-21200. Music in Western Civilization. (=HIST 12700-12800, MUSI 12100-12200) *Prior music course or ability to read music not required. This two-quarter sequence meets the general education requirement in civilization studies. It may not be used to meet the general education requirement in the dramatic, musical, and visual arts.* For course description, see Music.

21100. Music in Western Civilization: To 1750. *Students must confirm enrollment by attending one of the first two sessions of class. A. Robertson. Winter.*

21200. Music in Western Civilization: 1750 to the Present. *Students must confirm enrollment by attending one of the first two sessions of class. Spring.*

21700-21800-21900. Introduction to Linguistics I, II, III. (=ANTH 27001-27002-27003/37001-37001-37003, LING 20100-20200-20300/30100-30200-30300) *Must be taken in sequence.* For course description, see Linguistics. *A. Dahlstrom, Autumn; J. Riggle, Winter; M. Silverstein, Spring.*

22000-22100-22200. Islamic Thought and Literature I, II, III. (=NEHC 20601-20602/30601-30602) *Students can meet the general education requirement in civilization studies by taking NEHC 20601 and 20602 and/or 20603.* For course description, see Near Eastern Languages and Civilizations (Near Eastern History and Civilization). Texts in English. *W. Kadi, Autumn; J. Perry, Winter; O. Bashkin, Spring.*

22400. Rhetorical Theories of Legal and Political Reasoning. (=HUMA 21400, ISHU 22800/32800, LLSO 22400) For course description, see Law, Letters, and Society. *W. Olmsted. Winter.*

22500-22600. Introduction to African Civilization I, II. (=AFAM 20701-20702, ANTH 20701-20702, HIST 10101-10102, HUDV 21401 [20702]) *General education social science sequence recommended. This sequence meets the general education requirement in civilization studies.* For course description, see Anthropology. *D. Levine, Autumn; J. Cole, Winter.*

23000-23100. Introduction to the Civilization of South Asia I, II. (=ANTH 24101-24102, HIST 10800-10900, SALC 20100-20200, SASC 20000-20100) *Must be taken in sequence. This course meets the general education requirement in civilization studies.* For course description, see South Asian Languages and Civilizations. *M. Alam, Winter; R. Majumdar, Spring.*

23500-23600-23700. Introduction to the Civilizations of East Asia I, II, III. (=EALC 10800-10900-11000, HIST 15100-15200-15300) *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies.* For course description, see East Asian Languages and Civilizations (Interregional). *Autumn, Winter, Spring.*

24000-24100. Introduction to Russian Civilization I, II. (=HIST 13900-14000, RUSS 25100-25200) *Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* This two-quarter, interdisciplinary course studies geography, history, literature, economics, law, fine arts, religion, sociology, and agriculture, among other fields, to see how the civilization of Russia has developed and functioned since the ninth century. The first quarter covers the period up to 1801; the second, since 1801. The course has a common lecture by a specialist in the field, usually on a topic about which little is written in English. Two weekly seminar meetings are devoted to discussion of the readings, which integrate the materials from a variety of interdisciplinary perspectives. The course attempts to inculcate an understanding of the separate elements of Russian civilization. Emphasis is placed on discovering indigenous elements of Russian civilization and how they have reacted to the pressures and impact of other civilizations, particularly Byzantine, Mongol-Tataric, and Western. The course also considers problems of the social sciences, such as the way in which the state has dominated society, stratification, patterns of legitimization of the social order, symbols of collective social and cultural identity, the degrees of pluralism in society, and the autonomy an individual has vis-à-vis the social order. Also examined are such problems as the role of the center in directing the periphery and its cultural, political, and economic order; the mechanisms of control over the flow of resources and the social surplus; and processes of innovation and modernization. *This course is offered in alternate years. R. Hellie. Autumn, Winter.*

25100. Urban Structure and Process. (=GEOG 22700/32700, SOCI 20104/30104) For course description, see Sociology. *S. Sassen. Autumn.*

25300. Social Welfare in the United States. (=PBPL 25300, SSAD 45001) This course examines the evolution of social welfare provisions in American society. Special emphasis is placed on who is helped and who is not, in what forms, under what auspices, and with what goals. The changing nature of helping is analyzed with particular attention to the changing role of the state. Readings and discussion focus on provisions for the poor, for children and families, and for the mentally ill. Comparisons are made with other industrialized countries. *H. Richman. Spring.*

25501-25502-22503. Foundations of Education. *PQ: Consent of instructor and concurrent registration in SOSOC 30401. Must be taken in sequence during the same academic year. Credit for each quarter is granted if all three courses are completed successfully.* This is a yearlong sequence on the foundations of education in urban contexts. *Autumn, Winter, Spring.*

25501. Schools and Communities. This course focuses on communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as students explore questions about why we have public schools, why they are organized as they are (especially in urban contexts), and how these institutions might be reformed. The topics covered represent essential intellectual perspectives for any professional who seeks to work in an urban school context. This course has been designed to afford students with multiple analytic lenses to complement and integrate students' field experiences, tutoring work, and "soul strand" reflections across the year. The course project requires students to use what they have learned to conduct an in-depth school study. *Autumn.*

25502. Human Development and Learning. The focus of this course is the child, and the course provides a variety of lenses through which to look at children. Using the rich professional resources of the Center for Urban School Improvement and the University of Chicago Charter School, students are introduced to approaches to observing children for different purposes; the prominent, and sometimes contradictory, theories of learning and child development; what we know about motivation and engagement and implication for the classroom; and the sociocultural contexts that influence both student performance and the way we look at children. Each section of the course includes an observation assignment that builds towards the final assignment of producing a study of a schoolchild that the student has tutored. *Winter.*

25503. Teaching and Learning in Urban Schools. In this course, students not only survey philosophies of education but also participate in philosophy by engaging in the kind of questions to which philosophers seek answers. The guide is John Dewey, the philosopher who has left the deepest stamp on the University of Chicago in general and the Urban Teacher Preparation Program (UTEP) in particular. This course includes a look at the work of Dewey, his contemporary counterparts, and his critics. Students also explore the influence of philosophy on teaching and learning, especially as it pertains to curriculum. For the final assignment, students conduct a teacher study and revise their own philosophy in light of the course readings and discussions. *Spring.*

26100-26200-26300. Introduction to Latin American Civilization I, II, III. (=ANTH 23101-23102-23103, HIST 16101-16102-16103/36101-36102-36103, LACS 16100-16200-16300/34600-34700-34800). *May be taken in sequence or individually. This sequence meets the general education requirement in civilization studies.* For course description, see Latin American Studies. *This course is offered in alternate years. E. Kouri, Autumn; Staff, Winter, Spring.*

26400. The Russian Law Code (Ulozhenie) of 1649. (=FNLD 25400, HIST 23600/33600, LLSO 25400) For course description, see History. *R. Hellie. Winter.*

26900. The Complex Problem of World Hunger. (=BIOS 02810, BPRO 24800, ENST 24800) *PQ: Third- or fourth-year standing.* For course description,

see Big Problems. *J. Malamy, D. Levine. Spring. Offered 2007-08; not offered 2006-07.*

28200-28300. Problems in Gender Studies. (=ENGL 10200-10300, GNDR 10100-10200, HUMA 22800-22900) *PQ: Second-year standing or higher. Completion of the general education requirement in social sciences or humanities, or the equivalent. May be taken in sequence or individually.* For course description, see Gender Studies.

28200. Problems in the Study of Gender. *S. Michaels, Winter; L. Auslander, Spring.*

28300. Problems in the Study of Sexuality. *S. Michaels, Autumn; B. Cohler, Winter.*

28601. Creation and Creativity. (=ANTH 27610, BPRO 27600, ISHU 27650) *PQ: Third- or fourth-year standing.* For course description, see Big Problems. *P. Friedrich, K. Mitova. Spring, 2007.*

29000. History and the Russian Novel. (=HIST 23601/33601, RUSS 25900/35900) For course description, see History. *R. Hellie. Autumn.*

29500. Readings in Social Sciences in a Foreign Language. *PQ: At least one year of language. Students are required to make arrangements with appropriate instructors and obtain consent of senior adviser. Students are required to submit the College Reading and Research Course Form. Autumn, Winter, Spring.*

29700. Independent Study in the Social Sciences. *PQ: Consent of instructor and senior adviser. Students are required to submit the College Reading and Research Course Form. Summer, Autumn, Winter, Spring.*

29900. B.A. Paper in Russian Civilization. *PQ: Consent of instructor and undergraduate program chair. Students are required to submit the College Reading and Research Course Form.* This is a reading and research course for independent study related to B.A. research and B.A. paper preparation. *Summer, Autumn, Winter, Spring.*

30401. Elements of Literacy Instruction I. *PQ: Consent of instructor and concurrent registration in SOSC 25501-25502-25503.* This course lasts for the entire first year of the program and directly supports the clinical work of tutoring three elementary students. The objectives of this course are to help students gain an understanding of the ways in which children approach literacy-related tasks and to have an initial experience with some elements of the Balanced Literacy Framework. Through tutoring experiences and course work, students are introduced to a variety of instructional and assessment strategies related to literacy (e.g., STEP assessment, running records, guided reading) with an emphasis on using data to support instructional decisions. Students are required to document each tutoring lesson and communicate with both parents and teachers regarding student progress. Sessions are organized around a case study format as well as observations and video of exemplary practice. Student video is shared and analyzed. *Autumn, Winter, Spring.*