

Sociology

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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 provides an introduction to the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we begin by exploring questions of causality and the epistemology of social research. Then we turn to examine the basic practices that are a component of all methods of social research through an examination of some of the predominant methods in sociological practice, including interviews,

ethnography, surveys, and historical research. Students will spend the quarter working on a series of assignments that will culminate in a research proposal for their B.A. thesis.

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)

This course is open only to students who are applying for honors.

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)
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* *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 who are applying for honors must also register for SOCI 29999 (B.A. Paper) for a total of thirteen 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 for *P/F* grading 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*. Students who are applying for honors must also register for SOCI 29999 (B.A. Paper) for a total of thirteen courses.

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 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, 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, M. Small, R. Stolzenberg, R. Taub, L. Waite, K. Yamaguchi, Y. Yang, D. Zhao

Courses: Sociology (SOCl)

20001. Sociological Methods. This course provides an introduction to the philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we begin by exploring questions of causality and the epistemology of social research. Then we turn to examine the basic practices that are a component of all methods of social research through an examination of some of the predominant methods in sociological practice, including interviews, ethnography, surveys, and historical research. Students will spend the quarter working on a series of assignments that will culminate in a research proposal for their B.A. thesis. *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. Evans. 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 who are 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.*

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. *O. McRoberts. 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 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.*

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 demonstrates how the hierarchical linear model can be applied to a range of problems. *S. Raudenbush. Spring.*

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.*

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) 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.*

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 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.*

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.*

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. Winter.*

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. Winter.*

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.*

20146/30146. Culture and Politics. This course explores how cultural activities (e.g., rap, rock, martial arts) can mobilize and legitimate political constituencies (e.g., Black Power, gays). We examine U.S. and global examples, with a focus on subcultural and regional transformations. Topics include how political leaders frame and spin images through music and talk shows; how culture and politics blend in post-industrial society, which is increasingly driven by knowledge and consumption; how personal acts defining identity (eating vegan) can grow into social movements (eco-protest), and how new cultural groups conflict with each other and transform the dynamics of class, party, interest groups, and clientelism. *T. Clark. Autumn.*

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.*

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. Spring.*

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.*

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. Autumn.*

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.*

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.*

20183/30183. Simmel's *Soziologie*. (=FNDL 21212) Although Georg Simmel's *Soziologie* has been the only work to have influenced American sociology in every decade of the twentieth century, the book (which Robert Park once called the greatest work in sociology ever written) has never before been translated into English in its entirety. This course considers the ten chapters of this exceptionally seminal opus in ten weeks, drawing on just-finished critical translations by a team of young scholars from the University of Chicago. Text in English. *D. Levine. Spring.*

28030. The Hospital as a Small Society. This course examines how professions and organizations structure hospitals. Topics include how deviance is transformed to "sickness," how institutions produce insanity, and how medical students manage uncertainty. We focus on the hospital as a location for observing the intersection of these processes, examining if and how practicing as a physician has been reshaped by the increased penetration of organizational controls into medicine. *D. Menchik. Spring.*

28031. Immigration and Its Discontents. This course examines the diversity of U.S. immigrants' origins, contexts of reception, and adaptation experiences. As a survey course, it introduces students to a variety of theoretical and empirical issues central to the sociology of immigration. The following three central questions drive the course: Where are immigrants from, and why do they come to the United States? How do immigrants become integrated into American institutions? What is the impact of social relations on acculturation and ethnic identity? *M. Howe. Spring.*

28032. HIV: Sociological Perspectives. HIV/AIDS is one of the world's greatest social problems, with more than 40 million victims around the world and millions more at risk. This course seeks to critically examine the social distribution, causes, and dynamics of the epidemic by looking at its intersection with factors such as gender, youth, networks, and economy. While the predominant focus of the course is on sub-Saharan Africa where 60 percent of HIV victims reside, global comparisons are also considered. *S. Mojola. Spring.*

28033. Work and Play. This course surveys the most influential theoretical and empirical studies on work and play. We explore how the different logics of work as activity for an end and play as activity as an end shape our lives at school and on the job, relations to friends and family, hobbies and sports, tournaments and festivals, and games and gambling, as well as travel, sightseeing, and outdoor recreation. We address schools of thought that help us understand the relationship between work and play as a historically and culturally contingent phenomenon and provide answers to questions as various as why we work as much as we do, why leisure can be more demanding than work, why play can be serious, and why work can be a game. *S. Bargheer. Autumn.*

28036. Pierre Bourdieu and Contemporary Social Theory. Over the last twenty years, French sociologist Pierre Bourdieu has emerged as one of the major theorists in the social sciences. Because of its ambition and extensiveness, Bourdieu's intellectual project has triggered discussions, interpretations, and criticisms. His work is therefore an interesting starting point from which to capture a broad range of debates in social sciences. This course begins with an introduction of Bourdieu's main concepts and explores what he termed his sociology of domination. We then turn to concrete discussions of empirical cases, since one main goal of the course is to assess the working "toolbox" Bourdieu provided for social scientists. We therefore investigate subfields in which his work is currently used, discussed, or criticized (e.g., education, urban ethnography, globalization, consumption, gender). *E. Ollion. Spring.*

29997. Readings in Sociology. *PQ: Consent of instructor and program chair. Students are required to submit the College Reading and Research Course Form. With consent of instructor, students may take this course for P/F grading if it is not being used to meet requirements for the sociology major. 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. Open only to students who are applying for honors. Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade. 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.* Once a governmental policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers. We explore how obstacles emerge because of problems of hierarchy, competing goals, and cultures of different groups. We then discuss how they may be overcome by groups, as well as by creators and by those responsible for implementing programs. We also look at varying responses of target populations. *R. Taub. Spring.*

30303. Urban Landscapes as Social Text. (=GEOG 42400) *PQ: Advanced standing and consent of instructor.* This seminar explores the meanings found in varieties of urban landscapes, both in the context of individual elements and composite structures. These meanings are examined in relation to three fundamental approaches that can be identified in the analytical literature on landscapes: normative, historical, and communicative modes of conceptualization. Emphasis is placed on analyzing the explicitly visual features of the urban landscape. Students pursue research topics of their own choosing within the general framework. *M. Conzen. Autumn.*