

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.

Students are encouraged to select a faculty member to serve as an adviser. In addition, each student is assigned to a preceptor. Students should address technical questions regarding the program (e.g., required courses, petitions) with the preceptor or the program chair. Students may wish to contact their faculty adviser to address general questions regarding the discipline of sociology or to design an individualized program of study.

Course Requirements. Students pursuing a BA 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 philosophy and practice of social research. Working from the idea that the research process is fundamentally a critical dialogue, we first explore questions of causality and the epistemology of social research. We then study the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, and archival research. Students spend the quarter working on a

series of assignments that culminates in a research proposal for the BA 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. *BA 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)
1	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 who are applying for honors must also register for SOCI 29999 (BA Paper) for a total of thirteen courses.*

BA Paper. 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. While students are required to attend the senior seminar in Spring Quarter of their third year and in the Autumn and Winter Quarters of their fourth year, they may register for the seminar in any one of the three terms. (Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of the trip.) The completed thesis is submitted during Spring Quarter 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 BA 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 (BA 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). Students may enter the program at any time during their second year, but no later than the end of the Autumn Quarter in their third year. Before graduation, students are required to submit a brief exit survey.

Handbook. Students interested in pursuing the BA 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, D. Bogue, T. Clark, E. Clemens, J. L. Comaroff, J. Davis, J. Evans, A. Glaeser, K. Knorr Cetina, R. Lancaster, E. Laumann, C. Lee, D. Levine, J. Martin, O. McRoberts, S. Raudenbush, M. Riesebrodt, K. Schilt, M. Small, R. Stolzenberg, R. Taub, L. Waite, K. Yamaguchi, Y. Yang, D. Zhao

Courses: Sociology (soci)

20001. Sociological Methods. This course introduces 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 in-

depth examination of interviews, ethnography, surveys, and archival research. Assignments culminate in a research proposal for the BA thesis. *R. Lancaster. Spring.*

20002. Social Structure and Change. This course introduces 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. *J. Martin. 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.*

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. Autumn.*

20104/30104. Urban Structure and Process. (=CRES 20104, 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.*

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. We pay particular attention to ways in which the organization of education affects students' life chances. *C. Bidwell. Winter.*

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: Introductory social sciences course.* After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores 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 (e.g., AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices. *E. Laumann. Spring.*

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. Spring.*

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.*

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

together with literature on conflict by economists, sociologists, psychologists, and philosophers. We ask: what is conflict? What forms does it take? Is conflict good or bad? What are the sources, dynamics, and consequences of social conflict? How can conflict be controlled? Physical training on the mat complements 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) The goal for each student in this course 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. *M. Van Haitsma. Autumn.*

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.*

20123. The Family. (=GNDR 20100) *PQ: At least one basic course 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 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.*

20126/30126. Japanese Society: Functional/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.*

20131/30131. Social and Political Movements. This course provides a general overview and a synthesis on theories of social and political movements. We emphasize 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. (=CRES 20140) This course introduces techniques of, and approaches to, ethnographic field research. We emphasize 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.*

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 BCE) and Warring States (480 to 221 BCE) 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. Winter.*

20148/30148. Sociology of Science. (=HIPS 26502) This course examines science as an institution, drawing primarily on research not only from sociology but also from economics, philosophy, history, and interdisciplinary approaches. 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, articles, certainty), the role of science in governments and economies, and the influence of these and other institutions on the evolution of scientific knowledge. *J. Evans. Spring.*

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. Autumn.*

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.*

20173/30173. Inequality in American Society. (=CRES 20173/30173) This course is intended as a complement to SOCI 20103 for first- and second-year students who are majoring in sociology, but is open to other students who have had little exposure to current research in inequality. We cover the basic approaches sociologists have employed to understand the causes and consequences of inequality in the United States, with a focus on class, race, gender, and neighborhood. We begin by briefly discussing the main theoretical perspectives on inequality, which were born of nineteenth century efforts by sociologists to understand modernization in Europe. Then, turning to contemporary American society, we examine whether different forms of inequality are persisting, increasing, or decreasing—and why. Topics include culture, skills, discrimination, preferences, the family, and institutional processes, addressing both the logic behind existing theories and the evidence (or lack thereof) in support of them. *M. Small. Spring.*

20175. The Sociology of Deviant Behavior. (=GNDR 20170) This course examines how distinctions between “normal” and “deviant” are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, “satanic” daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a “culture of fear.” Additionally, we investigate the impact on individuals of being labeled “deviant,” either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society. *K. Schilt. Autumn.*

20178. Management and Organizations. This course introduces social science approaches to life within organizations, with a focus on the singular role of the manager. We explore various issues relating to management and organizational problems (e.g., competitive decision making, social networks and careers, corporate culture, negotiations, organizational design, leadership). We also explore the rise of the large corporation and the central role managers play in contemporary capitalism. *R. Lancaster. Winter.*

20179/30179. Labor Force and Employment. This course introduces key concepts, methods, and sources of information for understanding the structure of work and the organization of workers in the United States and other industrialized

nations. We survey social science approaches to answering key questions about work and employment, including: What is the labor force? What determines the supply of workers? How is work organized into jobs, occupations, careers, and industries? What, if anything, happened to unions? How much money do workers earn and why? What is the effect of work on health? How do workers and employers find each other? Who is unemployed? What are the employment effects of race, gender, ethnicity, and religion? *R. Stolzenberg. Winter.*

20184/30184. Political Culture, Social Capital, and the Arts. New work finds that certain arts and cultural activities are rising, especially among the young, in many countries. This course reviews core related concepts (e.g., political culture, social capital, legitimacy) and how they change with these new developments. Scenes, nightlife, design, the Internet, and entertainment emerge as critical drivers of the post-industrial/knowledge society. Older primordial conflicts over class, race, and gender are transformed with these new issues, which spark new social movements and political tensions. After a focus on the discussion of readings, the second part of the course is conducted as a seminar. *T. Clark. Autumn.*

20188-20189/30188-30189. Symbolizing the Social: Ethnography, Photography, and Fiction I, II. *PQ: Completion of the general education requirement in Social Sciences or Humanities plus one prior social theory course. Students must register for both courses in this two-quarter sequence.* What does it mean to symbolize social life? How do people do this? What are the advantages and disadvantages of using different methods of symbolic production (e.g., ethnography, fictional writing, photography)? We read exciting theoretical texts from such writers as Aristotle, Vico, Herder, Freud, Ricoeur, Latour, and Putnam. The course begins with the announcement of a topic (e.g., power, inequality) about which students write an ethnographic piece, produce a photo essay, and write a short story or mini-drama. Throughout the process, discussions focus on what it means to do this; and students provide practical help to each other. Final written pieces are analyzed in a group discussion. At the end of the second quarter, students present a critical essay about the advantages and disadvantages of each mode of symbolic production at a final conference. *A. Glaeser. Winter, Spring.*

20191/30191. Social Change in the United States. *PQ: Two prior sociology courses or consent of instructor.* This course provides students with concepts, facts, and methods for understanding the social structure of the contemporary United States, recent changes in the U.S. social structure, survey data for measuring social structure and social change in contemporary industrial societies, and data analysis methods for distinguishing different types of change. This course is taught by traditional and nontraditional methods: traditional by a combination of readings, lectures, and discussions; and nontraditional by in-class, “live” statistical analysis of the cumulative file (1972–2004) of the NORC General Social Surveys (GSS). *R. Stolzenberg. Autumn.*

20192/30192. The Effects of Schooling. From at least the Renaissance until some time around the middle of the twentieth century, social class was the pre-

eminent, generalized determinant of life chances in European and, eventually, American societies. Social class had great effect on one's social standing; economic well-being; political power; access to knowledge; and even longevity, health, and height. In that time, there was hardly an aspect of life that was not profoundly influenced by social class. In the ensuing period, the effects of social class have receded greatly, and perhaps have even vanished. In their place formal schooling has become the great generalized influence over who gets access to the desiderata of social life, including food, shelter, political power, and medical care. So it is that schooling is sociologically interesting for reasons that go well beyond education. The purpose of this course is to review what is known about the long-term effects of schooling. *R. Stolzenberg. Winter.*

20198. The Sociology of Intellectuals. Social scientists and political philosophers have often debated the role and influence of intellectuals in society. How do the social and political commitments, memberships, and allegiances of intellectuals affect, inform, or undermine their work? How are they affected by their relationship to the state? How does professionalization impact their role? How should one think of their responsibilities? How has the growth of the academy over the twentieth-century affected the trajectories of intellectual careers? This course addresses these questions, informed by both classic and contemporary readings by such authors as Antonio Gramsci, Max Weber, Julien Benda, W. E. B. DuBois, Pierre Bourdieu, Harold Cruse, and Russell Jacoby. Substantive cases covered include the political influence of the so-called New York Jewish intellectuals of the mid-twentieth century, the debate over the African American "talented tenth," the rise of celebrity scholars at the dawn of the twenty-first century, and the contested democratization of political opinion journalism through the blogosphere. *M. Small. Winter.*

20202. Library Research Practicum for BA Papers. This course is a practicum aimed at facilitating research for library-based BA papers and similar research papers in the social sciences. It provides a broad background in library research techniques, but also emphasizes working back and forth between research plans and actual search and assembly practices. The course aims to further develop search and knowledge-evaluation skills and to introduce the other techniques necessary for successful research in recorded data, whether physical or virtual. All students enrolled must come with a project already clearly in mind as of the first day. Since the class is a practicum, it involves continuous posting of materials and commentary on each others' work. *A. Abbott. Autumn.*

28047. Reform and the Urban School. This course explores the relationship between the goals of school reform and the social and economic conditions of American urban schools. It opens with a survey of sociological and historical perspectives on the emergence and expansion of public schooling. We also consider the impact advanced industrialization has had on urban schools and their student populations. The final part of the course uses these historical contexts and sociological concepts to analyze three reform efforts. *K. Austin. Autumn.*

28048. International Migration. This course explores the phenomenon of international migration in the United States and around the world. We cover theories of why people move, whether and how states can regulate migration flows, and how immigrants integrate into their receiving societies. We analyze immigrants' experiences in spheres of family life, health, religion, language and education, economics, public policies, and cultural participation, and explore the notion of social membership and belonging. The goal of the course is to provide the ability to recognize and critically assess major academic and public debates on immigration, as well as hands-on experience doing library and empirical research. *M. Medvedeva. Winter.*

28049. Sociological Understandings of Violence. This course examines the problem of violence as an object of inquiry for sociology. In the discipline, violence is studied in different fields and using a wide range of levels of analysis and theoretical premises. Through an overview of theories of state-formation, studies of war, conflict, crime, subjectivity and social suffering, terrorism, the works of Foucault and Bourdieu, micro-sociological approaches, and theories of collective action, the course interrogates their forms of understanding violence and analyzes their conceptual, methodological, and political implications. *P. Castaño Rodríguez. 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 program requirements. Summer, Autumn, Winter, Spring.*

29998. Senior Seminar. *PQ: Open only to students who are majoring in sociology. Must be taken for a quality grade.* This required yearlong course is a forum for students who are majoring in sociology to present their BA papers. Students attend the seminar in Spring Quarter of their third year and in Autumn and Winter Quarters of their fourth year. They may enroll during any one of these quarters, but must attend all three. They submit a completed thesis during Spring Quarter of their fourth year. Students who are not graduating in June should participate in three quarters of the senior seminar in the twelve months before graduation. Students who plan to study abroad during Spring Quarter of their third year should consult with the Undergraduate Program Chair well in advance of their trip. For a general statement about the BA paper, students should obtain the brochure *Undergraduate Program in Sociology* in the departmental office. *Autumn, Winter, Spring.*

29999. BA Honors Paper. *PQ: Consent of instructor and program chair. Open only to students who wish to be considered 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. (=CHDV 30302, PBPL 22300) *PQ: One prior 20000-level social sciences course. PBPL 22100-22200-22300 may be taken in or out of sequence.* 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.*

30314. Urban Neighborhoods and Urban Schools: Community Economic Opportunity and the Schools. (=CHDV 30304) This course explores the interplay between schools and neighborhoods and how this plays out in shaping life chances. *M. Keels, R. Taub. Winter.*