SOC 002-301 SOCIAL PROBLEMS & PUBLIC POLICIES

This course approaches some of today’s important social and political issues from a sociological vantage point. The course begins by asking where social problems come from. The main sociological perspectives of Marx, Weber and Durkheim are developed in connection with the issues of inequality, social conflict and community. We then turn to the social construction of social problems by examining how various issues become defined as social problems. This involves a consideration of the role of the media, social experts and social movements. The last section of the course considers how social problems are addressed. Here we discuss the relative strengths and weaknesses of government programs and regulations versus market-based approaches. We also discuss the role of philanthropy and volunteerism. Finally, we consider the risk of unanticipated consequences of reforms. Along the way, we will consider a variety of social issues and social problems, including poverty, immigration, crime, global warming, and education.

TR 10:30-12 JACOBS

SOC 006-401 RACE AND ETHNIC RELATIONS

The course will focus on race and ethnicity in the United States. We begin with a brief history of racial categorization and immigration to the U.S. The course continues by examining a number of topics including racial and ethnic identity, interracial and interethnic friendships and marriage, racial attitudes, mass media images, residential segregation, educational stratification, and labor market outcomes. The course will include discussions of African Americans, Whites, Hispanics, Asian Americans and multiracials.

MW 10-11 KAO

402 - REC F 10-11 STAFF
403 - REC F 11-12 STAFF
SOCI 007-401  POPULATION AND SOCIETY

The course serves as an introduction to the study of population and demography, including issues pertaining to fertility, mortality, migration, and family formation and structure. Within these broad areas we consider the social, economic, and political implications of current trends, including: population explosion, baby bust, the impact of international migration on receiving societies, population aging, racial classification, growing diversity in household composition and family structure, population and environmental degradation, and the link between population and development/poverty.

TR 10:30-12  FLIPPEN

SOCI 012-401  GLOBALIZATION

This course analyses the current state of globalization and sets it in historical perspective. It applies the concepts and methods of anthropology, history and political economy and sociology to the analysis and interpretation of what is actually happening in the course of the semester that relates to the progress of globalization. We focus on a series of questions not only about actual processes but about the growing awareness of them, and the consequences of this awareness. In answering these questions, we distinguish between active campaigns to cover the world (e.g. Christian and Muslim proselytism, opening up markets, democratization) and the unplanned diffusion of new ways of organizing trade, capital flows, tourism and the Internet. The body of the course will deal with particular dimensions of globalization, reviewing both the early and recent history of these processes. The overall approach will be historical and comparative, setting globalization on the larger stage of the economic, political and cultural development of various parts of the modern world. The course is taught collaboratively by an anthropologist, an historian, and a sociologist, offering the opportunity to compare and contrast distinct disciplinary points of view. It seeks to develop a concept-based understanding of the various dimensions of globalization: economic, political, social, and cultural.

M 2-4  GUILLEN/SPOONER

402 - REC  W 2-3  STAFF
403 - REC  F 2-3  STAFF
404 - REC  W 3-4  STAFF
405 - REC  W 3:30-4:30  STAFF
406 - REC  F 12-1  STAFF
407 - REC  F 1-2  STAFF

Created 8-12-12
Most of us are pretty good amateur sociologists, because sociology is the study of human society, human society is people organized in groups (families, churches, clubs, schools, civic associations, nation-states) and their relations with one another (people with people, people with groups or institutions)... we're all "doing it" at one level or another. It is also the case that sociology -- the subject, the field, the science -- provides some useful tools for understanding how society operates, and a sociological perspective can teach us some things that are not obvious from our day-to-day participation in social life. So this is a course about the sociology of religion, a subject that has a lot to do with belief, with meaning, and with the very organization of society itself; and we will learn a lot about religion, from a sociological perspective (to what extent is belief an individual versus a social phenomenon? where do new religions -- sects -- come from and how to they become churches? why does religion sometimes thrive and other times drift into the background?)... But it is also a way to introduce college freshman to sociology and the sociological perspective; to fundamental issues in the social sciences; and--and this is the great advantage of a freshman seminar -- to the responsibilities and rewards of intellectual life at a university.

T 3-6  
SMITH

SOCI 041-302  DIVERSITY, TECHNOLOGY AND THE PENN EXPERIENCE  
Freshman Seminar

Penn is diverse in many ways. Let us explore this diversity together and understand its subtleties. How has the word "diversity" evolved over the years? Why is it (at times) such a loaded concept? When, where and how does diversity change within various contexts? What does the concept mean in a university context? How might it change in the future? We will explore different constructions of diversity at Penn, in the context of new media. Have new technologies changed the ways in which we perceive culture, communicate and share ideas? Increasingly, we construct notions of ourselves and of others using video and social media in addition to personal experiences. How do such technologies define who we are, and the boundaries we draw to define "us" and "them"? Do sub-cultures thrive now in new ways? How does each student's journey to Penn bring in new perspectives on the university? Reflections on personal experiences in the context of theories (cultural capital, social capital ) will be a core part of this seminar. Readings and research assignments are interdisciplinary and will require critical analysis of both classic and contemporary perspectives.

MW 2-3:30  
CURINGTON
SOC 041-303  
POVERTY AND INEQUALITY 
Freshman Seminar

In this seminar, we will focus on inequality in the distribution of resources in the U.S. population. We start by examining economic deprivation, addressing questions such as: How is poverty measured in the U.S. and elsewhere? What causes poverty? What are the set of anti-poverty policy approaches that have been tried, and how effective have they been? We then focus on four domains related to economic deprivation: low-wage labor markets, health inequalities, inequalities in educational systems and outcomes, and parenting and family structure. To encourage active engagement with course material, students will be required to complete short, weekly written assignments related to the assigned readings. Students will also be required to write a policy paper related to course topics.

W 2-5  
HARKNETT

SOC 100-401  
INTRODUCTION TO SOCIOLOGICAL RESEARCH

This course will give students an understanding of the common research methods social scientists use to conduct research - in other words, we will be learning how “to do” sociology. Ethnographic, interview, survey, experimental and historical research methods will be covered. Three themes will be explored: 1) the various advantages and disadvantages of those methods, 2) when the use of one method is appropriate or inappropriate for the research question, and 3) how to evaluate researchers’ claims on the basis of the evidence they present. These themes will be explored by reading examples of and conducting exercises using each of these methods.

MW 11-12  
WILDE

402 - REC  
F 11-12  
STAFF

403 - REC  
F 12-1  
STAFF

404 - REC  
R 9:30-10:30  
STAFF

405 - REC  
R 10:30-11:30  
STAFF
This class will introduce you to sociological research on Asian American and discuss the “model minority” stereotype. We begin by a brief introduction to U.S. immigration history and sociological theories about assimilation and racial stratification. The class will also cover research on racial and ethnic identity, educational stratification, mass media images, interracial marriage, multiracials, transracial adoption, and the viability of an Asian American panethnic identity. We will also examine the similarities and differences of Asian Americans relative to other minority groups.

MW 3-4
402 - REC
KAO

F 10-11
STAFF

F 11-12
STAFF

This course examines the opposite ends of the economic spectrum in order to gain a fuller understanding of what social class is and how it affects individuals and society. Who is rich? Who is poor? How does wealth and income (or the lack of it) affect all aspects of life, including health, marriage, child rearing and education. We will also examine cultural aspects of social class (tastes and lifestyles), across generations. In addition to a midterm and final exam, each student will write a six-page research paper on a question of his or her choice.

W 2-5
TR 1:30-3

ARMENTA
KOHLER

This course develops some of the major measures used to assess the health of populations and uses those measures to consider the major factors that determine levels of health in large aggregates. These factors include the disease environment, medical technology, public health initiatives, and personal behaviors. The approach is comparative and historical and includes attention to differences in health levels among major social groups.
SOC 112-401 DISCRIMINATION: SEXUAL & RACIAL CONFLICT
Satisfies Society General Requirement
   Cultural Diversity in U.S.
   Critical Writing in the Major

This course is concerned with the structure, the causes and correlates, and the government policies to alleviate discrimination by race and gender in the United States. The central focus of the course is on employment differences by race and gender and the extent to which they arise from labor market discrimination versus other causes, although racial discrimination in housing is also considered. After a comprehensive overview of the structures of labor and housing markets and of nondiscriminatory reasons (that is, the cumulative effects of past discrimination and/or experiences) for the existence of group differentials in employment, wages and residential locations, various theories of the sources of current discrimination are reviewed and evaluated. Actual government policies and alternatives policies are evaluated in light of both the empirical evidence on group differences and the alternative theories of discrimination.

MW 2-3:30           MADDEN

SOCI 120-301 SOCIAL STATISTICS

This course offers a basic introduction to the application/interpretation of statistical analysis in sociology. Upon completion, you should be familiar with a variety of basic statistical techniques that allow examination of interesting social questions. We begin by learning to describe the characteristics of groups, followed by discussion of how to examine and generalize about relationships between the characteristics of groups. Emphasis is placed on the understanding/interpretation of statistics used to describe and make generalizations about group characteristics. In addition to hand calculations, you will also become familiar with using PCs to run statistical tests.

TR 9-10            GUILLOT

202 - REC         F 1-2           STAFF
203 - REC         F 11-12          STAFF

Created 8-12-12
SOC 125-001  CLASSICAL SOCIOLOGICAL THEORY

This course will cover the founding classics of the sociological tradition including works of Tocqueville, Marx and Engels, Weber, Durkheim, Mauss, Simmel, and G. H. Mead. We will also examine how the major traditions have continued and transformed into theories of conflict, domination, resistance and social change; social solidarity, ritual and symbolism; symbolic interactionist and phenomenological theory of discourse, self and mind.

TR 3-4:30  COLLINS

SOC 134-401  HEALTH AND SOCIAL POLICY

Health and Social Policy is an interdisciplinary seminar examining health care and social policy from domestic and international perspectives. The seminar is designed to engage undergraduate students in critical thinking about health policy issues as they affect everyone’s health care, employment, taxes, and opportunities for non-medical social investments. We will use the current national debate on health care reform as a frame of reference for examining the strengths and weaknesses of health care services in the U.S. from the perspectives of patients/families, health professionals, health services providers, insurers, employers, and public policy makers. We will consider the pros and cons of a range of prescriptions for health system improvement from across the political spectrum. There are no prerequisites; the seminar is designed as a general social science offering for undergraduates as well as for those planning careers in health care. Prefer students who are sophomores or upper division students.

M 3-6  AIKEN

SOC 135-401  LAW & SOCIETY

After introducing students to the major theoretical concepts concerning law and society, significant controversial societal issues that deal with law and the legal systems both domestically and internationally will be examined. Class discussions will focus on issues involving civil liberties, the organization of courts, legislatures, the legal profession and administrative agencies. Although the focus will be on law in the United States, law and society in other countries of Africa, Asia, Europe and Latin America will be covered in a comparative context. Readings included research reports, statutes and cases.

TR 4:30-6  FETNI
SOC 161-401  THE INFORMATION AGE

Certain new technologies are greeted with claims that, for good or ill, they must transform our society. The two most recent: the computer and the Internet. But the series of social, economic, and technological developments that underlie what is often called the "Information Revolution" includes much more than just the computer. In this course, we explore the history of information technology and its role in contemporary society. We will explore both the technologies themselves-- from telephones to computers to video games-- as well as their larger social, economic, and political context. To understand the roots of these ideas we look at the pre-history of the computer, at the idea of the "post industrial" or "information society," at parallels with earlier technologies and at broad currents in the development of American society.

TR 12-1:30  HERSCH

SOCI 222-301  FIELD METHODS OF SOCIOLOGICAL RESEARCH

This class is intended as an introduction to the field methods of sociological research, with a focus on participant-observation and interviewing. Each student will have his or her own research project. Students will produce original research as part of the course, from data collection through analysis and written results. Students will also read examples of research relying on field methods. Throughout the course we will discuss the strengths, limitations, and ethics of field methods.

TR 1:30-3  ARMENTA

SOCI 230-401  FROM MAMMIES TO MADEA: RACE AND REPRESENTATION IN AFRICAN AMERICAN FILM

How have on-screen and behind-the-scenes representations of African Americans changed over time? Are some cinematic representations of blackness more authentic than others? What is a "black" film? This CWiC critical speaking seminar offers students the opportunity to improve their public speaking skills through multi-media individual and group presentations, class discussions, and debates that focus on African American film. We start by examining African Americans' roles and responsibilities throughout several periods of film, such as the silent film era and Blaxploitation. We then use this foundation to discuss and critique past and contemporary films, roles, and representations. Topics include: blackface, fat suit comedies, African Americans and the Oscars, and black women filmmakers.

T 1:30-4:30  ERIGHA
Ideas play an intangible role in defining culture and politics. In the contemporary Middle East, mass movements and revolutions have become a familiar feature of social and political life. This course surveys some of the major revolutions and ideologies that have caused significant change in the Middle East over the last century. We will examine icons of imperialism and consider varying sources of conflict within and between states. Novels, essays, and secondary works will comprise the bulk of the readings. The weekly assignments will focus on particular themes or on works that show the nature of political change in various contexts and geographic settings. Thematic texts will be supplemented with factual information to help the students put the ideas of revolt and protest in the proper historical context.

R 11-12

SOC 231-401 REVOLUTIONARY IDEAS, IDEOLOGIES OF REVOLUTION IN THE MIDDLE EAST

SOC 233-401 CRIMINOLOGY

This introductory course examines the multi-disciplinary science of law-making, law-breaking, and law-enforcing. It reviews theories explaining where, when, by whom and against whom crimes happen. Police, courts, prisons, and other institutions are also critically examined. This course meets the general distribution requirement.

TR 12-1:30

KASHANI-SABET

ADLER
SOC 259-401  SOCIAL DETERMINANTS OF HEALTH

Why do some groups of people get sick more often than others? How do social structures and environments contribute to making people sick and making them well? What are people’s experiences of socially embedded illnesses? And what can be done to increase access to good health and to the possibility of living a long and healthy life? This course draws upon an interdisciplinary body of social scientific literature to examine evidence and theories about the ways in which poverty, race, nationality, and other social factors shape, and are shaped by, individual and population health in the U.S. and around the world. Students will gain an appreciation for the myriad ways in which biological and social factors intertwine within individuals and populations, how these enmeshed factors shape our health and sense of wellbeing, and the ways in which individuals and communities experience, understand, and attempt to ameliorate these effects. The focus of the course will be on the power of social inequality in all of its forms to bring about suffering, and the macro- and micro-mechanisms by which this happens around the world. Students will learn to distinguish between population and individual effects and will study the ways in which individuals’ experiences of health and disease reflect the complex interplay of population-level social determinants and individual lives.

TR 10:30-12  MASON

SOC 266-401  LATINOS IN UNITED STATES

This course presents a broad overview of the Latino population in the United States that focuses on the economic and sociological aspects of Latino immigration and assimilation. Topics to be covered include: construction of Latino identity, the history of US Latino immigration, Latino family patterns and household structure, Latino educational attainment, Latino incorporation into the US labor force, earnings and economic well-being among Latino-origin groups, assimilation and the second generation. The course will stress the importance of understanding Latinos within the overall system of race and ethnic relations in the US, as well as in comparison with previous immigration flows, particularly from Europe. We will pay particular attention to the economic impact of Latino immigration on both the US receiving and Latin American sending communities, and the efficacy and future possibilities of US immigration policy. Within all of these diverse topics, we will stress the heterogeneity of the Latino population according to national origin groups (i.e. Mexican, Puerto Rican, Cuban, and other Latinos), as well as generational differences between immigrants and the native born.

TR 1:30-3  PARRADO
SO CI 275-401  MEDICAL SOCIOLOGY

This course will give the student an introduction to the sociological study of medicine. Medical sociology is a broad field, covering topics as diverse as the institution and profession of medicine, the practice of medical care, and the social factors that contribute to sickness and well-being. Although we will not explore everything, we will attempt to cover as much of the field as possible through four thematic units: (1) the organization and development of the profession of medicine, (2) the delivery of health-care, especially doctor-patient interaction, (3) the social and cultural factors that affect how illness is defined, and (4) the social causes of illness. The class will emphasize empirical research especially but not only quantitative research.

MWF 10-11  SCHRINTKER

SO CI 300-301  SENIOR RESEARCH SEMINAR
THESIS WORKSHOP

Sociology Majors Only

The purpose of this course is to guide senior sociology majors in writing a research proposal for a senior honors thesis. Students will learn about various research approaches, how to write a focused literature review, and kinds of data necessary to answer a wide variety of research questions, including their own. Throughout the course, students will work on designing a research question, generation researchable hypotheses, and coming up with a design for their proposed study. The final paper for this course will be a research proposal that is the basis for students' independent research project. This course satisfies the research requirement for sociology majors and is designed primarily for seniors who are planning to write an honors thesis.

W 2-5  LEIDNER
Crime varies in time, space and populations as it reflects ecological structures and the routine social interactions that occur in daily life. Concentrations of crime can be found among locations, with antisocial activities like assaults and theft occurring at higher rates because of the demographic make-up of people (e.g., adolescents) or conflicts (e.g., competing gangs), for reasons examined by ecological criminology. Variation in socio-demographic structures (age, education ratios, and the concentration of poverty) and the physical environment (housing segregation, density of bars, street lighting) predicts variations between neighborhoods in the level of crime and disorder. Both ethnographic and quantitative research methods are used to explore the connections between the social and physical environment of areas and antisocial behavior.

MW 3:30-5  
STOKES

As part of the Criminology Department’s graduation requirements, students are expected to complete a senior thesis research project. This course will help students to develop their own research questions by focusing on conducting literature reviews, developing research questions, and thinking through research design and methodology. Students will also perform an SPSS data analysis project. The primary teaching examples for this seminar come from the ongoing data collection of Penn’s Jerry Lee Program of Randomized Controlled Trials in Restorative Justice, the largest program of field experiments in criminology. Readings will come from the disciplines of criminology, sociology, psychology, and medicine.

R 1:30-4:30  
LOEFFLER
This course provides an interdisciplinary introduction to various perspectives and philosophies that have dominated the discourse on urban poverty throughout history. The course is primarily concerned with the ways in which historical, cultural, political, racial, social, geographical, and economic forces have either shaped or been left out of contemporary debates on urban poverty. Of great importance, the course will evaluate competing knowledge systems and their respective implications in terms of the questions of "what can be known" about urban poverty in the contexts of policy circles, academic literature, and the broader social imaginary. We will critically analyze a wide body of literature seeking to theorize urban poverty, ranging from sociological; anthropological/ethnographic; geographical; Marxist; historical; social welfare; and cultural analyses. Primacy will be granted to critical analysis of course readings, particularly with regard to the ways in which various knowledge systems - or "regimes of truth" - create, sustain, and constrict meaning in reference to urban poverty.
FALL 2011
GRADUATE LEVEL COURSES

SOCI 535-401  QUANTITATIVE METHODS I
Registration REQUIRED for both the Lecture and Recitation section.

This course is an introduction to the practice of statistics in social and behavioral sciences. It is open to beginning graduate students and--with the permission of the instructor--advanced undergraduates. Topics covered include the description of social science data, in graphical and non-graphical form; correlation and other forms of association, including cross-tabulation; bivariate regression; an introduction to probability theory; the logic of sampling; the logic of statistical inference and significance tests. There is a lecture twice weekly and a mandatory “lab.”

TR 12-1:30 ALLISON
402 - REC W 11-12 STAFF
403 - REC W 3-4 STAFF
404 - REC W 5-6 STAFF

SOCI 553-301  FIELD METHODS OF SOCIAL RESEARCH

This course is designed to introduce graduate students to basic concepts and skills in ethnographic field research in sociology, including participant observation, interviewing, field documentation, and the scholarly presentation of qualitative data. Students will learn to apply these concepts and skills through an assigned set of field exercises, and will be expected to complete a semester-long project based on intensive fieldwork at a research site of their choosing. In addition, we will examine exemplars of published fieldwork in contemporary sociology.

M 2-5 GRAZIAN
SOC 555-301  PRO-SEMINAR IN SOCIOLOGICAL CONCEPTS

This graduate seminar for first-year graduate students will be a two-semester course covering the major subfields of sociology -- their classical and contemporary theories, current methods and substance.

F 9-12                  HANNUM

SOCI 602-301  PROSEMINAR IN CLASSICAL SOCIOLOGY

An overview of the German, French and Anglophone traditions in sociological theory. The major focus will be on the works of Marx and Engels, Weber, Simmel, Durkheim, Mead and Goffman, and on subsequent developments in these classic schools of theory and research.

W 9-12                  COLLINS

SOC 604-401  METHODOLOGY OF SOCIAL RESEARCH

This course will give students familiarity with the common research methods social scientists use to conduct research. Ethnographic, interview, survey, experimental and historical/comparative research methods will be covered. Four themes will be explored: 1) the basics of solid research design, 2) the various advantages and disadvantages of each method, 3) when the use of a method is appropriate or inappropriate for the research question, and 4) how to evaluate researchers' claims on the basis of the evidence they present. These themes will be explored by reading examples of and conducting exercises designed to give students hands-on experience in each of the methods. Students will conduct the exercises on a topic of their choice, which together will culminate in their final paper. The course is required and restricted to sociology and demography students.

T 1:30-4:40              WILDE
SOCI 609-401 BASIC DEMOGRAPHIC METHODS

The course is designed to introduce students to basic concepts of demographic measurement and modeling used to study changes in population size and composition. The course covers basic measures of mortality, fertility and migration; life table construction; multiple decrement life tables; stable populations; population projections; and age patterns of vital events. Students will learn to apply demographic methods through a series of weekly problem sets.

W 2-5 GUILLOT

SOC 677-301 INTERNATIONAL MIGRATION

A comprehensive review of theories and research on international migration. The course introduces the basic precepts of neoclassical economics, the new economics of labor migration, segmented labor market theory, world systems theory, social capital theory, and the theory of cumulative causation. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course also covers a history and evaluation of immigration policies around the world, and devotes significant attention to theoretical and empirical perspectives on immigrant adaptation. Within this larger topic, we will also discuss internal migration and urbanization; the relationship between gender and migration; the spatial distribution of immigrants within the United States, immigrant communities, and ethnic enclaves; and the undocumented population in the United States.

W 2-5 FLIPPEN

SOCI 707-401 DEMOGRAPHIC RESEARCH

This course is intended to hone the skills and judgment in order to conduct independent research in demography. We will discuss the selection of research topics and practical research designs. Students will get experience with proposal writing, the process of editing successive drafts of manuscripts, and the oral presentation of their work. The course is designed to be the context in which student’s 2nd year papers in demography are written. This is required course for second year students in Demography.

M 2-5 KOHLER, I
This course explores critical issues in contemporary society through the lens of digital media studies and social theory. The goal is to build constructive dialogues between digital media studies and contemporary social theory. Special attention will be given to how social theory may inform the theorizing and empirical analysis of digital culture, politics, and practices. We will read monographs on globalization, power and control, dissent and protest, self and community, and the public sphere as they relate to digital media technologies. They include works by McLuhan, Castells, Turkle, Papacharissi, Lievrouw, Bimber, W. Chun and more. These monographs will be examined alongside the works of Gramsci, Foucault, Williams, Habermas, Bourdieu, Giddens, and Melucci. Students are required to submit weekly reading reports, make oral presentations, and complete a term paper.

W 3:30-5:30

YANG
LPS COURSES  
Fall 2012

SOCI 001-601  
INTRODUCTION TO SOCIOLOGY
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)
Society Sector (All Classes)

The purpose of this course is to introduce students to provide a broad overview of the discipline of U.S. sociology including its history, theoretical approaches, methods, ethical concerns, major intellectual debates, and important figures such as Emile Durkheim, Karl Marx, Max Weber, Ida B. Wells, W.E.B. Du Bois, and Robert Park. We will read research articles about popular sociological areas of inquiry such as urban studies, race and ethnicity, gender and sexuality, the family, education, economic stratification, and housing. Some of the sociological articles address current affairs such as the subprime mortgage crisis and economic recession. We will also make connections between concepts and data patterns with sociological issues addressed in documentaries and class discussions. Students will also become familiar with aspects of the sociological research process and sources of data commonly used by sociologists as well as develop analytical and critical thinking skills.

M 5:30-8:30

NOPPER

SOCI 006-601  
RACE AND ETHNIC RELATIONS
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

The election of Barack Obama as the United States’ first Black president has raised questions about whether we have entered a post-racial society. This course examines the idea of racial progress that is at the heart of such a question, paying close attention to how social scientists have defined and measured racial inequality and progress in the last century. We will consider how dramatic demographic shifts, the growing number of interracial families and individuals who identify as mixed-race, trans-racial adoptions, and the increased visibility of people of color in media, positions of influence, and as celebrities inform scholarly and popular debates about racial progress. Along with some classic works, we will also read literature regarding the class versus race debate and color-blind racism. In the process, students will become familiar with sociological data often drawn from in debates about racial progress and will also develop analytical and critical thinking skills.

W 5:30-8:40

NOPPER

Created 8-12-12
SOCI 100-601  INTRODUCTION TO SOCIOLOGICAL RESEARCH

As a science, sociology uses various tools to establish knowledge about the social world as one step in the process of producing explanatory (and ideally, predictive) theory. The purpose of this course is to introduce students to different sociological methods, including survey research and associated quantitative/statistical analysis, interviewing, ethnography, historical-comparative and archival research, experimentation, and computer simulation. We will review basic principles for applying these methods, and discuss the assumptions behind each and the kind of insight each yields. The class is required of sociology majors, and satisfies the College Quantitative Data Analysis requirement.

M 5-8  JERNECK

SOCI 118-601  SOCIOLOGY OF BIOETHICS

The Sociology of Bioethics explores the sociological approach to bioethics. The Sociology of Bioethics is not a course in bioethics itself; rather than discussing the merits of a position (Is assisted suicide ethical?), we will ask how the debate has been framed, who is promoting which arguments, why the debate has arisen now, and how the issue is reflected in policy. In order to do so we will make use of social science research, along with philosophical treaties, legislation, and the popular media. The course is also not designed as a comprehensive treatment of the field; it will focus instead on choice topics that we will explore in depth. Our goal is to understand the nature of the bioethics profession and its modes of argumentation, and to explore the cultural, social, political, and professional underpinnings of bioethical debates.

W 6-9  JOYCE

SOCI 125-601  CLASSICAL SOCIOLOGY THEORY

The course is organized around five classical theorists: Karl Marx, Emile Durkheim, Max Weber, W.E.B. Du Bois, Simone de Beauvoir and Erving Goffman -- each of whom represents a distinct classical tradition in sociology, namely: conflict, social stratification, race, gender, social solidarity, micro-sociology. We first examine the ideas of a classical theorist in some detail, and then turn to modern theorists writing within the same tradition. By taking this approach the course is intended to provide students with a comprehensive treatment of a range of classical theories as well as the usefulness of these theories in understanding the contemporary world.

T 5:30-8:30  GORBENKO
SOCI 150-601  ETHNIC ECONOMIES AND GLOBALIZATION
Satisfies Cultural Diversity in U.S.

What drives different ethnic groups to open businesses and why are some more “successful” in entrepreneurship than others? How do different groups finance their businesses and does the U.S. government help some open firms? How is racial conflict over business competition related to global factors? This course bridges the topics and literatures of globalization, development, urban studies, the sociology of entrepreneurship and race, and Asian American studies to explore connections between ethnic entrepreneurship and globalization. We examine how US-located ethnic entrepreneurship is impacted by diplomatic ties, globalization of banking and telecommunications, foreign investment, trade, transnationalism, diasporic institutions, gentrification, deindustrialization, and immigration. In the process students become familiar with 1) examples of business patterns among ethnic groups; 2) relationship between entrepreneurship and employment opportunities; 3) differences between ethnic enclaves, ethnoburbs, and ethnic economies, and 4) data used by those studying and working in business, economic and urban development, finance, and immigration.

T 6-9  NOPPER

SOCI 235-601  LAW AND SOCIAL CHANGE

Beginning with discussion of various perspectives on social change and law, this course then examines in detail the interdependent relationship between changes in legal and societal institutions. Emphasis will be placed on (1) how and when law can be an instrument for social change, and (2) how and when social change can cause legal change. In the assessment of this relationship, the laws of the United States and other countries as well as international law, will be studied. Throughout the course, discussions will include legal controversies relevant to social change such as civil liberties, gender and the law, and issues of nation-building. A comparative framework will be used in the analysis of this interdependent relationship between law and social change.

T 6:30-9:30  FETNI
The unequal distribution of wealth and income in the U.S. and other countries has become a topic of daily conversation and political commentary thanks to the world-wide “Occupy Movement” of 2011-2012 (and counting). Yet the slogan “we are the 99%” obscures as much as it enlightens. The Movement has questioned the American ethos of opportunity and has proposed that the remaining 1% possess vastly disproportionate economic and political power. Yet within the 99% there are also great differences in income and wealth, and differences of interest based on social class, race, gender, immigration status and other factors. In this course we will look at many of the issues that have been directly or indirectly raised by the “Occupy Movement.” What are some of the more important sources and repercussions of different kinds of inequality, and what are their varying impacts on different groups of people? What are the trends in social mobility? What is the class composition of the U.S.? What is the “middle class”? Where do the poor fit into the picture? How does class connect to political power? How do social forces based on class and/or other economic indices organize to promote their interests (including politically, and from “left” to “right”)? How does this translate into cultural, including religious, issues and how does this impact political behavior? Following the election, we will briefly examine the relationship of voting behavior to some of these issues. Throughout, we will attempt to utilize both empirical and theoretical materials as a basis for discussion.
COMMUNITY ORGANIZING: HISTORY AND THEORY

Power is an ability to create change. Without access to power that might otherwise come from political, financial or personal networks, community organizing can often serve as the only viable source of power for the oppressed. Whereas organizing has unfortunately become a partisan buzzword during the 2008 presidential campaign, it has played a central role in US history since the Populist movement of the late 19th century, most notably as the foundation of the Civil Rights movement. This course will integrate the history and theories of community organizing in order to develop a praxis for each student to create change in their own communities. Focused analysis of several key texts, inquiry and problem-posing methods rooted in the student’s own context will serve as the primary means of study.

T 6-9

BECKER

MEDIA, CULTURE AND SOCIETY
MLA PROSEMINAR

This graduate proseminar relies on a variety of interdisciplinary perspectives to examine a number of emergent issues in the sociology of media and consumer culture. Specific course topics will include the globalization of branding and popular culture; the significance of aesthetics and style in everyday life; the social landscapes of virtual online communities; the importance of social networks in the diffusion of fads, fashions, and mass media; and the impact of the digital age in the contemporary social world.

M 5:30-8:40

GRAZIAN
Note on registering for LPS courses:

Courses offered through the College of liberal and Professional Studies are open to students in the College of Arts and Sciences, but LPS imposes some restrictions on registration. During the pre-registration period, most in LPS classes are reserved for LPS students. Once all of the non-reserved places are filled, College students will find that they cannot register without permission. Please be aware that the Sociology Department cannot grant permission and/or override the restrictions LPS has imposed. These registration restrictions will be lifted on the second day of classes. At that time, College students will be able to register for any LPS courses that still have openings but must go through LPS to do this. LPS'S phone number is 215-898-7326.