SOCI 001-401  INTRODUCTION TO SOCIOLOGY

Sociology is an exciting discipline and my goal in this class is to illustrate the extreme relevance of sociological concepts in explaining everyday life and current societal organizations. Sociology is the academic discipline concerned with the systematic investigation and understanding of human action and interaction. This broad definition includes everything from the actions, attitudes and beliefs of individual persons to the structures and cultures of entire societies and global regions. In this introductory course, we analyze how social structures and cultures are created, maintained, and changed, and how they affect the lives of individuals. In this course, we will reconsider our taken for granted world and examine what theory and research can tell us about our social world.

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Families shape the life chances of individuals in powerful ways. American families have also been changing in recent decades. This class provides an overview of the different kinds of families in the United States as well as the impact of family background on life chances. We will study the process of couples coming together, the ways in which the birth of a child changes a marriage, the typical kinds of conflicts that surface between husbands and wives, the influence of divorce on children, and the pleasures and challenges connected to extended family relationships. Students will have the opportunity to engage with research on topics of special interest.

**SOCI 004-401  FAMILY**

**MW 11-12**

LAREAU

402 - REC  F 10-11  STAFF
403 - REC  F 11-12  STAFF

**SOCI 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 multiracial.

**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 010-001  SOCIAL STRATIFICATION

The American Dream highlights opportunity for individuals to achieve success based on their own ability and initiative. How well does our society live up to this ideal? Who gets ahead, and who falls behind? Topics include factors that affect life chances in contemporary society: education, social class, race, ethnicity and gender.

MW 2-3:30 LAREAU
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**

| 402 - REC | W 2-3 | STAFF |
| 403 - REC | F 2-3 | STAFF |
| 404 - REC | W 5:30-6:30 | STAFF |
| 405 - REC | W 3:30-4:30 | STAFF |
SOCI 041-301 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: (1) low-wage labor markets, (2) health inequalities, (3) inequalities in educational systems and outcomes, and (4) parenting and family structure. To encourage active engagement with course material, students will be required to complete short written assignments most weeks related to the assigned readings. Students will also be required to write a policy paper related to course topics.

W 2-5

HARKNETT

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. 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. In addition to other assignments, small weekly response papers are due before each class meeting to encourage engaged discussions.

MW 2-3:30

CURINGTON
We all live in the social world, so it stands to reason that we have "a leg up" when it comes to understanding how the social world works. To some extent, it's true. But it is also the case that, stuck in our own skins as we are, we need some help in seeing "the big picture." This gives rise to the idea of systemization in social research: to *methods*.

Methods of social research are the way in which we link certain principles of observation to the ways in which we put together images of the social world. They are ideas in service to an ever-changing cause, not commandments handed down from some higher power.

Thus as we learn about the logic of comparison, the experimental model, inference from small, finite samples to the characteristics of far larger populations, the role of statistics in social science research, and the advantages and disadvantages of semi-structured observation (both participant and non-participant), we will be less learning a collection of "off-the-shelf" "tricks" than attempting to structure the way we investigated and make sense of the social world. The perspective of the text will be inclusive and balance; that of the instructor, perhaps a little less so, if comprehensive all the same.

Students will be expected to participate in course activities, to do some assignments, and to take a few short examinations at scheduled times.

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SOCI 103-401  **ASIAN AMERICAN IN CONTEMPORARY SOCIETY**

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  F 10-11  KAO
403 - REC  F 11-12  STAFF

SOCI 110-301  **THE RICH AND THE POOR**

Who is rich? Who is poor? This course examines how wealth and income are distributed in the United States, and how its distribution affects individuals, groups, institutions, and society. We will gain a fuller understanding of what social class is and discuss how it affects all aspects of life, including: quality of schooling, access to employment, child rearing, and even tastes, preferences, and identity. In addition to two midterms and a final exam, students will be responsible for completing several assignments and turning in a short research paper.

**TR 10:30-12**

ARMENTA

SOCI 125-001  **CLASSICAL SOCIOLOGICAL THEORY**

This course will cover the founding classics of the sociological tradition including works of Tocqueville, Marx and Engels, Nietzsche, Weber, Freud, Durkheim 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
SOCI 13-001       WORK & CAREERS IN THE 21ST CENTURY

This course will introduce social-science perspectives on work and careers. The focus will be jobs as they currently exist, and prominent emerging trends that are likely to affect careers and opportunities in coming decades. We will be investing a number of question, including the following:

How we will train the 21st century workforce? What skills will be needed? What technological changes are in progress that will affect where work is done, how it is done, and whether any workers at all will be needed? For example, will information technology made it easier to balance work and family, by facilitating work from home, or will the long reach of mobile communication technology make it difficult if not impossible to leave work and the workplace? How are relationships between employers and employees changing, and what are the implications of these changes going forward. Will the 21st century labor force be more diverse than ever before? If so, are adjustment going to be needed to effectively incorporate these diverse groups and capitalize on their talents and abilities?

TR 10:30-12        JACOBS

SOCI 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
SOCI 152-401  AMERICAN HEALTH POLICY

This lecture course will introduce students to a broad range of topics that fall under the heading of American health policy. Its main emphasis will be on the history of health care in America from the U.S. Civil War to the present day. The primary objective of the course will be to consider why the United States is one of the only industrialized nations to have a private, non-nationalized health care system. Some of the themes addressed include:

private health insurance (such as Blue Cross/Blue Shield), industrial health and workmen's compensation, the welfare state (in Europe, Canada and the U.S.), women's health, especially maternal and infant care programs. Medicare/Medicaid, the Clinton Health Plan of 1993, injured soldiers and the Veterans Administration.

MWF 1-2  JOHNSON

402 - REC  F 1-2  STAFF
403 - REC  F 2-3  STAFF

SOCI 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 175-401  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  SCHNITTKER

SOCI 222-301  FIELD METHODS OF SOCIOLOGICAL RESEARCH

This course is designed to introduce students to field methods in sociological research, with a focus on participant-observation and interviewing. During this course, students will read original research based on field methods and discuss their strengths, limitations, and ethical dilemmas. Most importantly, students will design their own research projects and become ethnographers and interviewers. Students will be guided through the fieldwork process from data collection to analysis, and will turn in multiple assignments and an original research paper.

T 1:30-4:30  ARMENTA

SOCI 230-401  GLOBAL DIGITAL ACTIVISM

This seminar examines the forms, causes, and consequences of global digital activism, defined broadly as activism associated with the use of digital media technologies (e.g., Facebook, Twitter, mobile phones, and the Chinese Weibo). The goal is to provide students with a theoretical tool-kit for analyzing digital activism and to develop a critical understanding of the nature of contemporary activism and its implications for global social change. Major cases to be examined include the “Occupy Wall Street” movement in the US, the Arab Spring, the “indignados” protests in Spain, and internet activism in China. Students are required to conduct primary, hands-on research on a contemporary case (or form) of digital activism and produce a final research paper. This research project may be done individually or in small groups.

W 2-5  YANG
This course engages with the debate on whether Africa’s problems are a result of past and present exploitation by the Western World or a result of poor leadership and decisions made by post-independence African leaders. It starts with a historical overview of the legacies of slavery and colonialism and moves into discussing issues in contemporary Africa. We shall investigate several key issues currently occurring in African countries such as the challenges of growth and corresponding reduction in poverty and inequality, political governance, ethnic conflicts and the rise of radical Islam, urbanization and its attendant problems, health issues with a specific focus on AIDS and hunger, the rise of Pentecostal Christianity and its transnational nature, the links between migration, remittances, and development, and the experiences of the African diaspora in the United States, etc. We shall conclude by discussing how African countries can move forward in an increasingly globalized world of which Africa is a large part. Films and other media shall be incorporated into class lectures.

T 1:30-4:30

IMOAGENE

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. The globalization of crime is also critically examined. This course meets the general distribution requirement.

TR 12-1:30

ADLER
Over the last century, we have witnessed dramatic historical change in disease incidence and mortality, e.g. rising numbers of women diagnosed with breast cancer and dramatic declines in death from stomach cancer. There has also been a highly visible social patterning of health and disease, such as socio-economic disparities in AIDS, substance abuse, and asthma in the U.S. today or the association of breast cancer with affluence globally. This course will explore the way researchers, activists, politicians and others in different eras have made sense of these changes and patterns and have responded to them.

The course is historical and sociological. At the same time that we examine evidence and theories about the way poverty, affluence, and other social factors influence individual and population health, we will try to understand how social and historical forces have shaped how health and disease have been understood and categorized. In examining our current obesity “epidemic,” for example, we will not only consider evidence and claims made about the causal role of market forces and changes in the built environment, but ask why (besides the fact that we are heavier) obesity has became such a visible and important medical and public health issue in the U.S. today.

While we will study the important findings, methods, and approaches in the developing field of population health (organized historically and conceptually in the first part of the course, by health problem in the second half), the goal of the course is not to make students experts in different methods or to achieve a comprehensive understanding of the multiple determinants of health. Instead, students will leave the course with a deeper appreciation of (1) the socio-historical influences on health and our ideas about, and responses, to ill health and (2) the importance for population health of how we ask causal questions and the assumptions and tools used in answering them.
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

SOC 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.
This seminar focuses on examining data from experiments in criminology including: randomized controlled trials of criminal justice policies, "natural" experiments in crime, and other quasi-experimental studies. A series of experiments conducted by Penn scholars and elsewhere will be examined. This seminar also guides criminology majors in writing a research proposal for their thesis. Students will learn about how to formulate a research question, develop a review of the literature, and how to apply necessary empirical methods. The final paper for this course will be a research proposal that can serve as the basis for the student's senior thesis and to satisfy the senior capstone requirement. Readings will come from the disciplines of criminology, sociology, psychology, economics, and urban planning.

R 1:30-4:30

This course will examine the history, definition, measurement, prevalence, and spatial distribution of poverty. It will pay special attention to the intersection of poverty with race and gender. It also will trace the history of the ideas and assumptions underlying responses to poverty and poor people. It will ask how poor people in cities manage to survive and what methods social scientists have used to analyze poverty. It will explore the politics of poverty and public and private programs directed toward its reduction. While the main focus of the course is on the United States, attention will be paid, as well, to urban poverty in the Global South, European cities, and to the parallels among the forces generating poverty around the globe as well as to emerging global anti-poverty strategies. Students will be expected to read approximately one book per week, engage in discussion, write short papers, and make a presentation to the class on an anti-poverty initiative.

M 2-5
SOC 435-401  GLOBALIZATION AND THE CITY

Between 1950 and 2030, the percentage of the world’s population that resides in cities is expected to double, growing from 30% to 60%. This arch of growth is particularly concentrated in the developing regions of the world, which were heavily urbanized by the early 20th century due to processes of capitalist industrialization as well as colonial and imperial expansion. In fact, 95% of urban growth during the next generation will take place in the cities of the developing world. Given such predictions, it is no longer adequate to theorize globalization by focusing exclusively on the cities of the developed world. Urban scholars are increasingly calling for ‘new geographies of theory’ that dislocate the center of globalization studies from the cities of Europe and North America. This course will develop a series of analytic frameworks that can be used to study global city/regions, both North and South, from a comparative perspective. These include the global city, neoliberalism, transnational urbanism, postcolonial urbanism, post-border cities and cosmopolitanism. Each of these frameworks represents alternative ways of thinking about global processes in urban settings, and opens the possibility of comparative analysis. In the second part of the course, we will apply these frameworks to recent work on cities in Latin America, Asia and Africa.

T 4:30-7:30  CHATTARAJ
FALL 2013
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 541-401  GENDER, LABOR FORCE & LABOR MARKETS

Drawing from sociology, economics and demography, this course examines the causes and effects of gender differences in labor force participation, earnings and occupation in the United States and in the rest of the developed and developing world. Differences by race, ethnicity and sexual preference are also considered. Theories of labor supply, marriage, human capital and discrimination are explored as explanations for the observed trends. Finally, the course reviews current labor market policies and uses the theories of labor supply, marriage, human capital and discrimination to evaluate their effects on women and men.

MW 10-11:30  MADDEN
**SOCI 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.

R 1:30-4:30

**JACOB**

**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**

**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.

M 2-5

**GUILLOT**

**SOCI 613-301  EVENT HISTORY ANALYSIS**

An applications-oriented course on statistical methods for the analysis of longitudinal data on the occurrence of events, also known as survival analysis, failure-time analysis, hazard analysis or duration analysis. Emphasis on regression-like models in which the risk of event occurrence is a function of a set of explanatory variables. Topics include accelerated failure-time models, hazard models, censoring, Cox regression models, time-dependent covariates, competing risks, repeated events, unobserved heterogeneity, discrete-time methods.

TR 9-10:30

**ALLISON**

Created 3-13-13
SOC 633-401  **POPULATION PROCESSES I**

This is one of two courses that serve as an introduction to core areas of demography and important developments in the field. Population Processes I introduces students to a broad set of issues in health, mortality, and aging. Readings cover overviews of major topics as well as recent approaches to the subject. Attention is focused on description and explanation of variation in health across time, space and social groups. One consequence of mortality decline is population aging. We will cover some of its implications for individuals, families and societies.

M 9-12  
ELO

SOCI 707-401  **DEMOGRAPHIC RESEARCH**

This course is designed to prepare students for the conduct of independent research in demography. We will discuss the selection of research topics, the conduct of literature reviews, research designs, and how to organize and write a publishable paper. Students will get experience in writing and editing successive drafts of research manuscripts and in oral presentation of their work. The course will assist students in writing their 2nd year research papers in Demography. The aim is to write a paper that can be submitted for publication in a professional journal. This is a required course for second-year students in Demography.

M 2-5  
ELO

Created 3-13-13
This seminar provides an in-depth analysis of media institutions and practices in modern China, with an emphasis on the contemporary scene. A main goal is to identify and explore critical new questions for advanced empirical and historical research. We will read major works on selected media genres (newspapers, television, radio, films, documentary films, and the internet) and analyze their theoretical and empirical contributions. Another goal is to understand the causes and dynamics of media control and media innovation, the formation of publics and counterpublics, and the role of media in social and political change. We will examine how the state and the market shape media practices in different media genres and how media professionals, artists, citizens, and audience negotiate change. The analysis will be linked to the current scholarly debates on the evolution of Chinese authoritarianism and a Chinese-style civil society. Students will complete a term paper based on primary research. The research project may be done individually or in collaboration with classmates.

R 3:30-5:30

YANG
LPS COURSES  
Fall 2013

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

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
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 126-601  **CONTEMPORARY SOCIOLOGY THEORY**

This course reviews contemporary sociological theories, with an emphasis on using these theories to understand and think about the social world. The material is roughly organized so that we start with theories focusing mostly on individual, local contexts (the micro-level), building to larger phenomena (the macro-level). Theories and concepts covered include rational choice, cognitive limits on rational choice, ethnomethodology, symbolic interactionism, interaction rituals, emotions, conflict, power, race and ethnicity, class, gender, change and persistence, networks, and organizations. Requirements include reading reactions summarizing and relating theories to each other, and two shorter papers applying a choice of theories to an empirical problem. The course satisfies the theory requirement for sociology majors.

M 5-8  JERNECK
SOCI 150-601  ETHNIC ECONOMIES AND GLOBALIZATION  
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

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 6-9  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
This course is an introduction to the social, economic, and political development of modern Mexico. We will trace these processes, from the mid-19th century to our days, through the eyes and words of novelists and essayists (Fanny Calderón de la Barca, Mariano Azuela, Octavio Paz, Juan Rulfo, Carlos Fuentes, Rosario Castellanos, Elena Poniatowska, Carlos Monsiváis, Subcomandante Marcos, Alma Guillermoprieto, and others), whose depiction of Mexican society is often sensitive, accurate, and fun. Through the analyses of these works, students will explore the complexity of Mexican society and gain a clearer understanding of current issues facing the country’s leaders, including how to approach globalization, how to constructively integrate its economy with that of the U.S. through NAFTA, how to assess the impact of migration of undocumented workers, and how to confront drug violence.

MW 6:30-8
LOMBERA

After an examination of the philosophical, legal, and political perspectives on Human Rights, this course will focus on US policies and practices relevant to Human Rights. Toward that end, emphasis will be placed on both the domestic and the international aspects of Human Rights as reflected in US policies and practices. Domestically, the course will discuss (1) the process of incorporating the International Bill of Human Rights into the American legal system and (2) the US position and practices on the political, civil, economic, social, and cultural rights of minorities and various other groups within the US. Internationally, the course will examine US Human Rights policies toward Africa. Specific cases of Rwanda, Kenya, and South Africa, as well as other cases from the continent, will be presented in the assessment of US successes and failures in the pursuit of its Human Rights strategy in Africa. Readings will include research papers, reports, statutes, treaties, and cases.

M 6:30-9:30
FETNI
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. Although organizing became a partisan buzzword during the 2008 presidential campaign, it is firmly rooted in the democratic tradition. Organizing campaigns have played a central role in US history, most notably as the foundation of the Civil Rights movement. This course will integrate the history and theories of community organizing so that each student will have the foundation to develop a transformational praxis to create change in their own communities. Focused analysis of the course material, case study reviews, guest speaker presentations, inquiry-based assessments and problem-posing methods rooted in the student’s own context will serve as the primary means of development.

T 6-9
BECKER

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.