

**UNIVERSITY OF PENNSYLVANIA  
DEPARTMENT OF SOCIOLOGY  
FALL 2015 COURSE OFFERINGS**

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SOCI 001-001      INTRODUCTION TO SOCIOLOGY

Fulfills Society Sector

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

We live in a country which places a premium on individual accomplishments. Hence, all of you worked extremely hard to get into Penn. Yet, social factors also have an impact on life chance. This class provides an overview of how membership in social groups shapes the outcomes of individuals. We will look at a range of topics from the organizational factors which promoted racial inequality in Ferguson, MO to the refusal of (mostly elite) parents to vaccinate their children. The experience of women and men in the labor market -- and the social factors that lead women to earn less than men --- is another interesting topic taken up in the course. Who gets ahead in America? Course requirements include a midterm, research paper (five to six pages), final, and recitation activities. Students are not expected to have any previous knowledge of the topic. Welcome to the course!

MW 11-12

LAREAU

201 – REC	T 9:30-10:30	STAFF
202 – REC	T 10:30-11:30	STAFF
203 - REC	R 9:30-10:30	STAFF
204 - REC	R 10:30-11:30	STAFF
205 - REC	F 10-11	STAFF
206 - REC	F 11-12	STAFF

SOCI 006-401      RACE AND ETHNIC RELATIONS  
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

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  
Fulfills Society Sector

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

Fulfills Cross Cultural Analysis

Fulfills Humanities & Social Science Sector

Academically Based Community Serve Course (ABCS)

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	SPOONER
403 – REC	W 10-11	SPOONER
404 - REC	F 2-3	SPOONER
405 – REC	F 12-1	SPOONER
406 – REC	W 4-5	SPOONER

SOCI 041-301      WORK & CAREERS IN THE 21<sup>ST</sup> CENTURY  
**Freshman Seminar**

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 questions, including the following:

How we will train the 21<sup>st</sup> 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 21<sup>st</sup> century labor force be more diverse than ever before? If so, are adjustments going to be needed to effectively incorporate these diverse groups and capitalize on their talents and abilities?

MW 2-3:30

JACOBS

SOCI 041-302      DIVERSITY, TECHNOLOGY AND THE PENN  
EXPERIENCE

**Freshman Seminar**

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

Penn is diverse in many ways. Let's 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 (childhood, high school) bring in new perspectives on the university?

Reflections on personal experiences in the context of theories (cultural capital, social capital and self-efficacy theory) 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

SOCI 041-303 POVERTY AND INEQUALITY

**Freshman Seminar**

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

What does it mean to live in poverty in the land of plenty? In this seminar, we will explore this question and others related to poverty in contemporary America. We will discuss topics such as poverty measurement, current poverty trends, the causes of poverty, and poverty-related outcomes. We will also consider inequalities in other related domains (e.g. the labor market, health, family, education, and the justice system) and how they help produce, maintain, and reproduce poverty and inequality. Throughout the semester, we will consider the roles of race/ethnicity, gender, age, and place. Lastly, we will examine anti-poverty policy programs in the U.S, their effectiveness, and how they compare to programs in other countries. To encourage engaged class discussions, students will complete short weekly response papers regarding course readings.

TR 1:30-3

BAKER

SOCI 041-401 HOMELESSNESS & URBAN INEQUALITY

**Freshman Seminar**

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

This freshman seminar examines the homelessness problem from a variety of scientific and policy perspectives. Contemporary homelessness differs significantly from related conditions of destitute poverty during other eras of our nation's history. Advocates, researchers and policymakers have all played key roles in defining the current problem, measuring its prevalence, and designing interventions to reduce it. The first section of this course examines the definitional and measurement issues, and how they affect our understanding of the scale and composition of the problem. Explanations for homelessness have also been varied, and the second part of the course focuses on examining the merits of some of those explanations, and in particular, the role of the affordable housing crisis. The third section of the course focuses on the dynamics of homelessness, combining evidence from ethnographic studies of how people become homeless and experience homelessness, with quantitative research on the patterns of entry and exit from the condition. The final section of the course turns to the approaches taken by policymakers and advocates to address the problem, and considers the efficacy and quandaries associated with various policy strategies. The course concludes by contemplating the future of homelessness research and public policy.

F 2-5

CULHANE

SOC 100-401      INTRODUCTION TO SOCIOLOGICAL RESEARCH  
Fulfills Quantitative Data Analysis

In this course, students will learn how to conduct and evaluate empirical sociological research. The course examines the range of data collection methods available to sociologists, including: surveys, content analysis, historical-comparative, ethnographic observation and qualitative interviews. Topics will include the logic of research design, ethics in social science research, issues of conceptualization and measurement, data analysis, and the implications of different forms of research methodology. Through class assignments and exercises, students will learn to formulate research questions, create a research design, collect and analyze data, and communicate findings. By the end of the course, students will have the skills to recognize and evaluate merits of research in the social sciences.

	MW 11-12	KOPPEL
402 – REC	R 9:30-10:30	STAFF
403 – REC	R 10:30-11:30	STAFF
404 – REC	F 10-11	STAFF
405 – REC	F 11-12	STAFF

SOCI 101-401      BIOETHICS

This course will take an historical approach to the development of modern bioethics, which is the study of ethical issues in medicine and the life sciences. The first part of the course will be devoted to an introduction to the standard principles of academic bioethics and the way they have structured the field over the last 35 years. We will then consider topics to which the principles have long been applied, such as the care of gravely ill newborns, death and dying, and the ethics of research involving human subjects. The last part of the course will address more recent life sciences policy areas including genetics, cloning, stem cells, biodefense, and neuroscience in relation to national security. Throughout the course I will emphasize the interplay between the development of bioethics and its cultural context.

	MW 2-3	MORENO
402 – REC	F 2-3	STAFF
403 – REC	F 2-3	STAFF
404 – REC	F 1-2	STAFF
405 – REC	F 1-2	STAFF

SOCI 103-401 ASIAN AMERICAN IN CONTEMPORARY SOCIETY

Fulfills Society Sector

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

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

KAO

402 – REC

F 10-11

STAFF

403 – REC

F 11-12

STAFF

SOCI 110-301      THE RICH AND THE POOR  
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

From the WWII until the mid-1970s, economic inequality declined in the United States. Inequality then began to increase rapidly and has continued to rise steadily, with only brief interruptions due to recessions, for four decades. Today economic inequality is at an all-time high. Top corporate CEOs earn in a single day – and top hedge managers earn in an hour - what the typical American family earns in a year. The country's wealthiest are amassing fortunes unlike any seen in the Western world since the age of the robber barons while wages for average workers have been virtually stagnant more than a generation. Equally disturbing, it is now clear the United States is experiencing a long-term trend of decreasing intergenerational economic mobility. In other words, the gap between the rich and poor is exploding and where you start economically (i.e. your parents' economic position) is becoming more important in determining where you end up. The American Dream of economic opportunity and mobility and, eventually, economic security is becoming increasingly difficult to attain. Political movements, like the Occupy movement, suggest the American Dream is the privilege of just a small fraction of the population – that the US has become a society of haves and have-nots. It is exactly these kinds of issues that spurred the development of Sociology itself. This course will introduce you to classic and contemporary sociological explanations of economic inequality. We will consider the role of a wide range of factors from state policy (e.g. economic regulation of markets) to individual behavior (e.g. investment in education) to values and beliefs (e.g. class identification) in producing and reproducing inequality. We will pay special attention to the politics of inequality and its relationship to public policy. Along the way we will assess concrete data and evidence for a wide-range of important claims central to current debates around inequality (e.g. The rich pay more in taxes; Raising the minimum wage costs jobs; Redistributing wealth reduces economic growth).

TR 10:30-12

VISCELLI

SOCI 111-401      HEALTH OF POPULATIONS

Fulfills Quantitative Data Analysis

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.

MWF 11-12

KOHLER

SOCI 112-401      DISCRIMINATION: SEX, RACE AND CONFLICT

Fulfills Society Sector

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

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 alternative 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 120-001      SOCIAL STATISTICS

Fulfills Quantitative Data Analysis

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.

	MW 10-11	GUILLOT
201 – REC	R 9:30-10:30	STAFF
202 – REC	R 10:30-11:30	STAFF
203 – REC	F 12-1	STAFF
204 – REC	F 1-2	STAFF

SOCI 122-401      SOCIOLOGY OF GENDER

Fulfills Society Sector

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

Gender is an organizing principle of society, shaping social structures, cultural understandings, processes of interaction, and identities in ways that have profound consequences. It affects every aspect of people's lives, from their intimate relationships to their participation in work, family, government, and other social institutions and their place in the stratification system. Yet gender is such a taken for granted basis for differences among people that it can be hard to see the underlying social structures and cultural forces that reinforce or weaken the social boundaries that define gender. Differences in behavior, power, and experience are often seen as the result of biological imperatives or of individual choice. A sociological view of gender, in contrast, emphasizes how gender is socially constructed and how structural constraints limit choice. This course examines how differences based on gender are created and sustained, with particular attention to how other important bases of personal identity and social inequality-race and class-interact with patterns of gender relations. We will also seek to understand how social change happens and how gender inequality might be reduced.

TR 1:30-3      LEIDNER

SOCI 126-001      CONTEMPORARY SOCIOLOGICAL THEORY

This course is a survey of contemporary sociological theories. We will review the founding classics of the sociological tradition including works of Durkheim, Marx and Weber, and examine how other traditions have continued and transformed these classical theories. We will cover theories of the self, symbolic interactionism, poststructuralists theories, theories of difference (race, gender and sexuality), and theories of mobility and globalization.

TR 3-4:30

SARABIA

SOC 128-001      INTRODUCTION TO DEMOGRAPHIC METHODS

Fulfills Quantitative Data Analysis

This course provides an introduction to basic demographic concepts, data, indicators, and techniques. The course emphasizes hands-on applications of techniques in the analysis of population dynamics in the U.S. and elsewhere. Students will learn about the main sources of demographic data, including censuses, surveys, and vital statistics, and methods to estimate demographic processes (e.g. mortality, fertility). Students will leave the course with a solid grounding in a) the sources and limitations of demographic data; b) the construction of basic demographic indicators; and c) appropriate use of basic demographic techniques to answer questions about human populations.

MW 2-3:30

SMITH

SOCI 134-401      HEALTH AND SOCIAL POLICY  
Fulfills Society Sector

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

SOCI 135-401      LAW & SOCIETY  
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

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. Some of the themes addressed include: American public health movements and hospitals, private health insurance (such as Blue Cross/Blue Shield), industrial health and workmen's compensation, the welfare state (in Europe and the U.S.), women's health, especially maternal and infant care programs, Medicare/Medicaid, the Clinton Health Plan, injured soldiers and the Veterans Administration.

TR 12-1:30

JOHNSON

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

SOC 221-301      SAMPLE SURVEY METHODS

Provides an introduction to survey data collection. In meeting this objective, we examine the major planning tasks necessary for conducting surveys, including problem formulation, study design, questionnaire and interview design, pretesting, sampling, interviewer training and field management, code development and coding of data, and data cleaning and management. We critically explore the design of surveys and collection of data from epistemological and ethical perspectives. Students will leave the class with a solid understanding of the basic process of survey data collection and a familiarity with its strengths and weaknesses as a method of inquiry into human behavior.

TR 10:30-12

HANNUM

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 ethnographic observation and interviewing. The beginning of the course will emphasize the history and current status of these methods in the discipline of sociology, while at the same time preparing students for their own field studies. Students will conduct a piece of original research as part of the course, from data collection through analysis and written results. Along the way, we will discuss issues such as the social role of the field researcher, the ethics of field research, and the strengths and limitations of field methods.

W 3:30-6:30

BOSK

SOCI 230-301      EDUCATIONAL INEQUALITY  
Academically Based Community Serve Course (ABCS)

For decades the City of Philadelphia has been plagued by problems of population and job loss, poverty, racial segregation and failing public schools. Today, parts of Philadelphia are experiencing a remarkable rebirth and the city has reversed its decades-long trend of population loss. But significant challenges remain. In particular, educational inequality has become a problem of major public concern and debate. This class will look at the historical development of this problem in South Philly, a largely poor and working-class area undergoing some of the most dramatic social change in the city. For over a century South Philly has been among the city's most diverse and culturally vibrant areas and a gateway for immigrants from across the globe – most recently from the Mexican region of Puebla. The class will travel to South Philly and see the neighborhood firsthand. We will discuss the rapidly changing face of public education in Philadelphia and the US, including the highly controversial issue of how to “fix” urban public schools as the middle class returns to urban cores. In particular, we will focus on the racial and class politics of educational reform, education funding, and charter schools. We will use sociological theories to assess the evidence related to a number of pressing questions central to these politics (e.g. Why are suburban schools, on average, so much better funded and performing than urban schools? Are teachers' unions standing in the way of urban school reform? Is there a “neoliberal assault” on public education? Are charter schools part of a solution to inequality or just a more defensible way to reproduce it?). This course has a significant ABCS component in which students will volunteer assisting teachers at one of the city's most diverse neighborhood public schools: Andrew Jackson (K-8).

TR 1:30-3

VISCELLI

SOC 231-001      GLOBAL HEALTH

The recent Ebola epidemic has brought to light that public health issues and development processes, while incorporating the health needs and priorities of individual nation-states, are nevertheless independent of national territorial boundaries. What are the mechanisms and challenges of public health issues and programs, which originally focused on public health revival and intersectorality but have now increasingly centered on the *global dimension*? Combining lectures, discussions and documentaries, the course will help students develop a sociological perspective on global public health (GPH). This will include exploring the relationship between the discipline of sociology and field of public health; difference between sociology *in* and sociology *of* global public health; and sociological critique of public health interventions. It will also familiarize students with the key global public health concepts, patterns and trends of global burden of disease, central actors in global health, and policy interventions and implementation. Of particular importance are health-related millennium development goals to address key global health threats and solutions, and recent reformulations for post-2015 health-related agenda. Furthermore, as the focus on the global dimension of public health does not override the concerns and consequences for micro and meso-levels, students will become awareness of mechanisms and challenges involved in incorporating World Health Organization's commitment to primary healthcare in 1978 with that of global public health principles that currently dominate the agenda of public health. Selected case studies will serve as illustrative material.

T 1:30-4:30

KULKARNI

SOCI 233-401      CRIMINOLOGY

Fulfills Society Sector

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.

MW 2-3:30

PORTNEY

SOCI 266-401      LATINOS IN UNITED STATES  
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)  
Academically Based Community Serve Course (ABCS)

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.

MW 2-3:30

PARRADO

SOCI 410-401      RESEARCH SEMINAR IN EXPERIMENTS IN CRIME & JUSTICE

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.

W 2-5

LOEFFLER

SOCI 420-401      PERSPECTIVES ON URBAN POVERTY

Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

Fulfills Quantitative Data Analysis

This course provides an interdisciplinary introduction to 20<sup>th</sup> century urban poverty, and 20<sup>th</sup> century urban poverty *knowledge*. In addition to providing an historical overview of American poverty, the course is primarily concerned with the ways in which historical, cultural, political, racial, social, spatial/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 analytic trends in the social sciences and their respective implications in terms of the question of “what can be known” about urban poverty in the contexts of social policy and practice, academic research, and the broader social imaginary. We will critically analyze a wide body of literature that theorizes and explains urban poverty. Course readings span the disciplines of sociology, anthropology, urban studies, history, and social welfare. Primacy will be granted to critical analysis and deconstruction of course texts, particularly with regard to the ways in which poverty knowledge creates, sustains, and constricts meaningful channels of action in urban poverty policy and practice interventions.

M 2-5

STAFF

SOCI 430-401      SURVEY DATA COLLECTION  
**Undergraduates need permission from Instructor**

Covers the primary tasks of survey data collection through development of student-initiated survey research projects. In the context of student projects, the course will cover major planning tasks necessary for conducting surveys, including problem formulation, study design, questionnaire and interview design, pretesting, sampling, interviewer training and field management, and code development. We will focus throughout on issues of design, refinement, and ethics in research that crosses boundaries of nationality, class, gender, language, and ethnicity.

The class is designed as a workshop, and students will develop pieces of a data collection plan for their projects, week by week. In addition, one or two student projects will be “workshopped” each week to apply concepts covered in that week’s readings. There are no prerequisites for the class other than an idea for a data collection project that the student plans to implement, such as one that will support a thesis (undergraduate or MA), dissertation, or research paper. Students wishing to join the class must bring a two-page preliminary idea paper sketching out a project on the first day of class. The class will benefit from the presence of student projects covering a broad range of topics; students from any discipline are welcome.

T 1:30-4:30

HANNUM

SOCI 435-401      GLOBALIZATION AND THE CITY  
Fulfills Cultural Diversity in the U.S. (Class of 12 and after)

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

SHANKAR



SOCI 553-301      FIELD METHODS OF SOCIAL RESEARCH

This course is designed to introduce graduate students to basic skills and concepts in ethnographic field research, including participant observation, interviewing, field documentation, and the scholarly presentation of qualitative data. Students will learn to apply these skills and concepts through an assigned set of exercises in concert with 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 both classical and contemporary sociology.

M 2-5

GRAZIAN

SOCI 555-301      PROFESSIONALIZATION SEMINAR

In this non-credit seminar students will be introduced to key areas of sociological research, and a set of professional skills necessary to navigate graduate school and a successful academic career. Students will also be introduced to faculty and resources available at Penn. This course is required for all first-year graduate students in Sociology.

W 2-5

GRAZIAN

SOCI 601-301      CONTEMPORARY SOCIOLOGICAL THEORY

This is a graduate-level seminar structured around the main theoretical debates of contemporary sociology, including the interplay of rationality and emotion, the relationship between structure and agency, the nature of power, and the role of chance and contingency. In considering alternative positions on these debates, we will encounter the major theorists of the past fifty years, including Parson, Merton, Goffman, Homans, Schutz, Coleman, Bourdieu, Luhmann, Haberman, Collins, and Giddens.

Requirements include intensive primary source reading, writing, and participation. The course assumes, and does not provide, prior familiarity with the main theoretical perspectives, and thus does not substitute for the undergraduate theory course (Soci 126).

T 3-6

BOSK

SOCI 607-401      INTRODUCTION TO DEMOGRAPHY

A nontechnical introduction to fertility, mortality and migration and the interrelations of population with other social and economic factors.

T 2-5

GUILLOT/PARRADO

SOCI 609-401      BASIC DEMOGRAPHIC METHODS

**Undergraduates need permission from Instructor**

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

ELO

SOCI 611-401      STRUCTURAL EQUATION MODELS

Statistical modeling with multiple equations and latent variables. The first part of the course will focus on linear models that could be estimated with any of the well-known SEM programs (e.g., LISREL, EQS, or Amos). Both Mplus and SAS will be used exclusively in this part of the course. The second part will focus on Mplus models for variables that are categorical, count, or censored. Maximum likelihood methods for missing data will also be covered.

M 2-5

ALLISON

SOCI 612-401

CATEGORICAL DATA ANALYSIS

This course deals with techniques for analyzing multivariate data which the dependent variable is a set of categories (a dichotomy or polytomy). Topics will include linear probability models, logit (logistic) regression models, probit models, logit analysis of contingency tables, cumulative logit and probit (for ordinal data), multinomial logit, conditional logit (discrete choice), unobserved heterogeneity, log-linear models, square tables, response-based sampling, and repeated measures. Methods will be illustrated using the Stata System. There will be several assignments using Stata to analyze data provided by the instructor.

TR 9-10:30

ALLISON

SOCI 622-401

FERTILITY

The biological, social and demographic factors explaining the levels, trends and differentials in human fertility. Data, measures, and methods used in the context of the more and the less developed countries, with an emphasis on the historical and current courses of the fertility transition.

F 12-3

KOHLER

SOCI 630-401      SURVEY DATA COLLECTION

Covers the primary tasks of survey data collection through development of student-initiated survey research projects. In the context of student projects, the course will cover major planning tasks necessary for conducting surveys, including problem formulation, study design, questionnaire and interview design, pretesting, sampling, interviewer training and field management, and code development. We will focus throughout on issues of design, refinement, and ethics in research that crosses boundaries of nationality, class, gender, language, and ethnicity.

The class is designed as a workshop, and students will develop pieces of a data collection plan for their projects, week by week. In addition, one or two student projects will be “workshopped” each week to apply concepts covered in that week’s readings. There are no prerequisites for the class other than an idea for a data collection project that the student plans to implement, such as one that will support a thesis (undergraduate or MA), dissertation, or research paper. Students wishing to join the class must bring a two-page preliminary idea paper sketching out a project on the first day of class. The class will benefit from the presence of student projects covering a broad range of topics; students from any discipline are welcome.

T 1:30-4:30

HANNUM

SOCI 643-301      SOCIAL STRATIFICATION

This is an advanced level graduate seminar where we will review contemporary research on social stratification and mobility. We will examine empirical and theoretical studies not only in the US but also in other countries to address how the pattern of social stratification varies across societies and over time. The main topics to be discussed are social mobility, occupational attainment, educational inequality, gender and race, and family processes and stratification. We will also examine studies that address how national contexts mediate social stratification. Advanced undergraduate students will be admitted with permission.

R 1:30-4:30

PARK

SOCI 707-401      SECOND YEAR RESEARCH SEMINAR  
**For PHD Students Only**  
**For Majors Only**

Although most sociological ideas continue to be transmitted through writing, sociologists usually spend much more time learning how to conduct research than they spend learning how to write. Yet, many of the most famous studies are well written. Of course, most good writers also have a clearly articulated argument. This graduate seminar will help doctoral students improve the clarity of their argument through writing; it is open to doctoral students at all stages. Some students will be writing a dissertation proposal; others will have data they are crafting into a journal article. This is a “hands-on” workshop. During the semester students will produce drafts, receive feedback, and revise. There will also be some readings (i.e., of outstanding and mediocre sociological works). There will be a few pre-writing exercises (e.g., editing quotes or writing around a table result). All are welcome.

W 3:30-6

LAREAU

## LPS COURSES

Fall 2015

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

Sociology offers insights into our daily lives and also into the wider arena of social problems and global processes. This course looks at key social issues that include culture and communication, gender and sexuality, social change, and power and authority. We will explore both theoretical perspectives and sociological methods of research as tools to understand the social world. In class discussion, we will tackle perennial sociological questions: How does social order come to be? How is it maintained? How are those things that seem “normal” socially constructed? What is the role of the individual in all of this? How much (and how) does your social network matter to life chances?

W 5:30-8:30

JOYCE

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

This course is designed to provide a foundation on the sociological perspectives of race and ethnicity in the United States. We will begin with a brief history of racial categorization in the U.S. and come to a working definition of race and ethnicity. The course continues by covering immigration law and the role of immigrants in the changing racial landscape of the U.S. In addition to immigration, we will examine other major themes including racial and ethnic identity, race relations, mass incarceration, images in the media, discrimination, intersectionality, and economic and educational stratification. We will also cover prominent debates such as race vs. class, assimilation of immigrants, the placement of the “color line” (a term coined by W.E.B. Du Bois), and the popular notion of post-raciality. The course will include discussions of African Americans, Whites, Latinos, Asian Americans, Native Americans, Arab Americans, and multiracials.

W 4:30-7:40

MODI

**SOCI 011-601**                      **URBAN SOCIOLOGY**  
**Fulfills Cultural Diversity in the U.S. (Class of 12 and after)**

This course will provide an introduction to the sociological study of cities. Urban sociology emerged in the United States in response to rapid growth of industries and urbanization that occurred in the late 19th century. This course will consider prominent theoretical perspectives on U.S. urban development, including the human ecological perspectives of the early Chicago School and Marxian political economy. This course will primarily focus on U.S. cities, with reference to specific topics including segregation, urban poverty, suburbanization, crime, and immigration. We will also consider cities more broadly in the context of economic globalization, underdevelopment, and consumer culture.

T 4:30-7:30

PRIOR

**SOCI 100-601**                      **INTRODUCTION TO SOCIOLOGICAL RESEARCH**  
**Fulfills Quantitative Data Analysis**

How do we study the social world in which we all live? This course gives students an understanding of the research methods that social scientists use to examine and make sense of the world around us. These methods include ethnographic observation, qualitative interviews, surveys, experimental design, and historical-comparative analysis. This is a hands-on course in which students will learn how to conduct their own sociological research. Through in-class exercises and take-home assignments, students will learn how to craft research questions, identify appropriate methods to answer different types of research questions, create a research design, collect and analyze data, and present results. Students will also explore how statistics are used in sociological research and examine the logic that justifies—or fails to justify— inferences from small survey samples to the characteristics of large populations. By the end of the semester, students will be able to evaluate the strengths and weaknesses of research using each of the above research methods. This course fulfills the university's quantitative data analysis requirement.

M 5-8

PANCHOK-BERRY

**SOCI 120-601      SOCIAL STATISTICS**  
**Fulfills Quantitative Data Analysis**

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.

R 5:30-8:40

KERESTECIOGLU

**SOCI 137-601      SOCIOLOGY OF MEDIA AND POPULAR CULTURE**  
**Fulfills Society Sector**

This course relies on a variety of sociological perspectives to examine the role of media and popular culture in society, with a particular emphasis on how the media industries influence social life, the relationship between cultural consumption and social status, and the social organization of leisure activities. Specific questions we will explore include what authenticity means in reality television production, how celebrity has changed in the era of social media, and why people are drawn to sporting events, shopping malls, and other entertainment venues.

R 5-8

WEI

## **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 **State-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

## **SOCI 431-601      MODERN MEXICAN SOCIETY Fulfills Cultural Analysis Course (for students admitted in Fall 2006 and later)**

This course is an introduction to the social, economic, and political development of modern Mexico. We start with an analysis of the effect that colonial patterns of domination had on Mexican society after independence in the early 19th century. Thereafter, two centuries of state and nation formation are examined. Throughout this period, the course explores issues such as class structure, race, gender, national identity, the role of the church, foreign influences, modernization, social movements, authoritarianism, revolution, economic cycles, and the development of civil society. Through the analyses of these issues, students will explore the complexity of Mexican society and gain a clearer understanding of some of the country's current dilemmas, such as 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

**SOCI 460-601**      **THE U.S. HUMAN RIGHTS: POLICIES AND PRACTICES**

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 on and practices regarding 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, South Africa and Egypt, 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

**SOC 473-601**      **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. 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.**