SOC 001-001  INTRODUCTION TO SOCIOLOGY

Sociology provides a unique way to look at human behavior and the world. Sociology is the systematic study of the groups and societies in which people live. In this introductory course, we examine and analyze how social structures and cultures are created, maintained, and most importantly, how they affect behavior. The course deconstructs our taken for granted world of social interactions and behaviors and examines what theory and research can tell about human social behavior.

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW 11-12</td>
<td>R 12-1</td>
<td>ZUBERI</td>
</tr>
<tr>
<td>201 - REC</td>
<td>202 - REC</td>
<td>203 - REC</td>
</tr>
<tr>
<td>F 12-1</td>
<td>F 11-12</td>
<td>R 11-12</td>
</tr>
<tr>
<td>204 - REC</td>
<td>205 - REC</td>
<td>206 - REC</td>
</tr>
<tr>
<td>F 10-11</td>
<td>R 10:30-11:30</td>
<td>R 11-12</td>
</tr>
<tr>
<td>207 - REC</td>
<td>208 - REC</td>
<td>209 - REC</td>
</tr>
<tr>
<td>T 9:30-10:30</td>
<td>R 3-4</td>
<td>STAFF</td>
</tr>
</tbody>
</table>

SOC 002-301  SOCIAL PROBLEMS & PUBLIC POLICIES

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR 10:30-12</td>
<td></td>
<td>JACOBS</td>
</tr>
</tbody>
</table>
SOC 004-401  FAMILY

This introduction to the sociology of the family explores historical, economic, and cultural changes that have shaped the past and present form of the American kinship system. It will also compare demographic and social trends and consequences of family patterns across societies, providing a perspective on differences and similarities between the U.S. family system and other nations. Students will have an opportunity to engage in research on topics of special interest.

MW 10-11

HARKNETT

402- REC T 1:30-2:30
403 - REC T 3-4
404- REC R 10:30-11:30
405 - REC R 1:30-2:30

SOC 006-401  RACE AND ETHNIC RELATIONS

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

MW 10-11

KAO

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

SOC 007-001  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

FLIPPEH
SOC 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

SOC 012-401  GLOBALIZATION

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

M 2-4

SPOONER

402 - REC  W 2-3  STAFF
403 - REC  F 2-3  STAFF
404 - REC  W 3:30-4:30  STAFF
405 - REC  W 3:30-4:30  STAFF

Please Note: Registration required for both the lecture and a recitation section.
SOC 041-301    THE RICH AND THE POOR
Freshman Seminar

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

M 2-5    LAREAU

SOC 100-401    INTRODUCTION TO SOCIOLOGICAL RESEARCH

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

MW 4-5    WILDE

402 - REC    F 3-4    STAFF
403 - REC    F 4-5    STAFF
404 - REC    R 3-4    STAFF
405 - REC    R 1:30-2:30    STAFF
SOC 103-401  ASIAN AMERICAN IN CONTEMPORARY SOCIETY

This class will introduce you to sociological research of Asian American and engage in 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 3:30-5                      KAO

SOC 111-401  HEALTH OF POPULATIONS

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.

TR 1:30-3                      KOHLER

SOC 112-401  DISCRIMINATION: SEXUAL & RACIAL CONFLICT
(Satisfies Society General Requirement)

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

MW 2-3:30                      MADDEN
SOC 120-401  SOCIAL STATISTICS

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

W 2-4  KOPPEL
402 - REC  F 1-2  STAFF
403 - REC  F 11-12  STAFF

SOC 122-401  SOCIOLOGY OF GENDER

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
SOC 125-001  CLASSICAL SOCIOLOGICAL THEORY

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

TR 3-4:30  COLLINS

SOC 135-401  LAW & SOCIETY

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

TR 4:30-6  FETNI

SOC 161-401  THE INFORMATION AGE

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

TR 12-1:30  ENSMENGER
SOC 222-402  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. Students will produce original research as part of the course, from data collection through analysis and written results. Students will also read examples of research relying on field methods. Throughout the course we will discuss the strengths, limitations, and ethics of field methods.

R 1:30-4:30  BOYD

SOC 230-401  GLOBALIZATION, DEVELOPMENT & ADOLESCENCE IN EASTASIA

East Asian countries have experienced significant changes in economy, education and culture associated with globalization and economic turbulence during the last twenty years. How do East Asian youth navigate the rapidly changing world? In this course, we will explore the ways in which East Asian youth make transition to adulthood in the context of economic and cultural globalization. In particular, we will talk about how East Asian youth envision their adulthood, get educated and prepare for their transition to work, marriage, and parenthood. We will learn about youth culture that both influences and is being reshaped by lives of East Asian youth.

TR 10:30-12  PARK

SOC 233-401  CRIMINOLOGY

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

TR 9-10:30  ADLER
**SOC 260-401  CYBERCULTURE**

Free speech, free software, MOOS, MUDs, anime and cyberpunk. All of these are elements of a broad set of social, technical and political phenomena generally associated with the emergence of a nascent “cyberculture.” In this seminar we explore the ways in which recent developments in information technology -- the computer and the Internet in particular -- relate to changing contemporary notions of community, identity, property, and gender. By looking at an eclectic collection of popular and scholarly resources, including film, fiction and the World Wide Web, we will situate the development of “cyberculture” into the larger history of the complex relationship between technology and Western society.

R 1:30-4:30

**ENSMEGNER**

---

**SOC 266-401  LATINOS IN UNITED STATES**

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

TR 1:30-3

**PARRADO**
SOC 282-301  KNOWLEDGE & SOCIAL STRUCTURE

This course focuses on science in various institutional contexts and discusses situations ranging widely over time and place. We consider examples drawn from the seventeenth century to the present, the social settings in which science is found (e.g., the prince's court, the society of amateurs, the university, the academic laboratory, industry, and in the field, outdoors), and the effects of changes in publishing and patronage. For comparative purposes, we also consider such phenomena as the symphony orchestra, the art market, motion pictures, and literature. Assigned authors range from time-honored authorities, such as Robert Merton, to science writers for The New Yorker.

TR 3-4:30             KUKLICK

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.

W 2-5               LEIDNER
SOC 410-401  EXPERIMENTS IN RESTORATIVE JUSTICE
Senior Research Seminar

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

R 1:30-4:30  ANGEL

SOC 420-401  PERSPECTIVES ON URBAN POVERTY

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

T 4:30-7:30  BACH
SOC 430-401  POVERTY & INEQUALITY

This class examines the nature and extent of poverty in the United States. Students will gain familiarity with poverty issues as we review topics such as people’s views of poverty, poverty measurement, the characteristics of the poverty population, international comparisons, underlying causes of poverty, and government programs and policies that address poverty.

Questions to be addressed include: How have views of poverty evolved? What are the different methods people use to measure and understand poverty? Who are the poor? Why does poverty remain so pervasive? How do economic processes contribute to poverty? Are people from particular racial and ethnic backgrounds or family types inevitably more likely to be poor? What are the goals and purposes of social welfare programs? What are the limits of these policies? Students will write a paper on a poverty-related topic and be expected to come to class prepared to discuss the readings and participate in classroom discussion. A major objective of the course is to encourage students to gain analytic skills and use their abilities to think independently and critically.

R 1:30-4:30  CHARLES

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 5-8  HILL

Revised 6-30-09
FALL 2010
GRADUATE LEVEL COURSES

SOCI 530-401  GLOBALIZATION, DEVELOPMENT & ADOLESCENCE IN EAST ASIA

East Asian countries have experienced significant changes in economy, education and culture associated with globalization and economic turbulence during the last twenty years. How do East Asian youth navigate the rapidly changing world? In this course, we will explore the ways in which East Asian youth make transition to adulthood in the context of economic and cultural globalization. In particular, we will talk about how East Asian youth envision their adulthood, get educated and prepare for their transition to work, marriage, and parenthood. We will learn about youth culture that both influences and is being reshaped by lives of East Asian youth.

TR 10:30-12

SOC 535-001  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

201 - REC  W 11-12
202 - REC  W 5-6

SOC 555-301  PRO-SEMINAR IN SOCIOLOGICAL CONCEPTS

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

T 3-6

JACOB/SMITH
SOC 602-401 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, and Mead, and on subsequent developments in these classic schools of theory and research.

W 9-12 COLLINS

SOC 604-401 METHODOLOGY OF SOCIAL RESEARCH

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

M 1-4 HARKNETT

SOC 609-401 BASIC DEMOGRAPHIC METHODS

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

W 2-5 ELO
SOC 611-301  STRUCTURAL EQUATION MODELS

Part 1 covers linear models with multiple equations and measurement error. The emphasis will be on LISREL-type models with multiple indicators of latent variables. Topics include classical test theory, path analysis with unmeasured variables, introduction to matrix algebra, confirmatory factor analysis, and the analysis of covariance structures. Part 2 covers multilevel methods for longitudinal and clustered data. Topics include fixed-effects models, random effects and mixed models, GEE estimation, random coefficients models for discrete data.

TR 9-10:30       ALLISON

SOC 630-401  POVERTY & INEQUALITY

This class examines the nature and extent of poverty in the United States. Students will gain familiarity with poverty issues as we review topics such as people’s views of poverty, poverty measurement, the characteristics of the poverty population, international comparisons, underlying causes of poverty, and government programs and policies that address poverty. Questions to be addressed include: How have views of poverty evolved? What are the different methods people use to measure and understand poverty? Who are the poor? Why does poverty remain so pervasive? How do economic processes contribute to poverty? Are people from particular racial and ethnic backgrounds or family types inevitably more likely to be poor? What are the goals and purposes of social welfare programs? What are the limits of these policies? Students will write a paper on a poverty-related topic and be expected to come to class prepared to discuss the readings and participate in classroom discussion. A major objective of the course is to encourage students to gain analytic skills and use their abilities to think independently and critically.

R 1:30-4:30       CHARLES

SOC 633-401  POPULATION PROCESSES I

This is the first of two courses that serve as an introduction to demographic research. Population Processes I deals with health, mortality, and aging. It aims to introduce students to the most important research issues and findings in these broad areas. Subjects include the epidemiologic transition, sociodemographic differences in health, age patterns of mortality and morbidity, and health policy.

R 1:30-4:30       SCHNITTKER
SOC 667-301 SOCIAL INTERACTION

The dynamics of interpersonal interaction, especially in face-to-face encounters over limited periods of time. Topics include: theory of interaction ritual deriving from Durkheim, Goffman and their contemporary followers, ethnomethodology and conversation analysis; micro-ethnographic studies of non-verbal bases; sociology of emotions, including theories of Scheff, Katz, Kemper, Hochschild and Collins; symbolic interactionist theory; task groups and decision-making; electronically mediated interaction; contemporary research on the social nature of mind, cognition, and the self; social networks; methodological choices in the study of interaction; and the relationship between micro and macro.

W 2-5 COLLINS/GIBSON

SOC 680-401 PRO-SEMINAR IN CRIMINOLOGY

A systematic introduction to social theories of crime, deviance and control, organized chronologically and intended to acquaint students with the principal sociological debates in criminological theory from the precursors of the ‘Chicago School’ to contemporary cultural criminology.

M 10-1 ROCK

SOC 702-401 AFRICA AND THE AFRICAN DIASPORA: Political Economy and Social History

This course will focus on the political economy and social history of African Diaspora. The emphasis will be on readings, class discussions, and seminars to reflect on-going discussions in the field. The course will focus on the historical, political, economic, and cultural relationship between Africans and the world. We will provide a series of readings for background to each section.

T 5-8 ZUBERI
LPS COURSES  
Fall 2010

SOC 001-601  INTRODUCTION TO SOCIOLOGY

This course is designed to provide a broad overview and introduction to the discipline of sociology. Sociology provides a unique way to look at micro-and-macro level processes and orders including social interaction and larger social structures. In this introductory course we examine and analyze how social structures and cultures are created, maintained and changed, and how they affect social behavior. Furthermore, the course deconstructs our taken for granted world of social interactions and behavior and examines what sociological theory and research can tell us about human social behavior.

M 5:30-8:30  NOPPER

SOC 003-601  DEVIANCE AND SOCIAL CONTROL

A sociological analysis of the origins, development, and reactions surrounding deviance in contemporary society. Topics include labeling theory, stigma, social organization, tradition, social power, crime, sexual deviance, drug use, and racism. Theoretical and methodological issues will be discussed and evaluated.

W 4:30-7:30  JAEGER

SOC 006-601  RACE AND ETHNIC RELATIONS

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.

T 5:30-8:40  NOPPER
SOC 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

SOC 125-601  
**CLASSICAL SOCIOLOGY THEORY**

In this course we will examine the origins of sociology and discuss the founding classics including works of Tocqueville, Marx and Engels, Weber, Durkheim, Mauss, Simmel, and G. H. Mead. We will also look at how their major works have continued and transformed into theories of conflict, domination, resistance, revolutions, and social change; social solidarity, ritual and symbolism; symbolic interactionist theory of self and mind.

T 5:30-8:30  
GORBENKO

SOC 137-601  
**SOCIOLOGY OF THE MEDIA & POPULAR CULTURE**

This course relies on a variety of sociological perspectives to examine the media and popular culture in everyday life, with a particular emphasis on the importance on the organization of the mass media industries, the relationship between cultural consumption and status, and the social significance of leisure activities from sports to shopping. Specific course topics will include the role of competitive sports and games in society; the marketing of Disney, Nike and Starbucks; the production of urban nightlife; and the role of popular culture in public controversy and scandal.

W 5-8  
RUBIN
SOC 150-601 ETHNIC ECONOMIES AND GLOBALIZATION

Nail salons, nursing, hair care stores, pizza shops, parking garages, donut shops and taxis represent niche industries for different ethnic groups across the racial and national spectrum. We will explore how and why particular groups have concentrated in certain industries, and how processes related to globalization, such as diplomatic ties, the globalization of banking, foreign investment, trade, labor recruitment, transnational economic activities, and immigration contribute to their concentration. We will learn scholarly explanations for why ethnic groups concentrate in key industries by engaging literature that spans across the fields of sociology, urban studies, business, and migration. We will examine case studies of several ethnic groups and draw from examples in Philadelphia. This course will introduce students to a range of data and sources that are used by those studying and working in economic and urban development, finance, business, and immigration and will emphasize analysis of data and critical thinking skills.

W 5:30-8:40 NOPPER

SOC 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
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. Whereas organizing has unfortunately become a partisan buzzword during the 2008 presidential campaign, it has played a central role in US history since the Populist movement of the late 19th century, most notably as the foundation of the Civil Rights movement. This course will integrate the history and theories of community organizing in order to develop a praxis for each student to create change in their own communities. Focused analysis of several key texts, inquiry and problem-posing methods rooted in the student’s own context will serve as the primary means of study.

T 6-9

BECKER

SOC 530-640  INEQUALITY MATTERS

In the past several years the unequal distribution of power, wealth, income and other resources has become more evident. Globalization has called attention to inequalities within and between nations and has raised the question of how these inequalities are influenced by, and in turn influence, social, political, and economic developments in the U.S. Moreover, the consequences of inequality have reinforced traditional social protest movements, and have generated new ones such as the “global justice movement.” In this course we will look at the multiple sources and repercussions of different kinds of inequality, and their varying impacts on different groups of people (class, racial, ethnic, gender, immigrant status, etc.). We will consider an array of social policy arrangements proposed, or in place, to cope with the consequences of inequalities, including “social control” measures. And we will examine some of the movements that have been created over the years to alter, or to defend, present distributional arrangements both in the U.S. and in other countries. Members of the class will be expected to develop a written project focusing on some aspect of these issues. They will be expected to develop an appropriate reading list, share their proposals, make short progress reports, and (depending on class size) present their final papers in the manner of a professional meeting. Participation in class discussion will be very important. There will be occasional handouts of relevant materials, and readings appropriate to various parts of the course will be recommended.

R 5:30-8:40

OPPENHEIMER

Revised 6:30-09
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.