INTRODUCTION TO SOCIOLOGY

This course is designed to teach students what sociology is, and to introduce you to what we as sociologists do. My goal is to convince you that sociology is interesting and important. Over the semester, we will read original work in the sociology of inequality, deviance, gender and religion. You will learn how the research was conducted, what was found, and what those findings tell us about our society. As you are reading these studies, you will also be conducting research on yourselves, and others. You will learn about how you, as a class, differ from the rest of the country, and you will conduct participant observation on two groups of people, one of whom is more stigmatized than the other (for any reason). Those observations will culminate in a 4-6 page research paper on the process by which stigma is communicated and experienced.

ABCS Course (201-202 Recitation)
Introduction to Sociology students can take the course as an Academically Based Community Service (ABCS) course. All ABCS students will be working with Jackson Elementary School, a very diverse, economically disadvantaged, dynamic and exciting school in South Philadelphia. It will be your task to either support ongoing volunteer and improvement efforts, or to identify a currently unmet need and work toward filling that need via grant applications and long-term programs. ABCS students must take all three exams for and attend the regular lecture, but do not have to do the research paper. Student projects (often a grant application) for Jackson School are evaluated in lieu of a research paper and will constitute 50% of your grade. To be an ABCS student, you must be available to meet at the school from AT LEAST 8:30-10:30 on Fridays. If interested, you must register for recitation sections 201 or 202 through Aline Rowens: rowens@sas.upenn.edu.

MW 11-12
WILDE

201 - (ABCS REC) F 10-11 STAFF
202 - (ABCS REC) F 11-12 STAFF
203 - REC R 9:30-10:30 STAFF
204 - REC R 10:30-11:30 STAFF
205 - REC R 11-12 STAFF
206 - REC R 12-1 STAFF
207 - REC F 9-10 STAFF
208 - REC F 10-11 STAFF
209 - REC F 11-12 STAFF
210 - REC F 12-1 STAFF
SOCI 002-301  SOCIAL PROBLEMS & PUBLIC POLICIES

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

TR 10:30-12  JACOBS

SOCI 005-001  AMERICAN SOCIETY

What is American Society? The literary critic, Leslie Fielder once wrote,"...to be and American...precisely to imagine a destiny rather than to inherit one; since we have always been, insofar as we are Americans at all, inhabitants of myth rather than history..." The myths that we inherit form the basis of American civil religion. In this course we will explore the elements of the myth that form the basis of the civil religion as well as the facts on the ground that contradict our conceptions of American Society: Examples of mythic elements and their contradiction that we will explore are: A nation founded to pursue liberty and freedom yet allowed slavery, equality of opportunity and persistent structural inequality, and a welcoming of the immigrant coupled with a suspicion of the outsider.

M 2-5  NOPPER
SOCI 011-401  URBAN SOCIOLOGY

This course is a comprehensive introduction to the sociological study of urban areas. This includes more general topics such as the rise of cities and theories urbanism, as well as more specific areas of inquiry, including American urbanism, segregation, urban poverty, suburbanization and sprawl, neighborhoods and crime, and immigrant ghettos. The course will also devote significant attention to globalization and the process of urbanization in less developed countries.

TR 10:30-12  FLIPPEN

SOCI 033-401  TECHNOLOGY & SOCIETY

How does technology relate to society? What is technological progress, and can we “see” it in history? Is technology a constructive, or a destructive, force in the social world? Is technology in itself neutral, and applied by political and social actors to good and bad causes? Can technology bring peace? Or war? In this class, we explore the many and varied ways in which technology works in the social world, and the ways it interacts with political and cultural factors. We look at a number of historical periods and places, going way back to the past and moving forward to our present era with its distinct biological and information technologies. We pay particular attention to the dynamic relationships between technological systems and other domains of society such as government, commerce, philosophy, and art; we also ask about the role that technology plays for western societies in their self-understanding in relation to non-western societies.

TR 12-1:30  VOSKUHL
Most of us are pretty good amateur sociologists, because sociology is the study of human society, human society is people organized in groups (families, churches, clubs, schools, civic associations, nation-states) and their relations with one another (people with people, people with groups or institutions)... we're all "doing it" at one level or another. It is also the case that sociology -- the subject, the field, the science -- provides some useful tools for understanding how society operates, and a sociological perspective can teach us some things that are not obvious from our day-to-day participation in social life. So this is a course about the sociology of religion, a subject that has a lot to do with belief, with meaning, and with the very organization of society itself; and we will learn a lot about religion, from a sociological perspective (to what extent is belief an individual versus a social phenomenon? where do new religions -- sects -- come from and how to they become churches? why does religion sometimes thrive and other times drift into the background?).... But it is also a way to introduce college freshman to sociology and the sociological perspective; to fundamental issues in the social sciences; -- and this is the great advantage of a freshman seminar -- to the responsibilities and rewards of intellectual life at a university.

W 3:30-6:30

SMITH
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

This course examines several different sociological methods, including: survey development and administration, content analysis, historical-comparative, participant observation and ethnographic perspectives. It reviews research design, experimental design, evaluation methods, research ethics and the uses of research. Students explore these methods and perspectives in class assignments and exercises. A brief introduction to SPSS (statistical package for the social sciences) is also provided.

MW 11-12

HARKNETT

402 - REC R 11-12 STAFF
403 - REC R 12-1 STAFF
404 - REC F 11-12 STAFF
405 - REC F 12-1 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            STAFF
403 - REC            STAFF
404 - REC            STAFF
405 - REC            STAFF

SOCI 111-401    HEALTH OF POPULATIONS

This course is designed to introduce students to the quantitative study of factors that influence the health of populations. Topics to be addressed include methods for characterizing levels of health in populations, comparative and historical perspectives on population health, health disparities, health policy issues and the effectiveness of interventions for enhancing the health of populations. These topics will be addressed both for developed and developing world populations. The course will focus on specific areas of health and some of the major issues and conclusions pertaining to those domains. Areas singled out for attention include chronic diseases and their major risk factors, such as smoking, physical activity, dietary factors and obesity. Throughout the course, the focus will be on determining the quality of evidence for health policy and understanding the manner in which it was generated.

MWF 11-12             STOKES
SOCI 112-401  
DICRIMINATION: SEX, RACE AND CONFLICT
Satisfies Society General Requirement
Cultural Diversity in U.S.
Critical Writing in the Major

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

MW 2-3:30  
MADDEN

SOCI 120-001  
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.

MW 10-11  
GUILLOT

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

CONTEMPORARY SOCIOLOGICAL THEORY

This course reviews contemporary sociological theories, with an emphasis on using these theories to understand and think about the social world. This course will review theoretical perspectives developed after the “classical” period of Durkheim, Weber, and Marx, and particularly since WWII. We will start with theories focusing mostly on individual, local contexts (the micro-level), building to larger phenomena (the macro-level). Recurring themes will include the micro-macro connection, the relationship between subjectivity and behavior, and the structure-agency problem.

W 2-5

GORBENKO
SOC 140-301  SOCIAL CONFLICT

Course will emphasize violent conflict, what leads up to it, and what determines whether it actually happens or not. Micro-sociological observations of conflict and violence as it appears in real-life observations, photos and videos. Topics include: fights and brawls; military combat; crowd and crowd-control violence; bullying and holdups; fair fights and dueling; carousing; sports violence; police violence; gang violence; terrorist and clandestine violence; school and workplace rampages. Also considered will be ethnic cleansing and genocide; women in violence; and multiple contexts of rape. Escalation and de-escalation of conflict.

TR 1:30-3  COLLINS

SOCI 200-401  CRIMINAL JUSTICE

This course examines how the criminal justice system responds to crime in society. The course reviews the historical development of criminal justice agencies in the United States and Europe and the available scientific evidence on the effect these agencies have on controlling crime. The course places an emphasis on the functional creation of criminal justice agencies and the discretionary role decision makers in these agencies have in deciding how to enforce criminal laws and whom to punish. Evidence on how society measures crime and the role that each major criminal justice agency plays in controlling crime is examined from the perspective of crime victims, police, prosecutors, jurors, judges, prison officials, probation officers and parole board members. Using the model of social policy evaluation, the course asks students to consider how the results of criminal justice could be more effectively delivered to reduce the social and economic costs of crime.

MW 2-3:30  MACDONALD
SOCI 221-301  SAMPLE SURVEY METHODS

This course introduces students to the theory and practice of survey research. The main objective of the course is to integrate and apply the different aspects of survey research. Students will learn about question formulation, questionnaire design and formatting; sample design and selection; data base design and data entry; and elementary data analysis and report preparation. Students will also learn about the use of focus groups, observations, and intensive interviews to help formulate questions and better understand the context of the research. The course’s objectives will be achieved through readings, class discussion and, importantly, through student involvement in the design, administration, and analysis of sample surveys. We will also examine and discuss general sample surveys widely used in the social sciences. This course will enhance students’ analytical skills and prepare them for conducting quantitative analyses.

R 1:30-4:30  KOPPEL

SOC 230-401  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  PARK
SOCI 230-403  CHINA TODAY

This course studies contemporary Chinese society in the context of globalization. Starting with an analysis of the origins of economic reform and the struggles for political change in the 1970s and 1980s, the course moves on to cover critical issues in the 21st century, including migration and work, middle class and consumerism, youth, religion, mass media and the internet, environmental degradation, new forms of inequality, and civil society and popular protest. Taking a sociological approach, this course introduces methods and theories for analyzing institutions, inequality, and social change.

TR 10:30-12 YANG

SOCI 231-401  IMMIGRANT URBAN LABOR IN THE U.S.
Cultural Diversity in U.S.

This course examines post-1965 immigrant labor in urban U.S. cities. We explore 1) how immigration flows are impacted by globalization, capitalist restructuring, and neoliberalism; 2) immigration policies and workplace and immigration enforcement; 3) the labor conditions in which immigrants work; 4) the impact of immigrant labor on native-born employment patterns, wages, labor unions, and the national economy; 5) immigrant labor and labor activism among immigrants (workers centers, independent labor organizations) and mainstream unions' participation and response; 6) the role of migration intermediaries, contractors, and cultural brokers in immigrant labor flows; and 7) how gender, family, and kin networks are affected by or shape labor patterns. We focus on industries in which immigrants are concentrated or over-represented: garment, taxi driving, nursing, domestic services, restaurants, super markets, construction, janitorial, high-tech, and public education. In the process, students will become familiar with data sources and current policy debates related to immigration and labor.

TR 12-1:30 NOPPER
SOC 235-401  LAW & 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.

TR 4:30-6  FETNI

SOC 254-401  CITIES, SUBURBS, REGIONS

This course will explore the political, economic, social, and demographic forces impacting development patterns in metropolitan areas, with a particular focus on Philadelphia. We will examine the government policies, economic forces, and social attitudes that affect the way a region grows, and the impact of these forces on poverty, equity and segregation. Specific topics to be discussed include the factors that make a region competitive, the city's changing role in the region, the impact place has on opportunity, and approaches to revitalizing and improving communities.

T 1:30-4:30  BLACK

SOC 260-401  CYBERCULTURE

Recent developments in information technology -- the computer and the Internet in particular -- have transformed or seem poised to transform notions of community, identity, property, and gender. Through close readings of a variety of popular and scholarly sources, including film, fiction, and interactive media, this seminar will situate the development of a nascent "cyberculture" in its social, cultural, and political context. Topics include hackers and phreaks, the free and open-source software movement, online identities and communities, privacy and anonymity, copyright and intellectual property, civic coding and open government.

T 1:30-4:30  BENSON
SOCI 264-401  POVERTY, RACE & HEALTH

This course is designed to introduce students to current literature on racial/ethnic differences in health and mortality in the United States, covering such topics as explanations for why some racial/ethnic groups fare better than others, how inner city poverty and residential segregation may contribute to racial/ethnic differences in health outcomes, and health of immigrants versus native-born populations. Current policy debates and recent policy developments related to health are also briefly discussed. The course is organized as a seminar with a combination of lectures and class discussions. We will meet only once a week. It is important that students attend seminars regularly and actively participate in class discussions. Students are required to submit short reflections on the readings and questions for discussion weekly. There will be one in-class exam towards the end of the course. In addition, students are required to write a research paper (12-15 pages), which will consist of a health profile of a race/ethnic group of a student’s choice and its possible explanations. Students will give brief presentations of their findings to the class. There are no prerequisites, although a prior sociology course and familiarity with a spreadsheet program would be useful.

TR 1:30-3

JAEGGER

SOCI 270-401  THE IMMIGRANT CITY

Immigration is among the most important yet controversial forces shaping cities, regions, and neighborhoods. The diversity of immigrant and receiving communities means that the dynamics and impacts of migration are varied and complex. This course examines the development of immigrant and receiving communities in the United States. It surveys public policy and community and economic development practices related to migration at the local, regional, national, and trans-national scale. Class readings, discussions, and visits to Philadelphia’s immigrant neighborhoods explore themes including labor markets, housing experiences, political mobilization, civil society, cultural preservation, and the built environment.

The first half of the course surveys migration and community formation among a broad range of ethnic groups in different parts of the city and suburbs, mainly through history, sociology, and geography; the second half focuses on specific policy and community and economic development initiatives.

Ultimately, the class aims to provide students with 1) a broad knowledge of immigration and its impacts on cities and regions; 2) an in-depth understanding of urban policies and institutions working on immigration in U.S. cities; and 3) familiarity with community and economic development strategies for migrant and receiving communities.

T 1:30-4:30

VITIELLO
SOC 277-401  MENTAL ILLNESS

This course is designed to give a general overview of how sociologists study mental illness. We will be concerned with describing the contributions of sociological research and exploring how these contributions differ from those of psychology, psychiatry, and social work. This overview will be done in three parts: we will discuss (i) what “mental illness” is, (ii) precisely how many Americans are mentally ill, (iii) how social factors (e.g. race, gender, class) and social arrangements (e.g. social networks) lead to mental illness, and (iv) how we as a society respond to and treat the mentally ill. Throughout the course, we will be concerned with uncovering the assumptions behind different definitions of mental health and exploring their political, social, and legal implications.

MWF 10-11    SCHNITTKER

SOC 322-401  VIOLENCE AGAINST WOMEN IN CONFLICT: SEXUALITY, TERRORISM, AND HUMAN RIGHTS

This course explores how women's experiences of violence in conflict are guided by traditional patriarchal views of femininity, and further how this violence impacts their human rights. Through academic texts, documents produced by the U.N. and NGOs globally, and documentaries, we will consider women's experiences of violence in contexts such as: how rape is used to decipher the borders and boundaries of emerging nations, as in the 1994 genocide in Rwanda; the highly complex experiences of women suicide bombers in the Israeli-Palestinian and Sri Lankan conflicts; the relationship between domestic violence in the private/home space and the violence of war in the public space; and sexual violence against women in the U.S. military.

W 2-5    RAJAN
SOCI 430-403  SURVEY DATA COLLECTION

This class serves as an introduction to the primary tasks of survey data collection through development of student research projects. In the context of student projects, we will discuss epistemological and ethical issues involved in survey design. We then 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, 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 intended to help students to develop a serious project that might serve as the basis for a thesis (undergraduate or MA), dissertation, or research paper. Students will develop pieces of a data collection plan for their project, week by week. In addition, one or two student projects will be “workshopped” each week to apply concepts covered in that week’s readings. Students wishing to join the class should come with a one-paragraph project idea 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.

W 2-5  

HANNUM

SOCI 460-401  LAW IN AFRICA

This course will deal with Law and Societies in Africa. After surveying the various legal systems in Africa, the focus will be on how and to what extent the countries of Africa “re-Africanized” their legal systems by reconciling their indigenous law with Western law and other legal traditions to create unified legal systems that are used as instruments of social change and development. Towards this end, the experiences of various African countries covering the various legal traditions will be included. Specific focus will be on laws covering both economic and social relations. This emphasis includes laws of marriage, divorce and inheritance, laws of contracts and civil wrongs and Africa's laws of investments, human rights and international relations, among other laws. Throughout this course, a comparative analysis with non-African countries will be stressed. Readings include research papers, reports statutes, treaties, and cases.

M 4:30-7:30  

FETNI
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  PARK

SOCI 530-402  RACE, SCIENCE & SOCIETY

What is the role of the life sciences in shaping our understanding of race? How has racial stratification influenced scientists and how have scientists constructed racial difference and helped to maintain or contest racial inequities in society? This seminar draws on an interdisciplinary body of biological and social scientific literature to explore the connections between race, science, and society in the United States from the eighteenth century to the current genomic age. After laying a historical foundation, we will focus on the recent expansion of genomic research and technologies that treat race as a biological category that can be identified at the molecular level, including race-specific pharmaceuticals, commercial ancestry testing, and racial profiling with DNA forensics. We will discuss the significance of this increase in race consciousness in genomic research and technology at a time when colorblindness and post-racialism are gaining popularity. Students will investigate further specific topics related to race, genetics, and biotechnologies in their research papers.

M 2-5  ROBERTS
SOCI 536-401  QUANTITATIVE METHODS IN SOCIOLOGY II
Registration REQUIRED for both the Lecture and a Recitation section.

A course on statistical methods for social scientists, applying the general linear model (GLM). Students learn the logic and assumptions underlying the GLM and complete exercises that apply linear modeling techniques using the Stata statistical package to "real-world" data. Issues covered include the logic of statistical modeling, efficient estimation (i.e. statistical precision), specification errors (i.e. what happens when you make incorrect assumptions about how the world works), analyzing group differences with discrete (qualitative) variables (e.g. looking at differences in social processes by gender, or race), representing social processes with multiple equations ("path analysis"), and nonlinear relationships in linear models.

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

SOCI 542-401  WORK AND GENDER

This seminar examines the relevance of gender to the organization and experience of paid and unpaid work. Combining materialist and social constructionist approaches, we will consider occupational segregation, the relation of work and family, gender and class solidarity, the construction of gender through work, race and class variation in work experiences, and related topics.

W 2-5            LEIDNER

SOC 556-301  PROSEMINAR SOCIOLOGICAL CONCEPTS II
Open to Sociology/Demography (Graduate) Majors Only

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.

W 2-5            WILDE
This graduate course is intended to be helpful to students as they produce an MA thesis. The course is structured to provide social support and feedback as students move through the stages in the development of a project (i.e., data analysis, review of the literature, development of a thesis, and revision). Students should begin the semester with a data set in hand; additional data analysis will occur during the term. (In some cases, students may be finishing their data collection.) In addition, the course is intended to provide professional development opportunities for students by providing “insider” information about the publication process. Students will be given examples of journal reviews (including reviews that reject a paper), copies of papers as they move through the revision process, and guidelines for producing a publishable piece of work. The goal is for students to produce a manuscript that can be submitted for publication in the near future.

T 1:30-4:30 KAO

This course provides a survey of commonly-used social science research methods including surveys, ethnography, comparative-historical methods, and content analysis. The emphasis throughout the course will be on research design principles as well as critical assessment of various approaches to social research. We will explore several cross-cutting themes including: (1) causal inference, (2) validity, (3) the relationship between theory and empirical research, (4) strengths and weaknesses of various methodological approaches, (5) narrative style and presentation of research, and (6) assessment and critique of research. Course requirements will include weekly written assignments, active participation in class discussions, a midterm exam, and a final research proposal.

T 9-12 HARKNETT
SOCIOLOGICAL RESEARCH II

This course is intended to aid in the selection, framing, writing and revising of sociological dissertation proposals. It is also intended to provide a forum for the presentation of dissertation research in progress. The goal is to provide a forum for the acquisition of professional socialization in sociology. We will discuss the framing of research questions, the design of research strategies, and the writing of dissertation proposals. We will discuss the process of submitting manuscripts for conferences and journals, preparing curriculum vitae, job search strategies, and preparing for effective colloquium presentations. It is expected that third year graduate students in Sociology will enroll in this class.

M 2-5

HANNUM

SURVEY DATA COLLECTION

This class serves as an introduction to the primary tasks of survey data collection through development of student research projects. In the context of student projects, we will discuss epistemological and ethical issues involved in survey design. We then 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, 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 intended to help students to develop a serious project that might serve as the basis for a thesis (undergraduate or MA), dissertation, or research paper. Students will develop pieces of a data collection plan for their project, week by week. In addition, one or two student projects will be "workshopped" each week to apply concepts covered in that week's readings. Students wishing to join the class should come with a one-paragraph project idea 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.

W 2-5

HANNUM
SOCI 634-401  POPULATION PROCESSES II

Population Processes I and II make up a two-course sequence designed to introduce students to the core areas of demography (fertility, mortality, and migration) and recent developments in the field. PP II is divided into two parts. The first focuses on family demography and the biological, social and demographic factors explaining levels, trends, and differentials in human fertility transition with an emphasis on the historical and current course of fertility transition in developed and developing countries. The second part of the course provides a comprehensive review of theories and research on international migration. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course also covers a history and evaluation of immigration policies around the world, and devotes significant attention to theoretical and empirical perspectives on immigrant adaptation, including the relationship between gender and migration.

M 2-5  FLIPPEN

SOCI 660-401  LAW IN AFRICA

This course will deal with Law and Societies in Africa. After surveying the various legal systems in Africa, the focus will be on how and to what extent the countries of Africa “re-Africanized” their legal systems by reconciling their indigenous law with Western law and other legal traditions to create unified legal systems that are used as instruments of social change and development. Towards this end, the experiences of various African countries covering the various legal traditions will be included. Specific focus will be on laws covering both economic and social relations. This emphasis includes laws of marriage, divorce and inheritance, laws of contracts and civil wrongs and Africa’s laws of investments, human rights and international relations, among other laws. Throughout this course, a comparative analysis with non-African countries will be stressed. Readings include research papers, reports statutes, treaties, and cases.

M 4:30-7:30  FETNI
SOC 667-301  SOCIAL INTERACTION

The dynamics of interpersonal interaction, especially in face-to-face encounters during short periods of time. Topics include: the theory of interaction rituals deriving from Durkheim, Goffman, and their contemporary followers; conversation analysis; micro-ethnographic studies of non-verbal behavior and embodied interaction; sociology of emotions; symbolic interactionist theory and the social nature of mind, self, and inner dialogue; electronically mediated interaction and its effects on social ties; and the relationship between micro and macro sociology.

W 9-12                  COLLINS

SOC 708-401  SEMINAR IN DEMOGRAPHIC RESEARCH II

Demography 708 is the second part of a two-course sequence designed to introduce and familiarize second year students with current norms for academic research, presentation and publishing in the field of Demography. In Demg708 students are expected to finalize the analyses and to complete their second year research paper. This is a required course for second year demography students.

M 2-5                  KOHLER I.

SOC 796-401  DEMOGRAPHIC, ECONOMIC AND SOCIAL INTERRELATIONS

The course investigates economic and social determinants of fertility, mortality, and migration, and it discusses the effects of population variables on economic and social conditions, including economic and social development. Topics discussed in the course include: How do economic changes affect marriage, divorce, and child bearing decisions? How do households make decisions about transfers and requests? How can economic and sociological approaches be combined in explanatory models of demography change? How does immigration to the U. S. affect the ethnic composition of the population, the earnings of native workers, taxes on natives, and the macro-economy? What causes the aging of populations, and how will population aging affect the economies of industrial nations, and in particular, pension programs like Social Security? What accounts for the rise in women’s participation in the wage labor force over the past century? How are family composition and poverty interrelated? Does rapid population growth slow economic development in Third World countries? In addition to these topics, the course also covers selected methods not included in Dem/Soci 535/536 and 609.

R 1:30-4:30                 KOHLER
LPS COURSES
Spring 2014

SOCI 001-601  INTRODUCTION TO SOCIOLOGY
Society Sector (All Classes)

Ever wondered how your life situation is influenced by the social world around you? What does the adage "think globally- act locally" really mean: do individuals have the power to enact change that has far reaching social consequences? This introductory course considers the relation between the individual and society. First, we will review some of the key scholars that have written about this question. Next, we will evaluate how institutions (for example the media, health systems, financial markets) shape our daily lives and the enduring inequalities produced by these social forces. Finally, we will look at cases where rapid social change has occurred: for example the election of America's first African American president, the 2011 Arab Spring, and marriage equality for gay, lesbian and transgender couples. Class assignments include both oral and written work comprising literature reviews, quizzes, and class debate. The course will culminate in a final written case study assignment of a social problem or social process that captures your sociological imagination.

R 6-9  VAN DE RUJT

SOCI 003-601  DEVIANCE AND SOCIAL CONTROL
Society Sector (All Classes)

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.

T 6-9:10  JOYCE
**SOCI 006-601   RACE AND ETHNIC RELATIONS**
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.

W 5:30-8:40  NOPPER

**SOCI 126-601   CONTEMPORARY SOCIAL THEORY**

A sociological theory is a verbal (but sometimes also mathematical) argument about core social processes underlying the apparently irreducible variety of social life. This course will review theoretical perspectives developed after the "classical" period of Durkheim, Weber, and Marx, and particularly since WWII. Theories to be covered include: rational choice, cognitive limits on rational choice, emotions, rituals, and symbolic interactionism. We also consider theories of power, exchange, class, race and gender, as well as theories of stability and change, social movements, networks and organizations. The material is roughly organized from the more micro to the more macro. Students develop their skill at assessing and developing theories by applying them to empirical problems that interest them. The course satisfies the theory requirement for sociology majors.

M 5-8  JERNECK
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.

T 6:30-9:30

SOCI 154-601 AFRICAN DIASPORA IN LATIN AMERICA AND THE SPANISH-SPEAKING CARIBBEAN

This course will explore the arrival, establishment and contributions of free and enslaved Africans in Ibero-America, the region presently known as Latin America, and the Spanish Speaking Caribbean. It will look at how these actors and their descendants known today as Afro-Latinos, shaped and built the foundations of Latin American society and culture throughout the centuries from the colonial period to the present. The course will seek to understand Afro-Latinos’ agency and negotiations as intellectual contributors to the ideologies that led to independence and the creation of Latin American nations. Likewise, the course will also explore the accomplishments, controversies and tensions in race dynamics and politics, gender relations, socio-economic issues, among other factors that took and continue to take place as people of African descent negotiate their identity and struggle to uphold their space in Latin America and in the U.S.A. today.

MW 4:30-6
ASIAN AMERICAN AND POPULAR CULTURE
Cultural Diversity in the U.S. (Class of 12 and after)

This course focuses on the representation of Asian Americans in U.S. popular culture and mass media. We explore the sociology and history of how Asian Americans, Asian culture, and U.S.-Asia relations have been imagined and depicted in print, advertising, television, and screen and through foodways, dining, and fine art from the mid-1800s to the present. In the process we will examine the enduring and shifting images of Asian Americans against the backdrop of racial politics in the U.S., war and militarization in Asia, geopolitical relations, changes in mass media and communications, globalization, and contemporary economic competition with Asian countries. We will also consider how Asian Americans are depicted in relationship to racial and cultural representations of “Americanness,” citizenship, foreignness, terrorism, and the white-black hierarchy of race relations in the United States. Sources of material will draw from sociology, communications and mass media, history, cultural studies, literature, and film and television clips.

M 5:30-8:40

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.

W 6-9
SOCI 425-601  THE RESILIENCY AND IMPACT OF LATIN@CULTURAL EXPRESSIONS IN THE U.S.

This course takes a multi-disciplinary approach to the study of the resiliency and impact of Latin@ cultural and artistic contributions, esthetics, expressions and institution building in the United States from the Civil Rights Era to the present. We will explore how Latin@s are culturally defining being "American"; how their artistic expressions fit and influence the creativity and productivity of American and global Arts & Cultural expressions; and the Latin@ interactions of race, culture, society, economy and politics in the U.S.

T 5:30-8:30  IRIZARRY

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.