SOCI 001-001  INTRODUCTION TO SOCIOLOGY

This course is intended to help you understand the social world. It shows how social structural factors influence the rituals of daily life. It also provides an analysis of the ways in which social class, racial and ethnic background, and gender have an impact on life chances. It focuses on how everyday life is shaped by social forces including work, health, housework, and family life. Introduction to Sociology does not presume any prior knowledge of the field.

MW 11-12                        LAREAU

201 - REC  F 12-1                STAFF
202 - REC  F 11-12               STAFF
203 - REC  R 11-12               STAFF
204 - REC  R 3-4                 STAFF
205 - REC  F 11-12               STAFF
206 - REC  F 10-11               STAFF
207 - REC  T 10:30-11:30         STAFF
208 - REC  T 9:30-10:30          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 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   STAFF
403 - REC   F 10-11   STAFF

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

T 3-6
SMITH

The purpose of Soc 041 is to provide a basic understanding of some rather ubiquitous social phenomena: mistakes, accidents and disasters. We will look at these misfirings across a number of institutional domains: aviation, nuclear power plants, and medicine. Our goal is to understand how organizations “think” about these phenomena, how they develop strategies of prevention, how these strategies of prevention create new vulnerabilities to different sorts of mishaps, how organizations respond when things go awry, and how they plan for disasters.
At the same time we will be concerned with certain tensions in the sociological view of accidents, mistakes and disasters at the organizational level and at the level of the individual. Accidents, mistakes and disasters are embedded in organizational complexities; as such, they are no one’s fault. At the same time, as we seek explanations for these adverse events, we seek out whom to blame and whom to punish. We will explore throughout the semester the tension between a view that sees adverse events as the result of flawed organizational processes versus a view that sees these events as a result of flawed individuals.

TR 3-4:30
BOSK

Revised 6-22-11
**SOCI 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 11-12  
GIBSON

402 - REC  
F 11-12  
STAFF

403 - REC  
F 12-1  
STAFF

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

405 - REC  
R 10:30-11:30  
STAFF

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

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

MW 3:30-5  
KAO

**SOCI 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

Revised 6-22-11
SOCI 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.

TR 9-10
402 - REC  F 1-2  ALLISON
403 - REC  F 11-12  STAFF

SOCI 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
SOCI 125-001  CLASSICAL SOCIOLOGICAL THEORY

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

TR 3-4:30

GORBENKO

SOCI 128-001  INTRODUCTION TO DEMOGRAPHIC METHODS

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.

TR 10:30-12

ELO

SOCI 135-401  LAW & SOCIETY

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

TR 4:30-6

FETNI
SOCI 152-401  AMERICAN HEALTH POLICY

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

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

MW 1-2 LINKER

SOC 161-401  THE INFORMATION AGE

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

TR 12-1:30 HERSCH
SOCI 222-401  FIELD METHODS OF SOCIOLOGICAL RESEARCH

This class is intended as an introduction to the field methods of sociological research, with a focus on participant-observation and interviewing. Each student will have his or her own research project. Students will produce original research as part of the course, from data collection through analysis and written results. Students will also read examples of research relying on field methods. Throughout the course we will discuss the strengths, limitations, and ethics of field methods. The course is labor intensive. The class is very unusual; it is very "hands on" and practical. Course requirements include field notes, a brief (five page) critical assessment of the literature which the student is using in his or her paper, various exercises, and a final paper. Students are welcome, indeed encouraged, to contact the instructor in the spring or summer to discuss possible projects:

alareau@sas.upenn.edu

M 2-5

LAREAU

SOCI 230-401  WHEN DISASTER STRIKES: THE FAULT LINES OF HUMANITARIAN AID

Japan's earthquake, tsunami and nuclear crisis, Hurricane Katrina, the HIV/AIDS pandemic, and the subprime mortgage crisis: global phenomena that have produced catastrophic human suffering and trauma. In this seminar we will explore the central paradox of emergency aid: how the ethical urgency to reduce universal suffering collides with resource scarcity thus limiting the scope and potential of humanitarian relief. The course will consider the underlying social, political, economic and cultural conditions that magnify disasters, and critically examine how disasters expose the fault lines of social inequality embedded in society. Additionally, we will attend to ways in which disasters are presented and represented visually; exploring the repercussions of the 24 hour news cycle that consign disasters to the level of public spectacle and overlook recovery efforts. This course will offer students the opportunity to improve their public speaking skills as they analyze cases of disasters and their aftermath in a variety of speaking assignments including multi-media presentations. Classroom discussions and debates about topics such as the ethics of emergency aid and expert versus local problem solving strategies will provide additional speaking practice.

W 2-5

MAYER
In this course we will examine configurations of masculinities in present day Israeli culture and society. The course builds on recent developments in the study of masculinity, which have emerged from Feminist Theories and from Men Studies. These approaches supply the theoretical and conceptual grounds for the course. Later, we will turn to examine various existing constructions of masculinity in Israeli society (mostly in the present, but also in the recent past). The main aim of the course is to acquaint students with the emerging field(s) of research of masculinity, thus sensitizing them to the performances of types of masculinities in Israeli society, as well as to the relations between these types, to the different spheres of life in which they are performed, and where and how they intersect with various other spheres of identity in Israel - including race, ethnicity, class and so forth.

M 2-5
NOY

SOC 233-401 CRIMINOLOGY

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

TR 12-1:30
ADLER
SOCI 252-401  HUMAN RIGHTS

Sociology provides a unique way to look at human behavior and the world. We live in a world of diverse and conflicting values in which human rights and respect for human dignity have provided a platform for convergence. One important instance of such convergence has been the development of international norms prohibiting genocide, crimes against humanity, war crimes and ethnic cleansing. While there is agreement on fundamental principles as reflected in the Universal Declaration of Human Rights, differences in interpretation remain. A platform for convergence requires the engagement of a number of constituencies, in particular, state and inter-state entities, corporations, civil society and individuals, as well as the mutual reinforcement of their rights and duties. This course will critically cover the history, practice and social significance of human rights.

MW 11-12
ZUBERI

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
406 - REC  F 12-1  STAFF
407 - REC  F 1-2  STAFF

SOCI 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

Revised 6-22-11
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

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
SOCI 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

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 Trails 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.

M 2-5             SUGRUE

SOC 430-402  RACIAL STATISTICS

This course will examine statistical methods and optics used to capture the effects of racial stratification in society. This course covers the skills and insights used by social statisticians in the study of racial data. A key challenge facing researchers is the interpretation of the vast amount of racial data generated by society. As these data do not directly answer important social questions, data analysis and statistics must be used to interpret them. The course will examine the logic used to communicate statistical results from racial data. We will question the scientific claims of social science methodology by extending the critical perspective to biases that may underlie research methods. We will discuss good and bad practices within the context of the historical developments of the methods.

T 4:30-7:30         ZUBERI
SOC 435-401   GLOBALIZATION AND THE CITY

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

T 4:30-7:30     HILL
SOCI 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 SMITH
201 - REC W 11-12 STAFF
202 - REC W 5-6 STAFF

SOCI 541-401 GENDER, LABOR FORCE & LABOR MARKETS

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

MW 10-11:30 MADDEN
**SOCI 553-301  FIELD METHODS OF SOCIAL RESEARCH**

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

**M 2-5**

**GRAZIAN**

**SOCI 555-301  PRO-SEMINAR IN SOCIOLOGICAL CONCEPTS**

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

**T 1:30-4:30**

**JACOB**

**SOCI 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, Mead and Goffman, and on subsequent developments in these classic schools of theory and research.

**W 9-12**

**COLLINS**
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 1:30-4:30       HARKNETT

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

W 2-5         GUILLOT

In the fall of 1999, a now famous IOM Report, *To Err is Human*, announced that medical errors were the eighth leading cause of death in the use. It promised with a redesign of systems for delivering care, better use of information technology and the introduction of cultures of safety into hospitals, the number of patients dying from serious preventable events could be cut in half within five years. Over a decade later, it is hard to find evidence of improvement reducing deaths from serious preventable adverse events. This course will examine the definition of, causes of, and plans to reduce serious preventable adverse events to understand better why progress has been so difficult to achieve.

W 3:30–5       BOSK
SOC 630-402  RACIAL STATISTICS

This course will examine statistical methods and optics used to capture the effects of racial stratification in society. This course covers the skills and insights used by social statisticians in the study of racial data. A key challenge facing researchers is the interpretation of the vast amount of racial data generated by society. As these data do not directly answer important social questions, data analysis and statistics must be used to interpret them. The course will examine the logic used to communicate statistical results from racial data. We will question the scientific claims of social science methodology by extending the critical perspective to biases that may underlie research methods. We will discuss good and bad practices within the context of the historical developments of the methods.

T 4:30-7:30 ZUBERI

SOCI 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.

M 2-5 PARRADO/GUILLOT

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 2-5 PARK
This course is intended to hone the skills and judgment in order to conduct independent research in demography. We will discuss the selection of a research topics and practical research designs. Students will get experience with proposal writing, the process of editing successive drafts of manuscripts, and the oral presentation of work in progress as well as finished research projects. The course is designed to be the context in which students’ 2nd year papers in demography are written. This is a required course for second year students in Demography.

T 1-4

KOHLER, I
LPS COURSES
Fall 2011

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

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

M 5:30-8:40

NOPPER

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

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

W 5:30-8:40

NOPPER
SOCI 118-601  
**SOCIOLOGY OF BIOETHICS**

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

W 6-9  
JOYCE

SOCI 125-601  
**CLASSICAL SOCIOLOGY THEORY**

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

T 5:30-8:30  
GORBENKO
ETHNIC ECONOMIES AND GLOBALIZATION

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

T 6-9

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

 Revised 6-22-11
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

SOCI 530-640  COMPARATIVE SOCIAL MOVEMENTS
1930's-EARLY 21st CENTURY

This course will examine different kinds of social movements from the time of the Great Depression to the time of the Great Recession, both in the U.S. and in other countries. We will look at what sociologists, historians and political scientists have written about the nature of social movements, their processes, their successes and failures. We will consider movements of the “Left” and “Right,” class-based and sectoral (minorities, feminist, nationalist, etc.), politically partisan as well as extra-parliamentary, reformist and revolutionary, grassroots and top-down, secular and religiously-based. Members of the class will be expected to develop a written project focusing on some aspect of these issues. Topics may be theoretical, focus on individual movement figures, analyses of movement successes or failures (or both), participants and followers, resistance or backlashes to movements, government responses, the relationship of movements to the media, cross-national influences and connections, follow-up studies of activists, legacies, etc. Class members will develop appropriate reading lists, share their proposals in class, make short progress reports, and (depending on class size) present their final papers in the format of a professional meeting. Participation will be very important. There will be occasional handouts of relevant materials, and possibly a documentary film and guest speakers. The following books may help as preliminary introductory background material (most or all can be purchased inexpensively, used, from an online merchant): Freeman, Jo, & Johnson, Victoria, eds. Waves of Protest: Social Movements Since the Sixties. Goldberg, Robert A. Grassroots Resistance: Social Movements in 20th Century America. Mertes, Tom, ed. A Movement of Movements. (Cross-national; interviews.) Piven, Frances Fox, & Cloward, Richard. Poor People's Movements.

W 6-8:40  OPPENHEIMER

Revised 6-22-11
This graduate course relies on a variety of interdisciplinary perspectives to examine a number of emergent issues in the sociology of media and mass culture. Specific course topics will include the state of contemporary journalism; the mainstream media’s coverage of American politics; the consolidation of corporate ownership within the media industry; and the Internet and the digital age.

M 5:30-8:40

GRAZIAN

Note on registering for LPS courses:

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

LPS’S phone number is 215-898-7326.