

SOCIOLOGY

Department Website: <http://sociology.uchicago.edu>

PROGRAM OF STUDY

The discipline of sociology explores the nature, structure, and dynamics of social life, and also its causes and consequences for the world. With this broad mandate, sociology encompasses a diversity of substantive interests, methodological approaches, and theoretical orientations. Sociologists study diverse social phenomena ranging from online conversations, friendship, and families to neighborhoods, governments, and global markets. They study cities and communities; inequality; social mobility and social class; patterns of population change and migration; social identities such as race, class, and gender; ethnic relations and social conflict; social media and digital interaction; and social dimensions of sex, health, business, education, law, politics, religion, and science. Sociologists study the emergence, stabilization, disintegration, and wide-ranging implications of these social institutions, behaviors, and meanings. Methodologies of the field range from ethnography, interviews, and historical research to surveys, computational modeling, and big data analysis.

The University of Chicago's sociology department was the first in the United States, and it stewards the *American Journal of Sociology*, the discipline's longest-running sociology journal. Chicago sociology builds on these legacies by continuing to sponsor pathbreaking research. Chicago training in sociology confers deep understanding of social organization and human relations, along with skill in drawing inferences from data, which has made it attractive for students considering careers in business, social media, data science, education, law, marketing, medicine, journalism, social work, politics, public administration, and urban planning. Chicago's sociology education forms an excellent basis for specialized graduate work and affords entry to careers in federal, state, and local agencies, as well as into business enterprises, private foundations, and research institutes.

COURSE REQUIREMENTS, ACADEMIC YEAR 2026-2027

The curriculum has been carefully designed to provide students with instruction on essential aspects of the discipline: theory, research logic, methods, and real-world applications. We have scaled back the major's requirements to the absolute minimum in order to allow students more flexibility in designing their undergraduate career, but we insist that students take all nine required courses in our department. These courses represent the hard core of the Sociology curriculum, and they must be taken for a quality grade. *To preserve its coherence, we strongly discourage petitions to get out of taking course requirements or to substitute a non-SOCI course (including sociology courses taken outside our department) for a required SOCI one.*

Please plan ahead! Because several course requirements are offered concurrently, it will be difficult to take them all in one year without overloading.

Finally, please join our undergraduate listserv soc-ugrads@lists.uchicago.edu so that you don't miss important news and reminders.

COURSE REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY

Introduction to Sociology (choose one)	100
Sociological Theory (choose one)	100
Quantitative Methods (choose one)	100
Qualitative Methods (choose one)	100
Logic of Social Inquiry (choose one)	100
Four Courses in Sociology (i.e., prefaced by SOCI)	400
BA Project (optional - see description below under 7)	
Total Units	900

It is strongly recommended that the requirements be taken in the following sequence:

(1) Introduction to Sociology; (2) Sociological Theory and the two Methods courses; (3) Logic of Social Inquiry; and (4) the BA Project (seminar and paper), with the four electives taken throughout. One course cannot be counted for more than on requirement.

You may use this checklist (<https://sociology.uchicago.edu/sites/default/files/2023-10/SOCI%20Course%20Requirements%20Checklist.pdf>) of requirements for guidance.

QUALIFYING COURSES, ACADEMIC YEAR 2026-2027

This list may not be complete or up to date. Check with the Director of Undergraduate Studies (garrido@uchicago.edu) to see if an unlisted SOCI course counts towards a requirement.

1. INTRODUCTION TO SOCIOLOGY

One of the following courses:	100
SOCI 20002 Society, Power and Change (Autumn)	

SOCI 20233	Race in Contemporary American Society (Autumn)
SOCI 20295	Contemporary Social Problems: Morrissey's America (Autumn)
SOCI 20104	Urban Structure and Process (Spring) <small>Is not being offered for 2026-2027</small>
SOCI 20258	Maverick Markets: Cultural Economy and Cultural Finance (Spring)

Any theory course (in addition to the course taken to fulfill the Sociological Theory requirement)

2. SOCIOLOGICAL THEORY

One of the following courses: 100

SOCI 20290	Theories of Sexuality and Gender (Autumn)
SOCI 20005	Sociological Theory (Winter)
SOCI 20125	Rational Foundations of Social Theory (Spring)
SOCI 20576	Social Theory for the Digital Age (Spring)

3. QUANTITATIVE METHODS

One of the following courses: 100

SOCI 20004	Introduction to Statistical Methods and Models (Autumn)
SOCI 20009	Regression and Generalized Linear Models (Winter)
SOCI 20602	Thinking Like a Computational Social Scientist (Winter)

Students may also take STAT 22000, STAT 23400, and *above* to satisfy this requirement. Note that this is the only requirement that can be satisfied with a non-SOCI course.

4. QUALITATIVE METHODS

One of the following courses: 100

SOCI 20548	Coding & Analyzing Qualitative Data using MAXQDA (Autumn - fourth- and third-year sociology majors only)
SOCI 20140	Qualitative Field Methods (Autumn)

5. LOGIC OF SOCIAL INQUIRY

One of the following courses: 100

SOCI 20575	Logic of Social Inquiry (Winter)
------------	----------------------------------

6. Electives (four SOCI courses)

These electives can be satisfied by taking any course in the major, including cross-listed ones—i.e., they must have a course number prefaced by SOCI. 400

7. BA PROJECT (OPTIONAL)

SOCI 29998	Sociology BA Thesis Seminar (See BA thesis policies, below.)
------------	--

POLICIES

HONORS

To attain honors in the major, students will need to meet all four conditions: (1) a GPA of 3.25 or higher in the College; (2) a GPA of 3.5 or higher in the major; (3) completion a BA Seminar (SOCI 29998); and (4) their advisor's determination that the BA thesis merits honors.

PASS/FAIL

Courses must be taken for a quality grade in order to count toward the sociology major. However, additional courses beyond the nine required may be taken for a Pass/Fail grade.

STUDY ABROAD

We support sociology students wishing to study abroad during their time at the University of Chicago. However, for students interested in completing the BA Seminar, we recommend studying abroad before Spring Quarter of their third year.

BA THESIS

Students pursuing Honors in Sociology are required to take SOCI 29998, the department's BA Seminar course, which runs from Spring Quarter of a student's third year through Winter Quarter of their fourth year. Ideally, students interested in pursuing the BA project will have fulfilled their Methods and Logic requirements by Winter Quarter of their third year, as these courses provide necessary preparation for the experience of doing original research.

Students will register for SOCI 29998 in Spring Quarter of their third year but will not be given a grade until the conclusion of the thesis process. This grade incorporates the BA thesis grade they receive from their faculty advisor as well as an evaluation of the student's work in the SOCI 29998 course. Students who drop SOCI 29998 mid-year may qualify for a grade of "Pass" if they complete the requirements of the first quarter.

The BA seminar *does not* count as a sociology elective. However, we encourage students to take advantage of SOCI 29997 to get elective credit for work done in support of their thesis.

More information about the BA project can be found on the Department of Sociology Website.

JOINT BA/MA THESIS

Undergraduate sociology majors enrolled in the four-year combined BA/MA program typically write an MA thesis in their fourth year. *They cannot also write a BA thesis.* The reasoning is as follows: To preserve the integrity of the BA and MA programs, the BA and MA theses must be distinct intellectual products. It is very difficult, and, in any case, ill-advised, to pursue two separate research projects in the same year. Thus, we ask students to choose: Pursue the BA thesis for honors in the major, or the MA thesis for an MA degree. Note that the BA Seminar is attached to the BA Project and cannot be taken by students writing MA theses.

Students enrolled in a five-year BA/MA program (such as MACSS and CMES) may, if they so choose, write a BA thesis in their fourth year and then an MA thesis in their fifth. But again, the two theses should represent distinct research projects. While the two projects may be related, the MA thesis cannot be a duplication of BA work.

Students dual-enrolled in the Joint BA/MA Program in the Social Sciences during their fourth year are permitted to count up to three (3) 300-level courses toward the *elective requirements* of the undergraduate sociology major, provided that those courses are in sociology (i.e. they have a SOCI course number).

Students must complete all BA/MA requirements, including the MA thesis, by June in order to graduate by August.

TRANSFER POLICY

Transfer students may count courses taken at their previous institution toward the *elective requirements* of the undergraduate sociology major, at the discretion of the Director of Undergraduate Studies.

DOUBLE-COUNTING THE BA THESIS FOR TWO MAJORS

Students are permitted to submit a single BA thesis to fulfill the the thesis requirements of Sociology and another major. However, we remind students that they must be active participants in Sociology's BA seminar (SOCI 29998) to meet the requirements for Honors in Sociology.

SOCIOLOGY COURSES

SOCI 20001. Sociological Methods. 100 Units.

This course introduces the approach and practice of social research. This course explores questions of causality in social research and the limits of knowledge. It then covers the basic practices that are a component of all methods of social research through an in-depth examination of interviews, ethnography, surveys, archival, online and computational research. Students spend the quarter working on a series of assignments that culminate in a research proposal for the BA thesis.

Terms Offered: Winter. Not Being offered in 2026-2027

SOCI 20002. Society, Power and Change. 100 Units.

The central objective of this course is to introduce students to some key themes of sociological thought and research relating to social structures, power relations and social transformation. Themes include but are not restricted to the relationship of the individual to society, the social construction of societal institutions and identities, social cleavages such as race, gender and class, and social movements and revolution.

Instructor(s): J. Go Terms Offered: Autumn

SOCI 20004. Introduction to Statistical Methods and Models. 100 Units.

This course has two purposes. First, using nationally representative US surveys, we'll examine the early emergence of educational inequality and its evolution during adolescence and adulthood. We'll ask about the importance of social origins (parent social status, race/ethnicity, gender, and language) in predicting labor market outcomes. We'll study the role that education and plays in shaping economic opportunity, beginning in early childhood. We'll ask at what points interventions might effectively advance learning and reduce inequality. Second, we'll gain mastery over some important statistical methods required for answering these and related questions. Indeed, this course provides an introduction to quantitative methods and a foundation for other methods courses in the social sciences. We consider standard topics: graphical and tabular displays of univariate and bivariate distributions, an introduction to statistical inference, and commonly arising applications such as the t-test, the two-way contingency table, analysis of variance, and regression. However, all statistical ideas and methods are embedded in case studies including a national survey of adult labor force outcomes, a national survey of elementary school children, and a national survey that follows adolescents through secondary school into early adulthood. Thus, the course will consider all statistical choices and inferences in the context of the

broader logic of inquiry with the aim of strengthening our understanding of that logic as well as of the statistical methods.

Instructor(s): S. Raudenbush Terms Offered: Autumn

Prerequisite(s): Priority registration for Ugrad Sociology majors and Sociology PhD students. No prior instruction in statistical analysis is required. Others by consent of instructor.

Equivalent Course(s): SOCI 30004

SOCI 20005. Sociological Theory. 100 Units.

Drawing on the classics as well as on contemporary works in sociological theory, this course raises questions about the nature of sociological theory and its relation to both empirical research and sociological inquiry.

Authors include Tarde, Weber, Durkheim, Simmel, and Parsons.

Instructor(s): J. Martin Terms Offered: Winter. Satisfies Theory Requirement for Sociology Majors

SOCI 20009. Regression and Generalized Linear Models. 100 Units.

Social scientists regularly ask questions that can be answered with quantitative data from a population-based sample. For example, how much more income do college graduates earn compared to those who do not attend college? Do men and women with similar levels of training and who work in similar jobs earn different incomes? Why do children who grow up in different family or neighborhood environments perform differently in school? To what extent do individuals from different socioeconomic backgrounds hold different types of political attitudes and engage in different types of political behavior? This course explores statistical methods that can be used to answer these and many other questions of interest to social scientists. The main objectives are to provide students with a firm understanding of linear regression and generalized linear models and with the technical skills to implement these methods in practice.

Instructor(s): G. Wodtke Terms Offered: Winter. Priority registration for Sociology Majors and Sociology 1st and 2nd year PhD Students

Prerequisite(s): SOCI 30004 or equivalent to an introductory Stats Class

Equivalent Course(s): SOCI 30005

SOCI 20104. Urban Structure and Process. 100 Units.

This course reviews competing theories of urban development, especially their ability to explain the changing nature of cities under the impact of advanced industrialism. Analysis includes a consideration of emerging metropolitan regions, the microstructure of local neighborhoods, and the limitations of the past American experience as a way of developing urban policy both in this country and elsewhere.

Instructor(s): R. Vargas Terms Offered: Spring. Cancelled - Not offered in 2026/2027

Equivalent Course(s): GEOG 22700, SOSOC 25100, CHST 20104, CEGU 20104, ARCH 20104

SOCI 20112. Applications of Hierarchical Linear Models. 100 Units.

A number of diverse methodological problems such as correlates of change, analysis of multi-level data, and certain aspects of meta-analysis share a common feature—a hierarchical structure. The hierarchical linear model offers a promising approach to analyzing data in these situations. This course will survey the methodological literature in this area, and demonstrate how the hierarchical linear model can be applied to a range of problems.

Instructor(s): S. Raudenbush Terms Offered: Spring

Prerequisite(s): Applied statistics at a level of multiple regression

Equivalent Course(s): SOCI 30112, EDSO 30112, PPHA 44650

SOCI 20125. Rational Foundations of Social Theory. 100 Units.

This course introduces conceptual and analytical tools for the micro foundations of macro and intermediate-level social theories, taking as a basis the assumption of rational action. Those tools are then used to construct theories of power, social exchange, collective behavior, socialization, trust, norm, social decision making and justice, business organization, and family organization.

Instructor(s): K. Yamaguchi Terms Offered: Spring

Equivalent Course(s): SOCI 30125

SOCI 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

Instructor(s): O. McRoberts Terms Offered: Autumn

Equivalent Course(s): RDIN 20140, RLST 20140, CHDV 20140

SOCI 20175. The Sociology of Deviant Behavior. 100 Units.

This course considers questions such as these through the lens of the social construction of "deviant behavior." We will look at the cultural creation of social problems - smoking, climate change, missing children - and examine how various moral entrepreneurs shape what some sociologists call our "culture of fear." Through course readings, discussions, and empirical research projects, students will learn to critically analyze how certain behaviors come to be labeled "deviant" or "acceptable," and how these labels shift historically, culturally, and politically.

Instructor(s): K. Schilt Terms Offered: Autumn

Equivalent Course(s): CHDV 20175

SOCI 20233. Race in Contemporary American Society. 100 Units.

This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journalism. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring quarter offered at the Graduate level only
Equivalent Course(s): RDIN 30233, MAPS 30233, SOCI 30233, CRES 20233, RDIN 20233

SOCI 20258. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices, and other dimensions of a market economy, and how a financial economy affects organizations, the art and other areas.
Instructor(s): K. Knorr Terms Offered: Spring
Equivalent Course(s): ANTH 35405, SOCI 30258, ANTH 25440

SOCI 20295. Contemporary Social Problems: Morrissey's America. 100 Units.

What are the most pressing social problems in the U.S.? What do we know about them and what can we do to address them? We will use the life and music of Morrissey, the controversial former frontman of The Smiths, as a lens through which to explore our country's most critical social issues. An outspoken defender of animal rights and disaffected youth's preeminent lyricist, Morrissey has also increasingly flirted with nationalist policies. As such, he embodies the tensions, complexities, and ambiguities around critical topics that characterize our time. Guided by sociological theory, we will examine the latest social science evidence on race, immigration, gender and sexuality, health, poverty, segregation, crime, and education as they are key sites in which social inequality is produced and reproduced today. Finally, we will discuss potential solutions to these problems.
Instructor(s): R. Flores Terms Offered: Autumn
Equivalent Course(s): GNSE 22295

SOCI 20547. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.

Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer's role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students' exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor's feedback on students' interview journals.
Instructor(s): S. Hicks-Bartlett Terms Offered: Winter
Equivalent Course(s): MAPS 40164, SOCI 40164

SOCI 20548. Coding & Analyzing Qualitative Data using MAXQDA. 100 Units.

This focus of this course is on coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn:Restricted to 4th and 3rd year Sociology Majors only and MAPS students only ONLY. Spring: Offered at the graduate level only
Equivalent Course(s): SOCI 40177, MAPS 40177

SOCI 20574. How to Think Sociologically. 100 Units.

To paraphrase Georg Simmel, sociology isn't just a great pot into which a bunch of topics related to society are dumped. It represents a particular perspective on the world, one that is very different from common-sense and commonly available perspectives rooted in, say, economics, biology, physics, or psychology. Sociologists tend to explain the world using words like social structure, culture, agency, and process rather than self-interest, genetics, evolution, natural laws, or neural wiring. A sociological perspective can be very powerful, casting a new and clarifying light on important social issues and problems, from racial segregation in the United States to democratic backsliding globally (and in the United States). The aim of the course is to get students to think sociologically and deepen their sociological imaginations. To this end, we'll discuss a set of societally important (and not at all controversial) topics, including epistemology, identity, inequality, race, sexuality, social class, orientalism, and political division. As the course will demonstrate, a sociological approach can help illuminate these topics and shed new light on how to approach them. While the readings will include dense social theory, every effort will be made to make the ideas at stake accessible to a non-specialized audience.

Instructor(s): M. Garrido Terms Offered: Autumn

Equivalent Course(s): SOCI 30574, CHSS 30574, HIPS 20574

SOCI 20575. Logic of Social Inquiry. 100 Units.

The social sciences contain a remarkable diversity of research methods, theoretical orientations, and substantive topics. Nevertheless, social scientists have developed a shared language that enables them to discuss and evaluate each other's work. In this course, we will learn to speak that language--the language of research design. Together, we will tackle both the abstract logic of research design as well as the nuts and bolts of executing a methodologically sound project. We will focus on such topics as the relationship between theory and research; the logic of comparison; issues of measurement, bias, and generalizability; basic methods of data collection; and what social scientists do with data once they have collected them. By the end of this course, you will be able to evaluate the strengths and weaknesses of published accounts of social science research, and will have hands-on experience designing and executing your own mini mixed-methods pilot study.

Instructor(s): T. Huttenlocher Terms Offered: Winter

Prerequisite(s): Priority registration for Sociology 3rd year majors

Equivalent Course(s): CHDV 20575

SOCI 20576. Social Theory for the Digital Age. 100 Units.

Society rearranges itself, though we don't always know where it is heading. When the postmodern moment had arrived in the 1980s it perplexed social theorists, hence its characterization as simply a "post"-stage of modernity. Digitization is one answer to the question of direction of change in the last decades. In this class, we take the ongoing transformations that we attribute to digital media as a starting point to ask what challenges they provide to social theory that may force us to reconsider some of our most basic concepts and premises. We will understand the term digital age broadly to refer to the rise of algorithms, sensors, (big) data, machine learning, and computational methods, all developments that swirl in and around the Artificial Intelligence scene and intersect with and replace purely human relations. The class gives particular attention to concepts such as action and interaction, embodiment, social situations, subjectivity and autonomy, as well as society as communication.

Instructor(s): K. Knorr Terms Offered: Spring

Equivalent Course(s): HIPS 20576, CHSS 30576, ANTH 30576, ANTH 20576, SOCI 30576

SOCI 20591. Introduction to Critical Social Theory. 100 Units.

This course introduces graduate and advanced undergraduate students to a tradition of social thought and research called "Critical Social Theory." As opposed to Traditional Social Theory, Critical Social Theory questions inherited theoretical frameworks and conceptual formations in an attempt to reconstruct social theory and harness it for its liberatory potential. It offers alternative theories and concepts to inform social research that exposes and questions rather than assumes existing social institutions, inequalities and power relations. Examples of readings are works by the Frankfurt School, Marxist theorists of hegemony (e.g. Antonio Gramsci, Stuart Hall), theorists of power and agency (Michel Foucault, Pierre Bourdieu), Feminist Standpoint Epistemology/Theory, Black Marxism, Black Feminist Thought, Queer Theory, and Decolonial/Postcolonial Theory - among other possible schools of theorizing. Rather than a detailed examination of any one of these schools of theorizing, the course offers a broad overview, locating shared and contrasting themes and lines of argumentation.

Instructor(s): J. Go Terms Offered: Autumn

Prerequisite(s): Priority registration to junior and senior undergraduates

Equivalent Course(s): SOCI 30591, CCCT 20591, CCCT 30591

SOCI 20602. Thinking like a Computational Social Scientist. 100 Units.

The movement of much of our social lives online has created exciting new opportunities for social science research. This course provides a broad survey of computational methods used to make sense of this data. Students will learn how to collect online data and analyze this data using contemporary techniques from natural language processing, supervised/unsupervised machine learning, and generative AI. Students will also cultivate analytical skills through formal paper presentations, oral exams, and an original research project. The course will be taught in Python. This is an intuitive introduction without prerequisites, although previous experience with probability, statistics, and/or programming will be helpful. This course has a shared lecture on Thursdays and a separate graduate and undergraduate sections on Tuesdays(required).

Instructor(s): B. Koch Terms Offered: Winter

Equivalent Course(s): DATA 20602, HIST 49307, MACS 30267, SOCI 40267, MACS 20267, PSYC 38520, PSYC 28520

SOCI 20606. New Topics in Asian American Studies. 100 Units.

This course offers an introduction to new critical works of Asian American studies covering critical themes in an interdisciplinary fields including research from anthropology, cultural studies, gender and women studies, history, political science, psychology and sociology. This course will focus on new works published in recent years that showcase recent theoretical innovations and literary styles that will sharpen our analysis of both Asian and Asian American experiences in the United States and globally. We will cover topics as they relate to migration, war and empire, violence, race/class/gender/sexuality, and immigration integration in educational institutions and the labor market.

Instructor(s): K. Hoang Terms Offered: Autumn

Equivalent Course(s): SOCI 30606, RDIN 20606

SOCI 20624. The Global Movement of Wealth. 100 Units.

This course introduces the study of contemporary global wealth movements, drawing insights from economics, sociology, geography, and public policy. We will explore the evolving architecture and geography of financialization, examining global capital flows at three levels: macro-economic trends, institutional structures, and individual actors driving capital accumulation. Key topics include China's economic rise, the growth of sovereign wealth funds, and the expansion of offshore financial centers that facilitate and obscure the global circulation of wealth. Special attention will be given to the ethical and social implications of these financial systems, particularly their role in exacerbating global inequality. By the end of the course, students will have a comprehensive understanding of how financialization shapes the global economy and its impact on everyday life.

Instructor(s): K. Hoang Terms Offered: Winter

Equivalent Course(s): SOCI 30624

SOCI 20632. Sociology of Immigration. 100 Units.

This course is structured as a research seminar. We will explore major topics in immigration studies, including the causes of migration, immigrant assimilation, transnationalism, the intersection of immigration and race, immigration policies, public opinion towards immigration, and illegality. We will also devote some time to immigrant-receiving contexts outside of the U.S. especially Western Europe. The purpose of the class is to encourage students to develop their own immigration research projects. We will pay special attention to research design and methodological issues. We will engage with research that uses multiple methodologies and theoretical perspectives.

Instructor(s): R. Flores Terms Offered: Spring

Equivalent Course(s): SOCI 30632

SOCI 20640. From Hypotheses to Evidence: Social Science Research Methods. 100 Units.

This course is designed to familiarize undergraduates with ways of knowing the world, through the lens of social science. It will meet the requirement for a research methods course for concentrators in sociology and may be applied to meet methods requirements for other concentrations and departments. We will think about how to pose sociological questions, about what constitutes "evidence", and how to collect and how analyze data about those questions. We will touch on key social theories and concepts. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection, data analysis, and interpretation of results. We also learn how to structure a paper or thesis, posing a question, outlining the literature on this question, acquiring evidence and reaching conclusions.

Instructor(s): L. Waite Terms Offered: Winter

Prerequisite(s): Students must attend lecture and lab

SOCI 20641. Propaganda and Product Defense. 100 Units.

This course explores how powerful institutions shape public understanding through propaganda, misinformation, and deliberate strategies of "product defense." We begin by examining the core mechanisms of propagandas, how it works, why it succeeds, and the psychological, political, and cultural conditions that allow it to thrive. From there, we study major arenas where propaganda has reshaped public knowledge, including tobacco, climate change, policing, and technology, tracing how industries and governments manufacture doubt, manage public perception, and defend harmful products or practices. The course also investigates the production of organized ignorance and the role of media systems in reinforcing or challenging dominant narratives. Finally, we focus on traditions of resistance: the work of truth-tellers, community educators, cultural critics, and organizers who expose misinformation, reclaim narrative power, and build counter-hegemonic knowledge. Students will learn to analyze how propaganda is constructed, how it becomes embedded in everyday life, and how it can be effectively confronted.

Instructor(s): R. Vargas Terms Offered: Spring

SOCI 20645. Marxism and Society. 100 Units.

Marxism is dead, long live Marxism!" Marxism is arguably one of the most influential and controversial schools of thought that have ever shaped human beings' social and historical practice. But what is Marxism, exactly? What are some of its key premises, analytical perspectives, explanatory frameworks as well as unresolved ambiguities, and tensions? In this course, we survey some of the most foundational texts that have informed the

intellectual and political tradition we call "Marxism", and critically reflect upon its relevance to our contemporary societies.

Instructor(s): Y. Zhang Terms Offered: Winter

SOCI 20646. AI and the Future of Culture. 100 Units.

What happens to culture when artificial intelligence becomes part of how we create it, experience it, and pass it on? This seminar explores how AI is reshaping fundamental aspects of cultural life in ways we are only beginning to understand. We examine AI not just as a tool for making things faster or cheaper, but as something increasingly woven into the fabric of culture itself: algorithms that shape what art and music we encounter, chatbots that become romantic companions, NPCs in games that feel increasingly lifelike, and generative systems that flood the internet with content of wildly varying quality. Through close examination of specific cases and theoretical engagement with cultural sociology, we ask how these changes might alter what gets created, what gets valued, how people learn to be cultural beings, and whether culture becomes richer or poorer as a result.

Instructor(s): B. Koch Terms Offered: Spring

Equivalent Course(s): SOCI 30646

SOCI 20648. The Inter-generational Transmission of Social Status. 100 Units.

This course focuses on several enduring questions in sociology and economics: How strongly do children's social origins, characterized by race, ethnicity, gender, parents' social status, and neighborhood conditions, predict adult outcomes, including occupational status, earnings, and life expectancy? To what extent does the predictive power of social origins vary across societies and within societies over time? What explanations have social scientists offered to explain these predictions? What social policies have been most effective in reducing the predictive power of social origins? We'll critically examine the research literature and, as a case study, re-analyze national US survey data to ground our discussion.

Instructor(s): S. Raudenbush Terms Offered: Autumn. Cancelled

SOCI 20649. Research on School Improvement, 1965-Present. 100 Units.

Since the passage of Congressional legislation in 1965 and until very recently, the primary aim of US federal education policy has been to expand educational opportunity. Equalizing resources, improving instruction, holding educators accountable for outcomes, and promoting school choice have been major themes in this endeavor. We'll examine the theoretical rationales for such efforts, review criticisms of these rationales, and ask how effective these strategies have been. Finally, we'll evaluate current scholarly thinking about school improvement as an engine for societal improvement.

Instructor(s): S. Raudenbush Terms Offered: Spring. Cancelled

SOCI 20653. Political Economy of Policing. 100 Units.

This course examines the political economy of policing, focusing on the inter-institutional networks shaping law enforcement policies, technologies, and legitimacy. Using case studies such as the battle over ShotSpotter in Chicago and similar conflicts around predictive policing, surveillance technologies, and privatized training facilities, students will explore how policing is influenced by economic, political, and institutional forces.

The seminar covers research on the relations between private firms, philanthropy, academia, and community organizations in policing. Students will analyze the broader social and economic implications of these linkages while interrogating the political, economic, and racial dynamics that underlie modern policing. The course aims to equip students with a framework for assessing policing as an inter-institutional structure.

Instructor(s): R. Vargas Terms Offered: Spring

Equivalent Course(s): SOCI 50141

SOCI 20654. Public Records and FOIA Request Methods. 100 Units.

This course provides a comprehensive exploration of the Freedom of Information Act (FOIA) and state-level public records laws as a data collection method for social science and investigative journalism. Students will progress from the foundational "why" of transparency to the technical "how" of securing high-value government data, examining the legal frameworks, timelines, and exemptions that govern public access. The course will explain how to integrate formal social scientific research designs using public record request methods, teaching students how to use FOIA for both deductive hypothesis testing and inductive exploratory analysis. Through a series of practical workshops and case studies, participants will master the art of drafting precise requests, managing large-scale file organization, and navigating agency resistance such as fee hurdles and stalling tactics. By the end of the term, students will be equipped to critically evaluate data quality, code complex documents, and execute strategic FOIA campaigns in the public interest.

Instructor(s): R. Vargas and C. Castle Terms Offered: Spring

Equivalent Course(s): SOCI 30654

SOCI 20655. Religion and Inequality in America. 100 Units.

How does religion reflect, reproduce, and occasional disrupt structures of inequality? Since the earliest days of American social science, researchers have understood that religious groups are highly stratified by race, class, gender, ethnicity, and other factors. We will examine the causes and consequences of these inequalities, both historically and in the contemporary world, by reading key texts and by collecting, analyzing, and interpreting data on American religious groups.

Instructor(s): T. Huttenlocher Terms Offered: Spring

Equivalent Course(s): RDIN 30655, RLST 27233, SOCI 30655, RDIN 20655, AASR 30655

SOCI 29997. Readings in Sociology. 100 Units.

Students are required to submit the College Reading and Research Course Form. With consent of instructor, students may take this course for P/F grading if it is not being used to meet program requirements.

Terms Offered: Autumn Spring Summer Winter

Prerequisite(s): Consent of instructor and program chair.

SOCI 29998. Sociology BA Thesis Seminar. 100 Units.

For most of your academic career, you have primarily been a consumer of knowledge. Now, you will become a producer of knowledge by undertaking a year-long research project of your own design. While this can be a daunting task, you won't be alone-as a class, we will work together to tackle the nuts and bolts of research: designing a methodologically rigorous project, engaging with theory, collecting and analyzing data, and effectively communicating your research findings. By the end of this course, you will emerge with a BA thesis you can be proud of-and a deeper understanding of how sociologists do research that has the power to shape people's understandings of the world.

Instructor(s): T. Huttenlocher Terms Offered: Autumn Spring Winter. PQ:SOCI 20575, unless granted an exception by the instructor. Restricted to declared sociology majors

