

DEPARTMENT OF SOCIOLOGY

Chair

- Andreas Glaeser

Professors

- Andrew Abbott
- Neil Brenner
- Terry N. Clark
- Elisabeth S. Clemens
- James A. Evans
- Andreas Glaeser
- Julian Go
- Kimberly Hoang
- Karin Knorr Cetina, Anthropology
- John Levi Martin
- Stephen W. Raudenbush
- Jenny Trinitapoli
- Robert Vargas
- Linda Waite
- Geoffrey Wodtke
- Kazuo Yamaguchi

Associate Professors

- Joyce Bell
- Rene Flores
- Marco Garrido
- Omar M. McRoberts
- Kristen Schilt

Assistant Professors

- Bernard Koch
- Yueran Zhang
- Linda Zhao

Visiting Professor

- Hans Joas, Social Thought

Emeritus Faculty

- Ed Laumann
- William L. Parish
- Ross M. Stolzenberg
- Dingxin Zhao

Associated Instructional Professor

- Sharon Hicks-Bartlett
- Tessa Huttenlocher

Associated Faculty

- Eman Abdelhadi, Comparative Human Development
- Robin Bartram, Crown Family School of Social Work, Policy, and Practice
- Luis Bettencourt, Ecology and Evolution
- Eve L. Ewing, Race, diaspora, and Indigeneity
- Chiara Galli, Comparative Human Development
- Angela Garcia, School of Social Service Administration

- Gary Herrigel, Political Science
- Guanglei Hong, Comparative Human Development
- Aziz Z. Huq, Frank and Bernice J. Greenberg Professor of Law
- Nicole Marwell, School of Social Service Administration
- Reuben Miller, Crown Family School of Social Work, Policy and Practice
- John Padgett, Political Science

OVERVIEW

The Department of Sociology, established in 1893 by Albion Small and Charles A. Henderson, has been centrally involved in the history and development of the discipline in the United States. Pioneers such as W. I. Thomas, Robert E. Park, Ernest W. Burgess, and William F. Ogburn built the traditions of the Chicago School. This tradition is based on the interaction of sociological theory with systematic observation and the analysis of empirical data. It is interdisciplinary, drawing on theory and research from other fields in the social sciences and the humanities. This tradition seeks to fuse together concern with the persistent issues of social theory and attention to the pressing social and policy problems of modern society.

Continuous developments in social research have marked the department's work in recent years. The department has pursued a balance in effort between individual scholarship and the development of group research approaches. The faculty members have actively participated in developing systematic data collection techniques and conducting statistical and mathematical analyses of social data. Field studies and participant observation have been refined and extended. There has been an increased attention to macrosociology, to historical sociology, and to comparative studies. The staff is engaged in individual and large-scale group projects, which permit graduate students to engage in research almost from the beginning of their graduate careers. The student develops a mentorship relation with faculty members in which the student assumes increasing amounts of independence as he or she matures.

RESEARCH

The study of sociology at the University of Chicago is greatly enhanced by the presence of numerous research enterprises engaged in specialized research. Students often work in these centers pursuing collection and study of data with faculty and other center researchers. Students have the opportunity for experience in the following research enterprises: the Ogburn-Stouffer Center for the Study of Social Organizations; the Population Research Center; the Committee on Demographic Training; NORC Research Centers; the Center for the Study of Gender and Sexuality; the Center for the Study of Race, Culture, and Politics; the Chicago Center for Contemporary Theory; the University of Chicago Urban Network; the Center for Health Administration Studies; the Rational Choice Program; and the Center on Demography and Economics of Aging. These provide an opportunity either for field work by which the student brings new primary data into existence or for the treatment of existing statistical and other data. The city of Chicago provides opportunities for a variety of field investigations, and the department also encourages transnational and foreign studies.

The Social Sciences has a strong tradition of comparative and international research, with area studies centers focused on East Asia, South Asia, the Middle East, Latin America, and Eastern Europe and Russia. In addition, graduate students may benefit from activities at the University of Chicago centers in Paris and Beijing as well as the deep roster of language training opportunities available on campus. There are equally diverse training opportunities and infrastructure to support quantitative research, including the Survey Laboratory, the training program in Demography, course offerings in Statistics and a number of professional schools as well as a growing interdisciplinary community in computational research methods.

ADMISSION

The Department of Sociology offers a program of studies leading to the Ph.D. degree. It does not have a master's degree program (students interested in a one-year master's program should consider the Divisional Master of Arts Program in the Social Sciences or MAPSS). Students ordinarily earn a master's degree as part of the Ph.D. program upon successful completion of the first year of coursework. The department welcomes students who have done their undergraduate work in other social sciences and in fields such as mathematics, biological sciences, and the humanities. The department also encourages students who have had work experience, governmental or military service, or community and business experience to apply.

All applicants for admission are required to submit Graduate Record Examination (GRE) General Test scores. Foreign students must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). **A writing sample, candidate statement, and research proposal are required for all applications.**

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines, and department specific information is available online at <https://apply-ssd.uchicago.edu/apply/>.

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415. All materials in support of the application can be uploaded through the application.

For additional information about the Sociology program, please see <http://sociology.uchicago.edu> (<http://sociology.uchicago.edu/>).

THE DEGREE OF DOCTOR OF PHILOSOPHY

The doctoral program is designed to be completed in five to seven years of study by a student entering with a bachelor's degree. Satisfactory completion of the first phase of the Ph.D. program also fulfills the program requirements for the M.A. degree. For additional information about degree requirements, please see <http://sociology.uchicago.edu/>.

REQUIRED TEACHING EXPERIENCES

Students entering in cohort 2025 and beyond are required to complete five required teaching experiences during their time in the program. These assignments are intended to help students form working relationships with faculty, to build students' skills with public speaking and presentation, and to develop students' capacity to teach a method or area of sociological inquiry effectively. Students will work with their advisers in Year 1 to develop an individualized teaching plan that details their goals for developing pedagogical experience in a particular area, such as sociological theory or statistical methods. The Graduate Administrator and the Director of Graduate Studies will be responsible for matching students with available positions. Students typically begin teaching in Year 2, though students who enter the program with an M.A. may be able to begin teaching in Winter of their first year. Students are expected to complete four mentored teaching experiences by spring of Year 4. The fifth teaching experience must be completed prior to scheduling a dissertation defense.

GRADUATE WORKSHOPS

Students in sociology are invited to participate in the program of Graduate Workshops in the Humanities and Social Sciences, a series of interdepartmental discussion groups that bring faculty and advanced graduate students together to discuss their current work. At the workshops, Chicago faculty and students or invited guests present portions of books or other projects in which they are currently engaged. Workshops in which students and faculty in the department participate include those addressed to the following topics: City, Society, and Space; Computational Social Science; Demography; East Asia: Politics, Economy, and Society; Education, Gender and Sexuality; History, Philosophy, and Sociology of Science; Money, Markets, and Consumption; Reproduction of Race and Racial Ideology; Semiotics: Culture in Context; and Social Theory and Evidence.

SOCIOLOGY COURSES

SOCI 30002. Principles of Sociological Research. 100 Units.

Explores how theoretical questions and different types of evidence inform decisions about methodological approach and research design. This course is required for first year Sociology PhD students.

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

Prerequisite(s): Open only to 1st year Sociology PhD students

SOCI 30003. History of Social Theory. 100 Units.

This course is an introduction to sociological theory. It will cover major theoretical writers from the classical and recent canons.

Instructor(s): J. Martin Terms Offered: Spring

Prerequisite(s): Open only to 1st and 2nd year Sociology Phd students

SOCI 30004. 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 20004

SOCI 30005. 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 20009

SOCI 30006. Second-Year Writing Seminar. 100 Units.

Doctoral students in Sociology are required to take this seminar in their second year as they develop their Qualifying Paper (a full draft, at minimum, must be turned in to the department by June 11). In addition to providing a framework for these individual writing projects, the seminar will address norms of professional publishing, including professional peer review, as well as strategies for argumentation and analysis.

Instructor(s): L. Zhao Terms Offered: Spring

Prerequisite(s): Sociology PhD students only

SOCI 30008. Third-Year Dissertation Proposal Seminar. 100 Units.

This course is required for all Sociology PhD students. Most students take this course in their 3rd year, though it may be possible to take the course in year 4. The course intensively involves workshops dissertation projects, and students are expected to produce a defensible proposal by the end.

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

Prerequisite(s): Restricted to Sociology third year PhD students only; all others with consent of instructor.

SOCI 30112. 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 20112, PPHA 44650, EDSO 30112

SOCI 30125. 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 20125

SOCI 30233. 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 journaling. 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): CRES 20233, MAPS 30233, RDIN 20233, RDIN 30233, SOCI 20233

SOCI 30258. 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 25440, SOCI 20258, ANTH 35405

SOCI 30324. Muslims in the United States. 100 Units.

Muslim migration to the United States and Western Europe proliferated in the last quarter of the 20th Century, and Islam has been a visible (and controversial) presence in these societies ever since. Though internally varied by race, ethnicity, national origins, sect and class positionality, Muslim communities have faced homogenizing narratives rooted in orientalist frameworks. As Islam continues to be a site of conflict in geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their "host societies" vis-à-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.

Instructor(s): E. Abdelhadi Terms Offered: Spring

Prerequisite(s): Undergrads should have 3rd or 4th year standing.

Equivalent Course(s): CHDV 28999, GNSE 28990, ISLM 38990, GNSE 38990, CHDV 38990

SOCI 30574. 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): CHSS 30574, SOCI 20574, HIPS 20574

SOCI 30576. 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): CHSS 30576, ANTH 20576, ANTH 30576, HIPS 20576, SOCI 20576

SOCI 30591. 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): CCCT 30591, CCCT 20591, SOCI 20591

SOCI 30606. 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): RDIN 20606, SOCI 20606

SOCI 30624. 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 20624

SOCI 30632. 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 20632

SOCI 30646. 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 20646

SOCI 30654. 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 20654

SOCI 30655. 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): AASR 30655, RLST 27233, SOCI 20655, RDIN 20655, RDIN 30655

SOCI 40150. Global Ethnography. 100 Units.

This seminar explores how ethnography extends from local contexts to global structures, processes, and questions. Students will read ethnographies situated in single sites, comparative studies across countries, and multi-sited works that follow global connections. Through a practicum format, students gain first-hand experience in theoretically grounded and critically reflexive ethnographic methods. After examining exemplary

studies, they will design and conduct their own local ethnographic project. The course addresses key issues in the epistemology, ethics, and politics of participant observation and introduces diverse analytical traditions, including grounded theory, abductive analysis, phenomenology, and processual sociology.

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

Prerequisite(s): Undergraduates with consent of instructor ONLY or you will be dropped from the course

SOCI 40164. 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 20547

SOCI 40177. 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): MAPS 40177, SOCI 20548

SOCI 40242. Parametric and Semi-parametric Methods of Categorical Data Analysis. 100 Units.

This course introduces various regression and related methods and models for the analysis of categorical data with an emphasis on their applications to social-science research. The course covers various regression models with a categorical dependent variable, including (1) logistic regression, (2) probit regression, (3) multinomial logit regression, (4) ordered logit regression, (5) nested logit regression, (6) bivariate probit regression, and (7) regression models with a latent-class dependent variable. In addition, the course also tries to cover (8) the use of a categorical regression model for the estimation of propensity scores in causal analysis, (9) the use of propensity scores in the statistical decomposition analysis of a categorical outcome variable, and (10) the use of propensity scores in segregation analysis with covariates. The course also provides students with examples of various substantive social-science applications of the categorical data analysis. The course employs STATA for models without using latent-class variable and employs LEM for models with a latent-class variable. LEM is made available free of charge to students. The course requires as a prerequisite only an introductory-level knowledge of regression analysis. No prior knowledge in the use of STATA and LEM is required.

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

SOCI 40258. Causal Mediation Analysis. 100 Units.

Causal mediation analysis lies at the very heart of social science. It seeks to uncover not just whether but also why an exposure affects an outcome by quantifying the processes and mechanisms through which a causal effect operates. That is, it aims to identify causal chains that connect an exposure to an outcome via intermediate variables known as mediators. This class will cover methods for analyzing causal mediation with an emphasis on social science applications. It will use precise notation (potential outcomes) and accessible conceptual diagrams (directed acyclic graphs) to lead students from basic definitions of effects, via minimally necessary identification assumptions, to cutting-edge estimation procedures. It will provide a guide for analyzing causal mediation using modern techniques, including effect decomposition, adjustment for both pre- and post-exposure confounding, analysis of multiple mediators, and estimation via regression modeling, inverse probability weighting, and machine learning methods. The class will address both theory and conceptual material alongside practical implementation using R or Stata.

Instructor(s): G. Wodtke Terms Offered: Spring

Prerequisite(s): Students interested in taking this class are expected to have a solid background in probability, multivariate statistics, linear models, and the basics of causal inference. Knowledge of linear algebra and calculus will be an asset but is not required.

SOCI 40267. 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, SOCI 20602, MACS 30267, PSYC 28520, MACS 20267, PSYC 38520

SOCI 40269. The Sociology of Democracy: Democratic Backsliding. 100 Units.

This course brings a sociological approach to bear on a topic of great contemporary importance: democratic backsliding. We will define the phenomenon, situate it in the context of democratization and the project of democratic consolidation, and consider the larger theoretical story at stake (about the need to strengthen certain kinds of institutions). We will then examine several cases of "backsliding," including the United States. The course will be reading-heavy and discussion-intensive, with readings drawn from political science, sociology, and economics.

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

SOCI 50003. Sociology of the State. 100 Units.

Through taxation, regulation, redistribution, and the provision of services, modern states profoundly shape social life and constitute a principal form of political power. This seminar will survey major theories of the state, engaging with both comparative-historical questions (pre-modern state forms, the rise of nation-states, the development of welfare states and economic policy regimes) and contemporary challenges of governance. The course provides an overview of selected current research and an opportunity for those interested in political, historical, or macro-comparative sociology to develop empirical projects with the state as an important dimension of analysis.

Instructor(s): E. Clemens Terms Offered: Spring

Equivalent Course(s): CHSS 50003

SOCI 50092. Sem: Religion and Politics. 100 Units.

In this seminar we will consider meanings of religion and politics, and examine their interactions from a comparative perspective. After digesting alternative theoretical understandings of the relationship between religion, states, and political processes, we will turn to empirical accounts that illuminate historical and local issues at points around the globe. Among other phenomena, students will explore patterns of secularization, religious nationalism, fundamentalisms, and policy-oriented religious social movements.

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

Equivalent Course(s): AASR 50092, RDIN 50092

SOCI 50112. Sem: Health and Society. 100 Units.

A long and healthy life is a widely sought after human goal. But not everyone has equal chances of achieving this goal. This course focuses on the role played by society in differential access to physical, psychological, cognitive health and well-being. We will discuss the role of parental characteristics and childhood circumstances in later-life health, differences in health and well-being for men and women, for racial and ethnic groups, by characteristics of our neighborhoods and communities, and by regions or countries. Each class meeting we will read and discuss three or four journal articles or sections of a book, with class participants presenting each reading, summarizing it, and then critiquing it. The class will then discuss. We will add to and subtract from the readings to match the interests of participants on each topic; the syllabus will list readings as a starting point for this process.

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

Prerequisite(s): Some Social Science background

Equivalent Course(s): CHDV 40112, GNSE 50112

SOCI 50136. Comparative Socialism Studies. 100 Units.

his seminar interrogates "socialism" as both an important analytical category and a diverse set of objects of social inquiry. We will examine the historical experiences of "actually existing socialism" in the Soviet Union, China, East Europe, Latin America, Southeast Asia and Africa through multiple comparative lenses. We will consider the common challenges besetting socialist projects around the world, varieties of socialism and their shapers, transnational linkages and system-wide dynamics, and pathways of transitions from socialism to capitalism. Theoretical treatises, historical texts and empirical research from such disciplines as sociology, history, political science, anthropology, heterodox economics and literary/cultural studies will be surveyed for these purposes. Throughout the quarter, we will explore how a comparative inquiry of socialism helps us rethink some of the most foundational concepts in the social sciences, such as capitalism, democracy, development, labor, the state and society.

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

SOCI 50139. Historical Research: Epistemology and Praxis. 100 Units.

This seminar introduces students to some of the major epistemological and methodological challenges confronting qualitative historical research in the social sciences. It is divided into two parts. The first half tackles key issues regarding the logic and reasoning of historical research, including causality, contingency, narrativity and the use of comparisons. The second half delves into the practical and minute complexities of historical research methods - particularly archival research and oral histories - and their epistemological roots. This seminar is NOT a substantive introduction to the vast body of work produced under the rubric of comparative historical sociology and historical social sciences, but rather familiarizes students with problems concerning the "logic of historical inquiry" as well as equips students to conduct actual historical research.

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

SOCI 50144. Bad Words: Corruption, Politics, and the Politics of Knowledge. 100 Units.

This course is part-book workshop, part-writing seminar. The first half of class will be spent discussing a chapter of my new book-in-progress, *Bad Words*. The book deals with the topics of corruption, politics, postcolonial identity, and epistemic struggle mainly in the context of the Philippines (although discussions will undoubtedly resonate with students interested in countries elsewhere across the Global South). In the second half of class, we will look behind the curtain, as it were, and discuss the writing process over the long haul. We might call this part "how to write a book or dissertation." Here we will discuss everything from where to begin to where to publish (and how to deal with getting rejected). The course is intended for PhD students at all stages, especially those in the social sciences.

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

SOCI 50145. Sem: Historicizing the Present: Of Populists, Oligarchs, and Ideologies. 100 Units.

Current events suggest that we are witnessing an epochal shift. It appears as if liberal democracy, pioneered by the United States 250 years ago, is fast approaching its end. This is all the more surprising given that in 1989/91 many believed that liberal democracy had finally triumphed ("the end of history"). This class focuses on the interaction between various institutional domains and how developments in each have interacted to drive historical change over the last half century. Neither the economy, nor politics, neither mass-media, nor religion and technology can on their own explain how we have arrived at the present moment. Looking across all of these domains together, however, begins to present a relatively compelling picture which at the same time will lead us to draw into question standard social scientific accounts of social change. Readings will connect theory and historiography with primary source materials.

Instructor(s): A. Glaeser Terms Offered: Winter

Prerequisite(s): Priority registration/slots for PhD Students. Open to MA students, and undergraduate students REQUIRE consent of instructor or you will be dropped from the course.

Equivalent Course(s): CCCT 50145

SOCI 60001. Workshop: Demography. 100 Units.

This workshop is sponsored by the Committee on Demographic Training in collaboration with the Population Research Center of NORC and the University. Visitors from other campuses as well as Chicago faculty discuss current research activities in population studies. PQ: Must Register for an R

Instructor(s): Staff Terms Offered: Spring Winter

Equivalent Course(s): ECON 58900

SOCI 60020. 1st-Year Proseminar Research Questions and Design. 000 Units.

A required, non-credit colloquium for first-year doctoral students in Sociology. The Colloquium addresses how to generate research questions and design projects through the current work of department faculty.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): 1st-year Sociology PhD students only

SOCI 60021. Wksp. Politics, History and Society. 000 Units.

The Politics, History, and Society workshop provides a home for graduate students and faculty who occupy the interdisciplinary spaces that exist between sociology and political science and/or between sociology and history. All of the papers we workshop are concerned with the institutions and processes of modern political orders, studied comparatively or historically. State formation, civil society, legal structures, social movements, colonialism, empire, and globalization are all frequent themes. Recent and upcoming papers include an ethnographic study of the political culture of indigenous Taiwanese, a case study of criminal conspiracy and corporate regulation in the 1920s and 1930s United States, an analysis of the role of social networks of Sufi Saints in the 18th and 19th century Ottoman Empire, and a multi-national comparison of causes of inter-communal violence. PQ: Students must register for an R

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

