

DEPARTMENT OF SOCIOLOGY
Fall 2014 GRADUATE COURSE DESCRIPTIONS
September 3, 2014

IMPORTANT: Be sure to read the information in the Fall 2014 *Schedule of Classes* regarding how to enroll via TeleBEARS. Sociology graduate students may obtain their Advisor Code at the Graduate Office in 422 Barrows Hall.

GRADUATE STUDENTS FROM OTHER DEPARTMENTS: There may be a limited number of seats available for non-Sociology **graduate** students after sociology graduate students have been accommodated; check with instructor. You may enroll in these courses during Phase I or Phase II with consent of the course's instructor and a course entry code (CEC) from the instructor. Please note that all Sociology graduate courses are **Instructor Mark**, which allows the professor to mark a student to drop the course if pre-requisites are lacking or approval has not been obtained.

UNDERGRADUATES: For all courses you must check with the instructor before or at the first class meeting to determine if there is space after graduate students are accommodated. If space is available, you may request a CEC from the instructor and enroll during the Adjustment Period.

Sociology 200	Cristina Mora
TH 12-2	402 Barrows
GRAD PROSEMINAR	
Sociology 201A	Michael Burawoy
M 12-2	402 Barrows
<i>Note: This course is required of, and open only to, 1st year graduate students in sociol & demog.</i>	
SOCIOLOGICAL THEORY: INTRODUCTION TO CLASSICAL THEORY: This course introduces students to Marx, Durkheim and Weber through the lens of the division of labor. Requirements include weekly memos and a short final paper.	
Sociology 271B	David Harding
W 10-12	402 Barrows
<i>Please note: This course has a lab that meets on TH's 10-12</i>	
<i>Note: The course is restricted to graduate students in sociology or the graduate group in sociology and demography.</i>	
SOCIOLOGY RESEARCH METHODS: This is the first of two courses on data analysis designed for sociology Ph.D. students. This course serves as an introduction to statistics for sociological research primarily for sociology graduate students who do not have extensive experience with quantitative methods. Before beginning this course, students are expected to have some familiarity with basic statistical concepts, including populations and sampling, probability, measures of central tendency and variation, the normal distribution, and simple univariate tests of means and proportions. Principal activities include: 1. Explore the statistical concepts and methods that sociologists most commonly use to gather and analyze quantitative evidence. 2. Use Stata (a popular computer program) to put those skills into practice. 3. Apply the skills to sociological data to gain facility and confidence in the use of these methods.	

Sociology 273D	Trond Petersen
M 4-7	402 Barrows
QUANTITATIVE STATISTICAL RESEARCH: PLEASE CONTACT INSTRUCTOR	
Sociology 273E	Martin Sanchez Jankowski
TH 4-6	ISSI Conference Room 2420 Bowditch
PARTICIPANT OBSERVATION: PLEASE CONTACT INSTRUCTOR	
Sociology 280B	Cristina Mora
T 10-12	402 Barrows
<p>RACE & ETHNIC RELATIONS: What is the difference between race and ethnicity? What causes ethnic conflict? How does racial inequality become institutionalized? And how does immigration change a nations' demographic and racial landscape? This graduate course surveys classic and contemporary writings on race and ethnicity mainly within the sociological and political science traditions. We begin with Weber and some non-canonized classics, including the works of W.E.B. DuBois and Franz Fannon, to understand how the study of race and ethnicity emerged in Social Science as a contrast to the biological determinist scholarship of the time. In particular we will pay attention to the way that social scientists emphasized the role of culture, structure, and status. From there we proceed to examine the more contemporary arguments, including recent grand and middle-range theories about the way that different forms of economic systems, state governments, and cultural institutions undergird racial and ethnic boundaries. We will spend particular time examining the literature on inequality and questions about the significance of race and racism. In addition, we will also examine the immigration literature to better understand how the study of ethnic assimilation and racialization developed over time. Last, we also survey the new emerging debates about biology, genetics, and the future of the American racial order.</p>	
Sociology 280E	Annette Bernhardt
T 12-2	402 Barrows
<p>SOCIOLOGY OF WORK: Inequality and the Reorganization of Work The past four decades have seen a fundamental reorganization of work and production in the US – with profound consequences for what workers are able to earn, where and how they do their jobs, and their ability to build stable careers and achieve upward mobility. In this course, we will study long-term trends in the labor market and analyze major debates about their causes, combining sociological approaches to work with perspectives from allied disciplines such as industrial relations. We will pay particular attention to low-wage work and the growth of informality, and examine changes in occupational segregation on the basis of race, gender and immigration status. Finally, we will explore debates about the future of work and public policy (are robots coming to take our jobs? how can America reduce inequality?), many of which have taken on new life in the wake of the Great Recession. This section will include readings on new forms of organizing such as the living wage movement and immigrant worker centers. The course will be a mix of lectures and discussion, with a premium placed on student participation.</p>	
Sociology 280H	Laura Enriquez
TH 2-4	402 Barrows
DEVELOPMENT: This seminar will provide an overview of the variety of theoretical	

perspectives that have sought to explain the different levels of development characterizing the Global South and the Global North. Particular emphasis will be placed on understanding the relationship that exists between the international economy, the state, and national classes, and the manner in which it conditions the course of agricultural transformation, industrialization and democratization in the Global South. The role of women, and racial and ethnic minorities in the development process and the debates concerning it will also be addressed. We will also look at the impact of development on the environment. Finally, the varied attempts to implement a socialist model of development will be examined, especially with reference to their achievements and limitations in resolving the difficulties typically encountered in capitalist development in the periphery.

Sociology 280M	Ann Swidler
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T 2-4	402 Barrows
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CULTURE: This course provides a broad introduction to the field. It identifies major themes and questions in the field: work that asks what shapes cultural meanings on the one hand, and how culture has its effects, on the other. We also examine the relationships between culture and institutions. Since recent advances in the study of culture have been methodological as well as conceptual and empirical, we will read important recent work that suggests central questions, problems for research, and innovative or particularly powerful methods. Throughout the course, we attempt to identify important research questions.

Sociology 280X	Cybelle Fox
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W 12-2	402 Barrows
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IMMIGRATION, INCORPORATION, AND CITIZENSHIP: This seminar will examine immigration to the United States. We start by looking at the reasons that people migrate. Next, we turn to the American response to immigration. In particular, we examine federal, state, and local immigration policy, as well as the determinants of anti-immigrant sentiment among American citizens. We also consider how immigrants are being incorporated into American society. Do today's immigrants, who hail predominantly from Asia and Latin America, assimilate in a manner similar to European immigrants a century ago? Or are their experiences more akin to those of native-born racial minorities such as African Americans? Next we consider membership and mobilization. How salient is race and ethnicity to immigrant identities? Under what conditions do immigrants naturalize? To what extent do immigrants remain connected to their countries of origin? And what explains immigrant political mobilization? Lastly, we consider whether we can (and should) control immigration, paying special attention to the social construction of "illegality."

Sociology 286	Claude Fischer
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TH 1-3	420 Barrows
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NOTE: This class meets every other week through the year. Official enrollment is for one semester. Students will be able to enroll in the Spring.

PROFESSIONAL WRITING SEMINAR: This seminar is a workshop on professional writing specifically for sociologists. We will focus on editing, rewriting, re-editing, and re-rewriting seminar members' papers with the goal of completing a paper appropriate for the professional journals. In addition, we will cover several topics in writing, including psychological inhibition, style, journals, writing for the general public, and the world of book publishing. Class time will

be divided into short lectures and workshop periods, during which we will discuss work in progress and do some collective editing of sample texts.

Sociology 290

John Lie

T 4-6

475 Barrows

THE NEW MERITOCRATIC ELITES: Paradoxically the sociological stress on inequality has vitiated the study of the elites. Comfortable with - comforted by? - the practice of studying 'down,' sociologists have neglected the act of studying 'up.' Yet common sense perceptions of US life suggest the disproportionate impact and influence of the new meritocratic elites: credentialed by (or with great fanfare dropping out of) HYP and other top universities, they dominate the two leading sectors of the global economy: Wall Street and Silicon Valley. The course will consider the critical concepts of the elite, meritocracy, generation, and group formation, as well as surveying the important recent writings on the meritocratic elites.

Sociology 375

Tom Gold

W 5:30-7:30

263 Dwinelle

PEDAGOGIC TRAINING IN SOCIOLOGY FOR FIRST TIME GSI'S