

**DEPARTMENT OF SOCIOLOGY**  
**SPRING 2018 GRADUATE COURSE DESCRIPTIONS**

**IMPORTANT:** Be sure to read the information in the Spring 2018 *Schedule of Classes* regarding how to enroll via CALCentral. Changes to this document are tracked on the Graduate course supplement. Refer to that document for relevant changes.

**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.

**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 approval from the instructor and enroll during the Adjustment Period.

<b>Sociology 201B</b>	<b>Michael Burawoy</b>
<b>M 4-7</b>	402 Barrows
<b>CONTEMPORARY SOCIAL THEORY:</b> This course begins where 201A leaves off, namely the 1930s. We start with Talcott Parsons' revolution in social theory, focused on the problem of social order. Parsons built a sociological "canon" out of Weber and Durkheim, which spread across the world as modernization theory. In 1970 in the US, however, Alvin Gouldner sounded the death knell of structural functionalism as being out of step with reality. But he never anticipated the rise of a new sociology, also concerned with order: Bourdieu, Gramsci, Foucault, Fanon, MacKinnon and Crenshaw. We will examine each in turn for their distinctive orientations to social order. We will end with Julian Go's postcolonial critique of sociology. There will be short reading responses every week and a final paper.	
<b>Sociology 202B</b>	<b>Loic Wacquant</b>
<b>T 4-7</b>	402 Barrows
<b>SOCIAL SPACE &amp; SYMBOLIC POWER IN PIERRE BOURDIEU:</b> Through intensive reading, exposition, and discussion, we strive to elucidate the epistemological principles, methodological procedures, core concepts (habitus, capital, social space, field, doxa, symbolic violence, reflexivity), and substantive theories contained in Bourdieu's varied empirical investigations of <i>the alchemy of (symbolic) power in society and history</i> . We consider how these theories developed, cohere (or not), and contrast them with alternative conceptions of social action, structure, and knowledge (including, at relevant junctures, structuralism, Marxism, phenomenology, functionalism, rational choice, psychoanalysis, hermeneutics, pragmatism, and feminism/s). Our aim is to gain a <i>sociogenetic understanding and a generative grasp</i> of Bourdieu's scientific "point of view" enabling us to both reproduce and challenge the mode of social analysis and models he proposes.	
<b>Sociology 271A</b>	<b>Cybelle Fox</b>
<b>MW 12-2</b>	<b>402 Barrows</b>
<b>METHODS OF SOCIOLOGICAL RESEARCH:</b> A three-semester sequence course introducing logical and analytic techniques commonly employed in social science research. The	

methodological problems encountered in field work, historical and comparative inquiry, experimental research, and survey analysis. The first semester concentrates on techniques for gathering evidence; the second and third semesters focuses on beginning and intermediate numerical techniques for analyzing evidence.

<b>Sociology 271C</b>	<b>David Harding</b>
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<b>W 9:30-12</b>	<b>402 Barrows</b>
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**Please note; the lab for 271C will meet on Thursdays from 12-2 in 402 Barrows**

**METHODS OF SOCIOLOGICAL RESEARCH:** Sociology 271C is the second of two courses on statistical analysis of numerical data designed for sociology Ph.D. students. The course will cover regression, matching, instrumental variables, and related techniques for identifying causal effects, as well some extensions of multiple regression and the general linear model. 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. Students who have not taken Sociology 271B should consult the instructor before enrolling.

<b>Sociology 273C</b>	<b>Dylan Riley</b>
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<b>T 10-12</b>	<b>402 Barrows</b>
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**THE LOGIC OF COMPARATIVE AND HISTORICAL RESEARCH:** This course provides a basic introduction to thinking about historical explanation. It is divided into two sections. The first section reviews some general debates about rules of valid explanation, and how these rules apply (or do not apply) to historical processes. The second section evaluates several works of comparative historical sociology in the light of these rules. The goal of this course is to allow you to recognize and use critically in your own comparative historical work some common strategies of "causal assessment". The course is neither a substantive introduction to the vast body of work produced under the rubric of comparative historical sociology, nor a research practicum devoted to developing your own substantive work. It is, instead, a course in method understood as "logic of inquiry". Accordingly, the main product of the course is a logic of inquiry paper identifying ten rules socio-historical method that you will be able to apply in your own work

<b>Sociology 273D</b>	<b>Trond Petersen</b>
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<b>M 9-12</b>	<b>402 Barrows</b>
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**QUANTITATIVE/STATISTICAL RESEARCH: PLEASE CONTACT INSTRUCTOR**

<b>Sociology 275</b>	<b>Heather Haveman</b>
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<b>TH 10-12</b>	<b>402 Barrows</b>
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**RESEARCH DESIGN:** This seminar is designed to guide you through the process of developing, carrying out, and writing up an empirical study that can be submitted to a sociology journal, either a general journal like *AJS*, *ASR*, or *Social Forces* or a specialty journal like *Demography*, *Administrative Science Quarterly*, *Gender and Society*, or *Social Networks*. Although it is intended primarily for students working on their MA papers, I also welcome students working on another research project, such as a portion of their dissertation they want to turn into a journal article. Students may find this course helpful at several stages in the research process: when they are preparing to gather data, when they have finished gathering data and are

conducting analysis, when they have finished analysis and are starting to write up results, and when they are revising a completed paper. You will complete a series of almost-weekly writing assignments that are designed to help you improve your research by taking you through the process of writing (and rewriting) a journal article. These writing assignments are designed to be cumulative. They are also designed to be flexible; you are very likely to redraft them as your research project evolves.

<b>Sociology 280A</b>	<b>Loic Wacquant</b>
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<b>TH 4-7</b>	<b>402 Barrows</b>
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**TRACKING THE PENAL STATE: LAW, PUNISHMENT, INEQUALITY:** This seminar uses a mix of sociological, historical, and theoretical texts to dissect and diagnose contemporary transformations of penalty, defined as the ensemble of categories, discourses, practices, and institutions concerned with the lawful enforcement of the sociocultural order and grasped as a core political capacity. We first canvas the major theoretical traditions inaugurated by Durkheim, Marx, Weber, Foucault, and Goffman in order to garner conceptual tools, proto-problematics, and empirical hunches. We add Bourdieu to the mix and stir in an effort to capture criminal punishment as legitimate symbolic violence and public infamy, which links it to race as ethnic dishonor. We then deploy these tools to probe the social fabric, experience and ramifying impacts of incarceration as the emblematic form of penal sanction in contemporary society. Finally, we return to broad theoretical queries to plumb the connections between the unforeseen upsurge of the penal state at century's turn and the onset of late modernity, postmodernity, and neoliberalism.

<b>Sociology 280B</b>	<b>Cristina Mora</b>
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<b>T 12-2</b>	<b>402 Barrows</b>
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**RACE & ETHNIC RELATIONS:** This course surveys classic and contemporary understandings of racial and ethnic groups within the sociological tradition, which emphasizes the social constructionist framework. Specifically, the course exposes students to the different ways that sociologists 1) have conceptualized racial and ethnic group difference and 2) have identified the mechanisms that reproduce racial classification. While the course's main focus is to examine understandings of race and ethnicity in the United States, readings on other countries will be drawn on to illuminate how epistemic cultures of race and ethnicity emerge in different institutional environments.

<b>Sociology 280C</b>	<b>Cihan Tugal</b>
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<b>T 10-12</b>	<b>420 Barrows</b>
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**POLITICAL SOCIOLOGY:** This course will explore the changing relations between politics, society, violence, domination, and the state. We will start with classical texts of sociology and map out the contending perspectives on the roots of political dynamics. Throughout the course, we will study the Marxist tradition (and its focus on conflict-driven group formation) and the Weberian tradition (and its focus on state-making). We will also systematically engage the Nietzschean tradition (as a call for the disintegration of both perspectives and a focus on rhizomic power) and possible syntheses of two or three of the above (such as Gramscian and Bourdieusian perspectives). We will evaluate what each of these perspectives have to contribute to our understanding of substantive issues such as social movements, nationalism, religion, state formation, coercion, revolutions, and subject formation.

<b>Sociology 280DD</b>	<b>Armando Lara-Millan</b>
<b>F 2-4</b>	402 Barrows
<p><b>SOC OF MEDICINE:</b> This course will provide an introduction to central topics in the sociology of health and illness, with an emphasis on its ongoing redefinition by science and technology studies. We will explore multiple domains: the healthcare workgroup or how health professionals interact with one another and with their clients; the research settings where medical knowledge is produced; the circulation of ideas about health and illness; the state and market institutions that transform social inequalities into health disparities; the social movements that shape medicine and challenge the authority of experts; and the bodies and selves that are remade by illness.</p>	
<b>Sociology 280F</b>	<b>Jenna Johnson Hanks</b>
<b>F 10-12</b>	402 Barrows
<p><b>FAMILY:</b> This course provides a graduate level introduction to the demography and sociology of fertility and family. We will address such questions as: What explains variation and change in birth and marriage rates? How do culture and political economy shape fertility and family outcomes? How can we think theoretically about the temporality of fertility and family? The course will be reading- and discussion-centered, and the last third of the semester will be devoted to special topics consistent with the interests of enrolled students.</p>	
<b>Sociology 280X</b>	<b>Irene Bloemraad</b>
<b>TH 2-4</b>	402 Barrows
<p><b>IMMIGRATION &amp; INCORPORATION:</b> This course will tackle three sets of questions in the study of migration and immigration. (1) Why do people migrate across international borders? How do states control migration and for what reasons? (2) How do immigrants become incorporated into the societies where they live? How do sociologists model, evaluate and theorize immigrant “assimilation?” (3) Is legal status (undocumented, refugee, citizen) a new axis of stratification and categorical inequality? How does bringing legal status into sociological work on inequalities by gender, class or race complement or change existing scholarship? A plurality of readings are by sociologists, but we will also read demographers, political scientists, economists, and legal scholars. The course is largely based on the U.S. case and American models, but will include some material on other countries and the lessons that they provide.</p>	