

**DEPARTMENT OF SOCIOLOGY**  
**SPRING 2019 GRADUATE COURSE DESCRIPTIONS**

**IMPORTANT:** Be sure to read the information in the Spring 2019 *Schedule of Classes* regarding how to enroll via CALCentral.

**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. Rebecca will enroll you directly once she is notified by the professor that you have permission to enroll.

|  |                       |
|--|-----------------------|
| <b>Sociology 201B</b>  | <b>Neil Fligstein</b> |
| <b>T 4-6</b>   | 402 Barrows           |
| <p><b>CONTEMPORARY SOCIAL THEORY:</b> The purpose of this class is to trace out some of the most important theoretical research programs in sociology since the time of Marx, Weber, and Durkheim. One distinction frequently drawn is between "grand" theorists who have a theory of society particularly one where the goal is to understand modernity and "useful" theorists who provide conceptual underpinning for empirical work. While there is something to this distinction, there is also continuity in the issues facing theories. Issues like: "what is social structure?", "how do we conceptualize social action?", "what is the role of cognition and identity in social action?" are core issues of contemporary theorizing. Theoretical programs for this class are chosen in a novel way. Rather than the instructor presenting some of their favorites, we use data on what authors and programs are the most influential in contemporary sociology by looking at citations. This leads to the first part of the course which introduces students to Mead, Goffman, Berger and Luckmann, Elias, Bourdieu, and Latour. These theorists set the agenda for much of what can be considered contemporary social theory. We then consider some contemporary theoretical programs including institutional theory, network theory, theorizing the problem of agents and structures, theorizing fields and identities and end by considering how these issues apply to contemporary work on race, ethnicity, nationalism, and gender.</p> |                       |
| <b>Sociology 202B</b>  | <b>Dylan Riley</b>    |
| <b>TH 12-2</b>   | 402 Barrows           |
| <p><b>ADVANCED STUDY IN SOCIOLOGY THEORY: Marxist Theories of Politics</b> This course introduces the Marxist tradition of political thought. This might seem like a surprising topic since it is common in academic discussions to dismiss Marxist theories of politics as "reductionist" or "economistic". But as we will see over the course, this is a very misleading interpretation of the tradition. Indeed, many fundamental political issues of the modern world such as the nature of the relationship of the state to major social forces, the dynamics of political struggle in capitalist society, and the strategic options available to, and pitfalls facing, social</p>  |                       |

forces aiming to implement radical change, have been most clearly posed and sharply discussed within this tradition. The course follows a broadly chronological organization. It begins by reviewing the strategic debates within Marxism among such major figures as: Bernstein, Engels, Gramsci, Kautsky, Lenin, Luxemburg, Marx and Trotsky. The class then traces these discussions forward to the high period of neo-Marxist political theorizing in the seventies (Miliband, Poulantzas and Therborn) before examining some more contemporary Marxist strategic discussions (Anderson, Brenner, Przeworski and Wright). Students are expected to have a basic grasp of classical social theory as a pre-requisite for attending the seminar.

**Law 217.2**

**Lauren Edelman**

**W 2-5**

**Selznick Seminar Room 2240 Piedmont Avenue**

*Note: Please note that this being a law school course it will begin earlier than our semester. This course will meet beginning Wednesday 1/10/18*

**LAW AND ORGANIZATIONS:** This seminar explores the burgeoning literature that addresses the intersection of law and organizations, mostly in sociology but also in law, political science, economics, and other fields. Part One of the course addresses foundational issues, first providing an overview of the theoretical perspectives on organizations, then discussing early approaches to conceptualizing law in the study of organizations, and organizations in the study of law, and finally exploring the institutional turn toward studying organizations as socio-legal orders. Part Two shifts the focus of inquiry to neo-institutional theories of law and organizations, examining legal regulation and compliance of organizations, organizational mediation of law, and legal endogeneity. Part Three delves more deeply into the power of organizations in modern society to construct and influence social hierarchies and to promote and obstruct social change. Topics in this section may be adjusted based on student interest but will tentatively include: race and gender segregation in the workforce; the growing prominence of “grey zone,” nonstandard, and precarious work that is at least in part exempt from regulation; the interplay of law, social movements, and organizations; the impact of organizations in the arena of privacy; and the role of lawyers, HR professionals, insurance agents and others as legal intermediaries in the shaping of organizational policy. Through core and supplementary readings coupled with weekly discussions, the course provides an opportunity for students to refine and extend their thinking on a series of important and controversial topics in the contemporary law and organizations literature.

**Sociology 271A**

**Sam Lucas**

**T/TH 10-12**

**402 Barrows**

**METHODS OF SOCIOLOGICAL RESEARCH:** This introductory graduate level course in research methods is designed to sensitize you to key but contested principles of systematic investigation of the social world. In the process we will survey the major methods sociologists use, including archival methods, experiment-based methods, in-depth interviewing, participant observation, and survey research. As we go, each participant will draft an empirical research proposal.

**Sociology 271C**

**Trond Petersen**

**W 9:00-12**

**402 Barrows**

*Please note: the lab for 271C will meet on Ws from 12-2 in 402*

**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 273F</b> | <b>Laura Enriquez</b> |
|-----------------------|-----------------------|

|               |                    |
|---------------|--------------------|
| <b>TH 2-4</b> | <b>402 Barrows</b> |
|---------------|--------------------|

**RESEARCH METHODS: INTERVIEW METHODS:** Some of the most interesting and inspiring sociological studies have utilized interviewing as their principal methodological approach to the subject of interest. Moreover, the vast majority of social scientific research employs interviewing in one form or another. This course is designed to deepen the students' knowledge of interviewing as a research method. We will look at the ethical dilemmas and research challenges it poses, as well as become familiar with the details of employing it as one's methodology. Since the best way of learning about a methodology is to practice using it, students will be required to conduct a research project during the course of the semester that relies primarily upon interviewing.

|                        |                      |
|------------------------|----------------------|
| <b>Sociology C273N</b> | <b>Dennis Feehan</b> |
|------------------------|----------------------|

|              |                              |
|--------------|------------------------------|
| <b>W 2-5</b> | <b>Demog Conference Room</b> |
|--------------|------------------------------|

**SOCIAL NETWORKS:** [http://dennisfeehan.org/teaching/2018sp\\_demog260.html](http://dennisfeehan.org/teaching/2018sp_demog260.html)

|                       |                    |
|-----------------------|--------------------|
| <b>Sociology 280C</b> | <b>Cihan Tugal</b> |
|-----------------------|--------------------|

|               |                    |
|---------------|--------------------|
| <b>T 12-2</b> | <b>402 Barrows</b> |
|---------------|--------------------|

**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). The exploration of these perspectives will be interwoven with the study of topical and empirical questions. 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. The second part of the course will focus on mobilization, revolution, and counter-revolution.

|                       |                        |
|-----------------------|------------------------|
| <b>Sociology 280D</b> | <b>Heather Haveman</b> |
|-----------------------|------------------------|

|              |                    |
|--------------|--------------------|
| <b>M 4-6</b> | <b>402 Barrows</b> |
|--------------|--------------------|

**ORGANIZATIONS:** This course is an introduction to the sociological study of organizations. It will familiarize you with the main theoretical orientations and show you how they are used to investigate important phenomena. To that end, we will review the classics, but only briefly and with an eye to understanding how these foundational studies continue to reverberate in contemporary research on organizations. The bulk of our time will be spent considering current debates. I also want to help you learn how to *use* these ideas and findings in your own research. Therefore we will spend a lot of time trying to get inside the minds of the scholars whose work

we read – figuring out why they did what they did, what you would have done differently, and what you could do next.

**Sociology 280N**      **Sam Lucas**

**T 2-4**                      420 Barrows

**EDUCATION:** This course surveys the sociology of education literature. We will consider several theories developed to explain the role and operation of education in society, including theories of reproduction, theories of resistance, social-psychological theories, and more. At the same time, we will attend to several issues in education, including racial segregation and desegregation, tracking, school choice, charter schools, and more. As we investigate these issues, we will attend to a multiplicity of theoretical, substantive, and methodological considerations that concern the sociological study of education.

**Sociology 280Y**      **Yan Long**

**T 6-8**                      402 Barrows

**GLOBALIZATION:** This course is to explore what has come to be known as global and transnational sociology. It will survey core debates and trends in studying the main drivers, consequences, and challenges of the increasing inter-connected world. It is designed to get students to think critically about how transnational processes confront sociology—traditionally built on explicit or implicit assumptions about the nation-state as the container of social structures and practices—with a series of theoretical and methodological challenges. Such challenges arise out of the fact that the global simultaneously disputes and transcends the exclusive framing of states yet partly inhabits and reinforces national territories and institutions. Along the way we will read classics and connect them to various substantive areas consistent with the interests of enrolled students.

**Sociology 280Z**      **Cybelle Fox**

**M 12-2**                      402 Barrows

**SOCIAL POLICY:** This is a course on the American welfare state. In this class, we will examine American policy responses to poverty and inequality and evaluate different theories about why the response has been so weak relative to other rich democracies. We will pay particular attention to the role of public opinion, interest groups, race relations, social movements, and the state in explaining the scope, form, and function of American social welfare provision.

**Sociology 290**              **Marion Fourcade**

**TH 4-6**                      402 Barrows

**SOCIOLOGY AND THE DIGITAL EVERYTHING:** How do digital technologies (re)constitute our physical and mental selves? How do they shape social interactions, practices, moral feelings and beliefs, the working of institutions, and the pursuit of profit? What are the theoretical, methodological and normative implications of technological change for the practice of social scientific knowledge? In this new course, we will reflect on the political, cultural and economic dimensions of the digital society, and debate the possible futures of sociology. The syllabus draws from a wide range of academic and non-academic texts, including pieces by Julia Angwin, Virginia Eubanks, Frank Pasquale, Yuval Harari, Catherine O’Neill, Natasha Dow Schüll, Fred Turner, Norbert Wiener, and much more.