

SOCIOLOGY

Emeriti: (Professors) Joseph Berger, Bernard P. Cohen, Sanford M. Dornbusch, Alex Inkeles, Seymour M. Lipset, James G. March, John W. Meyer, W. Richard Scott, Morris Zelditch Jr.

Chair: to be announced

Professors: Lawrence Bobo, Karen Cook, Paula England, Mark Granovetter, David Grusky, Michael T. Hannan, Douglas McAdam, Susan Olzak, Cecilia Ridgeway, C. Matthew Snipp, Nancy B. Tuma, Andrew Walder

Associate Professor: Gi-Wook Shin

Assistant Professors: Henning Hillmann, Noah Mark, Monica McDermott, Michael Rosenfeld, Rebecca L. Sandefur

Associate Professor (Teaching): Donald Barr

Lecturers: Cynthia Brandt, Robin Cooper

Courtesy Professors: Anthony Bryk, Glenn Carroll, Larry Diamond, Joanne Martin, Clifford J. Nass, Walter Powell, Francisco Ramirez

Courtesy Associate Professors: Michele Landis Dauber, Sean Reardon

Courtesy Assistant Professor: Daniel McFarland

Consulting Professor: George Bohrnstedt

Consulting Associate Professor: Ruth Cronkite

Visiting Associate Professors: Eva-Maria Meyersson Milgrom, Patricia Thornton

Department Offices: Building 120, Room 160

Mail Code: 94305-2047

Phone: (650) 725-3956

Web Site: <http://www.stanford.edu/dept/soc/>

Courses given in Sociology have the subject code SOC. For a complete list of subject codes, see Appendix.

Sociology is concerned with the full spectrum of social behavior (of individuals, small groups, large organizations, communities, institutions, and societies) and provides a strong intellectual background for students considering careers in the professions or business. Students may pursue degrees in sociology at the bachelor's, master's (coterminal), or doctoral levels.

UNDERGRADUATE PROGRAMS

Sociology offers two programs leading to the B.A. degree: the general sociology major and the specialized major. Both are designed around a core curriculum, the intent of which is to ensure adequate coverage of basic sociological knowledge and to provide enough flexibility for tailoring the degree program to fit individual needs and interests. The general major consists of the core curriculum plus a selection of additional courses intended to provide breadth of exposure to the variety of areas encompassed by sociology. The specialized major consists of the core curriculum plus a concentrated set of courses in one area of sociology. Areas of concentration include Organizations, Business, and the Economy; Race and Ethnic Relations; Social Movements, Comparative Politics, and Social Change; Social Psychology and Interpersonal Processes; and Social Stratification and Inequality. If a specialized major is completed, the student's transcript will reflect his or her specialized field of study. These programs and the requirements for each are described below.

CORE CURRICULUM AND GENERAL SOCIOLOGY MAJOR

To graduate with a B.A. in Sociology, students must complete a minimum of 60 units of course work in the major. All units applied to the major must be taken for a letter grade (except for SOC 190-193) and a grade point average (GPA) of 2.0 (C) or better must be achieved. Related course work from other departments may fulfill part of this requirement, but such work must be approved in advance by a department adviser and must not exceed 15 units. All degree candidates must fulfill the following core requirements:

1. Introduction to Sociology (1). It is recommended that students take this course early in their program.
2. Methods for Sociological Research (180), or its equivalent.
3. An introductory course in statistics such as SOC 181B, STATS 60, PSYCH 60, or equivalent.
4. Classics of Modern Social Theory (170), or an equivalent course in social theory.
5. At least three foundation courses, each from a different area of concentration.
6. Senior Seminar: Honors (200H) or Senior Seminar for Majors (200), to be taken during the senior year. These courses fulfill the Writing in the Major (WIM) requirement.

To complete the general Sociology major, students must also complete 20 additional units of work.

SPECIALIZED SOCIOLOGY MAJOR

The department recognizes that some students may wish to engage in more in-depth study than that provided by the major in general Sociology. The specialized Sociology major permits students to pursue a more focused program in one of these five field designations: Organizations, Business, and the Economy; Race and Ethnic Relations; Social Movements, Comparative Politics, and Social Change; Social Psychology and Interpersonal Processes; and Social Stratification and Inequality. To complete the requirements for the B.A. degree in Sociology with a field designation, a student must complete all core curriculum requirements and complete 20 units of course work in the selected field of concentration.

CONCENTRATION AREAS

Each area identifies a specialized area of inquiry, a set of skills within sociology, and basic preparation for a variety of careers. A brief description of each area follows.

Organizations, Business, and the Economy—Focus is on the arrangements which societies construct for the provision of material goods or services. A formal organization which provides goods or services for profit and sells them through a market is called a business, and the economic system is capitalism. Social needs are also met through government and not-for-profit organizations, such as garden clubs, hospitals, prisons, and the Red Cross. Some private and social needs are met outside of organizations, such as health care provided by family members and exchange of favors among friends. Courses stress the factors that determine whether needs that people define are met through markets or by non-market allocation, through organizations or by other means. They also investigate the environmental and technical factors that shape organization structure, the determinants of how efficiently organizations operate, and the interpersonal processes that shape individual behavior within organizations. Careers related to this area include management and administration in business or public settings, management consulting and analysis, and legal studies related to corporations, organizations, and business.

Race and Ethnic Relations—Focus is on issues surrounding the emergence, persistence, and dynamics of conflict and cooperation among race and ethnic groups in the United States and elsewhere. Course topics include racial identity, sources of prejudice and hostility, emergence of minority rights movements, indigenous peoples' movements, ethnic genocide, ethnic collective violence, and cooperation among groups.

Social Movements, Comparative Politics, and Social Change—Focus is on the emergence, reproduction, and change of political systems and institutions, especially on why and how different political systems and social movements appear in different times and places, and how differences in political regimes and economic systems influence attempts to change these systems. The origins and significance of national and transnational social movements, transition to democracy, including revolution, nationalism, and other forms of collective action, in creating and sustaining these changes analyzed across countries and over time. Careers that are relevant to this area include law, public policy, government service, nonprofit and international nongovernmental organizations, business organizations (especially those with international interests), consulting, and managerial jobs.

Social Psychology and Interpersonal Processes—Focus is on the social organization of individual identity, beliefs, and behavior, and upon social structures and processes which emerge in and define interpersonal interactions. Processes studied include social acceptance and competition for prestige and status, the generation of power differences, the development of intimacy bonds, the formation of expectation states which govern performance in task oriented groups, and social pressures to constrain deviance. Foundation courses emphasize the effect of social processes on individual behavior and the analysis of group processes. This area provides training for careers with a significant interpersonal component, including advertising and marketing, business, education, law, management, medicine and health, or social work.

Social Stratification and Inequality—Focus is on forms of social inequality, including areas such as: the shape and nature of social inequalities; competition for power; allocation of privilege; production and reproduction of social cleavages; and consequences of class, race, and gender for outcomes such as attitudes, political behavior, and lifestyles. Many courses emphasize changes in the structure of social inequalities over time, and the processes which produce similarities or differences in stratification across nations. Topics include educational inequality, employment history, gender differences, income distributions, poverty, race, and ethnic relations, social mobility, and status attainment. Careers related to this field include administration, advertising, education, foreign service, journalism, industrial relations, law, management consulting, market research, public policy, and social service.

CONCENTRATION AREA COURSES

Many of the department courses can be categorized as primarily oriented to one of the five areas of concentration; a few courses are relevant to more than one area. Within each area of concentration, one or more undergraduate foundation courses are identified which provide a general introduction to the area or some portion of it. Courses, classified by area, are as follows:

1. Organizations, Business, and the Economy
Foundation courses: 114 or 160
Other courses: 110, 115, 130, 161-169, 260-268
2. Race and Ethnic Relations
Foundation courses: 145 or 148
Other courses: 139, 141A, 143, 144, 146, 147
3. Social Movements, Comparative Politics, and Social Change
Foundation courses: 110 or 118 or 130
Other courses: 112-117A,B, 131, 133, 136, 138, 210-217A,B, 230, 231, 236
4. Social Psychology and Interpersonal Processes
Foundation courses: 120 or 121
Other courses: 125-128, 132, 142, 150, 220-227, 242
5. Social Stratification and Inequality
Foundation course: 140
Other courses: 132, 134, 139, 141, 141A-149, 150, 241, 241A-249

MINORS

The minor in Sociology is intended to familiarize students with the basic concepts and methods of the discipline. In addition to ensuring considerable breadth of exposure to the fundamental issues and approaches of the field of sociology, students are encouraged to obtain some depth of exposure to one of the specialized areas of study.

The requirements for a minor in sociology are as follows:

<i>Course No. and Subject</i>	<i>Units</i>
SOC 1. Introduction to Sociology	5
SOC 180. Methods for Sociological Research	5
Two foundation courses, one each from two of the field five concentration areas (see above)	10
Additional course work in the department, preferably in the areas of concentration associated with the foundation courses taken (consult listing of courses for each area described elsewhere in the <i>Stanford Bulletin</i>)	15
Total course work required	35

All courses qualifying for the minor must be taken for a letter grade, and a grade point average (GPA) of 2.0 (C) or better must be achieved.

HONORS PROGRAM

Students desiring to undertake an independent scholarly project under the direction of a faculty member are encouraged to apply for admission to the department’s honors program. To enter the program, the student must be accepted by a faculty member of the department who agrees to advise on the research and writing of the essay. It is possible in some cases for students to work with faculty advisers in other departments, but such arrangements must be approved by the chair of the Undergraduate Studies Committee. Admission to the program requires a grade point average (GPA) of 3.5 or higher in courses taken within the major, and an overall GPA of 3.3 (B+) or higher in all undergraduate course work.

Work on the project can begin earlier, but ordinarily is initiated in connection with meeting the course requirements of SOC 200H, Honors Senior Seminar, or SOC 200, Senior Seminar. Students are encouraged to begin designing their honors project in connection with this seminar, in consultation with the seminar leader and a faculty member who is willing to serve as sponsor for the honors project. If admitted to the program, the work can then be completed during Winter and Spring Quarters.

To formally enter the program, a student must complete an application form available from the department office. The form requires the endorsement of the faculty sponsor and is to be accompanied by a brief description of the project to be undertaken and a copy of the student’s undergraduate transcript. Prospective candidates must submit the copy of the completed application to the chair of the Undergraduate Studies Committee no later than the end of the third quarter before graduation (typically Autumn Quarter of the senior year).

Honors students may earn up to 12 units credit for work leading to completion of the required honors thesis (excluding units associated with the Senior Seminar). To be eligible for an honors degree, a grade of ‘A-’ or better must be earned on the honors thesis. If an ‘A-’ is not earned, the thesis credit counts toward meeting the standard major requirements.

Successful completion of honors in Sociology requires (1) completion of all requirements for the major; and (2) completion of a thesis of honors quality (a grade of ‘A-’ or higher). The thesis is due on or before the beginning of the End-Quarter period in the student’s final quarter before graduating. If the thesis has been sponsored by a faculty member outside the department, it must be submitted to both that sponsor and to the chair of the Undergraduate Studies Committee, who appoints a departmental reader to evaluate the paper. Both the sponsor and the reader must agree that the paper merits honors. In every case, two copies of the final paper must be submitted. One is retained by the department and becomes a part of the department’s permanent collection.

COTERMINAL BACHELOR’S AND MASTER’S PROGRAM

Stanford undergraduate students who wish additional training in sociology (whatever their undergraduate major), and who have a good academic record (a GPA of at least 3.5 in previous undergraduate work is required), may apply to the coterminal master’s program as described in the “Undergraduate Degrees” section of this bulletin.

To apply for admission to the coterminal program, students should submit the coterminal application and the following: (1) a statement of purpose providing the rationale for the proposed program of study, (2) a proposed program that specifies at least 45 units of course work relevant to the degree program and at least 36 units in Sociology, (3) a current undergraduate transcript, and (4) two letters of recommendation from Stanford faculty familiar with the student’s academic work.

All 45 course units to be counted toward the graduate degree must be at or above the 100 level; at least 18 course units must be above the 200 level. Because the acquisition of research skills is an important component of graduate training in the social sciences, it is recommended that coterminal students take one or more research methodology courses, for example, SOC 280 or 281B. All units applied to the coterminal master’s degree must be taken for a grade and an overall grade point average (GPA) of 3.0 (B) or better is required.

Most coterminal students propose programs that concentrate on one of the five areas of concentration offered by the department: Organizations,

Business, and the Economy; Race and Ethnic Relations; Social Movements, Comparative Politics, and Social Change; Social Psychology and Interpersonal Relations; and Social Stratification and Inequality. This approach helps to ensure program coherence.

For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/publications/#Coterm>.

GRADUATE PROGRAMS

University requirements for the M.A. and Ph.D. degree are described in the “Graduate Degrees” section of the bulletin.

Admission—Each applicant must submit results from the general Graduate Record Examination (GRE). Foreign students must take the TOEFL exam (a minimum score of 250 on the computer-based test or 600 on the paper-based test is required). Applicants must also submit a personal statement, writing sample, three letters of recommendation, and transcripts. For more information, see <http://gradadmissions.stanford.edu>.

MASTER OF ARTS

University requirements for the master’s degree are described in the “Graduate Degrees” section of this bulletin. The department does not admit students who are candidates solely for the M.A. in Sociology. The M.A. degree is available to Ph.D. candidates in Sociology or from other departments. In this instance, the usual admission requirements are waived and course requirements are determined in consultation with a Sociology adviser. Students must complete a minimum of 45 units with a grade point average (GPA) of 3.0 (B) or better. All 45 units must be taken in courses taught by Sociology faculty and must be taken for a grade whenever possible. Research and directed reading courses are acceptable, but must be approved in advance. All course work must be at the 100 level or above; 18 units must be above the 200 level. Interested students should contact the department for additional information and advance approval of their programs.

DOCTOR OF PHILOSOPHY

The department admits only those students who appear to have the aptitude and qualities to complete the Ph.D. program successfully. The curriculum and degree requirements are designed to provide students with the necessary knowledge and skills to become proficient as both scholars and teachers. The courses and requirements also provide faculty with essential information on the progress of each student and on areas of difficulty or deficiency requiring attention and improvement. Doctoral students in the department must take all required courses for a grade and are expected to earn a grade of B+ or better in each course. Any grade of B or below is considered to be less than satisfactory.

Students must complete the following department requirements for the Ph.D. degree in Sociology:

1. In order to receive a thorough introduction and orientation to the field of sociology, the department, and the faculty, each student must enroll in SOC 305, Graduate Proseminar. The proseminar is a one-quarter course given during the Autumn Quarter of the first year of residence. One unit of credit is given for this course; grading is on a satisfactory/no credit basis. The proseminar leader also serves as the academic adviser for all first-year students. After the first year, students are allowed to select their academic adviser from among members of the department’s faculty.
2. As partial preparation for becoming an accomplished researcher, each student must complete three quarters of research experience, working under the supervision of one or more faculty members (including regular, emeritus, and affiliated faculty). The experience may involve paid work as a Research Assistant (RA), or unpaid work as a research apprentice, carried out to obtain research experience. With the approval of the chair of Graduate Studies, research experience may be acquired by involvement in research projects outside the department, for example, the American Institute for Research or the Veteran’s Administration Hospital. It is recommended that students complete their research requirements early in their graduate program; the requirement must be completed by the end of the fourth year of residency.

3. As partial preparation for becoming an accomplished teacher, each student must complete three quarters of teaching apprenticeship in departmental courses, or in other courses by approval. Work as either a teaching assistant (TA) under the supervision of a faculty member or as a teaching fellow (TF) fulfills this requirement. All students are required to take a one-quarter TA training course offered by the department during their first year. In addition, students are expected to take advantage of department and University teacher training programs during their first few years of residence. Students for whom English is a second language are expected to acquire sufficient facility in English to be an effective teacher.
4. In order to demonstrate command of a range of sociological literatures, students must take four broad survey courses. Each year the department specifies which courses meet this requirement, and will undertake to ensure that an adequate selection of such courses is offered. A list of courses that generally fulfill this requirement is listed in the requirements section below. Students should consult with their adviser to ensure that the combination of courses selected to meet this requirement exhibits sufficient breadth. This requirement is normally completed by the end of the second year of residency and must be met by the end of the third year of residency.
5. In order to obtain a thorough grounding in sociological theory, each student must take two courses. One course should be in classical sociological theory (SOC 370A or 370B or equivalent), and the second course should be on the development of theory and research design (SOC 372 or equivalent).
6. In order to obtain a thorough grounding in research methods, each student must complete a series of required courses in methodology. Students with little background in statistics are encouraged to take SOC 281B or equivalent. See the requirements section below for specific course requirements.
7. In partial preparation for a career of writing scholarly papers, each student must complete a paper by May 15 of the second year of residency. This second-year paper may be on any sociological topic, and may address theoretical, empirical, or methodological issues. The paper is expected to reflect original work and is considered an important piece of evidence in the decision to advance to candidacy. A two-person committee that includes the primary adviser evaluates the paper. Although the reading committee is usually comprised of two regular faculty members in the department, emeritus and other faculty outside of the department may serve as a committee member with prior approval.
8. In order to demonstrate the ability to conduct independent scholarly work, each student must prepare a dissertation prospectus and pass the University oral examination. The oral exam is intended to evaluate the dissertation prospectus or a partial draft of the dissertation and to assess the student’s knowledge of the relevant theory and research in the area in which the project intends to contribute.
9. Each student must complete a doctoral dissertation. Assessment of satisfactory completion is determined by the student’s doctoral committee members. All students are invited to present their dissertation findings at an informal department colloquium.

The faculty assumes the responsibility to provide students with timely and constructive feedback on their progress toward a degree. In order to evaluate student progress and to identify potential problem areas, the department’s faculty reviews the academic progress of each first-year student at the beginning of Winter and Spring quarters and again at the end of Spring Quarter. The reviews at the beginning of Winter and Spring Quarters are primarily intended to identify developing problems that could impede progress. In most cases, students are simply given constructive feedback, but if more serious concerns warrant, a student may be placed on probation with specific guidelines for addressing the problems detected. The review at the end of Spring Quarter is more thorough: Each student’s performance during the first year is reviewed and discussed. Possible outcomes of the spring review include: (1) continuation of the student in good standing, or (2) placing the student on probation, with specific guidelines for the period of probation and the steps to be taken in order to be returned to good standing. For students on probation at this point (or at

any other subsequent points), possible outcomes of a review include: (1) restoration to good standing; (2) continued probation, again with guidelines for necessary remedial steps; or (3) termination from the program. Students leaving the program at the end of the first year are usually allowed to complete the requirements to receive an M.A. degree, if this does not involve additional residence or financial support. All students are given feedback from their advisers at the end of their first year of graduate work, helping them to identify areas of strengths and potential weakness.

At the end of the second year of residency, the faculty again review the progress of all doctoral students in the program. Students who are performing well, as indicated by their course work, teaching and research apprenticeship performance, and second-year paper, are advanced to candidacy. This step implies that the student has demonstrated the relevant qualities required for successful completion of the Ph.D. Future evaluations are based on the satisfactory completion of specific remaining department and University requirements. Students who are still on probation at this stage may be (1) advanced to candidacy; (2) retained on probation with specification of the steps still required to be removed from this status; or (3) terminated from the program.

At any point during the degree program, evidence that a student is performing at a less than satisfactory level may be cause for a formal academic review of that student.

REQUIREMENTS

SURVEY COURSES

Students must complete four courses from the approved list, including:

- 308. Social Demography
- 310. Political Sociology
- 314. Economic Sociology
- 316. Historical and Comparative Sociology
- 318. Social Movements and Collective Action
- 320. Foundations of Social Psychology
- 322. Social Interaction, Social Structure, and Social Exchange
- 324. Social Networks
- 340. Social Stratification
- 342B. Gender and Social Structure
- 345. Comparative Race and Ethnic Relations
- 360. Foundations of Organizational Sociology
- 362. Organization and Environment
- 363A. Seminar on Organizational Theory
- 363B. Seminar on Organizations: Institutional Analysis

RESEARCH METHODS

The following course requirements apply to all students who enter the Ph.D program in 2005-06 or later. In addition to the courses identified below, there are three other methods requirements currently in development: a modular methods course to be taken Autumn Quarter of the second year, and a new two quarter methods course to be taken in Winter and Spring quarters of the second year. Students are expected to complete one elective from a list of approved courses. The modular methods course and the new two quarter methods course are projected to be offered for the first time in 2006-07.

- 381A. Sociological Methodology IA: Computer-Assisted Data Analysis
- 281B. Sociological Methodology IB: Statistics (recommended for students with little statistical background)
- 382. Sociological Methodology II: The General Linear Model
- 383. Sociological Methodology III: Advanced Models for Discrete Outcomes

The following course requirements apply to all students who entered the Ph.D program in 2004-05 or earlier.

- 381A. Sociological Methodology IA: Computer-Assisted Data Analysis
- 281B. Sociological Methodology IB: Statistics (recommended for students with little statistical background)
- 382. Sociological Methodology II: The General Linear Model
- 383. Sociological Methodology III: Advanced Models for Discrete Outcomes
- 384. Sociological Methodology IV: Advanced Models for Continuous Outcomes or 388. Advanced Models for Analysis of Tabular Arrays or 389. Mixed Method Research Design

THEORY

- 370A. Sociological Theory: Social Structure, Inequality, and Conflict or 370B. Sociological Theory: Social Interaction and Group Processes
- 372. Theoretical Analysis and Design

Students must complete additional course work sufficient to prepare them to write their second-year paper.

PH.D. MINOR

Sociology offers a minor for School of Education doctoral students. Students must complete a minimum of 30 graduate-level units with a grade point average (GPA) of 3.0 (B) or better. All 30 units for the minor are to be in courses taught by Sociology faculty with the following exception: 5 units may be taken in a statistics or methods course taught in another department. All units must be taken for a grade. Research and directed reading courses are acceptable, but must be approved in advance. The specific program must be approved by a Sociology adviser and filed with the Department of Sociology.

JOINT PROGRAMS WITH THE SCHOOL OF LAW

The School of Law and Department of Sociology conduct joint programs leading to either a combined J.D. degree with an M.A. degree in Sociology or to a combined J.D. degree with a Ph.D. in Sociology.

Law students interested in pursuing an M.A. in Sociology apply for admission to the Department of Sociology during the first year of Law school. Once admitted to the Department of Sociology, the student must complete standard departmental master's degree requirements as specified in this bulletin. Applications for the joint J.D./M.A. degree program must be approved by both the department and the Law school. Faculty advisers from each program participate in the planning and supervising of the student's academic program.

The J.D./Ph.D. degree program is designed for students who wish to prepare themselves for research or teaching careers in areas relating to both legal and sociological concerns. Students interested in the joint degree program must be admitted to both the School of Law and the Department of Sociology. Interest in the joint degree program must be noted on each of the student's applications. Alternatively, an enrolled student in either the Law School or the Sociology department may apply to the other program, preferably during their first year of study.

Upon admission, students are assigned a joint program faculty adviser who assists the student in planning an appropriate program and ensuring that all requirements for both degrees are satisfied. The faculty adviser serves in this capacity during the student's course of study regardless of whether the student is enrolled in the School of Law or the Sociology department.

J.D./Ph.D. students may elect to begin their course of study in either the School of Law or the Department of Sociology. Students must be enrolled full-time in the Law school for the first year of Law school, and must enroll full time in the graduate school for the first year of the sociology program. After that time, enrollment may be in the graduate school or the Law school, and students may choose courses from either program regardless of where enrolled. Students must satisfy the requirements for both the J.D. and the Ph.D. degrees. Up to 36 semester (54 quarter) hours of approved courses may be counted toward both degrees, but no more than 24 semester (36 quarter) hours of courses that originate outside the Law school may count toward the Law degree. To the extent that courses under this joint degree program originate outside of the Law school but count toward the Law degree, the Law school credits permitted under Section 17(1) of the Law School Regulations for cross-registration in other schools or departments of Stanford University are reduced on a unit-per-unit basis, but not below zero. Students must complete the equivalent of 210 quarter units to complete both degrees. Tuition and financial aid arrangements normally are through the school in which the student is currently enrolled.

COURSES

Courses are open to all students without prerequisites, unless specifically indicated. Courses numbered 200-299 are open to advanced undergraduate and graduate students. Courses numbered 300 and above are normally offered to matriculated doctoral students only. Courses with an 'X' suffix are taught at an overseas campus only.

OPEN TO ALL STUDENTS

INTRODUCTORY

SOC 1. Introduction to Sociology—Concepts, methods, and theoretical orientations. Sociological imagination illustrated by recent theory and research. Possible topics: the persistence of class cleavages; ethnic, racial, and gender inequalities; religious beliefs and the process of secularization; functions and dysfunctions of educational institutions; criminology and social deviance; social movements and social protest; production and reproduction of culture; rise of organizational society. GER:DB-SocSci
5 units, Win (McAdam), Spr (Snipp)

SOC 22N. The Roots of Social Protest—Stanford Introductory Seminar. Preference to freshmen. The conditions under which social protest occurs and the emergence, success, and viability of contemporary social movements. Examples include women's civil rights, ecology, and antiwar and anti-globalization movements in the U.S. and elsewhere. Sociological theories to explain the timing, location, and causes of mobilization; how researchers evaluate these theories. Comparison of tactics, trajectories, and outcomes.
3 units, Aut (Rosenfeld)

SOC 25N. Understanding the Sixties—Stanford Introductory Seminar. Preference to freshmen. The tendency of critics to view the 60s through ideological lenses as either the best or worst of times has made a balanced perspective difficult to achieve. Goal is to provide a sociological explanation for the political and cultural turbulence that marked the era. The confluence of demographic, political, economic, and cultural trends that date back to at least the 30s. The ambiguous legacy of the 60s. Using the 60s to shed light on the 80s and 90s. Enrollment limited to 16.
3 units, Win (McAdam)

SOC 26N. The Changing American Family—Preference to freshmen. Family change from historical, social, demographic, and legal perspectives. Extramarital cohabitation, divorce, later marriage, interracial marriage, and same sex cohabitation and marriage: what do all these changes mean?
3 units, Aut (Rosenfeld)

SOC 45Q. Understanding Race and Ethnicity in American Society—Stanford Introductory Seminar. Preference to sophomores. A brief historical overview of race in America, race and violence, race and socioeconomic wellbeing, and the future of race relations in America. Enrollment limited to 16. GER:DB-SocSci
5 units, Aut (Snipp)

SOC 46N. Race, Ethnic, and National Identities: Imagined Communities—Stanford Introductory Seminar. Preference to freshmen. How new identities are created and legitimated. What does it mean to try on a different identity? National groups and ethnic groups are so large that one individual can know only an infinitesimal fraction of other group members. What explains the seeming coherence of groups? If identities are a product of the imagination, why are people willing to fight and die for them? Enrollment limited to 16.
3 units, Spr (Rosenfeld)

POLITICAL AND COMPARATIVE SOCIOLOGY

SOC 108. Population and Society—(Graduate students register for 208.) Population size, composition, geographical distribution, and change in contemporary and historical perspective. Determinants of important processes affecting population including births, deaths, marriages, and geographical moves. Social, economic, and political consequences of population characteristics and population change. Population problems and policies.
4-5 units, Spr (Pals)

SOC 109. Sociology of Terrorism—(Graduate students register for 209.) Multidisciplinary including psychology, sociology, political science, and economics. Comparison of terrorist organizations and movements across institutions, places, and times; their motives, tactics, financing,

and organization. Emphasis is on suicide bombing. What mass media think they know and what they do not know.

5 units, Spr (Meyersson Milgrom)

SOC 110. Politics and Society—(Graduate students register for 210.) Themes of political sociology, the origins and expansion of the modern state, linkages between state and society, the impact of the modern world system on national policies, the internal distribution of power and authority, and the structure of political group formation and individual participation in modern states. Emphasis is on modern empirical literature. GER:DB-SocSci

5 units (Meyer) not given 2005-06

SOC 111. State and Society in Korea—(Graduate students register for 211.) 20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience.

5 units (Shin) not given 2005-06

SOC 112. Comparative Democratic Development—(Enroll in POLISCI 147.)

5 units, Win (Diamond)

SOC 115A. Social Structure, Culture, and the Economy—(Graduate students register for 215A.) How neoclassical economists assume that society is a collection of individuals who act rationally and independently of one another, while economic sociologists emphasize the social context and relation with others as people work, buy, and sell. The interplay among social structure, culture, and economic life. Potential topics: religion and social class; centrality and power; markets, hierarchies, and networks; the diffusion of innovations; small worlds and scale-free networks; strong and weak ties; and brokers, bridges, and communication networks.

5 units, Win (Everton)

SOC 117A. China Under Mao—(Graduate students register for 217A.) The transformation of Chinese society from the 1949 revolution to the eve of China's reforms in 1978: the creation of a socialist economy, the reorganization of rural society and urban workplaces, the emergence of new inequalities of power and opportunity, and the new forms of social conflict during Mao's Cultural Revolution of 1966-69 and its aftermath. GER:EC-GlobalCom

5 units (Walder) not given 2005-06

SOC 118. Social Movements and Collective Action—(Graduate students register for 218.) Why social movements arise, who participates in them, the obstacles they face, and how to gauge movement success or failure? Theory and empirical research. Application of concepts and methods to a social movement such as civil rights, gay marriage equality, environmental justice, fair wages, anti-globalization, or pro-choice or anti-abortion.

5 units, Spr (Brandt)

SOC 130. Education and Society—(Graduate students register for 230; same as EDUC 220C.) The effects of schools and schooling on individuals, the stratification system, and society. Education as socializing individuals and as legitimizing social institutions. The social and individual factors affecting the expansion of schooling, individual educational attainment, and the organizational structure of schooling. GER:DB-SocSci

4-5 units, Win (Ramirez)

SOC 133. Computers and Interfaces—(Enroll in COMM 169/269.)

4-5 units, Win (Nass)

SOC 136. Law and Society—(Graduate students register for 236.) Major issues and debates in the sociology of law. Topics include: historical perspectives on the origins of law; rationality and legal sanctions; normative decision making and morality; cognitive decision making; crime and deviance; the law in action versus the law on the books; organizational responses to law in the context of labor and employment; the roles of lawyers, judges, and juries; and law and social change emphasizing the American civil rights movement. GER:DB-SocSci

3-5 units, Aut (Dauber)

SOC 137. Homelessness: Its Causes, Consequences, and Policy Solutions—Homelessness as a social policy issue and concern within the local community. Service-learning format: students work with a local community partner to assess needs of local homeless, and evaluate policies and services delivery.

5 units, Aut (Barr)

SOC 138. American Indians in Comparative Historical Perspective—(Graduate students register for 238.) Demographic, political, and economic processes and events that shaped relations between Euro-Americans and American Indians, 1600-1890. How the intersection of these processes affected the outcome of conflicts between these two groups, and how this conflict was decisive in determining the social position of American Indians in the late 19th century and the evolution of the doctrine of tribal sovereignty. GER:EC-AmerCul

3-5 units, Win (Snipp)

SOC 152. Sociology of Japanese Society—Politics, business, work, social security, crimes, law, education, history, popular culture, folk culture, family structure, gender, and ethnic diversity. Goal is to challenge commonly held notions through sources such as empirical data, ethnographic accounts, movies, photos, and video footage. Comparative sociological perspectives to situate Japan in the wider world.

5 units, Spr (Tsutsui)

SOCIAL PSYCHOLOGY AND INTERPERSONAL PROCESSES

SOC 105. Status, Friendship, and Social Pressure—The basic social processes that structure the individual's experience in interpersonal situations, including group pressure on individual choices, social control of deviants, operation of status distinctions (sex and race), and formation of friendships and intimate (love) relationships. Structured exercises and simulation gaming in section meetings provide experience with these processes. Lectures examine the processes in terms of theoretical ideas, empirical research, and clinical strategy. Enrollment limited to 30. GER: DB-SocSci

5 units (Staff) not given 2005-06

SOC 120. Interpersonal Relations—(Graduate students register for 220.) Forming ties, developing norms, status, conformity, deviance, social exchange, power, and coalition formation; important traditions of research have developed from the basic theories of these processes. Emphasis is on understanding basic theories and drawing out their implications for change in a broad range of situations, families, work groups, and friendship groups. GER:DB-SocSci

5 units (Ridgeway) not given 2005-06

SOC 121. Social Psychology and Social Structure—(Graduate students register for 221.) The individual's relationship to social groups, from two-person groups to society at large. Emphasis is on how social structure shapes individuals and how individuals affect their social environment. Topics: identity, agency, interpersonal relations, social dilemmas, the life course, and collective behavior. GER:DB-SocSci

5 units, Win (Cooper)

SOC 122. Sociology of Culture—(Graduate students register for 222.) Why do different people like different kinds of culture? How do cultural taste and practice affect friendship patterns, academic success, occupational attainment, and marital selection? Emphasis is on the relationship between culture and social structure with attention to social networks, social class, cultural capital, and symbolic exclusion. Topics include musical taste, arts participation, leisure activity, urban legends, names chosen for children, and opinions, beliefs, and values. GER:DB-SocSci

5 units, Aut (Mark)

SOC 123. Sex and Love in Modern Society—(Graduate students register for 223.) Social influences on private intimate relations involving romantic love and sexuality. Topics include the sexual revolution, contraception, dating, hook-ups, cohabitation, sexual orientation, and changing cultural meanings of marriage, gender, and romantic love. GER:DB-SocSci, EC-Gender

5 units (England) not given 2005-06

SOC 125. Sociology of Religion—(Graduate students register for 225.) The social patterns of religious belief and practice, and the classical and contemporary theoretical approaches to understanding these patterns. Topics: churches, sects and cults, sources of religious pluralism, relationships between religion and aspects of social structures including the economy, class structure, ethnicity, social networks, and the state. GER:DB-SocSci

5 units, Spr (Mark)

SOC 126. Introduction to Social Networks—(Graduate students register for 226.) Theory, methods, and research. Concepts such as density, homogeneity, and centrality; applications to substantive areas. The impact of social network structure on individuals and groups in areas such as communities, neighborhoods, families, work life, and innovations. GER:DB-SocSci

5 units, Win (Mark)

SOC 127. Bargaining, Power, and Influence in Social Interaction—(Graduate students register for 227.) Research and theoretical work on bargaining, social influence, and issues of power and justice in social settings such as teams, work groups, and organizations. Theoretical approaches to the exercise of power and influence in social groups and related issues in social interaction such as the promotion of cooperation, effects of competition and conflict, negotiation, and intergroup relations. Enrollment limited to 40. GER:DB-SocSci

3-5 units, Win (Cook)

SOC 128. Sociology of the Life Course—(Graduate students register for 228.) Focus is on continuity and change in human lives, and how an individual's life course is linked to the fate of larger social structures. Individual life patterns and trajectories in the domains of family, education, and work. Topics include the transition to adulthood and the impact of disruptive historical change on life courses. Applying the life course approach to an area of student interest such as political attitudes, criminal careers, or health outcomes.

5 units, Win (Brandt)

SOC 150. The Family—Theories of social psychology to study interactions within American families and between the family and other institutions. Topics: the nature and history of the family, state regulation of families, variations by class and ethnicity, family violence, gender roles, parenting, and divorce. GER:DB-SocSci

5 units, Aut (Yiu)

SOCIAL STRATIFICATION AND INEQUALITY

SOC 132. Sociology of Education: The Social Organization of Schools—(Graduate students register for 332; same as EDUC 110/310.) Topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments, spanning school processes such as stratification, authority, moral and technical specialization, curricular differentiation, classroom instruction, voluntary associations, social crowds, and peer influence. (SSPEP) GER:DB-SocSci

4 units, Spr (McFarland)

SOC 134. Education and the Status of Women: Comparative Perspective—(Enroll in EDUC 197.)

4-5 units (Staff) not given 2005-06

SOC 135. Seminar in Women's Health: Women and Disabilities—(Enroll in FEMST 260/360.)

5 units, Spr (Krieger)

SOC 139. American Indians in Contemporary Society—(Graduate students register for 239.) The social position of American Indians in contemporary American society, 1890 to the present. The demographic resurgence of American Indians, changes in social and economic status, ethnic identification and political mobilization, and institutions such as tribal governments and the Bureau of Indian Affairs. Recommended: 138 or a course in American history. GER:EC-AmerCul

5 units, Spr (Snipp)

SOC 140. Introduction to Social Stratification—(Graduate students register for 240.) The main classical and modern explanations of the causes of social, economic, and political inequality. Issues include: power; processes that create and maintain inequality; the central axes of inequality in contemporary societies (race, ethnicity, class, and gender); the consequences of inequality for individuals and groups; and how social policy can mitigate and exacerbate inequality. Cases include technologically simple groups, the Indian caste system, and the modern U.S. GER:DB-SocSci

5 units, Win (Grusky)

SOC 141. Controversies about Inequality—(Graduate students register for 241.) Debate format involving Stanford and guest faculty. Forms of inequality including racial, ethnic, and gender stratification; possible policy interventions. Topics such as welfare reform, immigration policy, affirmative action, discrimination in labor markets, sources of income inequality, the duty of rich nations to help poor nations, and causes of gender inequality.

5 units, Spr (Grusky)

SOC 141A. Social Class, Race, Ethnicity, Health—(Graduate students register for 241A.) Socioeconomic, racial, and ethnic differences in health status. Access to care of racial and ethnic minorities and those from lower social classes. Institutional factors such as government programs, and individual factors such as unconscious racial bias on the part of care providers or distrust of providers on the part of patients. The intersection of lower social class and ethnic minority status in health status and health care access. GER:DB-SocSci, EC-AmerCul

4-5 units, Win (Barr)

SOC 142. Sociology of Gender—(Graduate students register for 242.) Gender inequality in contemporary American society and how it is maintained. The social and relative nature of knowledge and the problems this poses for understanding sex differences and gendered behavior in society. Analytical levels of explanation for gender inequalities: socialization, interaction processes, and socioeconomic processes; arguments and evidence for each approach. The social consequences of gender inequality such as the feminization of poverty, and problems of interpersonal relations. GER:EC-Gender

5 units, Aut (Mollborn)

SOC 143. Prejudice, Racism, and Social Change—(Graduate students register for 243.) Ethno-racial attitudes and beliefs in the U.S. since 1965. Conflict including urban riots and cooperation including interracial dating, marriage, and mixed-race identity. Changes in racial prejudice and racism and their influence in domains of life such as jobs, housing, political power, and everyday interactions.

5 units (Bobo) not given 2005-06

SOC 144. Race and Crime in America—(Graduate students register for 244.) Theories of involvement in crime and deviance emphasizing youth gangs, poverty, the impact of racial residential segregation on involvement in crime, and the impact of high rates of incarceration. The role of the media in fostering fear of crime and racial stereotypes. Public policy questions such as post-incarceration disenfranchisement and reintegration.

5 units, Spr (Bobo)

SOC 145. Race and Ethnic Relations—(Graduate students register for 245.) Race and ethnic relations in the U.S. and elsewhere. The processes that render ethnic and racial boundary markers, such as skin color, language, and culture, salient in interaction situations. Why only some groups become targets of ethnic attacks. The social dynamics of ethnic hostility and ethnic/racial protest movements. GER:EC-AmerCul

5 units, Win (Bobo)

SOC 147. Crime and Incarceration—(Graduate students register for 247.) The process of criminal justice in the U.S.; major theories of criminal deviance. How individuals and social groups are processed through the criminal court system; historical changes in correctional philosophy

and organizational structure; inmate socialization; and changes in the social environment of U.S. prisons. GER:DB-SocSci

5 units, Aut (Colwell)

SOC 148. Racial Identity—(Graduate students register for 248.) The construction and meanings of racial identities in the U.S. Attention is on multiracial identities and the shifting boundaries of racial categories in contemporary America. GER:EC-AmerCul

5 units (McDermott) not given 2005-06

SOC 149. The Urban Underclass—(Graduate students register for 249; same as URBANST 112.) Recent research and theory on the urban underclass, including evidence on the concentration of African Americans in urban ghettos, and the debate surrounding the causes of poverty in urban settings. Analysis of ethnic/racial conflict, residential segregation, and changes in the family structure of the urban poor. GER:DB-SocSci

5 units, Spr (Rosenfeld)

ORGANIZATIONS, BUSINESS, AND THE ECONOMY

SOC 114. Economic Sociology—(Graduate students register for 214.) The sociological approach to production, distribution, consumption, and markets, emphasizing the impact of norms, power, social structure, and institutions on the economy. Comparison of classic and contemporary approaches to the economy among the social science disciplines. Topics: consumption, labor markets, organization of professions such as law and medicine, the economic role of informal networks, industrial organization, including the structure and history of the computer and popular music industries, business alliances, capitalism in non-Western societies, and the transition from state socialism in E. Europe and China. GER:DB-SocSci

5 units (Granovetter) not given 2005-06

SOC 115. Topics in Economic Sociology—(Graduate students register for 215.) Discussion of topics initially explored in 114/214, with emphasis on countries and cultures outside N. America. Possible topics: families and ethnic groups in the economy, corporate governance and control, corporate strategy, relations among firms in industrial districts and business groups, the impact of national institutions and cultures on economic outcomes, transitions from state socialism and the role of the state in economic development. Possible case studies: the U.S., Germany, Italy, Britain, France, Brazil, Korea, India, Japan, and China. Prerequisite: 114/214 or 314.

5 units (Staff) not given 2005-06

SOC 116. Globalization and Organizations—(Enroll in INTNLREL 131, IPS 231.)

5 units, Win (Drori)

SOC 154A. Science, Technology, and Development—(Enroll in IPS 230, INTNLREL 130.)

5 units, Aut (Drori)

SOC 160. Formal Organizations—(Graduate students register for 260.) Organizational structure: diversity and common elements. Rational, natural, and open systems perspectives on structure. Environmental and technological determinants of structure. Applications to business concerns, public bureaucracies, hospitals, schools. GER:DB-SocSci

5 units, Win (Hillmann)

SOC 161. The Social Science of Entrepreneurship—(Graduate students register for 261.) Who is likely to become an entrepreneur and where is entrepreneurship likely to occur? Classic and contemporary theory and research. Interaction with expert practitioners in creating entrepreneurial opportunities including venture and corporate capitalists. The role of culture, markets, hierarchies, and networks. Market creation and change, and factors that affect success of new organizations. Field projects on entrepreneurial environments such as technology licensing offices, entrepreneurial development organizations, venture capital firms, and corporate venturing groups. GER:DB-SocSci

5 units, Spr (Thornton)

SOC 165. Power, Gender, and the Professions—(Graduate students register for 265.) Alternative views of professions and professionals, combining theories of professions and gender. The institutionalization of professional power and professional structure in the 20th century. Changing professional roles in the face of increasing bureaucratization of professional work. The role of gender in professional work, and alternative explanations for gender-based differences. How these forces operate, particularly in the professions of medicine, law, and academics. GER:DB-SocSci

5 units (*Barr*) not given 2005-06

SOC 167A. Asia-Pacific Transformation—(Graduate students register for 267A.) Post-WW II transformation in the Asia-Pacific region, with focus on the ascent of Japan, the development of newly industrialized capitalist countries (S. Korea and Taiwan), the emergence of socialist states (China and N. Korea), and the changing relationship between the U.S. and these countries.

5 units, *Aut* (*Shin*)

SOC 168. Managing Global Diversity: The Matrix of Change—(Enroll in PUBLPOL 168.)

5 units, *Win* (*Meyersson Milgrom*)

SOC 169. Health Care in America: The Organizations and Institutions that Shape the Health Care System—(Enroll in HUMBIO 160.)

4 units, *Aut* (*Barr*)

SOC 169A. American Health Policy—(Enroll in HUMBIO 160A.)

3 units, *Spr* (*G. Heller, Lee*)

SOCIOLOGICAL THEORY

SOC 170. Classics of Modern Social Theory—(Graduate students register for 270.) For majors only. Contributions of Marx, Weber, and Durkheim to contemporary sociology. Topics: the problem of social order and the nature of social conflict; capitalism and bureaucracy; the relationship between social structure and politics; the social sources of religion and political ideology; and the evolution of modern societies. Examples from contemporary research illustrate the impact of these traditions.

5 units, *Win* (*Olzak*)

RESEARCH METHODS

SOC 180. Introduction to Sociological Research—(Graduate students register for 280.) Focus is on strategies for designing research and analyzing data. GER:DB-SocSci

5 units, *Aut* (*Hillmann*)

SOC 181B. Sociological Methods: Statistics—(Graduate students register for 281B.) Statistical methods of principal relevance to sociology: contingency tables, correlation, and regression.

5 units (*Staff*) not given 2005-06

SOC 182. Designing Surveys for Social Science Research—Priority to undergraduates who have received URP funds. Practical introduction to survey methods. Topics include causality, research design, sampling, and item and questionnaire format. Offered through the Methods of Analysis Program in the Social Sciences (MAPSS). Enrollment limited to 25.

3 units, *Spr* (*Staff*)

SOC 183. Qualitative Methods in Social Science Research—Priority to undergraduates who have received URP funds. Goal is to prepare students to design and implement their own qualitative research projects. Topics include: articulating research questions and objectives; connecting research to theoretical concerns in the social sciences; formulating appropriate research strategies; and project design. Offered through the Methods of Analysis Program in the Social Sciences (MAPSS). Enrollment limited to 25.

3-5 units, *Spr* (*Staff*)

SOC 200. Senior Seminar for Majors—Capstone course in which sociological problems are framed, linked to theories, and answers pursued through research designs. WIM

5 units, *Aut, Spr* (*Cooper*)

SOC 200H. Senior Seminar for Honors

5 units (*McDermott*) not given 2005-06

SOC 202. Preparation for Honors Thesis—(Same as URBANST 202.) Primarily for juniors in Sociology or Urban Studies thinking about writing a senior honors thesis; sophomores who plan to be off-campus Winter Quarter of their junior year may register with consent of instructor. Students write a research prospectus and grant proposal for research funding. Urban Studies seniors writing an honors thesis register for 1 unit to present their work. For WIM credit, must be junior or sophomore registering for at least 3 units. WIM

1-5 units, *Win* (*Tuma*)

INDIVIDUALIZED LEARNING EXPERIENCES, PRIMARILY FOR UNDERGRADUATE MAJORS

SOC 190. Undergraduate Individual Study

1-5 units, *Aut, Win, Spr, Sum* (*Staff*)

SOC 191. Undergraduate Directed Research—Work on a project of student's choice under supervision of a faculty member. Prior arrangement required.

1-5 units, *Aut, Win, Spr, Sum* (*Staff*)

SOC 192. Undergraduate Research Apprenticeship—Work in an apprentice-like relationship with faculty on an on-going research project. Prior arrangement required.

1-5 units, *Aut, Win, Spr, Sum* (*Staff*)

SOC 193. Undergraduate Teaching Apprenticeship

1-5 units, *Aut, Win, Spr, Sum* (*Staff*)

SOC 196. Senior Thesis—Work on an honors thesis project under faculty supervision (see description of honors program). Must be arranged early in the year of graduation or before.

1-15 units, *Aut, Win, Spr, Sum* (*Staff*)

FOR ADVANCED/COTERMINAL UNDERGRADUATES AND MASTER'S STUDENTS

SOC 208. Population and Society—(For graduate students; see 108.)

4-5 units, *Spr* (*Pals*)

SOC 209. Sociology of Terrorism—(For graduate students; see 109.)

5 units, *Spr* (*Meyersson Milgrom*)

SOC 210. Politics and Society—(For graduate students; see 110.)

5 units (*Meyer*) not given 2005-06

SOC 211. State and Society in Korea—(For graduate students; see 111.)

5 units (*Shin*) not given 2005-06

SOC 215A. Social Structure, Culture, and the Economy—(For graduate students; see 115A.)

5 units, *Win* (*Everton*)

SOC 217A. China Under Mao—(For graduate students; see 117A.)

5 units (*Walder*) not given 2005-06

SOC 218. Social Movements and Collective Action—(For graduate students; see 118.)

5 units, *Spr* (*Brandt*)

SOC 230. Education and Society—(For graduate students; see 130; same as EDUC 220C.)

4-5 units, *Win* (*Ramirez*)

SOC 231. World, Societal, and Educational Change: Comparative Perspectives—(Same as EDUC 136/306D.) Theoretical perspectives and empirical studies on the structural and cultural sources of educational expansion and differentiation, and on the cultural and structural consequences of educational institutionalization. Research topics: education and nation building; education, mobility, and equality; education, inter-

national organizations, and world culture. GER:DB-SocSci

4-5 units, Win (Ramirez)

SOC 234. Research Seminar on Access to Justice—(Graduate students register for 334.) The functions and dysfunctions of modern legal systems. Topics include: official statements of the U.S. and the EU about the rights of parties to civil disputes; the roles of lawyers as gatekeepers and facilitators; the filtering process by which injuries and experiences become the basis for legal claims; access to and use of courts; the balance of power and advantage between individual persons and organizations in disputes. Prerequisite: advanced undergraduate or graduate standing, or consent of instructor.

5 units (Sandefur) not given 2005-06

SOC 236. Law and Society—(For graduate students; see 136.)

3-5 units, Aut (Landis Dauber)

SOC 238. American Indians in Comparative Historical Perspective—(For graduate students; see 138.)

3-5 units, Win (Snipp)

SOCIAL PSYCHOLOGY AND INTERPERSONAL PROCESSES

SOC 220. Interpersonal Relations—(For graduate students; see 120.)

5 units (Ridgeway) not given 2005-06

SOC 221. Social Psychology and Social Structure—(For graduate students; see 121.)

5 units, Win (Cooper)

SOC 222. Sociology of Culture—(For graduate students; see 122.)

5 units, Aut (Mark)

SOC 223. Sex and Love in Modern Society—(For graduate students; see 123.)

5 units (England) not given 2005-06

SOC 224A. Traditions of Microsociology—(Same as EDUC 312A.) The educational applications of sociological and social psychological theory and research to interaction processes in schools. Readings include: foundational works by Mead, Schutz, and Simmel; contemporary work by Goffman, Homans, Merton, Blau, and Harold. Readings span empirical settings such as work, classrooms, gangs, primate societies, and children's games. Topics: processes of influence, role differentiation, identity formation, social mechanisms, and intra/inter group dynamics of peer relations. Methods for observation and analysis of small groups. (SSPEP)

4 units, Win (McFarland) alternate years, not given 2006-07

SOC 224B. Contemporary Microsociology—(Same as EDUC 312B.) How to interpret interpersonal social situations using contemporary microsociological theories. Interaction processes observed in educational settings. The roles of intention, identity, routines, scripts, rituals, conceptual frameworks, and emotions in interaction. Processes by which interactions reverberate to more general changes in social structure. Readings include Goffman, Collins, Wieder, Garfinkel, Scheff, von Goethe, and Schegloff.

4 units (Staff) alternate years, given 2006-07

SOC 225. Sociology of Religion—(For graduate students; see 125.)

5 units, Spr (Mark)

SOC 226. Introduction to Social Networks—(For graduate students; see 126.)

5 units, Win (Mark)

SOC 227. Bargaining, Power, and Influence in Social Interaction—(For graduate students; see 127.)

3-5 units, Win (Cook)

SOC 228. Sociology of the Life Course—(For graduate students; see 128.)

5 units, Win (Brandt)

SOCIAL STRATIFICATION AND INEQUALITY

SOC 237. Homelessness: Its Causes, Consequences, and Policy Solutions—Homelessness as a social policy issue and concern within the local community. Service-learning format: students work with a local community partner to assess needs of local homeless, and evaluate policies and services delivery.

5 units, Aut (Barr)

SOC 239. American Indians in Contemporary Society—(For graduate students; see 139.)

5 units, Spr (Snipp)

SOC 240. Introduction to Social Stratification—(For graduate students; see 140.)

5 units, Win (Grusky)

SOC 241. Controversies about Inequality—(For graduate students; see 141.)

5 units, Spr (Grusky)

SOC 241A. Social Class, Race, Ethnicity, Health—(For graduate students; see 141A.)

4-5 units, Win (Barr)

SOC 242. Sociology of Gender—(For graduate students; see 142.)

5 units, Aut (Mollborn)

SOC 243. Prejudice, Racism, and Social Change—(For graduate students; see 143.)

5 units (Bobo) not given 2005-06

SOC 244. Race and Crime in America—(For graduate students; see 144.)

5 units, Spr (Bobo)

SOC 245. Race and Ethnic Relations—(For graduate students; see 145.)

5 units, Win (Bobo)

SOC 247. Crime and Incarceration—(For graduate students; see 147.)

5 units, Aut (Colwell)

SOC 248. Racial Identity—(For graduate students; see 148.)

5 units (McDermott) not given 2005-06

SOC 249. The Urban Underclass—(For graduate students; see 149.)

5 units, Spr (Rosenfeld)

ORGANIZATIONS, BUSINESS, AND THE ECONOMY

SOC 214. Economic Sociology—(For graduate students; see 114.)

5 units (Granovetter) not given 2005-06

SOC 215. Topics in Economic Sociology—(For graduate students; see 115.)

5 units (Staff) not given 2005-06

SOC 260. Formal Organizations—(For graduate students; see 160.)

5 units, Win (Hillmann)

SOC 261. The Social Science of Entrepreneurship—(For graduate students; see 161.)

5 units, Spr (Thornton)

SOC 261B. Women in Organizations—(Same as OB 387) Women's working experiences in managerial and professional positions. Career-related gender issues, including: the effects of gender proportions on a woman's experience in a job; how to shape human resource policies and organizational cultures; how to pick an organization with good gender relations; how networking strategies of men and women differ; the realities of starting an independent business; how to maximize the fairness of promotions and pay; and how to cope with gender-related difficulties in work situations.

4 units, Win (Martin)

SOC 265. Power, Gender, and the Professions—(For graduate students; see 165.)

5 units (Barr) not given 2005-06

SOC 267A. Asia-Pacific Transformation—(For graduate students; see 167A.)

5 units, Aut (*Shin*)

SOCIOLOGICAL THEORY

SOC 252. Sociology of Japanese Society—Politics, business, work, social security, crimes, law, education, history, popular culture, folk culture, family structure, gender, and ethnic diversity. Goal is to challenge commonly held notions through sources such as empirical data, ethnographic accounts, movies, photos, and video footage. Comparative sociological perspectives to situate Japan in the wider world.

5 units, Spr (*Tsutsui*)

SOC 270. Classics of Modern Social Theory—(For graduate students; see 170.)

5 units, Win (*Olzak*)

RESEARCH METHODS

SOC 257. Causal Inference in Quantitative Educational and Social Science Research—(Same as EDUC 257C.) Quantitative methods to make causal inferences in the absence of randomized experiment including the use of natural and quasi-experiments, instrumental variables, regression discontinuity, matching estimators, longitudinal methods, fixed effects estimators, and selection modeling. Assumptions implicit in these approaches, and appropriateness in research situations. Students develop research proposals relying on these methods. Prerequisites: exposure to quantitative research methods; multivariate regression.

3 units (*Reardon*) not given 2005-06

SOC 280. Introduction to Sociological Research—(For graduate students; see 180.)

5 units, Aut (*Hillmann*)

SOC 281B. Sociological Methods: Statistics—(For graduate students; see 181B.)

5 units (*Staff*) not given 2005-06

PRIMARILY FOR DOCTORAL STUDENTS

300-level courses are limited to matriculated doctoral students; other students require consent of instructor.

GENERAL

SOC 300. Workshop: Teaching Development—For first-year Sociology doctoral students only. The principles for becoming an effective instructor, adviser, and mentor to undergraduates. Topics: ethics, course organization and syllabus development, test construction and grading, conflict resolution, common classroom problems, and University policies related to matters such as sexual harassment. Technologies and other topics related to making effective presentations, and campus resources to improve classroom performance. Roundtable discussions with faculty and advanced graduate students known for teaching excellence. Students may be asked to give a demonstration lecture.

2 units, Spr (*Beck*)

SOC 305. Graduate Proseminar—For first-year Sociology doctoral students only. Introduction and orientation to the field of Sociology.

1 unit, Aut (*Staff*)

SOC 308. Social Demography—For graduate students and advanced undergraduates. Topics: models of fertility behavior, migration models, stable population theory, life table analysis, data sources, and measurement problems. How population behavior affects social processes, and how social processes influence population dynamics. Recommended: sociological research methods; basic regression analysis and log linear models.

5 units (*Snipp*) not given 2005-06

POLITICAL AND COMPARATIVE SOCIOLOGY

SOC 310. Political Sociology—Theory and research on the relationship between social structure and politics. Social foundations of political order, the generation and transformation of ideologies and political identities,

social origins of revolutionary movements, and social consequences of political revolution. Prerequisite: doctoral student.

5 units (*Walder*) not given 2005-06

SOC 311A,B,C. Comparative Studies of Educational and Political Systems—(Same as EDUC 387A,B,C.) Analysis of quantitative and longitudinal data on national educational systems and political structures. May be repeated for credit. Prerequisite: consent of instructor. (SSPEP/ICE)

2-5 units, A: Aut, B: Win, C: Spr (*Meyer, Ramirez*)

SOC 312. Workshop: Collective Action and Social Movements—Recent research on the legislative process, national and international social movements and collective action, and the intersection of politics, organizations, and social movement activity. Graduate student presentations. May be repeated for credit.

1-5 units, Aut, Win, Spr (*McAdam, Olzak*)

SOC 316. Historical and Comparative Sociology—Theory and research on macro-historical changes of sociological significance such as the rise of capitalism, the causes and consequences of revolutions, and the formation of the modern nation state and global world system. Methodological issues in historical and comparative sociology.

5 units, Aut (*Shin*)

SOC 318. Social Movements and Collective Action—Topics: causes, dynamics, and outcomes of social movements; organizational dimensions of collective action; and causes and consequences of individual activism.

5 units, Spr (*McAdam*)

SOC 334. Research Seminar on Access to Justice—(For graduate students; see 234.)

5 units (*Sandefur*) not given 2005-06

SOC 337. Workshop on Korean Studies—For graduate students or undergraduates working on honors theses. Comparative and sociological perspectives. Discussions of readings, presentation of project findings, or participation in faculty's research.

2 units (*Shin*) not given 2005-06

SOC 368. Workshop: Politics and Social Change—Market reform, privatization, regime change, and political movements in rapidly changing societies. May be repeated for credit. Prerequisite: consent of instructor.

1-5 units (*Walder*) not given 2005-06

SOCIAL PSYCHOLOGY AND INTERPERSONAL PROCESSES

SOC 317C. Workshop on Community and Youth Development—(Same as EDUC 317X.) The Youth Development Seminar presents an opportunity to discuss, read, and collaborate on youth development research issues by providing participants with access to the National Longitudinal Study of Adolescent Health Data (requires permission), tutorials on statistical methods to facilitate analysis of the dataset, and articles that help researchers develop tools of inquiry. Participants present their work for feedback.

1-2 units (*Staff*) not given 2005-06

SOC 320. Foundations of Social Psychology—Major theoretical perspectives, and their assumptions and problems, in interpersonal processes and social psychology. Techniques of investigation and methodological issues. Perspectives: symbolic interaction, social structure and personality, and cognitive and group processes.

2-5 units (*Ridgeway*) not given 2005-06

SOC 321. Workshop: Social Psychology—Current theories and research agendas, reviews of recent publications, presentations of ongoing research by faculty and students. May be repeated for credit. Prerequisite: consent of instructor.

2-5 units (*Staff*) not given 2005-06

SOC 322. Social Interaction, Social Structure, and Social Exchange—Current theory and research on topics such as social cognition and identity, group processes, bargaining and negotiation, social justice, social dilemmas and exchange, and networks and collective action. The social exchange approach.

5 units, Spr (Cook)

SOC 324. Social Networks—How the study of social networks contributes to sociological research. Application of core concepts to patterns of relations among actors, including connectivity and clusters, duality of categories and networks, centrality and power, balance and transitivity, structural equivalence, and blockmodels. Friendship and kinship networks, diffusion of ideas and infectious diseases, brokerage in markets and organizations, and patronage and political influence in historical contexts.

3-5 units, Aut (Hillmann)

SOC 326. Workshop: Sociology of Culture—Current theories and research agendas, critical reviews of recent publications, presentations of ongoing research by faculty and students. May be repeated for credit. Prerequisite: consent of instructor.

2-5 units, Aut, Win, Spr (Mark)

SOC 327. Frontiers of Social Psychology—Advanced topics, current developments, theory, and empirical research. Possible topics include social identity processes, status beliefs and processes, social exchange, affect and social cohesion, legitimacy, social difference and inequality, norms, and social dilemmas.

3-5 units (Ridgeway) not given 2005-06

SOC 342B. Gender and Social Structure—The role of gender in structuring contemporary life. Social forces affecting gender at the psychological, interactional, and structural levels. Gender inequality in labor markets, education, the household, and other institutions. Theories and research literature.

3-5 units (England) not given 2005-06

SOCIAL STRATIFICATION AND INEQUALITY

SOC 332. Sociology of Education: The Social Organization of Schools—(For graduate students; see 132; same as EDUC 110/310.)

4 units, Spr (McFarland)

SOC 336. Sociology of Law—Classical perspectives and contemporary developments in the sociological investigation of law and legal systems. Foundational works in the sociology of law, contemporary statements, and topics of interest to participants. Possible topics include: legal services markets; the effects of law on behaviors and attitudes; the workings of concrete components of legal institutions; and comparative legal systems. May be repeated for credit.

3-5 units (Sandefur) not given 2005-06

SOC 340. Social Stratification—Classical and contemporary approaches to the unequal distribution of goods, status, and power. Modern analytic models of the effects of social contact, cultural capital, family background, and luck in producing inequality. The role of education in stratification. The causes and consequences of inequality by race and gender. The structure of social classes, status groupings, and prestige hierarchies in various societies. Labor markets and their role in inequality. The implications of inequality for individual lifestyles. The rise of the new class, the underclass, and other emerging forms of stratification. Prerequisite: Ph.D. student or consent of instructor.

5 units, Win (Grusky)

SOC 342A. Race and Ethnic Relations—Presentations of current work by faculty, students, and guest speakers. Recent publications and contemporary issues. May be repeated for credit. Prerequisite: consent of instructor.

3-5 units (McDermott) not given 2005-06

SOC 344. Changing Ideologies of Race in the U.S.—Research by historians, social psychologists, political scientists, and sociologists on the content, roots, and social dynamics of racial identities and beliefs.

3 units (Bobo) not given 2005-06

SOC 345. Seminar in Comparative Race and Ethnic Relations—Factors that create, maintain, and diminish the salience of race and ethnic boundaries. Theoretical debates surrounding the emergence, persistence, and change in racial and ethnic boundaries, nationalism and sovereignty, and mobilization. Empirical evidence on race and ethnic tensions, conflict, and warfare. The relationship between democracy, immigration, and diversity.

5 units (Olzak) not given 2005-06

ORGANIZATIONS, BUSINESS, AND THE ECONOMY

SOC 314. Economic Sociology—Classical and contemporary literature covering the sociological approach to markets and the economy, and comparing it to other disciplines. Topics: consumption, labor, professions, industrial organization, and the varieties of capitalism; historical and comparative perspectives on market and non-market provision of goods and services, and on transitions among economic systems. The relative impact of culture, institutions, norms, social networks, technology, and material conditions. Prerequisite: doctoral student or consent of the instructor.

5 units (Granovetter) not given 2005-06

SOC 335. Illegal Organizations and the State—The political economy of illegal organizations and their relationship to the state from contemporary and historical-comparative perspectives. When do state governments enforce the deterrence of illegal behavior? When do states redefine the boundary between legal and illegal behavior? When do they promote such activities to advance their own interests? Topics: state-sponsored terrorism; organized crime such as the Mafia as placeholder for government; violence and coercion in state building; organized corruption; sea piracy and privateering as instruments in conflicts between states; weapon smuggling; and the production and distribution of narcotics.

3-5 units, Win (Hillmann)

SOC 355. Higher Education and Society—(Enroll in EDUC 355X.)

3 units (Gumport) not given 2005-06

SOC 360. Foundations of Organizational Sociology—Core problems in the sociology of organizations, main theoretical perspectives, and research programs directed at evaluating these perspectives.

5 units (Staff) not given 2005-06

SOC 361. Social Psychology of Organizations—(Same as OB 671.) Social psychological theories and research relevant to organizational behavior. Current research topics in micro-organizational behavior and their relationship to cognitive and social psychology and sociology. Topics include models of attribution, social comparison and justice, commitment, stereotyping, informal relationships, groups, and leadership. Prerequisites: Ph.D. student, and a graduate-level social psychology course.

4 units, Spr (Staff)

SOC 362. Organization and Environment—(Same as OB 672.) Leading sociological approaches to analyzing relations of organizations and environments emphasizing dynamics. Theoretical formulations, research designs, and results of empirical studies. Prerequisite: Ph.D. student.

4 units, Win (Hannan)

SOC 363. Social and Political Processes in Organizations—(Same as OB 676.) Seminar. Focus is on cognition, attitudes, and behavior in organizations, drawing on psychological and sociological research at the meso level of analysis. Topics vary each year, including organizational learning and decision making; power and conflict; emotions in organizations; mobility and stratification; gender inequality and discrimination; networks; organizational justice and legitimacy; cultural perspectives on organizations. Prerequisite: Ph.D. student.

4 units, Spr (Martin)

SOC 363A. Seminar on Organizational Theory—(Same as EDUC 375A.) For Ph.D. students. Social science literature on organizations. Major theoretical traditions and debates. The intellectual development of the field reflects shifts in emphasis in studies from workers to managers, organizational processes to outputs, and single organizations to populations of organizations. May be repeated for credit.

5 units, Win (Powell)

SOC 363B. Seminar on Organizations: Institutional Analysis—(Same as EDUC 375B.) The fruitfulness of research programs from institutional, network, and evolutionary perspectives in explaining large-scale change in organizational populations and institutions.

3-5 units, Spr (Powell)

SOC 366. Organizational Behavior and Analysis—(Same as EDUC 288X.) Principles of organizational behavior and analysis; theories of group and individual behavior; organizational culture; and applications to school organization and design. Case studies.

4 units, Aut (McFarland)

SOC 367. Institutional Analysis of Organizations—Reading and research on the nature, origins, and effects of the modern institutional system. Emphasis is on the effects of institutional systems on organizational structure.

3-5 units, Aut (Scott)

SOC 369. Network Analysis of Formal and Informal Organizations—(Same as EDUC 316.) The educational applications of social network analysis. Introduction to social network theory, methods, and research applications in sociology. Network concepts of interactionist (balance, cohesion, centrality) and structuralist (structural equivalence, roles, duality) traditions are defined and applied to topics in small groups, social movements, organizations, communities. Applications to data on schools and classrooms. (SSPEP)

4-5 units (McFarland) alternate years, given 2006-07

SOC 374A,B. Research Workshop: Knowledge Networks—(Same as EDUC 374A,B.) Research workshop. Key factors that shape processes of transferring basic knowledge into commercial development. Topics: the sociology and economics of science, intellectual property and patenting issues, university-industry relations, cross-national differences in knowledge transfer and science/technology policy, and entrepreneurial activity in universities. Students must have or develop research projects on these topics. Undergraduate prerequisite: consent of instructor.

A: 1-3 units, Win, B: 2-3 units, Spr (Powell)

SOC 376. Perspectives on Organization and Environment—(Enroll in OB 674.)

4 units, Win (Staff)

SOCIOLOGICAL THEORY

SOC 370A. Sociological Theory: Social Structure, Inequality, and Conflict—The traditions of structural analysis derived from the work of Marx, Weber, and related thinkers. Antecedent ideas in foundational works are traced through contemporary theory and research on political conflict, social stratification, formal organization, and the economy.

3-5 units, Aut (Olzak)

SOC 370B. Social Interaction and Group Process—The analyses of social solidarity and group processes derived from such thinkers as Durkheim, Simmel, and Mead. Antecedent ideas in foundational works are traced through contemporary theory and research on small group processes, social networks, group identification, and related subjects.

3-5 units, Spr (Zelditch)

SOC 372. Theoretical Analysis and Design—Theoretical analysis and the logical elements of design, including the systematic analysis of the logical structure of arguments, the relationship of arguments to more encompassing theoretical or metatheoretical assumptions, the derivation of logical implications from arguments, assessments of theoretically significant problems or gaps in knowledge.

3-5 units, Aut (Zelditch)

RESEARCH METHODS

SOC 374A. Research Workshop: Knowledge Networks—(Same as EDUC 374A.) Research workshop. Key factors that shape processes of transferring basic knowledge into commercial development. Topics: the sociology and economics of science, intellectual property and patenting issues, university-industry relations, cross-national differences in knowl-

edge transfer and science/technology policy, and entrepreneurial activity in universities. Students must have or develop research projects on these topics. Undergraduate prerequisite: consent of instructor.

1-3 units, Win (Powell)

SOC 380. Qualitative Methods—Equivalent to 180/280, but restricted to doctoral candidates in Sociology or Sociology of Education. Methods in contemporary sociological research, focusing on strategies for designing research and analyzing data.

5 units (Staff) not given 2005-06

SOC 381A. Sociological Methods 1A: Computer-Assisted Data Analysis—The computer as research tool. Common data sets in the social sciences. Necessary skills for further courses in sociological methodology.

3 units (Everton) not given 2005-06

SOC 382. Sociological Methodology II: The General Linear Model—The general linear model for discrete and continuous variables. Introduction to model selection, the principles of estimation, assessment of fit, and modeling diagnostics. Prerequisites: 281A,B, or equivalents.

3-6 units, Win (Tuma)

SOC 383. Sociological Methodology III: Advanced Models for Discrete Outcomes—Required for Ph.D. in Sociology. The rationale for and interpretation of static and dynamic models for the analysis of discrete variables. Prerequisites: 281A,B and 382, or equivalent.

3-6 units, Spr (Tuma)

SOC 387. Frontiers of Quantitative Sociological Research—Advanced topics in quantitative sociological research, especially recently-developed models and methods. Possible topics: robust regression methods, bootstrapping, local likelihood estimation, quantile regression, two-sided logit models, event count models, event sequence models, heterogeneous diffusion models, and models for change in social networks.

3-5 units (Tuma) not given 2005-06

SOC 388. Log-Linear Models—Analysis of categorical data with log-linear and negative binomial models. Measures of fit and hypothesis testing.

5 units, Aut (Rosenfeld)

SOC 389. Mixed Method Research Design and Analysis—Research designs that incorporate qualitative and quantitative analyses in a single project. The tension between thinking case-wise and variable-wise; how the focus on relationships between variables that is the hallmark of the quantitative approach can be brought into qualitative work.

3-5 units (England) not given 2005-06

GRADUATE INDIVIDUAL STUDY

SOC 390. Graduate Individual Study

1-15 units (Staff)

SOC 391. Graduate Directed Research

1-15 units (Staff)

SOC 392. Research Apprenticeship

1-15 units (Staff)

SOC 393. Teaching Apprenticeship

1-15 units, Aut, Win, Spr, Sum (Staff)

SOC 394. Thesis

1-15 units, Aut, Win, Spr, Sum (Staff)

SOC 395. Research Internship—Graduate students integrate internship work into their academic program. Students register in the quarter following internship work and complete a research report outlining their work activity, problems investigated, key results, and follow-up projects they expect to perform. Meets requirements for Curricular Practical Training for students on F-1 visas. Work completed cannot be counted toward the departmental research assistantship requirement.

1-15 units (Staff)

OVERSEAS STUDIES

These courses are approved for the Sociology major and taught at the campus indicated. Course descriptions can be found in the “Overseas Studies” section of this bulletin or in the Overseas Studies Program office, 126 Sweet Hall.

BERLIN

SOC 158S. Theory from the Bleachers: Reading German Sports and Culture

3 units, Win (Junghanns)

FLORENCE

SOC 114S. Migrations and Migrants: The Sociology of a New Phenomenon

5 units, Spr (Allam)

OXFORD

SOC 117W. Gender and Social Change in Modern Britain

4 units, Aut (Palmer)

PARIS

SOC 115S. Immigration in France

4 units, Spr (Maurer)

SANTIAGO

SOC 111S. Social Heterogeneity in Latin America—(Same as SPAN-LIT 164S.)

5 units, Aut (Valdés)

SEMINARS

SOC 107S. Community Reconstruction and Development in Post-Apartheid South Africa—(Same as AFRICAAM 121.) Location: Cape Town, South Africa.

4 units, Win (Stanton)