



## Winter 2017 Course Schedule

NO.	COURSE TITLE	INSTRUCTOR	DAYS	LOCATION	TIME
101-6 Sec. 20	<b>First-Year Seminar</b> <i>This course examines a variety of topics relating to crime and the social scientific study of crime, or criminology. Using a wide range of in-class media and interactive activities, we will explore research investigating the effects of crime and what it means to be a criminal. After a brief overview of the field, we will examine criminological and sociological research on the different stages of the criminal justice system (policing, courts, and prisons) before turning our focus to a few specific substantive areas of research, such as capital punishment, gangs, and crime as depicted in pop culture. As with all first-year seminars, writing and in-class participation will be the core requirements</i>	Zachary Sommers	TTH	Harris Hall L05	11:00-12:20 PM
110-0 Sec. 20	<b>Intro to Sociology</b> <i>Sociology emerges from the hunch that there are forces at work beyond our control (and often beyond our awareness) that influence how we think, feel, and act. Sociologists have turned this philosophical speculation into a systematic approach to building and testing theories. Sociological explanations center on the structure and dynamics of social groups (families, friendship networks, organizations, etc.) as enabling and constraining human behavior. In this course, you will learn to think like a sociologist - to use your "sociological imagination" to examine the social nature of a number of issues and behaviors, many of which may at first appear to be the results of strictly individual motives and personal choices. You will get a broad overview of the theories and methods used in sociology and how these are applied across a wide range of important phenomena, including gender, race, inequality, and education.</i>	Craig Rawlings	MWF	Fisk 217	1:00-1:50 PM
206-0 Sec. 20	<b>Law &amp; Society Combined w/Legal St 206-0-20</b> <i>This course introduces the relationship between social, cultural, political, and economic forces on the one hand, and legal rules, practices, and outcomes, on the other. We focus on several of the most important sociological questions about law including: 1) What is the purpose of law in a modern society? 2) How is the legal system and legal profession organized? 3) How does politics shape the law? 4) What does the law look like in action? And 5) how can law create or constrain social change? In order to explore these questions, it focuses on a few legal issues in modern U.S. society, including same-sex marriage and discrimination. It also introduces research methods for the study of law and society.</i>	Heather Schoenfeld	MW	Annenberg G15	9:30-10:50 AM
208-0 Sec. 20	<b>Race &amp; Society</b> <i>This class will explore the nature of race in an effort to understand exactly what race is. It seeks to understand why race is such a potent force in American society. Close attention will be paid to the relationship between race, power, and social stratification. The course will examine the nature of racial conflict and major efforts to combat racial inequality.</i>	Michael Rodriguez	TTH	Annenberg G15	2:00-3:20 PM
218-0 Sec. 20	<b>Education &amp; Inequality</b> <i>This course is an examination of social inequality in education, including its causes and consequences. The course will focus on the case study of Chicago Public Schools (CPS), a diverse school system in a major urban area. Building on existing sociological theories and concepts regarding educational stratification, as a class we will look at the influences of social inequality and diversity on the practice of education within CPS, including how educational outcomes vary across social student populations. We will also explore the historical development of CPS and the current state of social inequality and diversity within CPS. Social inequality takes on many forms and we will examine the interplay among multiple social statuses including gender, socioeconomic status, immigrant status, and race/ethnicity and explore how inequality impacts the experiences of the diverse student body present within CPS. Finally, we look at current efforts aimed at improving local Chicago public schools and the efficacy of these reform initiatives.</i>	Karrie Snyder	MW	Annenberg G21	11:00-12:20 PM
226-0 Sec. 20	<b>Sociological Analysis</b> <i>This course introduces students to the philosophy, logic, and methods of sociological research. The entire class will collaborate on a research project using historical methods, qualitative methods, ethnographic methods, and survey methods. The course will pay close attention to ethics and politics of research. Provides a foundation for further work in social science research.</i>	Michael Rodriguez	TTH	Locy 111	9:30-10:50 AM
276-0 Sec. 20	<b>Introductory Topics in Sociology Politics, Violence, and Society</b> <i>Why do political opponents sometimes kill each other? This class introduces students to social scientific explanations of political violence. The first part of this course will focus on theories of social action that explain A) How large societal forces and elite behavior create the outbreak of different episodes of political violence such as suicide terrorism, insurgency, revolution and riots B) the processes that drive individual participation in these events and C) how the two combine. The second part of the course applies these theoretical lenses to a wide range of violent events such as the French revolution, race riots in the United States, suicide bombing in the Middle East, ethnic cleansing in Kosovo and insurgency in El Salvador.</i>	Robert Braun	MW	Annenberg G15	3:30-4:50 PM



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276-0 Sec.21	<b>Introductory Topics in Sociology Institutions &amp; Society</b>	Jean Clipperton	TTh	Harris Hall 107	11:00-12:20 PM
<p><i>What can bandits teach us about institutions? Why does a choice made to slow typing down still affect our modern laptops? This course approaches the study of sociological institutions from a unique perspective: understanding how these institutions emerge and address existing societal problems. We focus on both coordination-type dilemmas: how to parent, best approaches to marketing and collective-action dilemmas: how to police fishermen going over quota, farmers reining in downstream pollution. We end with a study of how institutions persist, possibly beyond their useful lifespan, such as the persistence of the intentionally inefficient 'QWERTY' keyboard and its application to health care.</i></p>					
302-0 Sec.20	<b>Sociology of Organizations</b>	Craig Rawlings	MW	555 Clark B01	9:30-10:50 AM
<p><i>Most of our waking hours are spent participating in various types of formal organizations - schools, corporations, churches, or (unfortunately) prisons. We generally begin our lives in hospitals, and often end our days in nursing homes. While we want to join some organizations (e.g. Northwestern - go Cats!), we also avoid others like plague (e.g. the DMV). But where do organizations come from? What do they have in common? How do they shape who we get to know, how we get ahead or fall behind? Why do organizations change or fail to change? We will begin to answer these questions using three main theoretical frameworks - sometimes referred to as "rational," "natural," and "open" systems approaches - that pull together the aspects of organizations in coherent approaches with different emphases and implications. By the end of the quarter, you will be able to think analytically about organizations from these different and sometimes competing perspectives. This should enable you to think about how you might better survive and thrive in our organizational world.</i></p>					
306-0 Sec.20	<b>Sociological Theory</b>	Wendy Espeland	TTh	Parkes 212	9:30-10:50 AM
<p><i>The main emphasis in this course is on how sociological theory informs social research. We will read selections of classical social theory and then look at how various scholars have used that theory to help them analyze some aspect of society. We will keep moving between theoretical statements and applications or refinements of that theory. The course will be a mix of lectures and discussion.</i></p>					
310-0 Sec.20	<b>Sociology of the Family</b>	Karrie Snyder	TTh	Tech M164	2:00 - 3:20 PM
<p><i>What issues are facing families today and how are families changing? This course will examine the evolution of family structure and relationships over the past couple of decades as well as looking at contemporary issues and debates in family life including same-sex marriage and single motherhood.</i></p>					
317-0 Sec.20	<b>Global Development Combined with Poli Sci 390-0</b>	James Mahoney	MW	University 101	2:00-3:20 PM
<p><i>This course explores the economic and social changes that have constituted "development," and that have radically transformed human society. The course focuses on both the historical experience of Europe and the contemporary experience of countries in Africa, Asia, and Latin America. In the historical discussion, we explore the birth of the "nation state" as the basic organizing unit of the international system; the transition from agrarian to industrial economic systems; and the expansion of European colonialism across the globe. In our discussion of Africa, Asia, and Latin America, we consider the legacies of colonialism for development; the ways in which countries have attempted to promote economic development and industrialization; and issues of inequality and human welfare in an increasingly globally connected world.</i></p>					
318-0 Sec.20	<b>Sociology of Law Combined with Legal St 308-0</b>	Bob Nelson	TTH	555 Clark B03	9:30-10:50 AM
<p><i>This course examines the relationship between law and the distribution of power in society, with a particular emphasis on law and social change in the United States. Readings will be drawn from the social sciences and history, as well as selected court cases that raise critical questions about the role of race, gender, and sexual orientation in American society. Among the material we will examine are the documents made public in the shooting death of Michael Brown in Ferguson, Missouri. Students should be aware that some of this material is graphic and disturbing. Students will be called on to discuss readings on a rotating basis. Students will write four short essays that critically engage the readings, some of which will be used for in class exercises.</i></p>					
322-0 Sec.20	<b>Sociology of Immigration</b>	Diego De Los Rios	TTh	Locy 111	3:30 - 4:50 PM
<p><i>This course examines global migration from a sociological lens, paying particular attention to migration to the United States and Western Europe. We will explore how the social, political, and historical contexts of sending and receiving nations shape migration patterns, as well as the relationships between migrants and existing institutions and identities. The first part of the course will focus on understanding migration patterns, outlining the factors and policies that have shaped migration across time and space. Following this, we explore questions and debates about immigrant assimilation and incorporation, considering how factors such as gender, race, ethnicity, and religion, affect the reception and integration of migrants. Finally, we will examine the consequences of immigration and transnationalism on nation-states and diasporic communities.</i></p>					



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324-0 Sec.20	<b>Global Capitalism</b> <i>Sociological aspects of world-historical rise of industrial capitalism. Rise of industrial capitalism in Europe, different forms of capitalism across the world, and consequences for poverty and inequality. Development and underdevelopment.</i>	Monica Prasad	TTh	Kresge 2-380	11:00-12:20 PM
327-0 Sec.20	<b>Youth &amp; Society</b> <i>The course will be a critical examination of how "childhood" and "adolescence" have been defined in the U.S. We will consider how modern and historical conceptions of childhood and adolescence have evolved and how these definitions have been shaped by societal forces and institutions such as the economy, religion, and politics. We will also look at the lives of children themselves and how individuals experience being children, kids, teens, and so forth in a particular time and place. As a class, we will also be very critical of cultural and media portrayals of children and teenagers and ask how these representations have reflected and shaped how society views youth. We will also look at how childhood itself has been viewed as a social problem. Children and adolescents and their behavior have often been considered to be the root of many social concerns (such as teen pregnancy, suicide, and bullying). But also many social problems arise because of society's feeling that children and young people need to be protected (such as calls to end child labor and the "missing child" awareness movement). The final topic for the course will be how adolescents make the transition to adulthood socially, emotionally, and economically, and how this transition has changed over time - particularly over the last several decades.</i>	Karrie Snyder	MW	Annenberg G21	12:30-1:50 PM
334-0 Sec.20	<b>Social Protest and Social Change</b> <i>Why do people vote, fight, kill and die for their nation? This class studies the most powerful feeling of political loyalty: nationalism. Over the last centuries nationalism has been implicated in insurgencies, resistance, the destruction of empires, warfare, voting, populist mobilization and riots. In the first section of this course students will be introduced to theories that try to answer two sets of questions 1) Where do national identities come from? 2) When, why and how do national groups mobilize? In the second part of this course, we will assess the validity of different explanations through the comparative study of seven particular cases of nationalist mobilization: the rise of nationalism in Germany, resistance during World War Two, the fall of the Soviet union, the split of Yugoslavia, electoral violence in India, ethnic voting in Malawi and xenophobic movements in the United States. Students will explore an eighth case independently. For their own research students choose one specific geographical area (a country, a border region of two countries or other sub-national regions) at a particular point in time and explain 1) how the inhabitants of that territory came to acquire national identities, 2) how the boundaries of the group are constituted 3) why and how these identities did or did not get mobilized.</i>	Robert Braun	MW	555 Clark B03	11:00-12:20 PM
376-0 Sec.21	<b>Topics in Sociological Analysis</b> <b>Gangs</b> <i>This course explores the modern American urban street gang. It looks at the long sociological tradition of theory and research on such gangs, much of it conducted right here in Chicago. It looks at the structure and activities of such gangs and the response of local community institutions including the police, and national urban and criminal justice policy with respect to street gangs.</i>	Albert Hunter	TTH	Locy Hall 111	2:00-3:20 PM
376-0 Sec.23	<b>Topics in Sociological Analysis</b> <b>Sexuality, Biomedicine &amp; HIV/AIDS</b> <b>Combined with GSS 331-0</b> <i>Since the appearance of a "mysterious new illness" among gay men in the U.S., HIV/AIDS has been closely associated with sexuality. This is true not only because a large percentage of HIV-transmission occurs via sexual contact, but also because of close associations between sexuality and morality and what "kinds" of people and practices are said to be more likely to spread HIV than others. In this course, we draw upon scholarship in the social sciences and humanities to examine the interplay between HIV/AIDS and sexuality, with an emphasis on the role of science and technology. How did associations between sexuality, disease, and morality shape what was known about the spread of HIV early in the epidemic? How have ongoing efforts to know, treat, and prevent HIV shaped sexual practices and intimacies, and vice versa? Together, will consider the complex interplay of HIV, sexuality and science across a diverse array of topics, including: the politics of HIV-risk categorization; HIV-stigma and discrimination; social movements and access to treatment; sexual practices and intimacies; and new frontiers in HIV-prevention, among others.</i>	Aaron Norton	MW	555 Clark B01	11:00-12:20 PM



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376-0 Sec. 25	<b>Global Commons, Dispossession and Combined with INTL St 390-0 and EPC 390-0</b>	<b>Sinan Erensu</b>	<b>TTh</b>	<b>Univ. Hall 122</b>	<b>12:30-1:50 PM</b>
	<p><i>Global commons today are a cause for concern and hope, both at the same time. On one hand, forests, rivers, oceans, and pastures across the world are increasing targets for extraction and urbanization projects. Large-scale corporate and state-led land grabs in the global South bring up questions of food security and sovereignty. The challenge of climate change points to the limits of contemporary capitalism and the scope of environmental degradation. On the other hand, citizens now turn to commons to find inspiration for alternative forms of work, consumption, management, and ownership. Global climate justice mobilization demands recognition of locally informed environmental practices. By investigating the historical, environmental and social dimensions of global commons, the course introduces an increasingly controversial policy realm. Yet it also puts nature into challenging conversations with legality, property, and sovereignty while discussing the cultural and political potential of the struggle for commons.</i></p>				
398-2 Sec. 20	<b>Senior Research Seminar</b>	<b>Anthony Chen</b>	<b>M</b>	<b>Locy Hall 314</b>	<b>9:00-10:50 AM</b>
	<p><i>Independent research carried out under faculty supervision. Prerequisite for 398-2: B-minus or better in 398-1.</i></p>				