

## **SOCIOLOGY (AS) {SOCl}**

**L/R 001. (AFRC002) Introduction to Sociology. (C)** Society Sector. All classes. Jacobs, Lareau, Zuberi.

Sociology provides a unique way to look at human behavior and social interaction. Sociology is the systematic study of the groups and societies in which people live. In this introductory course, we analyze how social structures and cultures are created, maintained, and changed, and how they affect lives of individuals. In this course, we will reconsider our taken for granted world and examine what theory and research can tell us about our social world.

**SM 002. Social Problems and Public Policy. (M)** Bosk, Jacobs.

This course approaches some of today's important social and political issues from a sociological vantage point. The course begins by asking where social problems come from. The main sociological perspectives of Marx, Weber and Durkheim are developed in connection with the issues of inequality, social conflict and community. We then turn to the social construction of social problems by examining how various issues become defined as social problems. This involves a consideration of the role of the media, social experts and social movements. The last section of the course considers how social problems are addressed. Here we discuss the relative strengths and weaknesses of government programs and regulations versus market-based approaches. We also discuss the role of philanthropy and volunteerism. Finally, we consider the risk of unanticipated consequences of reforms. Along the way, we will consider a variety of social issues and social and social problems, including poverty, immigration, crime, global warming, and education.

**L/R 003. Deviance and Social Control. (C)** Society Sector. All classes. Bosk.

A sociological analysis of the origins, development, and reactions surrounding deviance in contemporary society. Topics include labeling theory, stigma, social organization, tradition, social power, crime, sexual deviance, drug use, and racism. Theoretical and methodological issues will be discussed and evaluated.

**L/R 004. (GSWS004) The Family. (C)** Society Sector. All classes. Harknett.

This introduction to the sociology of the family explores historical, economic, and cultural changes that have shaped the past and present form of the American kinship system. It will also compare demographic and social trends and consequences of the family patterns across societies, providing perspective on differences and similarities between the U.S. family system and other nations. Students will have an opportunity to engage in research on topics of special interest.

**L/R 005. American Society. (C)** Humanities & Social Science Sector. Class of 2010 & beyond. Bosk. Also fulfills General Requirement in Society for Class of 2009 and prior.

What is American Society? The literary critic, Leslie Fielder once wrote, "...to be and American...precisely to imagine a destiny rather than to inherit one; since we have always been, insofar as we are Americans at all, inhabitants of myth rather than history..." The myths that we inherit form the basis of American civil religion. In this course we will explore the elements of the myth that form the basis of the civil religion as well as the facts on the ground that contradict our conceptions of American Society: Examples of mythic elements and their contradiction that we will explore are: A nation founded to pursue liberty and freedom yet allowed slavery, equality of opportunity and persistent structural inequality, and a welcoming of the Immigrant coupled with a suspicion of the outsider.

**L/R 006. (AFRC006, ASAM006, URBS160) Race and Ethnic Relations. (C)** Charles, Kao, Zuberi.

The course will focus on race and ethnicity in the United States. We begin with a brief history of racial categorization and immigration to the U.S. The course continues by examining a number of topics including racial and ethnic identity, interracial and interethnic friendships and marriage, racial attitudes, mass media images, residential segregation, educational stratification, and labor market outcomes. The course will include discussions of African Americans, Whites, Hispanics, Asian Americans and multiracials.

**007. (URBS265, GSWS007) Population and Society. (C)** Society Sector. All classes. Flippen, Harknett, Kohler, Zuberi.

The course serves as an introduction to the study of population and demography, including issues pertaining to fertility, mortality, migration, and family formation and structure. Within these broad areas we consider the social, economic, and political implications of current trends, including: population explosion, baby bust, the impact of international migration on receiving societies, population aging, racial classification, growing diversity in household composition and family structure, population and environmental degradation, and the link between population and development/poverty.

**SM 008. Introduction to Political Sociology. (M)** Collins, Zuberi.

This course will introduce students to sociological approaches to politics, broadly understood. The class will begin by discussing the nature of power and authority, the rise of the nation-state and the significance of nationalism. Later topics will include social movements, urban political regimes, globalization and transnationalism, citizenship, revolutions, and the rise (and fall?) of welfare states.

**010. Social Stratification. (M)** Society Sector. All classes. Jacobs.

The American Dream highlights opportunity for individuals to achieve success based on their own ability and initiative. How well does our society live up to this ideal? Who gets ahead, and who falls behind? Topics include factors that affect life chances in contemporary society: education, social class, race, ethnicity and gender.

**SM 011. (AFRC011, URBS112) Urban Sociology. (M)** Flippen.

This course is a comprehensive introduction to the sociological study of urban areas. This includes more general topics as the rise of cities and theories urbanism, as well as more specific areas of inquiry, including American urbanism, segregation, urban poverty, suburbanization and sprawl, neighborhoods and crime, and immigrant ghettos. The course will also devote significant attention to globalization and the process of urbanization in less developed countries.

**L/R 012. (ANTH012, HIST012) Globalization. (B)** Humanities & Social Science Sector. Class of 2010 & beyond. Guillen, Spooner.

This course analyses the current state of globalization sets it in historical perspective. It applies the concepts of methods of anthropology, history, political economy and sociology to the analysis and interpretation of what is actually happening in the course of the semester that relates to the progress of globalization. We focus on a series of questions not only about actual processes but about the growing awareness of them, and the consequence of this awareness. In answering these questions, we distinguish between active campaigns to cover the world (e.g. Christian and Muslim proselytism, opening up markets, democratization) and the unplanned diffusion of new ways of organizing trade, capital flows, tourism and the Internet. The body of the course will deal with particular dimensions of globalization, reviewing both the early and recent history of these processes. The overall approach will be historical and comparative setting globalization on the larger stage of the economic, political and cultural development of various parts of the modern world. The course is taught collaboratively by an anthropologist, an historian, and a sociologist, offering the opportunity to compare and contrast distinct disciplinary points of view. It seeks to develop a concept-based understanding the various dimensions of globalization: economic, political, social, and cultural

**027. (AFRC001) Introduction to Africana Studies. (D)** Humanities & Social Science Sector. Class of 2010 & beyond. Charles, Zuberi.

The aim of this course is to provide an interdisciplinary examination of the complex array of African American and other African Diaspora social practices and experiences. This class will focus on both classic texts and modern works that provide an introduction to the dynamics of African American and African Diaspora thought and practice. Topics covered will include: What is Afro-American Studies?; The History Before 1492; Creating the African Diaspora After 1500; The Challenge of Freedom; Race and Class in the 20th Century; From Black Studies to Africana Studies: The Future of Afro-American Studies.

**033. (STSC003) Technology & Society. (C)** Society Sector. All classes. Hersch, Tresch.

"We shape our technologies; thereafter they shape us." This course surveys the ways in which technology has shaped our societies and our relations with the natural world. We will examine the origins and impact of technical developments throughout human history and across the globe--from stone tools, agriculture and cave painting to ancient cities, metallurgy and aqueducts; from windmills, cathedrals, steam engines and electricity to atom bombs, the internet and genetic engineering. We will pay attention to the aesthetic, religious and mythical dimensions of technological change and consider the circumstances in which innovations emerge and their effects on social order, on the environment and on the ways humans understand themselves.

**SM 041. (AFRC041, EALC014, GSWS041, URBS010) Topics in Sociology. (D)** Staff.

Freshman Seminars. Topics vary from semester to semester. Past offerings include Society and History; The 1960's: Preludes and Postludes; Mistakes, Errors, Accidents & Disasters; Urban Analysis with Computers; Race and Public Policy; Perspectives on Inequality, Homelessness and the Urban Crisis.

**L/R 100. (HSOC100) Introduction to Sociological Research. (C)** Harknett, Koppel, Park, Smith.

As a science, sociology uses various tools to establish knowledge about the social world, as one step in the process of producing explanatory (and ideally, predictive) theory. The purpose of this course is to introduce students to different sociological methods, including survey research and associated quantitative/statistical analysis, interviewing, ethnography, historical-comparative and archival research, experimentation and computer simulation. We will review basic mechanics for applying these methods, and discuss the assumptions behind each and the kind of insight each yields. The class is required of sociology majors, and satisfies the College quantitative data analysis requirement.

**L/R 101. (HSOC102) Bioethics. (C)** Bosk, Moreno.

Bioethics is intended to introduce students to the complex issues that confront medicine and biotechnology in this time of rapid change. The first part of the course will be devoted to an overview of the standard principles of academic bioethics. We will then consider several clinical topics to which the principles may be applied, including neonatal medicine, death and dying, abortion, and the ethics of human experiments. The last part of the course will address certain "cutting edge" issues including genetics, cloning, stem cells, biodefense, and neuroscience in relation to national security. These subjects will be addressed using the tools and methods of history, sociology, philosophy and law.

**L/R 103. (ASAM001) Asian Americans In Contemporary Society. (M)** Society Sector. All classes. Kao.

This class will introduce you to sociological research of Asian Americans and engage in the "model minority" stereotype. We begin by a brief introduction to U.S. immigration history and sociological theories about assimilation and racial stratification. The class will also cover research on racial and ethnic identity, educational stratification, mass media images, interracial marriage, multiracials, transracial adoption, and the viability of an Asian American panethnic identity. We will also examine the similarities and differences of Asian Americans relative to other minority groups.

**104. (GSWS104) Sociology of Sex: Comparative Study. (M)** Collins.

Social scientists have argued that sexuality is not an unchanging biological reality or universal natural force, but a cultural construct, shaped by economical, social, and political processes and therefore, like society itself, historical, that is, variable in both time and space. This seminar follows this approach by exploring cultural construction of sexuality as it evolved from Greek antiquity to contemporary U.S.A., and its relationship to gender, class, political hierarchies, religion, ideology, and science. How the meanings of sexuality, codes of sexual regulation and sexual politics have varied over time with changing circumstances?

**SM 110. The Rich and The Poor. (M)** Lareau.

This course examines the opposite ends of the economic spectrum in order to gain a fuller understanding of what social class is and how it affects individuals and society. Who is rich? Who is poor? How does wealth and income (or the lack of it) affect all aspects of life, from the obvious (access to health care, good schools, etc.) to the not-so-obvious (quality of romantic life and family relationships). We will also examine cultural aspects of social class (tastes and lifestyles), across generations. There will be a midterm and final exam, as well as several short research/reflection papers due throughout the course.

**111. (HSOC111) Health of Populations. (C)** Kohler.

This course develops some of the major measures used to assess the health of populations and uses those measures to consider the major factors that determine levels of health in large aggregates. These factors include disease environment, medical technology, public health initiatives, and personal behaviors. The approach is comparative and historical and includes attention to differences in health levels among major social groups.

**112. (AFRC112, GSWS114, URBS114) Discrimination: Sexual and Racial Conflict. (M)** Society Sector. All classes. Madden.

This course is concerned with the structure, the causes and correlates, and the government policies to alleviate discrimination by race and gender in the United States. The central focus of the course is on employment differences by race and gender and the extent to which they arise from labor market discrimination versus other causes, although racial discrimination in housing is also considered. After a comprehensive overview of the structures of labor and housing markets and of nondiscriminatory reasons (that is, the cumulative effects of past discrimination and/or experiences) for the existence of group differentials in employment, wages and residential locations, various theories of the sources of current discrimination are reviewed and evaluated. Actual government policies and alternatives policies are evaluated in light of both the empirical evidence on group differences and the alternative theories of discrimination.

**117. (GSWS117) Sociology of Work. (M)** Jacobs, Leidner.

The material world is shaped and maintained through work, but so is the social world. How work is organized, allocated, and rewarded determines the opportunities people have for developing their own capacities, the kinds of ties they will have with others, and how much control they will have over their own lives. We will consider various sociological perspectives on work and compare alternative ways of organizing work, with a focus on the contemporary United States.

**118. (HSOC118) Sociology of Bioethics. (C)** Bosk.

The Sociology of Bioethics explores the sociological approach to bioethics. The Sociology of Bioethics is not a course in bioethics itself; rather than discussing the merits of a position (Is assisted suicide ethical?), we will ask how the debate has been framed, who is promoting which arguments, why the debate has arisen now, and how the issue is reflected in policy. In order to do so we will make use of social science research, along with philosophical treatises, legislation, and the popular media. The course is also not designed as a comprehensive treatment of the field; it will focus instead on choice topics that we will explore in depth. Our goal is to understand the nature of the bioethics profession and its modes of argumentation, and to explore the cultural, social, political, and professional underpinnings of bioethical debates.

**L/R 120. (AFRC120) Social Statistics. (C)** Allison, Charles, Guillot, Koppel, Park, Parrado.

This course offers a basic introduction to the application/interpretation of statistical analysis in sociology. Upon completion, you should be familiar with a variety of basic statistical techniques that allow examination of interesting social questions. We begin by learning to describe the characteristics of groups, followed by a discussion of how to examine and generalize about relationships between the characteristics of groups. Emphasis is placed on the understanding/interpretation of statistics used to describe and make generalizations about group characteristics. In addition to hand calculations, you will also become familiar with using PCs to run statistical tests.

**122. (GSWS122) The Sociology of Gender. (C)** Society Sector. All classes. Leidner.

Gender is an organizing principle of society, shaping social structures, cultural understandings, processes of interaction, and identities in ways that have profound consequences. It affects every aspect of people's lives, from their intimate relationships to their participation in work, family, government, and other social institutions and their place in the stratification system. Yet gender is such a taken for granted basis for differences among people that it can be hard to see the underlying social structures and cultural forces that reinforce or weaken the social boundaries that define gender. Differences in behavior, power, and experience are often seen as the result of biological imperatives or of individual choice. A sociological view of gender, in contrast, emphasizes how gender is socially constructed and how structural constraints limit choice. This course examines how differences based on gender are created and sustained, with particular attention to how other important bases of personal identity and social inequality--race and class--interact with patterns of gender relations. We will also seek to understand how social change happens and how gender inequality might be reduced.

**125. (SOCI525) Classical Sociological Theory. (C) Collins.**

This course will cover the founding classics of the sociological tradition including works of Tocqueville, Marx and Engels, Weber, Durkheim, Mauss, Simmel, and G.H. Mead. We will also examine how the major traditions have continued and transformed into theories of conflict, domination, resistance and social change; social solidarity, ritual and symbolism; symbolic interactionist and phenomenological theory of discourse, self and mind.

**126. Contemporary Sociological Theory. (C) Collins.**

A sociological theory is a verbal (but sometimes also mathematical) argument about core social processes underlying the apparently irreducible variety of social life. This course will review theoretical perspectives developed after the "classical" period of Durkheim, Weber, and Marx, and particularly since WWII. Theories to be covered include: micro-sociological perspectives of phenomenology, symbolic interactionism, and neo-Durkheimian interaction ritual theory; social behaviorism, exchange theory, and rational choice theory; neo-Marxian perspectives on power, conflict, and class; accounts of modernity and post-modernity; and the systems theories of Parsons and Luhmann. Recurring themes will include the micro-macro connection, the relationship between subjectivity and behavior, and the structure-agency problem. The course satisfies the theory requirement for sociology majors.

**128. Introduction to Demographic Methods. (C) Elo, Hannum .**

This course provides an introduction to basic demographic concepts, data, indicators, and techniques. The course emphasizes hands-on applications of these techniques in the analysis of population dynamics in the U.S. and elsewhere. Students will learn about the main sources of demographic data, including censuses, surveys, and vital statistics, and methods to estimate demographic processes (e.g., mortality, fertility). Students will leave the course with a solid grounding in population composition, and how to apply these measures to study demographic structure and change in human populations.

**134. (NURS134) Health and Social Policy. (M) Society Sector. All classes. Aiken, Lake.**

Health and Social Policy is an interdisciplinary course examining health care and social policy from domestic and international perspectives. The course is designed to engage students in critical thinking about social determinants of health, the organization and outcomes of health care systems and institutions, global health priorities and challenges, and the implications for public policy. Topics include the social inequalities and health; how organizational context of health care impacts outcomes; management of human resources in health nationally and globally; analysis of medical error, its causes, and consequences; review and critique of public policies in U.S. health care; and global health priorities and international health policy. Issues of current public debate in health and health care will provide a context for learning. There are no prerequisites. The course is intended for general lists as well as for those planning careers in health care.

**135. (AFRC135) Law and Society. (C) Bosk, Fetni. Recommended for sophomores, juniors, and seniors.**

After introducing students to the major theoretical concepts concerning law and society, significant controversial societal issues that deal with law and the legal systems both domestically and internationally will be examined. Class discussions will focus on issues involving civil liberties, the organization of courts, legislatures, the legal profession and administrative agencies. Although the focus will be on law in the United States, law and society in other countries of Africa, Asia, Europe and Latin America will be covered in a comparative context. Readings included research reports, statutes and cases.

**L/R 137. The Sociology of Media and Popular Culture. (C) Society Sector. All classes. Grazian, Wilde. Also fulfills General Requirement in Arts & Letters for Class of 2009 and prior.**

This course relies on a variety of sociological perspectives to examine the role of media and popular culture in society, with a particular emphasis on the power of the mass media industry, the relationship between cultural consumption and status, and the social organization of leisure activities from sports to shopping. Specific course topics include the marketing of Starbucks, the rise of aesthetics and style in everyday life, the reception of film in contemporary American society, and the social effects of new media technologies in the digital age.

**SM 140. Social Conflict. (M) Collins.**

Course will emphasize violent and other intense conflict. Micro-sociological observations of conflict and violence as it actually appears in real-life observations, photos and videos. Topics include: fights and brawls; military combat; crowd and crowd-control violence; bullying and holdups; fair fights and dueling; carousing; sports violence; police violence; gangs and organized crime; terrorist and clandestine violence; school and workplace rampages. Also considered will be long-term and institutionalized cruelty, including: torture; ethnic cleansing and genocide; and multiple contexts of rape. Escalation and de-escalation of conflict.

**L/R 152. (HSOC150) American Health Policy. (M) Linker.**

This lecture course will introduce students to a broad range of topics that fall under the heading of American health policy. Its main emphasis will be on the history of health care in America from the U.S. Civil War to Obama care. The primary objective of the course will be to consider why the U.S., until very recently, remained one of the only industrialized nations to have a private, non-nationalized health care system. Some of the themes addressed include: private health insurance (such as Blue Cross/Blue Shield), industrial health and workmen's compensation, the welfare state (in Europe, Canada, and the U.S.), women's health, especially maternal and infant care programs, Medicare/Medicaid, the Clinton Health Plan of 1993, injured soldiers and the Veterans Administration.

**161. (STSC160) The History of the Information Age. (C) Humanities & Social Science Sector. Class of 2010 & beyond. Hersch.**

Certain new technologies are greeted with claims that, for good or ill, they must transform our society. The two most recent: the computer and the Internet. But the series of social, economic, and technological developments that underlie what is often called the "Information Revolution" include much more than just the computer. In this course, we explore the history of information technology and its role in

contemporary society. We will explore both the technologies themselves--from telephones to computers to video games--as well as their larger social, economic and political context. To understand the roots of these ideas we look at the pre-history of the computer, at the idea of the "post industrial" or "information society," at parallels with earlier technologies and at broad currents in the development of American society.

#### **175. (HSOC275) MEDICAL SOCIOLOGY.**

**199. Directed Readings and Research. (C)** Various Faculty. Permission of Instructor needed.

Directed reading and research in areas of sociology not listed elsewhere in the undergraduate offerings of this department.

**200. (CRIM200) Criminal Justice. (C)** Society Sector. All classes. MacDonald.

This course examines how the criminal justice system responds to crime in society. The course reviews the historical development of criminal justice agencies in the United States and Europe and the available scientific evidence on the effect these agencies have on controlling crime. The course places an emphasis on the functional creation of criminal justice agencies and the discretionary role decision makers in these agencies have in deciding how to enforce criminal laws and whom to punish. Evidence on how society measures crime and the role that each major criminal justice agency plays in controlling crime is examined from the perspective of crime victims, police, prosecutors, jurors, judges, prison officials, probation officers and parole board members. Using the model of social policy evaluation, the course asks students to consider how the results of criminal justice could be more effectively delivered to reduce the social and economic costs of crime.

**SM 221. Sample Survey Methods. (M)** Hannum, Parrado.

This course introduces students to the theory and practice of survey research. Students will learn about questionnaire design and formatting; sample design and selection; interviewing techniques; data base design and data entry; and elementary data analysis and report preparation. These objectives will be achieved through student involvement in the design of a sample of the connection between migration and health. We will also examine and discuss general sample surveys widely used in the social and biomedical sciences. This course will address three fundamental issues in sample survey design: validity, reliability, and representativeness. In addition, this course will enhance students' analytical skills and prepare them for conducting quantitative analyses.

**SM 222. Field Methods of Sociological Research. (M)** Bosk, Koppel, Lareau.

This class is intended as an introduction to the field methods of sociological research, with a focus on ethnographic observation and interviewing. The beginning of the course will emphasize the history and current status of these methods in the discipline of sociology, while at the same time preparing students for their own field studies. Students will conduct a piece of original research as part of the course, from data collection through analysis and written results. Along the way, we will discuss issues such as the social role of the field researcher, the ethics of field research, and the strengths and limitations of field methods.

**SM 230. (AFRC230, AFST230, COMM203, COMM270, EALC083) Special Topics in Sociology. (C)** Staff.

Topics vary from semester to semester. Courses which have been offered in the past have included: Social Issues in Contemporary Korea; Globalization, Development & Adolescence in East Asia. For Fall 2011 - course offered as CwiC - When Disaster Strikes: the Fault of Humanitarian Aid.

**SM 231. (ASAM201, GSWS231, HIST188, JWST236) Special Topics in Sociology. (M)** Staff.

Topic vary from semester to semester. Courses which have been offered in the past have included: Persp. on American Poverty, Immigrant Urban Labor in the U.S.

**233. (CRIM100) Criminology. (C)** Society Sector. All classes. Adler.

This introductory course examines the multi-disciplinary science of law-making, law-breaking, and law-enforcing. It reviews theories explaining where, when, by whom and against whom crimes happen. Police, courts, prisons, and other institutions are also critically examined. This course meets the general distribution requirement.

**235. (AFRC235) Law and Social Change. (C)** Fetni.

Beginning with discussion of various perspectives on social change and law, this course then examines in detail the interdependent relationship between changes in legal and societal institutions. Emphasis will be placed on (1) how and when law can be an instrument for social change, and (2) how and when social change can cause legal change. In the assessment of this relationship, the laws of the United States and other countries as well as international law, will be studied. Throughout the course, discussions will include legal controversies relevant to social change such as civil liberties, gender and the law, and issues of State-Building. A comparative framework will be used in the analysis of this interdependent relationship between law and social change.

**SM 239. (RELS201) Sociology of Religion. (M)** Collins, Wilde.

Classic theory of religion in Durkheim and Weber, as well as contemporary theories of religious movements. Topics include ritual, magic, and mystical experience; religious ethics and salvation beliefs; the dynamics of cults, sects and mainstream churches; origins, expansion and decline of religions; religions and social class; religions and politics. The spectrum of religions in the contemporary United States will be examined, as well as historical comparisons.

**L/R 252. (AFRC252) Human Rights. (C) Zuberi.**

Sociology provides a unique way to look at human behavior and the world. We live in a world of diverse and conflicting values in which human rights and respect for human dignity have provided a platform for convergence. One important instance of such convergence has been the development of international norms prohibiting genocide, crimes against humanity, war crimes and ethnic cleansing. While there is agreement on fundamental principles as reflected in the Universal Declaration of Human Rights, differences in interpretation remain. A platform for convergence requires the engagement of a number of constituencies, in particular, state and inter-state entities, corporations, civil society and individuals, as well as the mutual reinforcement of their rights and duties. This course will critically cover the history, practice and social significance of human rights.

**SM 254. (URBS253) Cities, Suburbs, and Their Regions. (M) Black.**

This course will explore the political, economic, social, and demographic forces impacting development patterns in metropolitan areas, with a particular focus on Philadelphia. We will examine the government policies, economic forces, and social attitudes that affect the way a region grows and develops. Specific topics to be discussed include the factors that make a region competitive, the city's changing role in the region, evolving regional housing markets, and the impacts of the recent global financial crisis on American markets, regions, institutions, and neighborhoods.

**SM 260. (STSC260) Cyberculture. (M) Ensmenge, Hersch.**

Free speech, free software, MOOS, MUDs, anime and cyberpunk. All of these are elements of a broad set of social, technical and political phenomena generally associated with the emergence of a nascent "cyberculture". In this seminar we explore the ways in which recent developments in information technology -- the computer and the Internet in particular -- related to changing contemporary notions of community, identity, property and gender. By looking at an eclectic collection of popular and scholarly resources including film, fiction and the World Wide Web, we will situate the development of cyberculture in the larger history of the complex relationship between technology and Western society.

**SM 264. (URBS264) Poverty Race And Health. (M) Elo.**

This course is designed to introduce students to current literature on race/ethnic difference in health and mortality in the United States, covering such topics as explanations for why some race/ethnic groups fare better than others, how inner city poverty and residential segregation may contribute to racial/ethnic differences in health outcomes, and health of immigrants versus native-born populations. Current policy debated and recent policy developments related to health are also briefly discussed. The course is organized as a seminar with a combination of lectures and class discussions.

**266. (LALS235) Latinos in United States. (C) Parrado.**

This course presents a broad overview of the Latino population in the United States that focuses on the economic and sociological aspects of Latino immigration and assimilation. Topics to be covered include: construction of Latino identity, the history of U.S. Latino immigration, Latino family patterns and household structure, Latino educational attainment. Latino incorporation into the U.S. labor force, earnings and economic well-being among Latino-origin groups, assimilation and the second generation. The course will stress the importance of understanding Latinos within the overall system of race and ethnic relations in the U.S., as well as in comparison with previous immigration flows, particularly from Europe. We will pay particular attention to the economic impact of Latino immigration on both the U.S. receiving and Latin American sending communities, and the efficacy and future possibilities of U.S. immigration policy. Within all of these diverse topics, we will stress the heterogeneity of the Latino population according to national origin groups (i.e. Mexican, Puerto Rican, Cuban, and other Latinos), as well as generational differences between immigrants and the native born.

**SM 270. (URBS270) The Immigrant City. (M) Society Sector. All classes. Vitiello.**

Immigration is among the most important yet controversial forces shaping cities, regions, and neighborhoods. The diversity of immigrant and receiving communities means that the dynamics and impacts of migration are varied and complex. This course examines the development of immigrant and receiving communities in the US. It surveys public policy and community and economic development practices related to migration at the local, regional, national, and trans-national scale. Class readings, discussions, and visits to Philadelphia's immigrant neighborhoods explore themes including labor markets, housing experiences, political mobilization, civil society, cultural preservation, and the built environment.

The first half of the course surveys migration and community formation among a broad range of ethnic groups in different parts of the city and suburbs, mainly through history, sociology, and geography; the second half focuses on specific policy and community and economic development initiatives. The class aims to provide students with 1) a broad knowledge of immigration and its impacts on cities and regions; 2) an in-depth understanding of urban policies and institutions working on immigration in U.S. cities; and 3) familiarity with community and economic development strategies for migrant and receiving communities.

Ultimately, the class aims to provide students with 1) a broad knowledge of immigration and its impacts on cities and regions; 2) an in-depth understanding of urban policies and institutions working on immigration in U.S. cities; and 3) familiarity with community and economic development strategies for migrant and receiving communities.

**273. (HSOC273) Law, Medicine and Public Policy. (C) Bosk.**

First the course will develop a perspective for viewing social problems drawn largely on my own work as well as that of Gusfelds and Edelman. Next we will explore the domains to which a Physician's expertise is limited using Weber, Rosenberg and others. We will then develop a perspective from anthropological and sociological literature on the courts as public arenas for articulating Durkheimian collective conscience. All of this theory building is in the first half of the seminar. The second half of the course will involve an intensive case study of a few dilemmas which have wended their way through the courts. I intend to look at "Baby Doe Regulations" and the Intensive Care

Nursery; the problem of the cessation of life-supporting treatment; the legitimacy of mass screening - be it for genetic defects or substance abuse; and the propriety of surrogate motherhood.

**275. (HSOC275) Medical Sociology. (C) Schnittker.**

This course will give the student an introduction to the sociological study of medicine. Medical sociology is a broad field, covering topics as diverse as the institution and profession of medicine, the practice of medical care, and the social factors that contribute to sickness and well-being. Although we will not explore everything, we will attempt to cover as much of the field as possible through four thematic units: (1) the organization and development of the profession of medicine, (2) the delivery of health-care, especially doctor-patient interaction, (3) the social and cultural factors that affect how illness is defined, and (4) the social causes of illness. The class will emphasize empirical research especially but not only quantitative research.

**277. (HSOC277) Mental Illness. (C) Schnittker.**

This course is designed to give a general overview of how sociologists study mental illness. We will be concerned with describing the contributions of sociological research and exploring how these contributions differ from those of psychology, psychiatry, and social work. This overview will be done in three parts: we will discuss (i) what "mental illness" is, (ii) precisely how many Americans are mentally ill, (iii) how social factors (e.g. race, gender, class) and social arrangements (e.g. social networks) lead to mental illness, and (iv) how we as a society respond to and treat the mentally ill. Throughout the course, we will be concerned with uncovering the assumptions behind deferent definitions of mental health and exploring their political, social, and legal implications.

**280. (EALC048, SOCI580) Social Issues in Contemporary China. (C) Hannum.**

China's transition to a market-oriented society has effected fundamental changes in the lives of citizens. This class will consider pressing social concerns that China must struggle to address as it continues down the path of market reforms. Using topical problems to illustrate broader issues of social inequality along lines of gender, ethnicity, residence status, and poverty status, we will consider questions such as the following: How are women and men faring differently in China's new labor market and workplaces? Are rural peasants and the emerging underclass of urban laid-off workers being left behind by market transition? How are minorities faring in China's transition? How does the emerging digital divide play into the dichotomies of east-west and urban-rural in China? What is the plight of millions of "floaters" migrating into China's cities, with minimal legal rights and protections? Can China's rapidly-changing public health system handle emerging diseases such as SARS and AIDS? How has the one-child policy affected women, children, and society in China? Who are the "missing girls" of China, and what are the social implications of their disappearance? How was the welfare of children and adolescents changed with market reforms? The class will combine lectures, academic readings, case studies, films, and discussions.

**SM 282. (STSC288) Knowledge and Social Structure. (C) Humanities & Social Science Sector. Class of 2010 & beyond. Kuklick.**

This course focuses on science in various institutional contexts and discusses situations ranging widely over time and place. We consider examples drawn from the seventeenth century to the present, the social settings in which science is found (e.g. the prince's court, the society of amateurs, the university, the academic laboratory, industry and in the field, outdoors), and the effects of changes in publishing and patronage. For comparative purposes, we also consider such phenomena as the symphony orchestra, the art market, motion pictures, and literature. Assigned authors range from time-honored authorities, such as Robert Merton, to science writers for The New Yorker.

**299. Independent Study. (C) Staff.**

Directed readings and research in areas of sociology. Permission of instructor needed.

**SM 300. (AFRC300, ASAM300, NURS261) Senior Research Workshop. (C) Leidner. Prerequisite(s): SOCI 100.**

The purpose of this course is to guide senior sociology majors in writing a research proposal for a senior honors thesis. Students will learn about various research approaches, how to write a focused literature review, and kinds of data necessary to answer a wide variety of research questions, including their own. Throughout the course, students will work on designing a research question, generation researchable hypotheses, and coming up with a design for their proposed study. The final paper for this course will be a research proposal that is the basis for students' independent research project. This course satisfies the research requirement for sociology majors and is designed primarily for seniors who are planning to write an honors thesis.

**301. Independent Study in Major Concentration. (C) Staff.**

Permission of instructor needed.

**SM 330. (AFRC387, ITAL300) Special Topics. (M)**

**SM 340. (AFRC387) Special Topics AFRC Stud. (M)**

**SM 380. (CRIM280) Neighborhood Dynamics of Crime. (B) MacDonald.**

Crime varies in time, space and populations as it reflects ecological structures and the routine social interactions that occur in daily life. Concentrations of crime can be found among locations, with antisocial activities like assaults and theft occurring at higher rates because of the demographic make-up of people (e.g. adolescents) or conflicts (e.g. competing gangs), for reasons examined by ecological criminology. Variation in socio-demographic structures (age, education ratios, and the concentration of poverty) and the physical environment (housing segregation, density of bars, street lighting) predicts variations between neighborhoods in the level of crime and disorder. Both ethnographic and quantitative research methods are used to explore the connections between the social and physical environment of areas and antisocial behavior.

**398. Senior Research. (C)** Sociology Faculty.

Senior Research is for senior sociology majors only. Students are assigned Sociology advisors with assistance from Undergraduate Chair.

**399. Senior Thesis. (C)** Sociology Faculty.

Senior Thesis is for senior sociology majors only. Students are assigned advisors with assistance from Undergraduate Chair.

**SM 410. (CRIM410) Research Seminar on Experiments in Restorative Justice. (C)** Angel.

This seminar focuses on examining data from Penn's Jerry Lee Program of Randomized Controlled Trials in Restorative Justice, the largest program of field experiments in the history of criminology. Key questions to be answered by the research program include the effects of restorative conferences on the future crime rates of offenders and victims, on the mental health and medical condition of both, and on the changes over time in these dimensions of the life course of both victims and offenders.

**SM 411. (CRIM411) Field Observations in Criminal Courts. (C)** Staff.

The course will serve as an introduction both to qualitative research and to an understanding of the routine workings of the courts in Philadelphia. After a brief discussion of the theoretical underpinnings and practical techniques of ethnography, students will undertake supervised field projects leading to the writing of 5000 words long, examined research reports about different aspects of the social organization of the courthouse and court room.

**SM 420. (URBS420) Perspectives on Urban Poverty. (C)** Katz.

Description TBA

**SM 425. (GSWS431) Women And Political Activism. (M)** Leidner.

This seminar will explore the conditions under which women become politically active and the relevance of gender to forms of activism, organizational practices, and choice of issues. Using contemporary and historical case studies, we will examine women's activism in feminist and anti-feminist movements and organizations; in single-sex organizations devoted to a broad range of goals; and in mixed-gender movements, including civil rights and trade unions.

**SM 430. (AFRC431, AFRC630, COMM496, SOCI630, URBS403) Advanced Topics in Sociology. (M)** Staff.

Upper level advance topics vary from semester to semester.

**SM 431. (LALS431, LTAM431, SOCI131, SOCI531) Modern Mexican Society. (M)** Staff.

An introduction to social, political, and economic organization of modern Mexico. This course traces to evolution of Mexico's fundamental societal institutions from their birth during the Mexican Revolution of 1910, through their flowering during the 1950's and 1960's, to recent changes under neoliberal administrations. The course ends with a discussion of Mexico's transition to democracy and the election of the first opposition President in 80 years.

**SM 435. (URBS457) Globalization & The City. (C)** Staff.

Over the past two decades, the public imagination has been gripped by the concept of globalization. Scholars, corporations, advertisers and government officials have latched onto this idea as a defining feature of our current era. These various constituencies use globalization not only to account for epochal shifts in our economy and society, but also to justify new types of business strategy and public policy. This course will examine three interlinked dimensions of globalization: Global economic processes (e.g. the transnational operations of multinational firms that have given rise to a new international division of labor); cultural globalization (e.g. the spread of American brands like Coca Cola, Nike and Hollywood films), and political globalization (e.g. the rise of supranational organizations like the IMF, World Bank and WTO that promote the idea of free markets).

Moreover, we will study globalization in the context of cities because, given their centrality to globalization processes, it is in cities that we can best understand how globalization takes place. In cities, we can study the global economic processes that restructure urban space, giving rise to new financial districts, international art exhibits and post-modern architecture and entrepreneurial strategies that seek to elevate cities to world city status. The course will examine these processes in a comparative light, contrasting urban globalization processes in Europe and North America with those in Latin America, Asia and Africa.

**SM 436. (URBS426) Culture, Arts and Media in Urban Context. (M)** Grazian.

The purpose of this academic-based service learning course is to examine the development of art, culture and media in cities, with an emphasis on how cultural organizations operate in the urban environment. Through classroom readings and discussions, students will explore a variety of sociological approaches to the analysis of urban culture and the creative economy, local arts and entertainment, new media technology and public policy. In addition, students will conduct several hours per week of community service in one of a variety of local nonprofit arts and other cultural institutions in Philadelphia.

**SM 437. (ANTH437, HSOC437) Cultural Models & Health. (C)** Barg.

There is a great deal of variation among population groups in the incidence of and mortality from most major diseases. Biological and social factors can account for some of this variation. However, there is increasing evidence that behavior- and the cultural models that are linked to health behavior- play an important role too. Cognitive anthropology is the study of how people in social groups conceive of objects and events in their world. It provides a framework for understanding how members of different groups categorize illness and treatment. It also helps to explain why risk perception, helpseeking behavior, and decision making styles vary to the extent they do. This seminar will explore the history of cognitive anthropology, schema theory, connectionism, the role of cultural models, and factors affecting



health decision making. Methods for identifying cultural models will be discussed and practiced. Implications for health communication will be discussed.

**SM 453. (URBS453) Metropolitan Growth and Poverty. (C)** Madden.

This course analyzes the role of metropolitan regions in the U.S. and global economies, including the sources of metropolitan productivity, the ways that metropolitan structures affect residents, and analyses of public policy in metropolitan areas. The economic, political, and social forces that have shaped World War II urban and regional development are explored, including technology, demography, and government. Special attention is paid to how metropolitan change affects residents by income and race. Topics include: gentrification, schools, suburbanization, sprawl, metropolitan fragmentation, concentration of poverty, race, and various economic revitalization initiatives.

**SM 460. (AFRC420, AFRC620, SOCI660) Advanced Topics in Africana Studies. (M)** Staff.

Advanced Topics in Africana Studies: The Sociology of W E B Du Bois; GIS for Social Science Research

**SM 473. (URBS473) Community Organizing: History and Theory. (M)** Becker.

Power is an ability to create change. Without access to power that might otherwise come from political, financial or personal networks, community organizing can often serve as the only viable source of power for the oppressed. Although organizing became a partisan buzzword during the 2008 presidential campaign, it is firmly rooted in the democratic tradition. Organizing campaigns have played a central role in US history, most notably as the foundation of the Civil Rights movement. This course will integrate the history and theories of community organizing so that each student will have the foundation to develop a transformational praxis to create change in their own communities. Focused analysis of the course material, case study reviews, guest speaker presentations, inquiry-based assessments and problem-posing methods rooted in the student's own context will serve as the primary means of development.

**SM 481. (COMM481) Social Networks. (M)** Staff.

Social networks analysis is the study of the patterns of social relations. It has applications in the study of friendship, social support, Internet use, organizational behavior, mental and physical health, and the diffusion of information. This seminar takes a non-mathematical approach to the study of network theories and methods. It is an introduction to the fundamental concepts of social structure, including: network size, diversity, frequency of contact, tie duration, and tie strength. The course focuses on how network structure is related to everyday life, such as health, access to social support, and job attainment. Particular attention is given to the role of communication media in facilitating interpersonal connectivity (face to face, over the telephone, and over the Internet), and the role of information and communication technologies (i.e. the Internet) in social support.

**SM 501. Contemporary Sociological Theory. (M)** Collins.

This course will survey the state of contemporary theory from 1945 to the present, using seminal theoretical works and empirical studies they have generated. Part I will focus on American theoretical traditions, including functionalism, symbolic interactionism, network theory and conflict theory. Part II will examine European theorists including Bourdieu, Foucault, Anthony Giddens, and Habermas. Additional sessions will examine post modernism, theories of globalization, and recent developments in anthropological theory.

**SM 514. Medicine and the Body. (M)** Sivin.

Until very recently no society's physicians, seeking to understand the contents of the living human body, could do better than construct a disciplined fantasy. The raw materials of this fantasy were what experts knew about the insides of cadavers, what people felt going on inside them and, equally important, each culture's notions of order and process in the world of Nature and in society. The results were remarkably diverse, as we learn not only from comparing the medicine of different times in the same culture. In each case we can reconstruct the relations between the lay imagination, medicine, cosmology, and values. We will draw on tools that many disciplines--from literary analysis to social theory to history of Chinese medicine--apply to the study of the body.

**SM 515. (DEMG515) Family Research Workshop. (M)** Staff.

This course is designed to provide acquaintance with relevant scholarship and current research for students engaged in empirical work on the sociology of the family, gender studies, and public policy research related to children, youth and families. The class will be devoted to helping students papers and thesis work in this area. Students should come to the class with a research topic in mind. Permission of Instructor Required.

**517. Sociology of Work. (M)** Jacobs, Leidner.

The material world is shaped and maintained through work, but so is the social world. How work is organized, allocated, and rewarded determines the opportunities people have for developing their own capacities, the kinds of ties they will have with others, and how much control they will have over their own lives. We will consider various sociological perspectives on work and compare alternative ways of organizing work, with a focus on the contemporary United States.

**SM 524. (DEMG524) Advanced Topics in the Sociology of the Family. (M)** Staff.

The course will review a series of theoretical issues in the sociology of the family and examine major empirical studies in which theoretical advances have been made. Special attention will be given to work that has a historical and comparative perspective. Opportunities will be provided for original research on the family.

**SM 530. (AFRC528, EALC083, SOCI222, SOCI630) Advanced Selected Topics. (C)** Staff.

Topics vary from semester to semester. Courses offered in the past were Social Movements and Social Change; Critical Race Theory; Conducting Family Research; Mistakes, Errors, Accidents and Disasters; Sociology of Jewish Bioethics.

**L/R 535. (DEMG535) Quantitative Methods in Sociology I. (A)** Allison, Smith. Prerequisite(s): Basic algebra.

This course is an introduction to the practice of statistics in social and behavioral sciences. It is open to beginning graduate students and--with the permission of the instructor--advanced undergraduates. Topics covered include the description of social science data, in graphical and non-graphical form; correlation and other forms of association, including cross-tabulation; bivariate regression; an introduction to probability theory; the logic of sampling; the logic of statistical inference and significance tests. There is a lecture twice weekly and a mandatory "lab."

**L/R 536. (DEMG536) Quantitative Methods in Sociology II. (B)** Allison, Kohler, Schnittker, Smith. Prerequisite(s): SOCI 535 or permission of instructor.

A course on statistical methods for social scientists, applying the general linear model (GLM). Students learn the logic and assumptions underlying the GLM and complete exercises that apply linear modeling techniques using the Stata statistical package to "real-world" data. Issues covered include the logic of statistical modeling, efficient estimation (i.e. statistical precision), specification errors (i.e. what happens when you make incorrect assumptions about how the world works), analyzing group differences with discrete (qualitative) variables (e.g. looking at differences in social processes by gender, or race), representing social processes with multiple equations ("path analysis"), and nonlinear relationships in linear models.

**SM 540. Introduction to Economic and Network Analysis. (M)** Collins.

Economic sociology examines the production and exchange of goods and services from the viewpoint of the social relationships in which economic activities are embedded, the social conditions for economic change, and the effects of these arrangements upon social inequality and well-being. Topics include historical theories of capitalism; socialist economies and transitions; the global economy; institutions and cultures underpinning various kinds of market and nonmarket exchanges. Network analysis has been on the forefront of new models of how economic exchange is structured. This course surveys network theories of Harrison White, Burt, Zelizer and others, as well as related analyses of network effects upon careers, power, conflict, and social movements.

**SM 541. (DEMG541, GSWS532) Gender, The Labor Force and Labor Markets. (M)** Madden.

Drawing from sociology, economics and demography, this course examines the causes and effects of gender differences in labor force participation, earnings and occupation in the United States and in the rest of the developed and developing world. Differences by race, ethnicity and sexual preference are also considered. Theories of labor supply, marriage, human capital and discrimination are explored as explanations for the observed trends. Finally, the course reviews current labor market policies and uses the theories of labor supply, marriage, human capital and discrimination to evaluate their effects on women and men.

**SM 542. (GSWS542) Work and Gender. (M)** Leidner.

This seminar examines the relevance of gender to the organization and experience of paid and unpaid work. Combining materialist and social constructionist approaches, we will consider occupational segregation, the relation of work and family, gender and class solidarity, the construction of gender through work, race and class variation in work experiences, and related topics.

**SM 545. (HIST544) Historical Sociology. (M)** Collins.

Some of the most important theoretical questions of the social sciences have been posed by scholars pursuing investigations at the intersections of sociology and history. How are these questions formulated and answered? How important is a consideration of the temporal nature of human actions and social structures and what are its consequences for our understanding of social life? How does the past "matter" to the present? The seminar addresses these questions and reviews methods and research designs of some of the most important works in historical sociology.

**SM 546. (GSWS546) Feminist Theory. (M)** Leidner.

Feminist activists and academics have posed fundamental challenges to existing approaches to social theory. This seminar explores the development of feminist theory since the 1960s, focusing on approaches that have the most relevance for social science. The relations among feminist theorizing, research, and activism will be emphasized.

**SM 550. (DEMG550) Social Inequality. (M)** Jacobs.

This course will study social stratification primarily in contemporary societies. We will examine both the distribution of social rewards as well as process for the allocation of these rewards. Stratification theory and research on social mobility will be considered. Topics include the influence of education, race and gender, and structural and organizational factors on individual success. Acquaintance with stratification theory and quantitative methods would be helpful but not required.

**SM 553. (URBS553) Field Methods in Qualitative Research. (C)** Bosk, Grazian, Lareau.

This course is designed to introduce graduate students to basic concepts and skills in ethnographic field research in the social sciences, including participant observation, interviewing, field documentation, and the scholarly presentation of qualitative data. Students will learn to apply these concepts and skills through an assigned set of field exercises, and will be expected to complete a semester-long project based on intensive fieldwork at a research site of their choosing. In addition, we will examine exemplars of published fieldwork in the contemporary sociology.

**SM 555. Pro-Seminar in Sociological Research. (A)** Jacob, Kao, Leidner, Smith.

This graduate seminar for first-year graduate students will be a two-semester course covering the major subfields of sociology -- their classical and contemporary theories, current methods and substance.

**SM 556. Pro-Seminar in Sociological Research II. (C)** Collins, Grazian, Hannum, Park, Schnittker, Smith, Wilde.

This graduate seminar for first-year graduate students is a two-semester course. Soci 556 is a continuation of Soci 555 and treats general issues of theory and research in sociology and related social sciences. It continues to be organized around the theme of social stratification.

**SM 559. Theories of Religious Behavior. (M)** Wilde.

What role does religion play in society? Is religion and religiosity decreasing, increasing, or just changing? How does religion relate to other important institutions in society, such as politics, race, gender and sexuality? How can we understand variation in religious participation and belief? When, why and how does religious change happen? These are some of the questions we will be addressing this semester. The course begins with classical theories in the sociology of religion, and then turns to an overview of the current theories and empirical realities of religion in the U.S. today.

**SM 561. (COML562) Sociology of Culture. (M)** Collins.

Culture as lifestyle, therefore as the immediately visible aspect of social class, as well as the status groups that may cut across class. Examines micro-sociological evidence (including photos and other images; and literary and other textual sources) of how class and status are performed in everyday life. Goffmanian and subsequent theory of interaction rituals applied across long-term historical changes, and their causes. Topics include Norbert Elias's theory of civilizing process; stratification in patrimonial/aristocratic societies; the modern shift to bureaucracy plus private households; the effects of democratization, social movements, wars, revolutions, and status leveling; informalization and antinomian counter-cultures; youth cultures and cults of mass entertainment. Concluding with what electronic communications are doing to the future of class cultures and self-presentation.

**SM 567. (URBS567) Urban Sociology. (M)** Grazian.

This course will examine the urban structures and processes which characterize the social and cultural milieu of the contemporary American city. Specific course topics will include the social organization of local urban subcultures and neighborhood communities, the cultural consequences of gentrification and racial segregation, the reputation of cities in the public imagination, and the commodification of the urban landscape.

**572. Health Care and Social Policy. (M)** Aiken.

This course is an area study or survey of social policy issues in contemporary health care. Topics include social contexts of health care and health policy; the organization and financing of health services; the health professions; health and illness over the life cycle; achieving equitable access to health services; the interface between health and social services. Health problems of national significance will be addressed including infant mortality, teenage pregnancy, AIDS, the chronically mentally ill and homeless, and health impaired elderly.

**SM 577. Professions and Society. (M)** Jacobs.

This course will examine the role of the professions in contemporary society. The first third of the class will cover classic studies of professional autonomy, self-regulation and professional power. In the middle third we will read and discuss studies of the transformation of the professions over the last 30 years. The final third of the class will focus on issues of access to the professions by women and minorities, and individuals from working class and poor backgrounds. Requirements: active participation in class, three memos and a term paper.

**580. (EALC048, SOCI280) Social issues in Contemporary China. (C)** Hannum.

China's transition to a market-oriented society has effected fundamental changes in the lives of citizens. This class will consider pressing social concerns that China must struggle to address as it continues down the path of market reforms. Using topical problems to illustrate broader issues of social inequality along lines of gender, ethnicity, residence status, and poverty status, we will consider questions such as the following: How are women and men faring differently in China's new labor market and workplaces? Are rural peasants and the emerging underclass of urban laid-off workers being left behind by market transition? How are minorities faring in China's transition? How does the emerging digital divide play into the dichotomies of east-west and urban-rural in China? What is the plight of millions of "floaters" migrating into China's cities, with minimal legal rights and protections? Can China's rapidly-changing public health system handle emerging diseases such as SARS and AIDS? How has the one-child policy affected women, children, and society in China? Who are the "missing girls" of China, and what are the social implications of their disappearance? How was the welfare of children and adolescents changed with market reforms? The class will combine lectures, academic readings, case studies, films, and discussions.

**SM 583. (DEMG583, HSSC583) Sociology of Medicine. (M)** Bosk.

Health and illness, and medical care, education, and research are examined in a social, cultural and cross-cultural perspective, with special attention to present-day American society. The course is developed around lectures and class discussion.

**SM 591. Racial Justice and the Sociology of the Law I. (M)** Staff.

A critical examination of the law in perpetuating and eradicating racial injustice. The semester covers the period from the inception and rise of slavery during the colonial period through the Civil War.

**SM 595. (AFRC595) Media, Culture, and Society. (M)** Staff.

This course will begin by surveying approaches to culture that are characteristic of general theory in sociology. We will then deal in depth with theories of recorded culture that have developed within the sociology of culture and related disciplines, including the role of the media in constructing social reality, the interpretation and reception of texts, recorded culture and the creation of symbolic boundaries, the social construction of art, the organization of cultural industries, sacred symbols and political integration, and the relationship between culture and the state.

**SM 596. (ASAM590, SOCI496) Sociology of Education. (M)** Hannum, Kao, Park.

This graduate seminar will introduce students to some of the key theoretical and empirical work in the sociology of education. We will focus around the question of stratification and how systems of schooling maintain or alleviate inequality. The class will examine classical approaches to schooling, schools as organizations, schools and their effects on social mobility, (class, race, and gender) stratification in achievement and attainment, tracking/ability grouping, theories and empirical work on social and cultural capital, school choice, and cross-national expansion of education.

**SM 597. MLA Proseminar.**

**SM 601. Contemporary Social Theory. (M)** Collins.

This is a graduate-level seminar structured around the main theoretical debates of contemporary sociology, including the interplay of rationality and emotion, the relationship between structure and agency, the nature of power, and the role of chance and contingency. In considering alternative positions on these debates, we will encounter the major theorists of the past fifty years, including Parsons, Merton, Goffman, Homans, Schutz, Coleman, Bourdieu, Luhmann, Habermas, Collins, and Giddens. Requirements include intensive primary source reading, writing, and participation. The course assumes, and does not provide, prior familiarity with the main theoretical perspectives, and thus does not substitute for the undergraduate theory course (Soci 126)

**SM 602. (COML610) Proseminar in Classical Sociology. (C)** Collins.

An overview of the German, French and Anglophone traditions in sociological theory. The major focus will be on the works of Marx and Engels, Weber, Simmel, Durkheim, Mead, and on subsequent developments in these classic schools of theory and research.

**SM 603. (DEMG707) Master's Research in Sociology. (C)** Bosk, Grazian, Jacobs, Lareau, Leidner, Park, Schnittker.

This graduate course is intended to be helpful to students as they produce an MA thesis. The course is structured to provide social support and feedback as students move through the stages in the development of a project (i.e. data analysis, review of the literature, development of a thesis, and revision). Students should begin the semester with a data set in hand; additional data analysis will occur during the term. (In some cases, students may be finishing their data collection.) In addition, the course is intended to provide professional development opportunities for students by providing "insider" information about the publication process. Students will be given examples of journal review (including reviews that reject a paper), copies of papers as they move through the revision process, and guidelines for producing a publishable piece of work. The goal is for students to produce a manuscript that can be submitted for publication in the near future. This is a required course for second year graduate students in Sociology.

**604. (DEMG604) Methodology of Social Research. (C)** Harknett, Smith, Wilde, Zuberi.

This course will give students familiarity with the common research methods social scientists use to conduct research. Ethnographic, interview, survey, experimental and historical/comparative research methods will be covered. Four themes will be explored: 1) the basics of solid research design, 2) the various advantages and disadvantages of each method, 3) when the use of a method is appropriate or inappropriate for the research question, and 4) how to evaluate researchers' claims on the basis of the evidence they present. These themes will be explored by reading examples of and conducting exercises designed to give students hands-on experience in each of the methods. Students will conduct the exercises on a topic of their choice, which together will culminate in their final paper. The course is required and restricted to second year students in sociology and demography.

**607. (DEMG607) Introduction to Demography. (M)** Kohler, Smith.

A nontechnical introduction to fertility, mortality and migration and the interrelations of population with other social and economic factors.

**609. (DEMG609) Basic Methods of Demography. (C)** Elo, Guillot, Smith.

The course is designed to introduce students to basic concepts of demographic measurement and modeling used to study changes in population size and composition. The course covers basic measures of mortality, fertility and migration; life table construction; multiple decrement life tables; stable populations; population projections; and age patterns of vital events. Students will learn to apply demographic methods through a series of weekly problem sets.

**SM 611. Structural Equation Models. (M)** Allison.

Statistical modeling with multiple equations and latent variables. The first part of the course will focus on linear models that could be estimated with any of the well-known SEM programs (e.g., LISREL, EQS, or Amos). Both Mplus and SAS will be used exclusively in this part of the course. The second part will focus on Mplus models for variables that are categorical, count, or censored. Maximum likelihood methods for missing data will also be covered.

**612. Categorical Data Analysis. (M)** Allison, Smith.

This course deals with techniques for analyzing multivariate data which the dependent variable is a set of categories (a dichotomy or polytomy). Topics will include linear probability models, logit (logistic) regression models, probit models, logit analysis of contingency tables, cumulative logit and probit (for ordinal data), multinomial logit, conditional logit (discrete choice), unobserved heterogeneity, log-linear models, square tables, response-based sampling, and repeated measures. Methods will be illustrated using the Stata System. There will be several assignments using Stata to analyze data provided by the instructor.

**613. Event History. (M)** Allison. Prerequisite(s): SOCI 536 or equivalent.

An applications-oriented course on statistical methods for the analysis of longitudinal data on the occurrence of events, also known as survival analysis, failure-time analysis, hazard analysis or duration analysis. Emphasis on regression-like models in which the risk of event occurrence is a function of a set of explanatory variables. Topics include accelerated failure-time models, hazard models, censoring, Cox regression models, time-dependent covariates, competing risks, repeated events, unobserved heterogeneity, discrete-time methods.

**SM 617. (AFRC617) Theories of Racial and Ethnic Differentiation. (M)** Charles.

This course provides an overview of prominent theories and theorists of race and ethnicity, and is concerned with: 1) Understanding the nature and persistence of race and ethnicity as meaningful social groupings in contemporary American society, and 2) Explaining the social significance of these group identities--that is, how these groupings are related to social stratification, to socio-cultural relations, and to the political and economic dynamics in our society.

**SM 620. Doctoral Seminar in Sociological Research II. (C)** Grazian, Hannum, Jacobs, Schnittker, Wilde. Prerequisite(s): Third year graduate students.

This course is intended to aid in the selection, framing, writing and revising of sociological dissertation proposals. It is also intended to provide a forum for the presentation of dissertation research in progress. The goal is to provide a forum for the acquisition of professional socialization in sociology. We will discuss the framing of research questions, the design of research strategies, and the writing of dissertation proposals. We will discuss the process of submitting manuscripts for conferences and journals, preparing a curriculum vitae, job search strategies, and preparing for effective colloquium presentations. We will also review articles currently under review at the American Sociological Review. It is expected that third year graduate students in Sociology will enroll in this class.

**621. (DEMG621) Mortality. (M)** Elo, Kohler.

The course focuses on the description and explanation of health and mortality in human populations and their variability across several dimensions such as age, time, place, social class, race, etc. The course includes general theories of health, mortality and morbidity, investigations of mortality and related processes in developing and developed countries, and discussions of future mortality trends and their implications for individual lives and the society at large.

**SM 622. (DEMG622) Fertility. (M)** Kohler, Smith.

The biological, social and demographic factors explaining the levels, trends and differentials in human fertility. Data, measures, and methods used in the context of the more and the less developed countries, with an emphasis on the historical and current course of the fertility transition.

**SM 623. (AFRC623, URBS623) Workshop in Urban Ethnography. (M)** Staff.

The ethnographic and sociological interpretation of urban life. Conceptual and methodological issues will be thoroughly discussed. Ongoing projects of participants will be presented in a "workshop" format, thus providing participants the opportunity of learning from and contributing ethnographic work in progress. Selected ethnographic works will be read and assessed.

**SM 630. (AFRC431, AFRC630, DEMG630, SOCI430, SOCI530) Advanced Special Topics. (C)** Staff.

Topics vary from semester to semester. Course titles include: Race, Colonialism & Methods; Mistakes, Errors, Accidents & Disasters, Graduate Research Practicum, Sociology of Violence: Gangs & Organized Crime.

**SM 633. (DEMG633) Population Processes I. (A)** Elo, Guilott, Parrado, Schnittker.

Population Processes I and II make up a two-course sequence designed to introduce students to the core areas of demography (fertility, mortality, population aging, and/or migration) and recent developments in the field. PPI is designed as a survey course to introduce students to a broad set of issues in health and mortality, and individual population aging. The course covers topics in demography and social perspectives on health and mortality in developed and developing countries and topics in population aging, such as global trends in disease, disability, and aging, biologic and social aspects of aging, and health inequalities at older ages. The course format consists of lectures and class discussions. The two course sequence is required of Ph.D. students in Demography. Others interested in enrolling in only one of the courses may do so with the permission of the Chair of the Graduate Group in Demography.

**SM 634. (DEMG634) Population Processes II. (B)** Harknett, Kohler, Parrado, Smith.

Population Processes (PP) II make up a two-course sequence designed to introduce students to the core areas of demography (fertility, mortality, population aging and/or migration) and recent developments in the field. PP II focuses on biological, social, and demographic factors explaining levels, trends, and differentials in human fertility transition with an emphasis on the historical and current course of fertility transition in developed and developing countries. In addition the course covers topics in family demography. The course format consists of lectures and class discussions. The two course sequence is required of Ph.D. students in Demography. Others interested in enrolling in only one of the courses may do so with the permission of the Chair of the Graduate Group in Demography.

**640. (NURS640) Global Health and Health Policy. (M) Aiken.**

This participatory interdisciplinary seminar course examines contemporary issues in public health policy and global health. The organizing framework is social determinants of health. We consider evidence that inequalities in education, income, and occupation influence health status, and the policy dilemma that broad interventions to improve population health may increase health disparities. We critically examine whether prevention is always better than cure, and what modern medicine has to offer in terms of health. We explore the public policy process in health using the "tobacco wars" as a case example, of how politics, policy, law, commercial interests, and research intersect to affect the public's health. We examine whether global health is in a state of decline, and the extent to which failures in public health, public policy, and foreign policy have contributed to increasing threats to world health. Likewise we will examine the potential for greater integration of health into foreign policy to create global infrastructure upon which to advance health. We will examine the global health workforce and the impact of widespread global migration of health professionals on receiving and sending countries.

There are no prerequisites. The course is designed for graduate students in the social and behavioral sciences, health professions, public health, business and law. Advanced undergraduate students will be admitted with permission.

**643. Social Stratification. (M) Jacobs, Park.**

This is an advanced level graduate seminar where we will review contemporary research on social stratification and mobility. We will examine empirical and theoretical studies not only in the US but also in other countries to address how the pattern of social stratification varies across societies and over time. The main topics to be discussed are social mobility, occupational attainment, educational inequality, gender and race, and family processes and stratification. We will also examine studies that address how national contexts mediate social stratification. Advanced undergraduate students will be admitted with permission. Prerequisite: at least one prior course on social stratification.

**644. (BIOE604) Empirical Methods in Bioethics. (M) Bosk.**

This course provides an introduction to social science research design and methods for students interested in conducting research on issues in bioethics. The course is appropriate for students who, rather than conducting research themselves, will use research findings to make or challenge arguments in policy statements or other writings. Emphasis is placed on the logic of research design as the way to relate topic of inquiry with methods so that evidence produced is pertinent and useful. Students will design research projects and explore a variety of methods available to conduct research. Students will also integrate research ethics into the formulation and design of their inquiries.

**SM 650. Social Inequality. (M) Jacobs.**

This course will study social inequality primarily in contemporary societies. We will examine both the distribution of social rewards as well as processes for the allocation of these rewards. Stratification theory and research on social mobility will be considered. Topics include the influence of education, race and gender, and structural and organizational factors on individual success. We will also discuss how societies' stratification systems vary across time and place. Acquaintance with stratification theory and quantitative methods would be helpful but not required.

**SM 660. (AFRC420, AFRC620, SOCI460) Advanced Topics in Africana Studies. (C) Staff.**

Advanced Topics in Africana Studies: The Sociology of W E B Du Bois; GIS for Social Science Research

**SM 667. Social Interaction. (M) Collins.**

The dynamics of interpersonal interaction, especially in face-to-face encounters over limited periods of time. Topics include: theory of interaction ritual deriving from Durkheim, Goffman and their contemporary followers; ethnomethodology and conversation analysis, micro-ethnographic studies of non-verbal behavior; sociology of emotions, including theories of Scheff, Katz, Kemper, Hochschild and Collins; symbolic interactionist theory; task groups and decision-making; electronically mediated interaction; contemporary research on the social nature of mind, cognition, and the self; social networks; methodological choices in the study of interaction; and the relationship between micro and macro.

**SM 670. (DEMG670) Family Data. (C) Harknett.**

This two semester course will engage each graduate student in an analysis project with qualitative and quantitative components, using a linked qualitative longitudinal data set. Students will use survey data from the baseline and 12 month wave of the Fragile Families study (described at <http://crcw.princeton.edu/fragilefamilies/>), a national survey of unwed and married parents who have just had a child (with unmarried parents over sampled) They will also use transcripts and coded data from the TLC3 study, which involved qualitative couple and individual interviews conducted with a subset of 75 of the couples in the FF survey in 3 waves: about 3 months after the birth and then again 12 and 24 months after the birth. Most of these are low-income, unmarried, cohabiting parents. The goal of the course is for each student to use these two data sets, and the analytic techniques and literature covered in the course, to write a paper that can be submitted for publication. The spring will also include lots of tips on how to construct a publishable paper. Students should only enroll in this course if they plan to take the spring sequel course as well.

**SM 677. (DEMG677) International Migration. (M) Staff.**

A comprehensive review of theories and research on international migration. The course introduces the basic precepts of neoclassical economics, the new economics of labor migration, segmented labor market theory, world systems theory, social capital theory, and the theory of cumulative causation. Readings examine patterns and processes of global migration during the classic age from 1800-1914 as well as during the postwar period from 1945 to the present. The course concludes with an evaluation of immigration policies in the United States.

**SM 680. (CRIM600) Pro seminar in Criminology. (C)** Staff.

This course explores the basic scope, mission and methods of the science of criminology. The course proceeds to cover the current state of theory, research, and accomplishments in both knowledge and policy about criminality and criminal events. Students will read widely and report to the seminar on their readings, as well as assessing key readings and central ideas for their potential guidance of future research. The course focuses primarily on criminology of criminal events, including law-making and law-breaking. The criminology of reactions to crime is covered in the second semester pro-seminar in criminal justice, CRIM 601/SOCI 681.

**SM 681. (CRIM601) Pro-seminar in Criminal Justice. (C)** MacDonald.

A wide-ranging introduction to theory and research on responses to crime under the rubric of criminal law. Theories of deterrence, procedural justice, reintegrative shaming, defiance and other interactions between legal sanctions and legal conduct will be examined in light of the most recent research. Issues of discrimination, disparity, and fairness in the operation of criminal law will be considered with evidence from around the world. Patterns, causes, and consequences of legal sanctioning patterns will be systematically documented, and major gaps in knowledge will be identified.

**SM 685. Sociology of Violence. (C)** Collins.

General theory of social conflict, with an emphasis on violent conflict. Specific applications include fights, riots, combat, and gang violence; tribal and modern war; abuse of the weak; domestic conflict; sexual conflict and rape; homicide; social movements and moral crusades; conflict management and social control; state breakdowns and revolutions; ethnic conflict and genocide.

**SM 702. (AFRC702, AFRC710, AFST702, ENGL572, LALS702) Political Economy Social History of Africa/African Diaspora. (M)** Zuberi.

The topic of this course will be Africa and the African Diaspora. The emphasis will be on readings, class discussions, and seminars to reflect the ongoing discussions in the field. We will provide a series of readings for background to each section.

**SM 707. (DEMG707) Seminar in Demographic Research I. (C)** Elo, Kohler.

This course is intended to hone the skills and judgment in order to conduct independent research in sociology and demography. We will discuss the selection of intellectually strategic research questions and practical research designs. Students will get experience with proposal writing, the process of editing successive drafts of manuscripts, and the oral presentation of work in progress as well as finished research projects. The course is designed to be the context in which master's papers and second year research papers are written. This is a required course for second year graduate students in Sociology and Demography.

**SM 708. (DEMG708) Seminar: Demographic Research II. (C)** Elo, Hannum, Harknett, Kohler.

A second semester of an intensive course in preparing a major independent research paper. This is a required course for second year demography students.

**SM 731. (DEMG731) Advanced Demographic Methods. (M)** Staff. Prerequisite(s): SOCI 609 or permission of the instructor.

This course considers a variety of procedures for measuring and modeling demographic processes. These include increment/decrement tables, generalizations of stable population relations, two-sex models, and indirect estimation procedures.

**SM 777. (AFRC777, DEMG777) Special Topics in Demography. (M)** Staff.

Biodemography: Biodemography is a relatively new and interdisciplinary field that integrates theory and methods from the fields of demography, anthropology, sociology, evolutionary biology, molecular biology and population biology in order to understand demographic behaviors and outcomes. This course contains an introduction to the theory, methods, and literature of biodemographic research. It examines the biological and ecological mechanisms contributing to aging, mortality, fertility, and population growth and decline, and the life history implications of these patterns. The course focuses on modern human populations, but includes also examples from pre-historic and historic populations, as well as non-human model systems (e.g. non-human primates, fruit flies, nematode worms, etc.).

**796. (DEMG796, ECON791) Demographic, Economic, and Social Interrelations. (M)** Madden, Kohler.

The course investigates economic and social determinants of fertility, mortality, and migration, and it discusses the effects of population variables on economic and social conditions, including economic and social development. Topics discussed in the course include: How do economic changes affect marriage, divorce, and child bearing decisions? How do households make decisions about transfers and bequests? How can economic and sociological approaches be combined in explanatory models of demography change? What causes the aging of populations, and how will population aging affect the economies of industrial nations, and in particular, pension programs like Social Security? What accounts for the rise in women's participation in the wage labor force over the past century? How are family composition and poverty interrelated? Does rapid population growth slow economic development in Third World countries? In addition to these topics, the course also covers selected methods not included in Dem/Soc 535/536 and 609.

**SM 809. (COMM809) Dig Media & Soc Theory. (M)**

**SM 821. (NURS821) Proseminar in Health Outcomes Research. (M)** Aiken, Lake. Prerequisite(s): Prior coursework at undergraduate or masters level in statistics and quantitative methods.

This course is designed for doctoral students interested in conducting health outcomes research. The course focuses on conceptual, methodological, statistical, feasibility and data issues central to the conduct of health outcomes research. Penn faculty researchers will use

their ongoing studies to illustrate how study design, sampling, measurement, and advanced statistical techniques can be employed to address the various challenges inherent in health outcomes research.

**822. (NURS822) Applications of Health Outcome Research. (C)** Aiken. Prerequisite(s): Prior coursework at undergraduate or masters level in statistics and quantitative methods, Nursing 821/Sociology 821 is preferred.

This is the second of a two-course sequence designed for doctoral students interested in conducting health outcomes research. The first course (821) focuses on conceptual, methodological, statistical, feasibility and data issues central to the conduct of health outcomes research; the second course (822) focuses on applying health outcomes research through the development and implementation of a research project. In the first course Penn faculty researchers will use their ongoing studies to illustrate how sampling, study design, measurement, and advanced statistical techniques can be employed to address the various challenges inherent in health outcomes research. In the second course, students will design and implement a health outcomes research project.

**SM 830. Race Exam. (C)**

**998. Independent readings and research. (C)** Staff.

For advanced students who work with individual instructors upon permission. Intended to go beyond existing graduate courses in the study of specific problems or theories or to provide work opportunities in areas not covered by existing courses.

**999. Directed Readings and Research. (C)** Staff.

Primarily for advanced students who work with individual instructors upon permission. Intended to go beyond existing graduate courses in the study of specific problems or theories or to provide work opportunities in areas not covered by existing courses.