

SOCIOLOGY

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

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

UNDERGRADUATE PROGRAMS

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

CORE CURRICULUM AND GENERAL SOCIOLOGY MAJOR

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

1. Introduction to Sociology (1). It is recommended that students take this course early in their program.
2. Methods for Sociological Research (180), or its equivalent.

3. An introductory course in statistics such as SOC 181B, STATS 60, PSYCH 60, or equivalent.
4. Classics of Modern Social Theory (170), or an equivalent course in social theory.
5. At least three foundation courses, each from a different area of concentration.
6. Senior Seminar: Honors (200H) or Senior Seminar for Majors (200), to be taken during the senior year. These courses fulfill the Writing in the Major (WIM) requirement.

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

SPECIALIZED SOCIOLOGY MAJOR

The department recognizes that some students may wish to engage in more in-depth study than that provided by the major in general Sociology. The specialized Sociology major permits students to pursue a more focused program in one of the four areas of concentration described below. To complete the requirements for the B.A. degree in Sociology with a field designation in Social Psychology and Interpersonal Processes; Organizations, Business, and the Economy; Political and Comparative Sociology; or Social Stratification and Inequality, the student must (1) complete all core and foundation requirements, and (2) complete 20 units of course work in the selected area of concentration.

CONCENTRATION AREAS

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

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

Organizations, Business, and the Economy—This area studies the varied arrangements societies construct to pursue the diverse goals of their members, including the provision of material goods or services. Many such wants and goals are met by formal organizations. When these organizations provide goods or services for profit and sell them through a market, we call the activity "business," and the economic system "capitalism." Many goals are met through not-for-profit organizations, such as garden clubs, hospitals, prisons, and the Red Cross. Some private and social needs are met outside of organizations, such as health care provided by family members and exchange of favors among friends. Courses stress the factors that determine whether needs that people define are met through markets or by non-market allocation, through organizations or by other means. They also investigate the environmental and technical factors that shape organization structure, the determinants of how efficiently organizations operate, and the interpersonal processes that shape individual behavior within organizations. Careers related to this area include management and administration in business or public settings, management consulting and analysis, and legal studies related to corporations, organizations, and business.

Social Stratification and Inequality—This area offers a comprehensive overview of various forms of social inequality. It examines the shape and nature of social inequalities; the competition for power; the allocation of privilege; the production and reproduction of social cleavages; and the consequences of class, race, and gender for such outcomes as attitudes, political behavior, and lifestyles. Many courses emphasize changes in the structure of social inequalities over time, and the processes which produce similarities or differences in stratification across nations.

Topics include educational inequality, employment history, gender differences, income distributions, poverty, race, and ethnic relations, social mobility, and status attainment. Careers related to this field include administration, advertising, education, foreign service, journalism, industrial relations, law, management consulting, market research, public policy, and social service.

Political and Comparative Sociology—This area concerns the emergence, reproduction, and change of political systems and institutions, especially focusing on why and how different political systems appear in different times and places, and how varied are the systems referred to with simple descriptions such as “democracy” or “capitalism.” Transitions among democracy and dictatorship or socialism and capitalism are related to historical patterns and to social structure and organization. The origins and significance for change of social movements, including nationalism and revolutions, are studied in comparative and historical perspective. Careers related to this area include law, government service, and national and international business applications.

CONCENTRATION AREA COURSES

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

1. *Social Psychology and Interpersonal Processes*
Foundation courses: 120, 121
Other courses: 125-128, 132, 142, 150, 220-227, 242
2. *Organizations, Business, and the Economy*
Foundation courses: 114, 160
Other courses: 110, 115, 130, 161-169, 260-268
3. *Social Stratification and Inequality*
Foundation course: 140
Other courses: 132, 134, 139, 142-149, 150, 240-249
4. *Political and Comparative Sociology*
Foundation courses: 110, 130
Other courses: 112-118, 131, 136, 133, 138, 210-218, 230, 231, 236

MINORS

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

The requirements for a minor in sociology are as follows:

Course No. and Subject	Units
SOC 1. Introduction to Sociology	5
SOC 180. Methods for Sociological Research	5
Two foundation courses, one each from two of the four concentration areas (e.g., Social Psychology; Organizations, Business and the Economy; Stratification; Political and Comparative Sociology)	10
Additional course work in the department, preferably in the areas of concentration associated with the foundation course taken (consult listing of courses for each area described elsewhere in the <i>Stanford Bulletin</i>)	15
Total course work required	35

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

HONORS PROGRAM

Students desiring to undertake an independent scholarly project under the direction of a faculty member are encouraged to apply for admission to the department's honors program. To enter the program, the student must be accepted by a faculty member of the department who agrees to advise on the research and writing of the essay. It is possible in some cases for students to work with faculty advisers in other departments, but such arrangements must be approved by the chair of the Undergraduate Studies Committee. Admission to the program requires a grade point average (GPA) of 3.3 (B+) or higher in courses taken within the major, and an overall GPA of 3.0 (B) or higher in all undergraduate course work.

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

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

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

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

COTERMINAL BACHELOR'S AND MASTER'S PROGRAM

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

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

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

Most coterminal students propose programs that concentrate on one of the four areas of concentration offered by the department: Social Psychology and Interpersonal Relations; Organizations, Business, and the Economy; Political and Comparative Sociology; or Social Stratification and Inequality. This approach helps to ensure program coherence.

GRADUATE PROGRAMS

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

Admission—Applicants to the doctoral program should have some undergraduate preparation in sociology; however, the department does consider for admission those without such preparation. Each applicant must submit results from the general Graduate Record Examination

(GRE); the sociology subject test is not required. Foreign students must take the TOEFL exam (a minimum score of 600 is required). Applicants must also submit a writing sample, three letters of recommendation, and transcripts. To request an application and to obtain more specific information, go to <http://gradadmissions.stanford.edu>.

MASTER OF ARTS

The department does not admit students who are candidates solely for the M.A. in Sociology. This degree is, however, granted as a step toward the fulfillment of Ph.D. requirements. To receive the M.A., students must complete a minimum of 45 units of approved course work with a grade point average (GPA) of 3.0 (B) or better. All 45 units are to be taken in courses taught by Sociology faculty and must be taken for a grade whenever possible. Research and directed reading courses are acceptable, but must be approved in advance. All course work must be at the 100 level or above; 18 units must be above the 200 level.

A master's option is also available to Ph.D. candidates from other departments. In this instance, the usual admission requirements are waived and course requirements are determined in consultation with a Sociology adviser. Students must complete a minimum of 45 units with a grade point average (GPA) of 3.0 (B) or better. All 45 units must be taken in courses taught by Sociology faculty and must be taken for a grade whenever possible. Research and directed reading courses are acceptable, but must be approved in advance. All course work must be at the 100 level or above; 18 units must be above the 200 level. Interested students should contact the department for additional information and advance approval of their programs.

DOCTOR OF PHILOSOPHY

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

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

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

departmental courses, or in other courses by approval. Work as either a teaching assistant (TA) under the supervision of a faculty member or as a teaching fellow (TF) fulfills this requirement. All students are required to take a one-quarter TA training course offered by the department during their first year. In addition, students are expected to take advantage of the department's and University's teacher training programs during their first few years of residence. Students for whom English is a second language are expected to acquire sufficient facility in English to be an effective teacher.

4. In order to demonstrate command of a range of sociological literatures, students must take four broad survey courses. Each year the department specifies which courses meet this requirement, and will undertake to ensure that an adequate selection of such courses is offered. As a rule, SOC 310, Political Sociology, SOC 314, Economic Sociology, SOC 318, Social Movements and Collective Action, SOC 320, Foundations of Organizational Sociology, SOC 322, Social Interaction, Social Structure and Social Exchange, and SOC 340, Social Stratification, and SOC 360, Foundations of Organizational Sociology, represent courses that fulfill this requirement, among other courses to be approved by the Sociology faculty. Students should consult with their adviser to ensure that the combination of courses selected to meet this requirement exhibits sufficient breadth. This requirement is normally completed by the end of the second year of residency and must be met by the end of the third year of residency.
5. In order to obtain a thorough grounding in sociological theory, each student must take two courses. One course should be in classical sociological theory (SOC 370A or 370B or equivalent), and the second course should be on the development of theory and research design (SOC 372 or equivalent).
6. In order to obtain a thorough grounding in research methods, each student must complete four courses in methodology (381A, 382, 383, 384 or 388). Students with little background in statistics are encouraged to take SOC 281B or equivalent.
7. In partial preparation for a career of writing scholarly papers, each student must complete a paper by May 15 of the second year of residency. This second-year paper may be on any sociological topic, and may address theoretical, empirical, or methodological issues. The paper is expected to reflect original work and is considered an important piece of evidence in the decision to advance to candidacy. A two-person committee that includes the primary adviser evaluates the paper. Although the reading committee is usually comprised of two regular faculty members in the department, emeritus and other faculty outside of the department may serve as a committee member with prior approval.
8. In order to demonstrate the ability to conduct independent scholarly work, each student must prepare a dissertation prospectus and pass the University oral examination. The oral exam is intended to evaluate the dissertation prospectus or a partial draft of the dissertation and to assess the student's knowledge of the relevant theory and research in the area in which the project intends to contribute.
9. Each student must complete a doctoral dissertation. Assessment of satisfactory completion is determined by the student's doctoral committee members. All students are invited to present their dissertation findings at an informal department colloquium.

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

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

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

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

REQUIREMENTS

SURVEY COURSES

Four from among courses approved by the department; see '4' above.

RESEARCH METHODS

281A/381A. Sociological Methodology IA: Computer-Assisted Data Analysis

281B. Sociological Methodology IB: Statistics (required only of students with little statistics background)

382. Sociological Methodology II: The General Linear Model

383. Sociological Methodology III: Advanced Models for Discrete Outcomes

384. Sociological Methodology IV: Advanced Models for Continuous Outcomes
or 388. Advanced Models for Analysis of Tabular Arrays

THEORY

370A. Sociological Theory: Social Structure, Inequality, and Conflict

or 370B. Sociological Theory: Social Interaction and Group Processes

372. Theoretical Analysis and Design

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

Ph.D. MINOR

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

JOINT PROGRAM WITH THE SCHOOL OF LAW

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

Normally, the student interested in pursuing an M.A. degree in Sociology completes one full year of the law program, applying for admission to the Department of Sociology during the first year of law school. Once admitted, the student must complete regular Department of Sociology master's degree requirements. Applications for a joint program

must be approved by the Research and Interdisciplinary Studies Committee of the School of Law and by the Department of Sociology. Faculty advisers from both the department and the school participate in the planning and supervise the study program of students admitted to joint degree status.

The joint J.D.-Ph.D. degree program is designed for students who wish to prepare themselves for research or teaching careers in areas relating to legal and sociological concerns. Participation requires application to both the School of Law and the Department of Sociology and acceptance by each. Upon admission, students may elect to begin their study program in either the School of Law or the Department of Sociology. Normally, the student spends the first full year in one program and the second full year in the other. Thereafter, the student may take courses concurrently until requirements for both degree programs have been met.

COURSES

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

OPEN TO ALL STUDENTS

INTRODUCTORY

SOC 1. Introduction to Sociology—The central concepts, methods, and theoretical orientations of the discipline. Sociological imagination is illustrated by recent theory and research. Possible topics: the persistence of class cleavages; ethnic, racial, and gender inequalities; religious beliefs and the process of secularization; functions and dysfunctions of educational institutions; criminology and social deviance; social movements and social protest; production and reproduction of culture; rise of organizational society. GER:3b

5 units, Aut (Sandefur), Spr (Kuipers)

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

3 units, Aut (Olzak)

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

3 units (McAdam) not given 2003-04

SOC 32N. Law in Society—Stanford Introductory Seminar. Preference to freshmen. For students interested in law and social inequality. Major sociological perspectives on where the law comes from, what law and justice systems do, and how they work. Enrollment limited to 16.

3 units, Spr (Sandefur)

SOC 45Q. Understanding Race and Ethnicity in American Society—Stanford Introductory Seminar. Stanford Introductory Seminar. Preference to sophomores. A brief historical overview of race in America, race and violence, race and socioeconomic wellbeing, and the future of race relations in America. Enrollment limited to 16.

5 units (Snipp) not given 2003-04

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

3 units, Aut (Rosenfeld)

POLITICAL AND COMPARATIVE SOCIOLOGY

SOC 108. Population and Society—(Graduate students register for 208.) Population size, composition, geographical distribution, and change in contemporary and historical perspective. Determinants of important processes affecting population including births, deaths, marriages, and geographical moves. Social, economic, and political consequences of population characteristics and population change. Population problems and policies. GER:3b

5 units (Tuma) not given 2003-04

SOC 109. Sociology of Terrorism—(Graduate students register for 209.) Globalization and resistance, clash of civilizations, blowback resulting from earlier projections of American military power, historical cycles of terrorism, and anger and resentment in Middle Eastern societies. Historical comparisons include 19th-century anarchist terrorists. Social characteristics of individual terrorists, changing forms of terrorist organizations, and crossnational research on properties of states that foster terrorism.

5 units, Win (Bergesen)

SOC 110. Politics and Society—(Graduate students register for 210.) Themes of political sociology, the origins and expansion of the modern state, linkages between state and society, the impact of the modern world system on national policies, the internal distribution of power and authority, and the structure of political group formation and individual participation in modern states. Emphasis is on modern empirical literature. GER:3b

5 units, Win (Meyer)

SOC 111. State and Society in Korea—(Graduate students register for 211.) 20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience. GER:3b,4a

5 units, Spr (Shin)

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

5 units (Diamond) not given 2003-04

SOC 113A. Sociology of State Socialist and Post-Socialist Societies—What was the main cause of the collapse of the Soviet bloc: the lack of political and civic freedoms or economic inefficiency? What has happened to the former socialist countries since the fall of the Berlin Wall? Has the transition from socialism translated into capitalism? Basic concepts, ideas, and theories that scholars have employed to understand state socialism, post-socialist transition, and their effects including stratification and inequality, consumption, everyday life, popular culture, and gender and ethnic divides.

5 units, Win (Staff)

SOC 117A. China Under Mao—(Graduate students register for 217A.) The transformation of Chinese society from the 1949 revolution to the eve of China's reforms in 1978: the creation of a socialist economy, the reorganization of rural society and urban workplaces, the emergence of new inequalities of power and opportunity, and the new forms of social conflict during Mao's Cultural Revolution of 1966-69 and its aftermath. GER:4a

5 units, Aut (Walder)

SOC 117B. Chinese Politics: The Transformation and the Era of Reform—(Enroll in POLISCI 148/348.)

5 units, Spr (Oi)

SOC 118. Social Movements and Collective Action—(Graduate students register for 218.) Contemporary research on social movements and collective action. The strategies used by researchers for collecting and analyzing information on collective events, protests, conflicts, and social movements organizations. Analysis of different theories and methods that try to account for the rise and fall of social movement activity over time. GER:3b

3-5 units (Staff) not given 2003-04

SOC 130. Education and Society—(Graduate students register for 230; same as EDUC 220C.) The effects of schools and schooling on individuals, the stratification system, and society. Education as socializing individuals and as legitimizing social institutions. The social and individual factors affecting the expansion of schooling, individual educational attainment, and the organizational structure of schooling. GER:3b

4-5 units, Aut (Ramirez)

SOC 131. World, Societal, and Educational Change: Comparative Perspectives—(Graduate students register for 231; same as EDUC 136/306D.) Theoretical perspectives and empirical studies on the structural and cultural sources of educational expansion and differentiation, and on the cultural and structural consequences of educational institutionalization. Research topics: education and nation building; education, mobility, and equality; education, international organizations, and world culture.

4-5 units, Win (Ramirez)

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

4-5 units, Win (Nass)

SOC 136. Law and Society—(Graduate students register for 236.) Sociological approaches to the study of law and the legal system; lectures on theoretical perspectives with examples from legal settings. Topics: central philosophical debates in the sociology of law; the social-psychological foundations of legal behavior; relations between law and the economy, stratification, culture, ideology, and social change. Contemporary legal issues (crime, litigiousness, civil rights) provide opportunities to link sociological theories with current events.

3-5 units (Sandefur) not given 2003-04

SOC 138. American Indians in Comparative Historical Perspective—(Graduate students register for 238.) Comparative historical framework surveys the demographic, political, and economic processes and events that shaped relations between Euro-Americans and American Indians, 1600-1890. How the intersection of these processes affected the outcome of conflicts between these two groups, and how this conflict was decisive in determining the social position of American Indians in the late 19th century and the evolution of the doctrine of tribal sovereignty. GER:4b

3-5 units (Snipp) not given 2003-04

SOCIAL PSYCHOLOGY AND INTERPERSONAL PROCESSES

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

5 units, Aut (Staff)

SOC 120. Interpersonal Relations—(Graduate students register for 220.) Forming ties, developing norms, status, conformity, deviance, social exchange, power, and coalition formation; important traditions of research have developed from the basic theories of these processes. Emphasis is on understanding basic theories and drawing out their implications for change in a broad range of situations, families, work groups, and friendship groups. GER:3b

3-5 units (Ridgeway) not given 2003-04

SOC 121. Social Psychology and Social Structure—(Graduate students register for 221.) Understanding the individual's relationship to social groups, from two-person groups to society at large. Emphasis is on how social structure shapes individuals and how individuals in turn affect their social environment. Topics: identity, agency, interpersonal relations, social dilemmas, the life course, and collective behavior. GER:3b
3-5 units, *Spr (Kuipers)*

SOC 122. Sociology of Culture—(Graduate students register for 222.) Why do different people like different kinds of culture? How do cultural taste and practice affect friendship patterns, academic success, occupational attainment, and marital selection? Emphasis is on the relationship between culture and social structure with attention to social networks, social class, cultural capital, and symbolic exclusion. Topics include musical taste, arts participation, leisure activity, urban legends, names chosen for children, and opinions, beliefs, and values.
5 units (*Mark*) not given 2003-04

SOC 125. Sociology of Religion—(Graduate students register for 225.) The social patterns of religious belief and practice, and the classical and contemporary theoretical approaches to understanding these patterns. Topics: churches, sects and cults, sources of religious pluralism, relationships between religion and aspects of social structures including the economy, class structure, ethnicity, social networks, and the state.
3-5 units (*Mark*) not given 2003-04

SOC 126. Introduction to Social Networks—(Graduate students register for 226.) Introduction to social network theory, methods, and research. Basic network concepts such as density, homogeneity, and centrality are defined and applied to a variety of substantive areas. The impact of social network structure on individuals and groups in such areas as communities and neighborhoods, families, work life, and innovations.
5 units, *Win (Staff)*

SOC 127. Bargaining, Power, and Influence in Social Interaction—(Graduate students register for 227.) Lab/discussion. Introduction to research and theoretical work on bargaining, social influence, and issues of power and justice in various social settings, including teams, work groups, and organizations. The basic theoretical approaches to the study of the exercise of power and influence in social groups and related issues in the study of social interaction, e.g., the promotion of cooperation, the effects of competition and conflict, negotiation, and inter-group relations. Enrollment limited to 40.
3-5 units (*Staff*) not given 2003-04

SOC 150. The Family—Examines American families, employing theories of social psychology to study the interactions within the family and between the family and other institutions. Topics: the nature and history of the family, state regulation of families, variations by class and ethnicity, family violence, gender roles, parenting, and divorce.
5 units, *Aut (Kuipers)*

SOCIAL STRATIFICATION AND INEQUALITY

SOC 132. Sociology of Education: The Social Organization of Schools—(Graduate students register for 232; same as EDUC 110/210.) Sociological approaches to school organization and its effects. Introduction to topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments, spanning school processes such as stratification, authority, moral and technical specialization, curricular differentiation, classroom instruction, voluntary associations, social crowds, and peer influence. (SSPEP)
4 units, *Spr (McFarland)*

SOC 134. Education and the Status of Women: Comparative Perspectives—(Enroll in EDUC 197.)
4-5 units (*Ramirez*) not given 2003-04

SOC 135. Seminar in Women's Health: Women and Disabilities—(Enroll in FEMST 260/360.)
5 units, *Spr (Krieger)*

SOC 139. American Indians in Contemporary Society—(Graduate students register for 239.) The social position of American Indians in contemporary American society, 1890 to the present. The demographic resurgence of American Indians, changes in social and economic status, ethnic identification and political mobilization, and institutions such as tribal governments and the Bureau of Indian Affairs. Recommended: 138 or a course in American history. GER:4b
5 units (*Snipp*) not given 2003-04

SOC 140. Introduction to Social Stratification—(Graduate students register for 240.) The main classical and modern explanations of the causes of social, economic, and political inequality. Issues include: power; processes that create and maintain inequality; the central axes of inequality in contemporary societies (race, ethnicity, class, and gender); the consequences of inequality for individuals and groups; and how social policy can mitigate and exacerbate inequality. Cases include technologically simple groups, the Indian caste system, and the modern U.S. GER:3b
5 units, *Aut (Sandefur)*

SOC 141A. Social Class, Race/Ethnicity, Health—(Graduate students register for 241A.) Socioeconomic, racial, and ethnic differences in health status. Access to care of racial/ethnic minorities and those from lower social classes. Institutional factors such as government programs as well as individual factors such as unconscious racial bias on the part of care providers or distrust of providers on the part of patients. The intersection of lower social class and ethnic minority status in health status and health care access. GER:4b
3 units, *Win (Barr)*

SOC 142. Sociology of Gender—(Graduate students register for 242.) Gender inequality in contemporary American society with explanations for how it is maintained. The social and relative nature of knowledge and the problems this poses for understanding sex differences and gendered behavior in society. Three analytical levels of explanation for gender inequalities: socialization, interaction processes, and socioeconomic processes. Arguments and evidence for each approach. The social consequences of gender inequality such as the feminization of poverty, and problems of interpersonal relations. GER:4c
3-5 units, *Win (Ridgeway)*

SOC 145. Race and Ethnic Relations—(Graduate students register for 245.) Race and ethnic relations in the U.S. and elsewhere. The processes that render ethnic and racial boundary markers, such as skin color, language, and culture, salient in interaction situations. Why only some groups become targets of ethnic attacks. The social dynamics of ethnic hostility and ethnic/racial protest movements. GER:3b,4b
5 units, *Win (Olzak)*

SOC 147. Sociology of Crime—The process of criminal justice in the U.S.; introduction to the major theories of criminal deviance. Topics include: how individuals and social groups are processed through the criminal court system, historical changes in correctional philosophy and organizational structure, inmate socialization, and changes in the social environment of U.S. prisons.
5 units, *Spr (Staff)*

SOC 148. Racial Identity—(Graduate students register for 248.) The construction and meanings of racial identities in the U.S. Attention is on multiracial identities and the shifting boundaries of racial categories in contemporary America. GER:4b
5 units, *Aut (McDermott)*

SOC 149. The Urban Underclass—(Graduate students register for 249.) Recent research and theory on the urban underclass, including evidence on the concentration of African Americans in urban ghettos, and the debate surrounding the causes of poverty in urban settings. Analysis of ethnic/racial conflict, residential segregation, and changes in the family structure of the urban poor. GER:3b
5 units, *Spr (Rosenfeld)*

ORGANIZATIONS, BUSINESS, AND THE ECONOMY

SOC 114. Economic Sociology—(Graduate students register for 214.) The sociological approach to production, distribution, consumption, and markets, emphasizing the impact of norms, power, social structure, and institutions on the economy. Comparison of classic and contemporary approaches to the economy among the social science disciplines. Topics: consumption, labor markets, organization of professions such as law and medicine, the economic role of informal networks, industrial organization including the structure and history of the computer and popular music industries, business alliances, capitalism in non-Western societies, and the transition from state socialism in E. Europe and China. GER:3b

5 units, Aut (Granovetter)

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

5 units (Staff) not given 2003-04

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

5 units, Win (Drori)

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

5 units, Aut (Drori)

SOC 160. Formal Organizations—(Graduate students register for 260.) Organizational structure: diversity and common elements. Three perspectives on structure: rational, natural, and open systems. Environmental and technological determinants of structure. Applications to business concerns, public bureaus, hospitals, schools. GER:3b

5 units, Win (Dauber)

SOC 161. The Social Science of Entrepreneurship—(Graduate students register for 261.) Who is likely to become an entrepreneur and where is entrepreneurship likely to occur? Classic intellectual arguments, contemporary research, theory, and interaction with expert practitioners in creating entrepreneurial opportunities including venture and corporate capitalists. The impact of social, cultural, and economic change in understanding and predicting entrepreneurship. Field projects about sources of entrepreneurial opportunities such as technology licensing offices, entrepreneurial development organizations, venture capital firms, and corporate venturing groups.

5 units, Spr (Thornton)

SOC 163. Division of Labor—(Graduate students register for 263A.) How work is divided into market work, non-market work, and shadow market work; occupations, professions, and “just jobs”; between individuals and members of different groups; and between nations across the globe. Major sociological perspectives on the division of labor and its consequences; empirical evidence supporting and refuting different perspectives.

5 units (Staff) not given 2003-04

SOC 164. Firms, Markets, and States—(Graduate students register for 264.) The relationships among business organizations, state economic policies, and market competition. How state intervention and institutional factors influence and delimit the organization of firms. How such factors create different forms of market competition.

5 units (Staff) not given 2003-04

SOC 165. Power, Gender, and the Professions—(Graduate students register for 265.) Alternative views of professions and professionals,

combining theories of professions and gender. The institutionalization of professional power and professional structure in the 20th century. Changing professional roles in the face of increasing bureaucratization of professional work. The role of gender in professional work, and alternative explanations for gender-based differences. How these forces operate, particularly in the professions of medicine, law, and academics.

5 units, Spr (Barr)

SOC 167A. Asia-Pacific Transformation—(Graduate students register for 267A.) Post-WW II transformation in the Asia-Pacific region, with focus on the ascent of Japan, the development of newly industrialized capitalist countries (S. Korea and Taiwan), the emergence of socialist states (China and N. Korea), and the changing relationship between the U.S. and these countries. GER:4a

5 units (Shin) not given 2003-04

SOC 168. The Matrix of Change: Managing Diversity—(Graduate students register for 268; same as PUBLPOL 168.) Diversity in organizations consists not only of racial, cultural, and gender differences, but also differences in perspectives and interests among employees based on profession, assignments, or compensation. Diversity can be a source of strength when different perspectives lead to insight and information and when pay differences leave room to reward superior performance. It can also be a barrier to communication and cooperation. Policy and managerial issues concerning when and how far to encourage diversity and how to harness its strengths and mitigate the conflicts it can create.

5 units, Spr (Meyersson, Milgrom)

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

3 units, Aut (Barr)

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

3 units, Spr (Barr)

SOCIOLOGICAL THEORY

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

5 units, Spr (McDermott)

RESEARCH METHODS

SOC 180. Introduction to Sociological Research—(Graduate students register for 280.) Introduces the methods used in contemporary sociological research, focusing on strategies for designing research and analyzing data.

5 units, Spr (Rosenfeld)

SOC 181A. Sociological Methods IA: Computer-Assisted Data Analysis—(Graduate students register for 281A/381A.) For Sociology majors only. Introduction to the computer as a research tool and to common data sets in the social sciences. Emphasis is on development of the necessary skills for other courses in sociology methodology. Enrollment limited to 15.

3 units, Aut (Staff)

SOC 181B. Sociological Methods IB: Statistics—(Graduate students register for 281B.) Emphasizes the statistical methods of principal relevance to sociology: contingency tables, correlation, and regression. Recommended: 181A/281A.

5 units (Staff) not given 2003-04

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

5 units, Aut (McDermott)

SOC 200H. Senior Seminar for Honors—(WIM)
5 units (Staff) not given 2003-04

SOC 201H. Senior Honors Colloquium in Health Policy—(Same as HUMBIO 160B.) Limited to students doing senior honors research in Human Biology or Sociology. Year-long class to assist students doing honors research pertaining to sociology or social policy. Weekly discussions center around defining the research question, identifying data acquisition methods, carrying out data analysis, and writing the honors thesis. Prerequisite: consent of instructor.

1 unit, Aut, Win, Spr (Barr, Heller, Lee)

INDIVIDUALIZED LEARNING EXPERIENCES, PRIMARILY FOR UNDERGRADUATE MAJORS

SOC 190. Undergraduate Individual Study
1-5 units, Aut, Win, Spr, Sum (Staff)

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

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

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

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

SOC 193. Undergraduate Teaching Apprenticeship
1-5 units, Aut, Win, Spr, Sum (Staff)

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

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

FOR ADVANCED/COTERMINAL UNDERGRADUATES AND MASTER'S STUDENTS

POLITICAL AND COMPARATIVE SOCIOLOGY

SOC 208. Population and Society—(For graduate students; see 108.)
5 units (Tuma) not given 2003-04

SOC 209. Sociology of Terrorism—(For graduate students; see 109.)
5 units, Win (Bergesen)

SOC 210. Politics and Society—(For graduate students; see 110.)
5 units, Win (Meyer)

SOC 211. State and Society in Korea—(For graduate students; see 111.)
5 units, Spr (Shin)

SOC 217A. China Under Mao—(For graduate students; see 117A.)
5 units, Aut (Walder)

SOC 218. Social Movements and Collective Action—(For graduate students; see 118.)
3-5 units (Staff) not given 2003-04

SOC 230. Education and Society—(For graduate students; see 130.)
4-5 units, Aut (Ramirez)

SOC 231. World, Societal, and Educational Change: Comparative Perspectives—(For graduate students; see 131.)
4-5 units, Win (Ramirez)

SOC 233. Computers and Interfaces: Psychology and Design—
(Enroll in COMM 169/269.)
4-5 units, Win (Nass)

SOC 236. Law and Society—(For graduate students; see 136.)
3-5 units (Sandefur) not given 2003-04

SOC 238. American Indians in Comparative Historical Perspective—
(For graduate students; see 138.)
3-5 units (Snipp) not given 2003-04

SOCIAL PSYCHOLOGY AND INTERPERSONAL PROCESSES

SOC 220. Interpersonal Relations—(For graduate students; see 120.)
3-5 units (Ridgeway) not given 2003-04

SOC 221. Social Psychology and Social Structure—(For graduate students; see 121.)
3-5 units, Spr (Kuipers)

SOC 222. Sociology of Culture—(For graduate students; see 122.)
5 units (Mark) not given 2003-04

SOC 224. Microsociology: Interaction Processes in Education—
(Same as EDUC 312.) The educational applications of sociological/social psychological theory and research to interaction processes within schools and classrooms. Readings in foundational and contemporary works of interactionism spanning empirical settings beyond classrooms including primate societies, children's games, and work settings. Topics: social processes of influence, role differentiation, identity formation, social mechanisms, and intra/inter-group dynamics of peer relations. Methods for observation and analysis.

4 units, Aut (McFarland)

SOC 225. Sociology of Religion—(For graduate students; see 125.)
3-5 units (Mark) not given 2003-04

SOC 226. Introduction to Social Networks—(For graduate students; see 126.)
5 units, Win (Staff)

SOC 227. Bargaining, Power, and Influence in Social Interaction—
(For graduate students; see 127.)
3-5 units (Staff) not given 2003-04

SOCIAL STRATIFICATION AND INEQUALITY

SOC 232. Sociology of Education: The Social Organization of Schools—(For graduate students; see 132.)
4 units, Spr (McFarland)

SOC 235. Seminar in Women's Health: Women and Disabilities—
(Enroll in FEMST 260/360.)
5 units, Spr (Krieger)

SOC 239. American Indians in Contemporary Society—(For graduate students; see 139.)
5 units (Snipp) not given 2003-04

SOC 240. Introduction to Social Stratification—(For graduate students; see 140.)
5 units, Aut (Sandefur)

SOC 241A. Social Class, Race/Ethnicity, Health—(For graduate students; see 141A.)
3 units, Win (Barr)

SOC 242. Sociology of Gender—(For graduate students; see 142.)
3-5 units, Win (Ridgeway)

SOC 245. Race and Ethnic Relations—(For graduate students; see 145.)
5 units, Win (Olzak)

SOC 248. Racial Identity—(For graduate students; see 148.)
5 units, Aut (McDermott)

SOC 249. The Urban Underclass—(For graduate students; see 149.)
5 units, Spr (Rosenfeld)

ORGANIZATIONS, BUSINESS, AND THE ECONOMY

SOC 214. Economic Sociology—(For graduate students; see 114.)
5 units, Aut (Granovetter)

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

5 units (Staff) not given 2003-04

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

5 units, Win (Dauber)

SOC 261. Sociology of Entrepreneurship—(For graduate students; see 161.)

5 units, Spr (Thornton)

SOC 262A. Organization and Environment—Seminar. Alternative theoretical approaches for analyzing organization-environment and interorganizational relations. Approaches: resource dependence, population ecology of organizations, and Williamson's markets and hierarchies. Mergers and vertical integration, joint ventures, interlocking directorates, and organizational forms and structures. Prerequisite: consent of instructor.

5 units (Staff) not given 2003-04

SOC 263A. Division of Labor—(For graduate students; see 163.)

5 units (Staff) not given 2003-04

SOC 264. Firms, Markets, and States—(For graduate students; see 164.)

5 units (Staff) not given 2003-04

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

5 units, Spr (Barr)

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

5 units (Shin) not given 2003-04

SOC 268. The Matrix of Change: Managing Diversity—(For graduate students; see 168.)

5 units, Spr (Meyerson, Milgrom)

SOCIOLOGICAL THEORY

SOC 253E. French Social Thought from Durkheim to Bourdieu—(Enroll in FRENGEN 253E.)

3-5 units, Spr (Dupuy)

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

5 units, Spr (McDermott)

RESEARCH METHODS

SOC 274A. Research Workshop: Commercialization of Knowledge—(Same as EDUC 374A.) Research workshop. Key factors that shape processes of transferring basic knowledge into commercial development. Topics: the sociology and economics of science, intellectual property and patenting issues, university-industry relations, cross-national differences in knowledge transfer and science/technology policy, and entrepreneurial activity in universities. Students are expected to either have or to develop research projects on these topics. Undergraduate prerequisite: consent of instructor.

1-3 units (Powell) not given 2003-04

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

5 units, Spr (Rosenfeld)

SOC 281A. Sociological Methods IA: Computer-Assisted Data Analysis—(For graduate students; see 181A.)

3 units, Aut (Staff)

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

5 units (Staff) not given 2003-04

PRIMARILY FOR DOCTORAL STUDENTS

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

GENERAL

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

2 units, Spr (Ridgeway, Staff)

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

1 unit, Aut (Staff)

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

5 units (Snipp) not given 2003-04

POLITICAL AND COMPARATIVE SOCIOLOGY

SOC 310. Political Sociology—A survey of theory and research on the relationship between social structure and politics. Social foundations of political order, the generation and transformation of ideologies and political identities, social origins of revolutionary movements, and social consequences of political revolution. Prerequisite: doctoral student.

5 units, Spr (Walder)

SOC 311A,B,C. Comparative Systems—(Same as EDUC 387A,B,C.) Analysis of quantitative and longitudinal data on national educational systems and political structures. Prerequisite: consent of instructor.

2-5 units, Aut, Win, Spr (Meyer, Ramirez)

SOC 312. Workshop: Collective Action and Social Movements

1-5 units (Olzak) not given 2003-04

SOC 313. Workshop: Political Sociology in Comparative and Domestic Perspective—Focus is on presentations by workshop participants and guest speakers on their work in the field of political sociology; general discussions of contemporary issues. May be repeated for credit. Prerequisite: consent of instructor.

2-5 units (Staff) not given 2003-04

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

5 units, Win (Shin)

SOC 318. Social Movements and Collective Action—Past and contemporary scholarship on social movements and collective action. Topics: causes of social movements; dynamics of movement development; the question of movement outcomes; the organizational dimensions and dynamics of collective action; and the causes and consequences of individual activism.

5 units, Spr (McAdam)

SOC 337. Workshop on Korean Studies—Focus is on Korea related topics from comparative and sociological perspectives. Discussions of assigned readings, present findings from projects, or participate in the

faculty's ongoing research projects. Primarily intended for graduate or undergraduate students working on honors theses.

3 units, Aut, Win, Spr (Shin)

SOC 368. Workshop: Politics and Social Change—Workshop. Focus is on market reform, privatization, regime change, and political movements in rapidly changing societies. Prerequisite: consent of instructor.

1-5 units, Win, Spr (Walder)

SOCIAL PSYCHOLOGY AND INTERPERSONAL PROCESSES

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

1-2 units, Aut, Win, Spr (Ventresca)

SOC 320. Foundations of Social Psychology—Major theoretical perspectives in interpersonal processes and social psychology. The basic principles, assumptions, and substantive problems associated with each perspective; techniques of investigation and methodological issues. Perspectives: symbolic interaction, social structure and personality, cognitive, and group processes.

2-5 units, Aut (Ridgeway)

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

2-5 units (Staff) not given 2003-04

SOC 322. Social Interaction, Social Structure, and Social Exchange—Current theoretical perspectives and research on such topics as social cognition and social identity, group processes, bargaining and negotiation, social justice, social dilemmas and social exchange, and networks and collective action. Students gain a broad knowledge of the sociological perspective on social psychology and a deeper knowledge of the social exchange approach.

5 units (Cook) not given 2003-04

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

2-5 units (Mark) not given 2003-04

SOC 342. Seminar in Social Networks

4-5 units (Staff) not given 2003-04

SOC 343. Workshop: Sociology of Gender

1-5 units (Staff) not given 2003-04

SOCIAL STRATIFICATION AND INEQUALITY

SOC 330. Problems in the Sociology of Education—(Enroll in EDUC 310.)

4 units, Spr (McFarland)

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

3-5 units, Aut, Win, Spr (Sandefur)

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

5 units (Sandefur) not given 2003-04

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

3-5 units, Aut, Win, Spr (McDermott)

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

5 units, Win (Olzak)

ORGANIZATIONS, BUSINESS, AND THE ECONOMY

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

5 units, Win (Granovetter)

SOC 315. Workshop: Economic Sociology—Theory, methods, and research in the sociology of the economy. Possible activities: participation in ongoing research projects; instruction in new methods; and presentation of ongoing research by students, faculty, or visiting speakers. May be repeated for credit. Prerequisite: enrollment in a doctoral program or consent of the instructor.

5 units (Staff) not given 2003-04

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

5 units (Freeland) not given 2003-04

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

4 units, Spr (Lowery)

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

4 units, Win (Carroll)

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

4 units, Win (Martin)

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

5 units, Win (Powell)

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

3-5 units, Win (Powell)

SOC 364. Organizations as Governance Structures—Organizations as governance structures that coordinate transactions between firms while creating and maintaining cooperation within firms. Economic accounts of the firm (transaction cost economics, agency theory, and related approaches) and competing explanations of governance in the recent sociological literature.

5 units (Freeland) not given 2003-04

SOC 365. Topics in Strategy and Organization—(Same as STRAMGT 690.) Topics in strategic management from the disciplinary perspectives of organizational sociology and psychology. Focus this year is on entrepreneurship as a thematic lens into research frameworks including social exchange theory, organizational demography, and neo-institutional analysis. Theoretical insights are empirically grounded in contemporary and historical data sets on entrepreneurial phenomena. Prerequisite: Ph.D. program.

4 units, Aut (Ruef)

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

3-5 units, Win (Scott)

SOC 369. Network Analysis of Formal and Informal Organizations—(Enroll in EDUC 316X.)

5 units, Spr (McFarland)

SOC 369A. Perspectives on Organizations and Environments

1-5 units, Win (Hannan)

SOC 374A,B. Commercialization of Knowledge—Research workshop. Key lines of research on organizational change. The fruitfulness of research programs in, and institutional, network, and evolutionary perspectives on, explaining large-scale change in organizational populations and institutions.

2-3 units (Powell) not given 2003-04

SOC 377. Comparing Institutional Forms: Public, Private, and Nonprofit—(Same as EDUC 377X, GSBGEN 346.) Seminar. For students interested in the nonprofit sector, and those in the joint Business and Education program. The missions, functions, and capabilities of nonprofit, public, and private organizations. Focus is on sectors with significant competition among institutional forms, including health care, social services, the arts, and education. Sources include scholarly articles, cases, and historical materials. Advanced undergraduates may enroll with consent of instructor.

4 units, Win (Powell)

SOCIOLOGICAL THEORY

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

5 units, Aut (Olzak)

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

5 units, Spr (Zelditch)

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

5 units, Aut (Zelditch)

RESEARCH METHODS

SOC 335. Methods for Social Science Research In China—(Enroll in POLISCI 315O.)

2 units, Win (Oi)

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

5 units (McDermott) not given 2003-04

SOC 381A. Sociological Methods IA: Computer-Assisted Data Analysis—(For doctoral students; see 181A/281A.)

3 units, Aut (Staff)

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

4-6 units, Win (Tuma)

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

4-6 units, Win (Tuma)

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

3-5 units (Tuma) not given 2003-04

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

5 units, Aut (Rosenfeld)

GRADUATE INDIVIDUAL STUDY

SOC 390. Graduate Individual Study

1-15 units (Staff)

SOC 391. Graduate Directed Research

1-15 units (Staff)

SOC 392. Research Apprenticeship

1-15 units (Staff)

SOC 393. Teaching Apprenticeship*1-15 units, Aut, Win, Spr, Sum (Staff)***SOC 394. Thesis***1-15 units, Aut, Win, Spr, Sum (Staff)*

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

*1-15 units (Staff)***OVERSEAS STUDIES**

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

BERLIN**SOC 158S. Theory from the Bleachers: Reading German Sports and Culture***3 units, Win (Junghanns)***MOSCOW****SOC 109S. Social Inequality in Socialist and Post-Socialist Societies***3-5 units, Spr (Tuma)***SOC 110S. Russia’s Cities and Towns in Turbulent Times**—(Same as URBANST 58U.)*3 units, Spr (Tuma)***SOC 113S. Islamic Law and Society***4 units, Spr (Sykiainen)***OXFORD****SOC 117W. Gender and Social Change in Modern Britain***4-5 units, Win (Palmer)*

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