SOC151 Introductory Sociology
This course is an introduction to the systematic study of the social sources and social consequences of human behavior, with emphasis upon culture, social structure, socialization, institutions, group membership, social conformity, and social deviance.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: None

SOC202 Sociological Analysis
This course is an introduction to the major components of sociological analysis: the language of sociological inquiry, research techniques and methodology, types of explanation, and the relationship between theory and research.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Prereq: SOC151

SOC210 Political Sociology
This seminar will introduce students to the major themes and debates in political sociology. We will explore a wide variety of questions, including: What is the state? How did the modern nation state come to being? How is the state related to other societal actors? What accounts for cross-national variations in the adoption and form of public policies? What is democracy? What is citizenship? How do forms of citizenship vary across the world? What is power? What accounts for the emergence, development, form, and success of social movements?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SOC222, SOC222, SOC222, SOC222, SOC222, SOC222, SOC222, SOC222, SOC222, SOC222
Prereq: SOC151

SOC212 Sociology and Social Theory
Through close reading, discussion, and active interpretation, the course will critically examine the basic writings of classical and contemporary social theorists who have influenced the practice of sociology.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC220 Metabolism and Technoscience
This course will investigate metabolic processes through the lens of technoscience. Metabolism encompasses all of the biological and technosocial processes through which individual bodies and societies create and use different forms of bionutrients, medicines, toxins, and energy. We will interpret the most pressing metabolic crises facing societies including ecological disaster, industrial food regimes, metabolic health problems, industrial pollution, and drug cultures.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP, SBS-SISP

SOC221 Sociology of Fashion
Clothing is a social product, carries social meanings, and modifies social interaction, thus making it into the system of symbols known as fashion. This course will introduce students to the sociological study of fashion. We will examine early theories that regarded fashion as a "superficial" display of wealth and class distinction, and then move into the current moment of worldwide capitalist inequality and postmodern identity formation. We will look at how race, class, gender, sexual orientation, and ethnicity are both articulated and challenged through fashion. We will examine the relationship between fashion, clothing, the body and body image, how fashion is a system that can discipline or exert power over others and also construct the self. We will ask if fashion, with its artistic expression and continual reorganization of styles, has the power to exact social change, or whether it simple reinforces and reproduces social inequality. In the process of studying these ideas, we will look at many practical examples, including various fashion experiences and styles, looking for the social and political forces behind the experience of clothing. We will study Jamaican "dance hall" fashion, drag and cross-dressing, hip hop fashion, and many other examples. We will also use fashion as a means of exploring various theories of social life, including Karl Marx's theory of capitalist exploitation, Pierre Bourdieu's theories of social and cultural capital, Foucault's theory of the body as a site of social discipline, Sigmund Freud's work on the unconscious and return of repressed trauma, Roland Barthes' theory of fashion as a social code, and Erving Goffman's theories of symbolic interactionism and impression management.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC151

SOC222 Political Sociology
This seminar will introduce students to the major themes and debates in political sociology. We will explore a wide variety of questions, including: What is the state? How did the modern nation state come to being? How is the state related to other societal actors? What accounts for cross-national variations in the adoption and form of public policies? What is democracy? What is citizenship? How do forms of citizenship vary across the world? What is power? What accounts for the emergence, development, form, and success of social movements?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SOC210, SOC210, SOC210
Prereq: SOC210, SOC210, SOC210, SOC210, SOC210, SOC210, SOC210, SOC210

SOC223 Gender and Social Movements (FGSS Gateway)
The principal focus of this course is on U.S. feminist and gender activism from the post-World War II era to the present, with a special emphasis on understanding the origins and legacies of second-wave feminisms in all their varieties. We may also consider other kinds of gender mobilization, for example, traditionalist and materialist movements, and look as well at gendered assumptions and dynamics within nongender-based activism in the broader social movement universe. Topics may include 1950-60s labor feminism; gender and race in the civil rights and black power movements; black, white, and Chicana feminist movements; materialist movements, and look as well at gendered assumptions and dynamics within nongender-based activism in the broader social movement universe. Topics may include 1950-60s labor feminism; gender and race in the civil rights and black power movements; black, white, and Chicana feminist movements; liberal, radical, and socialist feminism; gender in sexuality movements; and the changing politics of gender in the late 20th and early 21st centuries.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: FGSS254, FGSS254
SOC225 The Economy of Culture
Why won't Tiffany sell turquoise jewelry when they're famous for putting jewelry in turquoise boxes? How do we make sense of governments that use tax dollars to subsidize certain types of culture that wealthy people disproportionately enjoy? Why is it so hard to figure out how much something costs in an art gallery? What happens when economists stop using gross domestic product (GDP) to evaluate countries and start evaluating them based on happiness? If experts can't tell the difference between cheap wine and expensive wine in blind taste tests, why are expensive wines so expensive, and how did these people become experts anyway? This is a course about the interplay between economy, society, and culture, and these are just a few of the questions we'll be discussing. The course introduces an economic approach to the study of culture and asks you to critically interrogate dominant perspectives on the meaning of value and worth.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC151

SOC226 The Social Life of Organizations and Markets
This course investigates the role of networks, meaning, taste, and power in organizations and markets. We will pay special attention to how people creatively operate within the confines of these institutions and in the process, transform them to suit their individual or collective goals. Cases include how low-status employees navigate working in luxury hotels, the social performance of working on Wall St., and how regular people have successfully forced major corporations to change.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC227 Consumer Society
Throughout the 20th, and now the 21st century, consumerism has increasingly come to dominate American society. Shopping, buying, having, showing, and wearing are central aspects of who we are, who we dream of being, how we interact with each other, and how we affect the larger environment. This course is an overview of contemporary consumer society. It draws on classic sociological texts, as well as recent, multi- and interdisciplinary writings about consumer society from sociology, economics, history, anthropology, and nutrition. It presents many of the key issues and controversies surrounding consumerism by providing multiple points of view.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC228 The Family
This course explores issues in contemporary U.S. family life, as illuminated by historical experience. Guiding questions include, What different forms do family arrangements take? How and on what basis are families produced? How are gender, racial, ethnic, and class differences reflected in and produced by family life? What is and what should be the relationship between family and state, as expressed in law and public policy (e.g., divorce, welfare, and access to legal marriage)?
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC

SOC229 Gender and Society
We usually think of gender as a trait, a noun. People have a gender. Someone is a woman or a man. During this course, we will work to see gender as a verb as well. To gender something is to make it feminine or masculine. And actions, unlike objects, are not fixed. They can happen in unexpected ways. They can fail. Over the course of the semester, we will investigate gender, not only as an element of individual personhood, but as a changeable process that forms both individuals and the social world more broadly. As we do this, we will also note the ways that gender is always already inflected and shaped by other structures of inequality and difference such as race, class, and sexuality.
During the first half of the course, we will look at the multiple ways in which both gender and sex are produced, in thought and in action, in formal edicts and intimate relations, symbolically and on the body itself. In the second half of the course, we will look at work and family—to trace the ways gendered selves are shaped in daily practice within these sites and to trace the consequences of these emergent selves for the institutions in which they are formed. In the last week of the course, we will turn to the realm of international relations, to investigate how macro processes are structured with reference to gendered understandings. Throughout the semester, we will be attentive to the links between power, inequality, meaning, and selfhood, noting where particular gendered selves produce domination and constraint and where they make change imaginable.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: FGSS229, FGSS229
Prereq: SOC151

SOC230 Race and Ethnicity
The purpose of this course is to provide a sociological examination of race and ethnicity in American society. Race and ethnicity continue to have significance in modern American society both as sources of social organization and social conflict. This course will examine the structural and social psychological components of race and ethnic relations in the United States. We will examine the contributions of race and ethnicity to modern economic, political, and social arrangements. We will also discuss the impact of social psychological variables such as prejudice, discrimination, and stereotypes on these arrangements. Finally, social policy analyses will assess contributions of ideas such as multiculturalism, affirmative action, and educational reform to social change.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: AFAM227, AFAM227
Prereq: SOC151

SOC231 Criminology
This course provides an introduction to the sociological study of crime and punishment. Crime is rarely far from news headlines or the public imagination. Every day, reports of drug dealing, muggings, and homicide fuel anxiety and debate about the problems of law and order. Here we consider such debates in the context of both a vision for a just society and the everyday workings of the criminal justice system. The course is divided into three sections. We begin with an introduction to the historical meanings and measures of crime in society. We then situate the modern United States within this history. In part two, we become familiar with the major ways that social scientists think about criminality and crime prevention. In part three, we turn to considerations of punishment. We ask how punishment is conceptualized in the United States and
other nations, whether the American system of mass imprisonment is effective, and how we might envision improvements and alternatives.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC  
**Prereq:** SOC151 OR SOC151

**SOC232 Introduction to Economic Sociology**  
This course explores the social processes underlying production, consumption, distribution, and transfer of assets. It examines a vast range of institutions from corporations to households and highlights the social relationships that underpin transactions in these institutions.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC  
**Prereq:** SOC151

**SOC234 Media and Society**  
This course offers an introduction to the study of media, with a focus on critical social, political, and economic perspectives and controversies. A variety of media formats will be considered, with particular attention to text (newspapers, magazines, fanzines) and visual images (photography, film, television). The course takes up questions of representation, participation, consumerism, pleasure, and power that have dominated social thinking on the media since the Frankfurt School. Topics will include advertising and branding, pornography, photojournalism, fandom, corporate consolidation and alternative media, social control, stereotypes, and objectification. Students will engage historical and theoretical texts and will be asked to participate in media processes, including production, interpretation, and critique.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC  
**Prereq:** SOC151

**SOC235 Gender and Development**  
This course is intended to highlight the role of women in economic development and the globalization of world economies. The course spans historical and contemporary research on the topic conducted by sociologists, anthropologists, and economists and provides an interdisciplinary perspective on women’s labor in the context of globalization.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC  
**Identical With:** FGSS234, FGSS234  
**Prereq:** SOC151

**SOC236 Gender, Work, and the Family**  
This course explores key issues and perspectives in the study of gender inequality. It focuses on the relationship between gender and the type of work men and women do and how these patterns change as countries progress on the path of economic development. This course focuses mainly on the United States with some comparisons with postindustrial countries.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC  
**Identical With:** FGSS236, FGSS236  
**Prereq:** SOC151

**SOC238 Sociology of Emotions**  
This course is the critical study of the role of emotions in social life, spanning both the macro- and micro-level. We begin with theories of the social nature of emotions from the symbolic interactionist to the social psychoanalytic to the bi-ffective. After critically examining Western assumptions about emotions as private property, emotions as entirely an individual expression, we move on to examine “emotion norms” in studies of grief and compassion, and then studies of “emotional labor” and capitalism’s role in habituating emotions in everyday life. In the second half of the class, the role of emotions and affect in the issue of social inequality is theorized, as we study the emotional roles of colonizer and colonized, oppressor and oppressed through race, class, and gender inequality. The course ends with an examination of theories of collective memory and traumatic experience, focusing on accounts of ethnicity and diaspora. Throughout, the course will examine how new approaches to studying emotion, and possibly, emotions themselves, both support and challenge traditional sociological methodologies.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC, SBS-SOC  
**Prereq:** SOC151

**SOC239 Sociology of Music in Social Movements**  
It has long been noted that social movements typically create movement cultures, but the actual use of music, as one cultural form, is only beginning to receive attention. Is it used for recruiting new members or maintaining the loyalty of those already committed, for internal critique within the movement itself or to educate those who know nothing of a group’s discontent? When, where, and why do each of these, and other functions, develop? We will look at a number of theoretical and activist approaches and then apply these to movements in the United States (including the labor, civil rights, New Left, women’s, and current inner city movements) and elsewhere.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC  
**Identical With:** MUSC280, MUSC280, MUSC280, MUSC280, MUSC280, MUSC280, MUSC280, MUSC280, MUSC280, MUSC280, MUSC280, MUSC280  
**Prereq:** SOC151 OR MUSC103

**SOC240 Comparative Race and Ethnicity**  
This course is an introduction to the sociological study of race and ethnicity in comparative and historical perspective. This is not a course about the experiences of particular “races” or ethnic groups in any particular part of the world. Rather, this course explores how ideas about racial difference take hold in different parts of the world in different ways and with very different consequences. Through comparisons of Western and non-Western societies, we will investigate how race and ethnicity operate as markers of social exclusion in distinctive ways.

**Offering:** Host  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-SOC, SBS-SOC  
**Identical With:** AMST244, AMST244, AMST244, AMST244  
**Prereq:** SOC151

**SOC241 Mental Illness and Society**  
Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private “personal trouble,” is also a “public issue.” We will read the works of both classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore
mental illness as a social construction, stigma, labeling theory, as well as issues of gender, race, class, and sexual orientation in mental illness.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC151

SOC242 Nonprofits and Social Change
This course explores the world of nonprofits and how they help (or don't help) the process of social change. As nonprofits increasingly address issues and concerns that governments have previously addressed, a critical analysis of how and why they carry out their work is central to the Allbritton Center's concern with public life. Each class session will include (1) background on a particular social issue (including global health, inner-city education, clean water, hunger, refugees, and national borders); (2) a case study of a nonprofit addressing that issue; (3) discussion with leaders of that nonprofit.

Offering: Crosslisting
Grading: OPT
Credits: 0.50
Gen Ed Area: None
Identical With: CSPL240, CSPL240, CSPL240, CSPL240
Prereq: None

SOC243 Queer Theory/Queer Politics
This course will explore the social construction of sexuality within the United States and the emergence of heterosexuality and homosexuality as sites of identity, belonging, and conflict. In the first section of the course, we will be contextualizing heterosexuality, homosexuality, and queer identities within the theoretical paradigms of social construction, feminist thought, intersectionality, and queer theory. We will begin to consider the relationship of sexuality to other categories of identity. The readings will help us to think about queer identities in relationship to social, cultural, and geographic arenas across space and time. The second part of the course will look more directly at the insights of queer theory and critiques of identity as a category for understanding experience and engaging in politics. Queer theory will be analyzed next to social movement literature. In this section, we will continue to concentrate on how sexuality relates to and is dependent on racial and gendered constructions and dynamics of power. In the last section of the course, using the historical and theoretical knowledge covered so far, we will question what/who exactly is a queer subject and what can be considered LGBTQ+ issues and politics. In this section, we will seek to expand an understanding of queer politics and LGBTQ+ studies to incorporate questions of social justice that include sexuality but aren't limited to sexuality alone. As a whole, this class will address contemporary understandings of LGBTQ+ studies and politics from both an intersectional and social justice framework to examine ideas of identity, political rights, and changing notions of community.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Identical With: FGSS242, FGSS242, FGSS242, FGSS242, FGSS242, FGSS242, FGSS242, FGSS242
Prereq: None

SOC244 Feminist and Queer Theories of Social Reproduction
This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary "American" cultural, social, and political formations both within and beyond the territorial U.S., focusing on the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: FGSS244, FGSS244
Prereq: SOC151

SOC245 Intersectionality and its Discontents
This course will serve as an introduction to the concept of intersectionality as a mode of theory, method, and political practice that emerged out of women of color (particularly Black feminist) scholarship and activism. We will examine its origins as a theoretical framework within critical legal studies and critical race theory and how this framework traveled to, and is used within, sociology and other disciplines. In examining its theoretical use, we will also investigate intersectionality as a methodological practice, as well as the ways in which it has been used to analyze and understand multiple forms of intersecting oppressions and identities including class, sexual identity, and disability, as well as race and gender. This course will also address critiques of intersectionality that have emerged within and outside of feminist theory. Throughout the course, we will pay special attention to the socio-political climates in which intersectionality emerged as well as its current usage in social media, popular culture, and grass roots activism. In this vein, we will be able to ground our discussions of intersectionality within debates around social change/mobility, activism, and social movements both past and present.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Identical With: FGSS245, FGSS245, FGSS245, FGSS245, FGSS245, FGSS245, FGSS245, FGSS245
Prereq: SOC151

SOC246 Social Movements
How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce you to some of the major ways scholars have approached such questions, and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including civil rights, feminist, gay rights, and labor movements.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Identical With: AMST246, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256, AMST246, FGSS256
Prereq: SOC151

SOC248 Death and Dying
Nothing is as certain in life as the inevitability of death. However, our beliefs about death, the extent to which we accept or deny it, and the manner in which we handle it are socially, culturally, and historically variable. In this course, we
will utilize classic and contemporary texts, as well as films, memoirs, and fictional accounts, to explore death and dying from a sociological perspective. We will examine the socially constructed nature of death-related beliefs and practices and the ways in which those beliefs and practices differ cross-culturally and over time. We will also take a critical look at how death is portrayed in popular culture in the US and how issues of class, race, and gender affect those portrayals. Finally, we will spend a good deal of attention on the politicization of death and the wide range of mechanisms through which death can take on meaning with profound political and social import (e.g., abortion, terrorism, mass shootings, euthanasia, etc.).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC151

SOC249 Rethinking Capitalism: Prosperity, Crisis, and Reform
In this course we will discuss the historical origins and rise of capitalism, as well as its failures and and its future. Capitalist economies have generated growth, innovation and wealth. They have also generated inequality and caused massive human suffering. What is the nature of capitalism? What are its moral foundations? Is there only one type of capitalism, or are there several types? Is an egalitarian capitalism possible? Can capitalism be sustainable and compassionate? How do different nations regulate capitalism? How exceptional is American capitalism? In what ways is it exceptional? Is American capitalism the best model there is? How has capitalism evolved? What was the neoliberal revolution about? How did the rise of finance in the last few decades affect state-market relations? Why do capitalist economies end up in decline and failures every so often? What do we learn from these crises? Can capitalism be reformed? How?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC250 Sociology of Markets
This course will introduce students to some of the core theoretical and empirical works on market economies. We will explore (1) the historical and normative foundations of market economies, (2) the questions of how markets work, why they fail, what kinds of social and political institutions they depend upon, (3) the difference between sociological and economic theories of markets, (4) the role of governments, corporations, workers, consumers, epistemic communities, and international forces in the workings of markets, and (5) the different ways in which advanced nations organize the relationship between markets, states, and societies.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC252 Social Dimensions of Music
This course will explore the ways in which music is an inherently social practice and form of expression, from its writing, performance, and recording, to its distribution, consumption, and reception. In particular, the course will focus on how genres of “popular” music organize and shape how we hear, understand, and take pleasure in the arrangement and production of music/lyrics; the boundaries between human bodies, technologies, and the environment; and the positions of artists and audiences, within relations of power and value. Genres examined will include hip-hop, folk, rock, metal, pop, house/techno, and various indie subgenres. Questions asked will include, How and why do genres of music value divergent aesthetic qualities, and what are the social implications of these value judgments? How is music used to establish and shape social (and antisocial) space? How might music challenge paradigms of social thought rooted in the linguistic and the visual? How do musical practices both reproduce and challenge the racing and sexing/gendering of bodies?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC251

SOC256 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is utilized as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Identical With: FGSS255, FGSS255, FGSS255, FGSS255
Prereq: SOC151

SOC257 Applied Data Analysis
In this project-based course, you will have the opportunity to answer questions that you feel passionately about through independent research based on existing data. Students will have the opportunity to develop skills in generating testable hypotheses, conducting a literature review, preparing data for analysis, conducting descriptive and inferential statistical analyses, and presenting research findings. The course offers unlimited one-on-one support, ample opportunities to work with other students, and training in the skills required to complete a project of your own design. These skills will prepare you to work in many different research labs across the University that collect empirical data. It is also an opportunity to fulfill an important requirement in several different majors.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: NSM-QAC, NSM-QAC, NSM-QAC, NSM-QAC
Identical With: QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280, QAC201, GOVT201, PSYC280, NS&B280
Prereq: None

SOC259 The Sociology of Medicine
Why do we trust our doctors? Is it because of the knowledge they possess, the demeanor they cultivate, the places in which they work, or the institutions they represent? This course is an introduction to social studies of health and illness.
We will explore how different forms of medical authority are encouraged or undermined through the efforts of big organizations (such as drug companies, insurance providers, governments, and professional associations) and the routines of everyday life (such as visits to the doctor’s office and health advocacy efforts). We will also consider how inequalities and biases might be built into medical knowledge and institutions and examine what happens when citizens question medical authority through social movements. The readings will focus on modern Western medicine, but we will also read several historical and cross-national studies for comparison. The course does not require science training.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC265 Work and Leisure: The Sociology of Everyday Life

Work and leisure represent two of the central coordinates of life experience and personal identity. How do work and leisure differ and what is the relationship between them? How do they vary by gender and class? How are relations of domination and resistance enacted in work and free time? Topics may include men’s and women’s work, historical transformations in work and leisure, workplace subcultures and workplace resistance, popular culture and the construction of gender, class and race, sports, the mass media, and the sociology of taste and consumption.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC151

SOC2270 Urban Societies

This course surveys the development of cities in Western and non-Western countries. Emphasis is placed on urban culture, migration, the global economy, gentrification, transnationalism, and xenophobia. This course highlights the intersections of race/ethnicity, class, gender, and nationality at the local, national, and global levels. A central objective is to think critically about the significance of American cities through comparisons with urban life in other times and places.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC2271 Housing and Public Policy

Since World War II, housing has undergone a series of radical transformations in the United States, including the rise of the suburbs in the 1950s, the beginning of mass homelessness in the late 1970s, and the mortgage and financial crises of the past few years. This course explores the role of government and public policy in this transformation and considers various models for what public policy concerning housing should be in the 21st century.

Offering: Host
Grading: A-F
What does postcolonialism mean for the colonizer and the colonized?

The emancipatory uprisings and postcolonial challenges of the 20th century have irrevocably unsettled the old Eurocentric colonial order. The potent anticolonial movements, including the Indian Independence Movement, the decolonization processes in Africa, and the struggle for Palestinian self-determination, have challenged the foundations of the global order. The digital reproduction and distribution of culture have also reshaped the landscape of cultural production and the ideologies they support. How will the old methods of controlling and economizing the spread of culture change as a result of widespread digital piracy, and what will these changes mean for the politics of cultural reproduction and distribution?

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

This course offers historical, theoretical, and empirical perspectives to the study of personal and collective violence and memory. We will examine the intersections of biography, history, and memory in reference to traumatic events, ranging from personal abuse to mass atrocity. The course focuses on issues around memory—from memorialization and truth commissions to memoir and PTSD—in the aftermath of various types of violence. The central questions about the nature and politics of memory following traumatic events will entail conversations about the construction of personal and collective identities and the complexities of justice and healing.

This course seeks to denaturalize some of what are often the most taken-for-granted aspects of daily life: our bodies and genders, our erotic desires, and our sexual identities. To this end, this course will provide a critical-historical overview of First World anxiety about its own decentered status? To examine these and other questions, this course will take an interdisciplinary approach, examining cases and ideas presented in works of sociology, political economy, and cultural studies.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

Under what circumstances, if any, can the colonial relation be transcended in ways that do not merely reproduce structures of domination (racism, sexism, and homophobia, etc.) within the Third World? Does the term globalization signify a simple return to a neocolonial form of capitalist imperialism? Or does it signify First World anxiety about its own decentered status? To examine these and other questions, this course will take an interdisciplinary approach, examining cases and ideas presented in works of sociology, political economy, and cultural studies.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.

This course will address the role of power, culture, race/ethnicity, gender, and class on the development of schools as a social institution and within school dynamics and pedagogy. We will cover the following topics: philosophical debates about pedagogy with readings from Dewey, Piaget, Skinner, Bruner, and Freire; the origins of schools as an institution; the organization of schools with readings about tracking, charter schools, private schools, and school vouchers; the influence of power and political movements on both the explicit and hidden curriculum; educational reforms such as progressive education, the back-to-basics movement, the whole-language movement, the standards movement, and high-stakes testing; and the influence of language, labeling, cultural capital, and social capital on student learning. We will also examine international differences in schools and schooling.
This course will introduce students to the past and present of the concepts diaspora, transnationalism, and, to a lesser extent, globalization.

**Offering: Crosslisting**

**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** HA-ENGL, HA-ENGL

**SOC299 The Future Perfect**

Sociology is typically preoccupied with the present and, to a lesser extent, the past, favoring empirical methods that aim to reveal a variety of truths: for example, the logics underlying social structures and systems, the causes of social inequality, and the mechanisms by which inequality is reproduced. Where does this leave the future? Despite the persistence of patterns of social life, the future remains always and ultimately undetermined. We cannot know it, we can only imagine, speculate, and fantasize. The future, it seems, belongs to the world of fiction: to novels, films, television shows, and music that offer visions of what it might hold. These visions are sometimes suffused with hope for a changed world and sometimes with anxiety at the prospect of change. What can we learn about the present from images of the future? Might they offer an antidote to suspicions that we are headed toward a future of increased inequality and scarcity and looming environmental catastrophe? What traps might we find ourselves in when we treat the future as a distinct category of time? This course pairs social theory with works of fiction in addressing these questions.

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-SOC, SBS-SOC
**Prereq:** SOC151 AND SOC212

**SOC300 Sociology and Race**

Globalization has become a household word since its inception in the 1960s to refer to the greater integrations of the economies and peoples of the world through the expansion of trade and investments, flows of capital, communication technologies, migration, and the creation of new international institutions and organizations. To the peoples of the Third World, however, globalization is nothing new but has been around since the beginning of Western European colonialism and the rise of modern capitalism in the 16th century. This course will offer an overview of several critical perspectives from those who have been the subjects of globalization writ large, including, among others, Eric Williams, Aime Césaire, Frantz Fanon, Amilcar Cabral, Kwame Nkrumah, Walter Rodney, Edward Said, Gayatri Spivak, Vandana Shiva, C. L. R. James, Samir Amin, Fidel Castro, Michael Manley, and Mahmood Mamdani.

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-SOC, SBS-SOC

**Prereq:** SOC151

**SOC301 Social Mobility, Politics, and Morals**

This course will tackle social mobility and inequality from historical, political, and moral perspectives. We will address questions such as: What do we mean by social mobility? How do we measure it? Does social mobility matter? Why do we care about it? How did policymakers respond to social mobility in the early 20th century? How has the politics of inequality and social mobility changed in the later 20th century America? What role will social mobility have in the future of American politics?

**Offering:** Crosslisting
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-CHUM, SBS-CHUM, SBS-CHUM

**SOC302 Paternalism and Social Power**

This course will consider the construction of caring and helping in the structuring of social relations. What does helping entail? How does power operate in the velvet glove? What, if anything, lies beyond paternalism? How does social change occur? Competing perspectives on paternalism from within social and political theory will be considered as vehicles for tracing power dynamics in a survey of U.S. social formations related to family, gender, sexuality, race, labor, class, medicine, criminal justice, religion, environmentalism, and international relations.

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-SOC
**Prereq:** None

**SOC304 Sociology and Social Justice**

This course will consider different theories on the relationship between modern capitalism and social justice. Among the central questions we will investigate are, Why does capitalism generate economic, political, and social injustices—such as those based on class, ethnic, racial, gender, environmental, and geographic divisions—and can these injustices be remedied within capitalism, or would they require the creation of a different social system, such as socialism? Some of the theorists we will consider include, among others, Karl Marx, Emile Durkheim, Immanuel Wallerstein, David Harvey, John Rawls, Nancy Fraser, Glenn Loury, Martha Nussbaum, Ronald Dworkin, G. A. Cohen, Amartya Sen, Brian Barry, Thomas Pogge, and Jon Mandle.

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC

**Prereq:** SOC151 OR SOC212

**SOC305 Sociology Senior Research Seminar**

The purpose of the seminar is to help senior sociology majors develop their senior essay projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-SOC, SBS-SOC
**Prereq:** (SOC151 AND SOC202)

**SOC307 Authenticity and Its Others**

This course will examine scholarly and popular conceptions of authenticity and inauthenticity. How do notions of authenticity function within contemporary culture? What are the various inauthentic others to which authenticity is juxtaposed?

**Offering:** Host
**Grading:** A-F
**Credits:** 1.00
**Gen Ed Area:** SBS-SOC, SBS-SOC

**Prereq:** SOC151

**SOC308 Baby Got Back: Embodiment, Gender, and Sexuality in Black Music**

This multimedia course uses a sociocultural approach to explore how black bodies continue to be sized, classed, sexed, and gendered through black musical expression. We will examine black music as a cultural object, embedded in real bodies and contexts, and responsible for steering national cultures, to argue that black music is indeed a lens through which to examine the struggles, contradictions, and triumphs of black peoples in the U.S. and abroad. Connecting theoretical frameworks of
race, embodiment, socioeconomic status, gender, and sexuality with: (1) visual cultures of black bodies in motion (stemming from minstrelsy and chittin’ circuits to musicals and music videos) and (2) a variety of songs written, produced, and/or performed by black musicians (that include but are not limited to: the blues, jazz, rock and roll, rhythm & blues, soul, afrobeat, hip hop, dancehall, pop, soca, hip life, and reggaeton), this class will seek to interrogate how black music creates, replicates, regulates, packages, and distributes identity through a paradigm of production and consumption. We will discuss topics such as commodification, resistance, and representation while listening to artists like Nina Simone, Sir Mix-A-Lot, Las Cruudas, former 2 Live Crew member Luke, Biggie Smalls, Mr. Killa, De La Soul, Lil’ Kim, Outkast, Jill Scott, Aiyisoba, Big Freedia, Alison Hinds, Nicki Minaj, and Fela Kuti to attempt to understand exactly what type of power (and magic) that music possesses.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC310 Theories of Capitalism and Globalization
Globalization has become a common term used widely by government officials, business, the media, and scholars in the social sciences and area cultural studies. However, there is no common meaning associated with this term or agreement on its origins and consequences for the societies and peoples of the world. The aim of this course is to examine different theories of globalization and the relationship between globalization and modern capitalism. Is globalization to be seen as a late 20th-century phenomenon, or is it synonymous with the rise and expansion of the capitalist world-system since the 16th century? What consequences does globalization have for the nation-state and the ability of citizens to determine the agenda of their nation-state and address issues of social justice and the inequalities between rich and poor countries and rich and poor peoples?

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC312 Advanced Social Theory Seminar
This course offers students the opportunity to pursue in-depth advanced work in sociological theory. Students develop close reading strategies to directly engage primary texts from a variety of traditions and perspectives. The seminar requires careful analysis of books and essays that frequently assume a specialized lexicon and grammar; students enrolled in the course will have already demonstrated a command of foundational material through successful completion of SOC 212 or other coursework in social theory.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC212

SOC313 Time, Masks, Mirrors: Aging in America
Longevity is almost universally desired for, but its actual accomplishment may also invite fear, even dread, depending on the context in which it occurs. We will study the socio-cultural meanings of aging in the U.S. as they are informed by history (collective and personal), cultural background, social scripts, caregiving relationships, institutional support/constraint, and current conceptualizations of the life course and the "aging" mind and body that often rely heavily on categorization and vocabulary associated with biomedicine. Enrolled students will have the opportunity to develop and complete an individual or group research project investigating a specific question related to the meanings of aging using interview/story as a primary source, with an introduction to qualitative methods of analysis and interpretation.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: None

SOC315 The Health of Communities
Our focus will be on understanding the role of social factors (such as income, work environment, social cohesion, food, and transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. We explore the concept of social medicine, the importance of vocabulary and the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at the Community Health Center (CHC) of Middletown.

Offering: Host
Grading: A-F
Credits: 1.25
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SISP315, SISP315, SISP315, SISP315, SISP315, SISP315, SISP315, SISP315, SISP315
Prereq: None

SOC316 Community Research Seminar
Small teams of students will carry out research projects submitted by local community groups and agencies. These may involve social science, natural science, or arts and humanities themes. The first two weeks of the course will be spent studying the theory and practice of community research. Working with the community groups themselves, the teams will then move to design and implementation of the research projects.

Offering: Host
Grading: A-F
Credits: 1.50
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC, SBS-SOC
Identical With: ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316, ENVS316
Prereq: None

SOC318 Reading Medical Ethnography
This seminar examines foundational books in medical ethnography. Students will compare different ways of approaching the study of health and illness through observations, interviews, and personal reflections. The course will look at the main issues that have motivated ethnographers to study medicine through fieldwork. We will use these texts as springboards to consider how authors’ research methods, research questions, and writing styles reflect the politics of science and the state. We will explore, for example, the changing ways in which ethnographers have viewed their own place within the social worlds they study. The course will prepare students to research and write their own medical ethnographies in future semesters.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP
Identical With: SISP300, SISP300
Prereq: None

SOC320 Life and Death: Biopower and Necropower
This seminar examines how science and technology shape the politics of life and death. From the moment of conception to the postmortem state and beyond, we
will consider how science and technology have become handmaidens to life and death, impacting the social, legal, and ethical frameworks we use to define what constitutes the space between "alive" and "dead." Using theories of biopower and necropolitics as our guides, we will cover a diverse set of themes including sexual reproduction, birth, population, toxicity, decay, genocide, mortality, and the afterlife.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP, SBS-SISP
Identical With: SISP320, SISP320, SISP320, SISP320
Prereq: None

SOC325 Sociology of Medicine, Health, and Illness
This course will address the sociology of medicine, health, and illness from a range of critical perspectives and theoretical vantage points, including feminist social constructionism, actor network theory, the governmentality literature, queer theory, neo-materialist feminism, and disability studies. We will examine current manifestations of medicalization, health and illness, and biosociality as social products of the neoliberal context, and puruse both illness and disability as sites of social struggle. We will consider the promise and limits of social constructionism in understanding the sick body and the disabled subject; we will address the medicalization of impairments as well as trends in psychiatry; we will look at the emerging transnational trade in organs, cell lines, and bioinformatics and consider how sociological frameworks can contributing to understanding these.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS, SBS-FGSS, SBS-FGSS, SBS-FGSS
Identical With: FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325, FGSS325, SISP325
Prereq: None

SOC326 Race, Fantasy and Fetish
What role do fantasy and fetish play in the making and unmaking of race? How might fantasy and fetish disrupt and reinforce power differentials in surprising or unexpected ways? From comic book heroes to 'race play', this course explores how bodies, relationships, and space itself are fetishized in the racial imagination. It moves beyond the basic observation that race is socially constructed to consider how fantasy, desire, and fetish render such constructions volatile and spectacular, yet also banal and predictable.

We will discuss the historical and social context of race as both imagined and imaginary in relation to western fantasies of the self and object others. This course draws on texts from race, queer, and postcolonial theory, along with popular material, including fantasy fiction and film, to highlight the fantastical underpinnings of the everyday realities of racial difference.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Prereq: SOC151 AND SOC240

SOC351 The Social Body
This seminar addresses and bridges two primary themes. First, we will examine the multiple ways that the social body has been conceptualized by sociologists and other social thinkers—for example, as a mass, public, population, multitude, and network—and the sociopolitical implications of these conceptualizations, particularly at the present moment. Second, we will examine the human body as a site where the social materializes and is rendered legible—for example,

through processes of racial, sexism/gendering, and disciplining, and through the circulation of sensation, emotion, and affect. By interweaving these two strands, we will draw out and interrogate assumptions about space, place, and identity that underlie notions of the ontological integrity of the individual and the social and explore possible alternatives to current conceptualizations of the individual and the social.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SOC399F, SOC399F, SOC399F, SOC399F, SOC399F, SOC399F
Prereq: SOC151

SOC399A Advanced Research Seminar: Educational Policy
In this course we will research and critique current educational policy debates.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SOC265, FGSS265, AMST271, SOC265, FGSS265, AMST271,
SOC265, FGSS265, AMST271
Prereq: SOC151

SOC399B Advanced Research Seminar: Culture Three Ways
The terms 'culture' and 'cultural' have taken on a wide range of meanings in sociology, the humanities, and popular discourse. In this course, we will consider three competing approaches to the study of culture: cultural sociology, sociology of culture, and cultural studies. From declarations of "culture wars" to the rise of reality television, we will discuss the theories, production, consumption, and reception of processes and artifacts labeled cultural. Emphasis will be placed on how relationships between power, representation, and identity are viewed across each approach and in a variety of social, aesthetic, ethical, and historical contexts. This course includes a substantial writing component.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

This course fulfills the sociology capstone advanced seminar requirement. The course will focus on Vol. I of CAPITAL, which is arguably the single most important text in Marx's oeuvre. Students will be asked to write an extensive research paper on any of the key issues Marx dealt with in Vol. I or other relevant topics. The paper can be either an in-depth analysis/critique of Marx's arguments or can use his arguments to show how they are/are not relevant to analyze contemporary issues (e.g., on ideology and fetishism; the working day; surplus value or exploitation; labor issues; ethnicity or race, gender, and class divisions;
immigration; the role of slavery or colonialism in the development of capitalism; uneven geographic development/imperialism/globalization, or other relevant topics of their choice).

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC151 AND SOC212

SOC399E Advanced Research Seminar: Food and Society
This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year, and fulfills the capstone requirement for the major. This course is divided into two halves. In the first half, we survey a variety of food-related topics that may include food and identity (class, ethnicity, nation, gender); food systems (the global, national, and local intersections of production and consumption); food politics, policy formation, and activism. This overview will serve as a foundation for the second half of the course, in which students develop a substantial research paper, with class sessions focused on project-related reading, work-in-progress discussions, and final presentations.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Prereq: SOC151

SOC399F The Social Body
This seminar addresses and bridges two primary themes. First, we will examine the multiple ways that the social body has been conceptualized by sociologists and other social thinkers—for example, as a mass, public, population, multitude, and network—and the sociopolitical implications of these conceptualizations, particularly at the present moment. Second, we will examine the human body as a site where the social materializes and is rendered legible—for example, through processes of racing, sexing/gendering, and disciplining, and through the circulation of sensation, emotion, and affect. By interweaving these two strands, we will draw out and interrogate assumptions about space, place, and identity that underlie notions of the ontological integrity of the individual and the social and explore possible alternatives to current conceptualizations of the individual and the social.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC, SBS-SOC
Identical With: SOC351, SOC351, SOC351
Prereq: SOC151

SOC399G Advanced Research Seminar: Introduction to Critical University Studies
The university is in crisis, or so we are often told. With college and university budgets rapidly shrinking, tuition and student debt are increasing exponentially, especially for women and students of color. And yet, we’re here. Students, instructors, and staff continue to look to the university as a productive space for thinking and working. As an academic field dedicated to a collective engagement with the ways power constitutes bodies, knowledge, and ways of being in the world, sociology is a key venue for contending with these processes. This course will introduce students to the emerging field of critical university studies through a feminist, queer, and anti-racist frame. What, will we ask, does it look like to think in and about the university at this historical moment? What does it mean to consider the university's history in relationship to power and the nation-state? What are the gender, sexual, class, and racial politics of knowledge production? And how can we most productively take-up the university itself as an object of scholarly inquiry?

Offering: Host
Grading: A-F

Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC399H Advanced Research Seminar: Hot Mamas: Black Women, Sexuality, and Body Size
Black women, no matter where they were born or currently live in the world, deploy survival strategies that propel them past perceived deviances and into discursive spaces of dynamic personhood. This is especially true for fat black women and how they navigate their respective identities in the areas of social, physical, and mental health; socioeconomic status; and beauty culture. In this class, we will interrogate these areas alongside blackness, womanhood, and sexuality to fully consider the implications of body size as a substantial category of intersectional analysis. By bringing medical and sociological studies into conversations with political and feminist theory, while also engaging with literary pieces and popular culture, this interdisciplinary course aims to equip all of us with a deeper understanding of sexuality and body size and their significance in the lives of black women.

We will journey our way through this course using the works of black feminists such as Patricia Hill Collins, theorists such as Michel Foucault, sociologists like Samantha Kwan, political scientists such as Cathy Cohen, lawyers like Dorothy Roberts and Paul Campos, and writers such as Lucille Clifton and Alice Walker. In addition, we will bring our lived experiences and proximity to popular culture (think magazines, music, films, and online resources such as personal blogs) to stake out our own truths and fill out any gaps that we believe are present in the literature. The class will mix lecture, class discussion, group presentations, and small-group work to advance mastery of the material.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: SOC151

SOC399I Advanced Research Seminar: Assembling the Self
This advanced research seminar is open to sociology majors in their senior year or in the second semester of their junior year and fulfills the capstone requirement for the major. The course is divided in two halves. In the first half, we will read a variety of autoethnographic texts, in which the authors use personal experience as a foundation for sociological reflection and insight. We will spend time thinking about the political and methodological benefits and limitations of autoethnography, surveying a range of approaches to incorporating one's experience into scholarship, and attending to the ways that autoethnographic texts respond to existing research and theory. In the second half of the class, students will develop a substantial and original autoethnographic essay, with class sessions focused on workshopping and presenting writing in progress.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Prereq: SOC151

SOC401 Individual Tutorial, Undergraduate
To be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

SOC402 Individual Tutorial, Undergraduate
To be arranged in consultation with the tutor.

Offering: Host
Grading: OPT

SOC403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
SOC 404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

SOC 405 Sociology Thesis Seminar
The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: (SOC 151 AND SOC 212 AND SOC 202) OR SOC 151 AND SOC 212 AND SOC 202

SOC 406 Sociology Thesis Seminar
The purpose of the seminar is to help senior sociology majors develop their senior thesis projects by introducing them to the conceptual challenges and practical problems of sociological research. The seminar meetings will be devoted primarily to helping students advance their own research projects.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC, SBS-SOC
Prereq: (SOC 151 AND SOC 202 AND SOC 212) OR SOC 151 AND SOC 202 AND SOC 212

SOC 407 Senior Tutorial
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

SOC 408 Senior Tutorial
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

SOC 409 Senior Thesis Tutorial
To be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SOC 410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

SOC 411 Group Tutorial, Undergraduate
Offering: Host
Grading: OPT

SOC 412 Group Tutorial, Undergraduate
Offering: Host
Grading: OPT

SOC 419 Student Forum
Offering: Host
Grading: Cr/U

SOC 420 Student Forum
Offering: Host
Grading: Cr/U

SOC 420A Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Crosslisting
Grading: Cr/U

SOC 465 Education in the Field, Undergraduate
Offering: Host
Grading: OPT

SOC 466 Education in the Field, Undergraduate
Offering: Host
Grading: A-F

SOC 467 Independent Study, Undergraduate
Offering: Host
Grading: OPT

SOC 468 Independent Study, Undergraduate
Offering: Host
Grading: OPT

SOC 469 Education in the Field, Undergraduate
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

SOC 491 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT

SOC 492 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT