

# SOCIOLOGY (SOC)

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SOC 500: Introduction to Graduate Study in Sociology

1 Credits

Required of all incoming graduate students in sociology.

SOC 501: Proseminar in Sociology

3 Credits/Maximum of 6

An in-depth introduction to the major specialty areas of Sociology.

**Prerequisite:** admission to the graduate program

SOC 502: Theories of Society I

3 Credits

Review and analysis of trends and controversies in sociological theory from late eighteenth-century beginnings through the nineteenth century.

SOC 503: Theories of Society II

3 Credits

Review and analysis of trends and controversies in sociological theory in the twentieth century.

SOC 512: Criminological Theories

3 Credits

Survey of theoretical and substantive issues in deviance and criminology, with emphasis on critical review of theories. SOC (CRIM) 512 Criminological Theories (3) This graduate course in Criminological Theories is designed to provide students with a broad understanding of the major theories that have animated the field of criminology since its inception. The course traces the development of criminological theories from the early 20th century to the present and provides students with a targeted exposure to empirical studies that have tested these theories.

Cross-listed with: CRIM 512

SOC 513: Sociological Research Methods

3 Credits

Critical review of methodological issues; research designs; analysis and interpretation of findings.

SOC 516: Education and Demographic Change

3 Credits

Education is one of the most important factors affecting major demographic shifts and processes worldwide, including the first and second demographic transitions. If, as the old sociological adage goes "demography is destiny," then our destiny is educationally transformed demography. Interdisciplinary research across demography, sociology, neuropsychology, and epidemiology is developing a strong research literature about how the thinking style, behavior, and attitudes of the educated human radically change fundamental dynamics underlying the world's population. The whole way in which we come to our jobs, spouses, and lifestyles; how many children we have and how we raise them; how long we are likely to live, and what will be our eventual demise

are all heavily influenced by how much education we have had. The collective force of widespread education and its influence on rising cognitive abilities, scripts for living, and economic well-being are creating a distinctly new type of human population with major benefits and future challenges for a sustainable human population. At the same time, individuals' schooling is also influenced by demographic change. This seminar covers key concepts, theories, and methodological issues related to the intersection of demographical and cultural changes from the education revolution and their impact on subsequent demographic processes.

Cross-listed with: CIED 516, EDTHP 516

SOC 518: Survey Methods I: Survey Design

3 Credits

Research design of social, behavioral and health surveys. PL SC (SOC) 518 Survey Methods I: Survey Design (3) This course is intended to provide graduate students the background to both evaluate published research using survey methods, and – when combined with additional training – to design their own surveys to collect data for their own research. Students will learn the essentials of sampling, questionnaire design, and how surveys may be implemented in different modes: telephone, face to face interviews, mail or other self-administered modes, and the internet. The course will emphasize how decisions of research design have important implications for the validity, reliability, and quantity of data that will be analyzed to answer key questions in the social, behavioral and health sciences. Sample design: 2 weeks; Questionnaire design and item analysis: 2 weeks; Telephone Surveys: 2 weeks; Face to face surveys: 2 weeks; Self administered and mail surveys: 2 weeks; Internet Surveys: 2 weeks; Ethics and human subjects protection: 1 week.

Cross-listed with: PLSC 518

SOC 519: Survey Methods II: Analysis of Survey Data

3 Credits

Intermediate course on the statistical analysis of survey data: topics include weighting, complex surveys, missing data, and contextual analysis. PL SC (SOC) 519 Survey Methods II: Analysis of Survey Data (3) This is an intermediate level course in quantitative analysis. It is intended for graduate students who have completed 1-2 semesters of graduate-level statistics (not general research methods) and who are interested in the application of social statistics to the unique aspects of data collected by way of surveys. Surveys have a combination of qualities that represent challenges to valid inference. These include cluster and stratified sampling, under-representation of some groups due to differential response rates, missing data due to item non-response, cross-sectional design, and coarse measurement. Quite often we use surveys to test theories that the original survey designer did not intend to address, raising issues of validity and reliability of measurement. At the same time, surveys offer a number of opportunities and, when combined with other surveys (pooled cross sections) or merged with contextual data, can address a wide range of theoretical puzzles in the social sciences. This course provides an introduction to techniques in applied statistics that have developed specifically to address the special features of survey data. Examples of such techniques are: use of design weights, post-stratification weights, merging surveys with other surveys or auxiliary data, missing data imputation, challenges of causal inference. The class will blend an understanding of the core statistical issues with an emphasis on acquiring an intuition for the theory underlying the statistical models rather than focusing on proofs and estimation.

This will provide a foundation for frequent hands-on applications in this seminar and for enrollment in more advanced or more in-depth courses offered by the Statistics department and the various social science departments.

**Prerequisite:** PL SC503 or SOC 575  
Cross-listed with: PLSC 519

SOC 521: Family Demography

3 Credits

Current family demographic research on nuptiality, divorce, household composition, female employment, migration, and fertility.

SOC 522: Demography of the Life Course

3 Credits

The theoretical bases, critical concepts, and methods of life course analysis in the study of demographic transitions.

**Prerequisite:** SOC 423 , SOC 473

SOC 523: Internal and International Migration

3 Credits

Examination of theories, frameworks, and policies related to internal and international migration causes and consequences in developed and developing nations.

**Prerequisite:** SOC 423 or prior work in population or human ecology

SOC 524: The Demography of Human Fertility

3 Credits

Overview of major issues and methodological approaches in the demographic study of human fertility in developing and developed countries. SOC 524 The Demography of Human Fertility (3) This course provides a graduate-level overview of the study of human fertility, one of the three basic demographic processes (i.e., fertility, mortality, migration) emphasized in the field of demography. The first part of the course will focus on the timing and nature of historical and contemporary fertility declines. The major theories that have been set forth to explain why fertility declines occur will be studied, as will empirical evidence that bears on the applicability of the theories to fertility patterns in specific areas of the world. The second component of the course will focus on fertility patterns in the contemporary United States. Theoretical perspectives on the determinants of fertility in advanced industrial countries will be examined. Variation in fertility by race, ethnicity, and various social characteristics will be addressed. In addition, students will learn how to measure fertility with various types of data (e.g., surveys, vital statistics, censuses) and they will be exposed to a variety of research methodologies employed to assess the nature and determinants of fertility patterns. The class will be organized as a seminar. Major requirements are class participation, leadership of one or more class sessions, and completion of a class project. The class project can be an empirical research paper, a research proposal, or a literature review. This course covers core content that is essential for demographic training. The course has been approved by the Dual-Title Graduate Degree Program in Demography as a core seminar on demographic structure and change; it can therefore be used by students in that program (in addition to students in Sociology) to fulfill the requirements for the degree.

SOC 525: Immigration, Assimilation, and Inequality

3 Credits

Examine theories, research, and policies on the incorporation of immigrants and their descendants. SOC 525 Immigration, Assimilation, and Inequality (3) Over the last several decades, the diversity of American society has increased substantially as a result of immigration from Latin America, Asia, and other world regions. This has raised numerous questions about the consequences of immigration and the long-term prospects of immigrants and their descendants. The major objective of this course is to provide the foundation for a sociological understanding of the process of assimilation (or incorporation), especially in relation to the structure of opportunities and the reproduction of inequality. This will be accomplished through a survey of contemporary theoretical perspectives, and both quantitative and qualitative studies that evaluate their merits. Although sociology has embraced the study of assimilation since its inception, we will also draw on other disciplines to explore various topics associated with educational attainment, economic mobility, social incorporation, political incorporation, family formation, and ethno-racial identification. Students will be evaluated on the basis of their engagement with weekly readings, as revealed by the quality of their participation in discussions and their written response to weekly essay questions. Students will also be required to write a paper on a topic of their choosing. This paper may be a research proposal, a literature review or a research study. The course will be offered every other year. It may serve as an elective in Sociology and the Dual-Title Graduate Degree Program in Demography as a core seminar on demographic processes.

SOC 526: Health Disparities

3 Credits

This course provides an overview of social factors that lead to demographic disparities in health. H P A(SOC) 526 Health Disparities (3) This course provides a broad exploration of U.S. health disparities. In particular, it examines several types of U.S. health disparities that emerge as a result of individuals' race/ethnicity, socioeconomic status, nativity status and gender. The course focuses on theoretical and methodological strategies for studying health disparities as well as empirical evidence supporting the existence of different health disparities and explanations for understanding and ameliorating them. Students will summarize and discuss weekly readings and apply course materials to understand the state of the field and to carry out an original research project on a particular health disparity that interests them. This course fulfills basic seminar requirements in the Sociology graduate curriculum and serves as a process course for the interdisciplinary Demography dual-title graduate curriculum.

Cross-listed with: HPA 526

SOC 527: Migration, Urbanization, and Policy in the Developing World

3 Credits

This course examines the dynamics of migration and urbanization processes, as well as their policy implications, in non-industrialized regions of the world.

Cross-listed with: AFR 527

## SOC 528: Demographic Change and Public Policy

3 Credits

This course will examine the interplay between demographic trends and public policies, largely in the United States. Students will be exposed to the two-way relationship between public policy and demographic change, considering both the impact of policies on demographic outcomes as well as the effect of changing demographic structures on public policy development. Demographic trends play an important role in driving public policy change, especially given the extent to which shifts in population composition emphasize different areas of public policy. Similarly, public policies have implications for outcomes related to population structure and composition, including health, life expectancy, marriage, childbearing, migration, aging, disability, and retirement. Inequality across race, ethnicity, nativity, gender, socioeconomic status, and geographic location is a common thread that runs through each of these relationships. The course provides a detailed examination of each process. The course will involve an introduction to demography and public policy and will cover topics including immigration, health policy and life expectancy, family policies, family structure and fertility, migration and immigration policy, race and racism, housing and urban policy, population aging and pensions, social policy and inequality, and climate and environmental policy. Readings will be a mix of scholarly articles and popular press pieces. Class meetings involve significant expectations for student discussion and participation. Students will complete a policy project that engages with a contemporary demographic issue.

## SOC 529: Seminar in Race and Ethnicity

3 Credits

Reviews the status of U.S. racial and ethnic minority groups; analyzes factors influencing inequality and inter-group relations. SOC 529 Seminar in Race and Ethnicity (3) The seminar opens with a review of the status of central racial and ethnic minority groups in the United States: African Americans, Latinos, Asian Americans, American Indians. Educational and economic status are considered, along with such factors as family structure, geographical location, residential segregation, language, and involvement with the criminal justice system. Institutional patterns that potentially contribute to observed statuses are reviewed. Two groups of African Americans receive special attention: the urban "underclass" that sits at the bottom of the socioeconomic ladder and middle class blacks. Consideration of economic stratification by race and ethnicity includes analysis of wealth disparities and the differences in life chances they create. Structural and cultural explanations of economic outcomes are contrasted. Patterns of economic assimilation shown for recent immigrants are outlined, and the notion of "segmented assimilation" is introduced. Economic interdependence among minority groups receives attention. Extensive recent evidence about employment discrimination is reviewed. The relevance of white Americans' racial attitudes to political opinions and policy outcomes receives attention in readings that focus on policy issues affecting both African Americans and American Indians. Classic and recent frameworks for understanding prejudice and discrimination are introduced. Patterns observed for African American targets are contrasted with those for Latinos and Asian Americans. Research on the outcomes of intergroup contact is reviewed, along with recent "contextual" studies that assess the influence of community characteristics on racial attitudes. Racial/ethnic identity is put in the spotlight, with attention to African Americans but also American Indians, West Indian immigrants, Latinos, Asian Americans, multiracial groups, and white Americans. "Pan-ethnicity" is considered. The seminar is designed to familiarize graduate students in sociology and related fields

with central information about the evolving status of racial and ethnic minority groups in the U.S., and with theoretical perspectives developed in sociology and other social science disciplines to understand racial/ethnic prejudice, discrimination, and inequality.

## SOC 530: Sociology of Family

3 Credits

An in-depth introduction to the sociological study of the family. SOC 530 Sociology of Family (3) This seminar will cover critical issues or current debates and issues regarding family policy in the United States. Examples of current family policy debates include welfare, class, gender, etc.

## SOC 531: Family Disorganization: Stress Points in the Contemporary Family

3 Credits

Focuses on divorce, remarriage, incest, family violence as well as problems associated with family formation and parent-child relations.

Cross-listed with: HDFS 531

## SOC 532: Global Health and Mortality

3 Credits

Major issues in international health from a demographic perspective; special attention to the Global South and to data quality.

**Prerequisite:** SOC 573

## SOC 533: Sociology of Religion Seminar

3 Credits

A survey of the sociology of religion designed to help students conduct and critique social science research.

## SOC 534: Childhood and Education in Sociological and International Comparative Perspective

3 Credits

The course objective is to use an international comparative lens and sociological perspective to examine the social, cultural, political and economic forces that shape childhood and the role education plays in this process.

Cross-listed with: CIED 534, EDTHP 534

## SOC 537: Biosocial Perspectives on the Family

3 Credits

The implications of knowledge from behavioral endocrinology, behavior genetics, and evolutionary psychology for understanding family relationships and child development. HD FS 537. (SOC 537) Biosocial Perspectives on the Family (3) Breakthroughs in the way biological variables are measured and modeled have generated new findings that greatly increase our understanding of the reciprocal influences between family relationships, child development, and biological factors. Specifically, advances in the study of hormones, genetics, evolution, pharmacology, and immunology have led to important advances in our knowledge of gender, becoming a parent, early child development, middle

child, and adolescent development, parent-child relations, courtship and mate selection, quality of intimate relations, separation and divorce, incest, and dominance and family violence. Students are required to keep a journal of researchable ideas during the first five weeks of class. The purpose is to give students practice in identifying research needs and opportunities. The journal should include 4-6 research problems, each developed in 2-3 typed pages. The majority of each entry should be a clear statement of what knowledge gains would be realized by conducting the study and why they are important. The remainder of the statement should include consideration of the data you would use, measures of major variables, and analytic strategies. Think of it as a brief portfolio of thesis, dissertation, or research publication ideas. Entries on research projects in which you are already involved are not eligible for inclusion in the journal. On the last page of the journal, indicate which problem you would like to develop into a more detailed proposal during the remainder of the semester and why. Turn in the journal during week 5. I will evaluate your entries and comment on your selection idea. The rest of the semester will be spent on developing one of the ideas to a full-blown proposal (about 20 pages). You should turn in as many drafts as needed to receive a good grade for this segment of the course. I expect you to turn in three or more before the end of the semester. We will meet about each draft and go over my comments. Proposal drafts should be spaced out over the semester. The last week of the semester will be devoted to presentations of research proposals after which class members will offer comments and suggestions. Your grade will be based on the proposal draft you turn in the last week of the class. Twenty-one percent of the course grade is based on the research proposal.

Cross-listed with: HDFS 537

#### SOC 538: Sociology of Education

3 Credits

Provides students with an overview of dominant sociological theoretical perspectives on schools, schooling, and education in modern society. SOC (EDTHP) 538 Sociology of Education (3) This graduate course in the Sociology of Education covers the major sociological theories and empirical research on the role of formal education in society. The object of the course is to have the student become conversant with the main lines of sociological research applied to education and social development at the individual, community, and societal levels. Since sociology of education has had considerable impact on educational policy over the past 50 years, a second goal of the course is to understand this relationship and avenues for future research and policy analysis from a sociological perspective. This course is a central topic in the general study of social stratification and hence in pursuit of the Ph.D. in the Educational Theory and Policy and the Sociology program. The format of the course is a didactic seminar with extensive written assignments as the usual form of evaluation.

Cross-listed with: EDTHP 538

#### SOC 544: Current Issues in Complex Organizations

3 Credits

Critical survey of recent developments in sociological study of organizations and the theory of bureaucracy, including reciprocal effects on environments.

#### SOC 550: Cultural Sociology

3 Credits

Cultural sociology is focused on the production, transmission, structure, usage, and implications of social meaning. The course provides tools to conceptualize and understand numerous dimensions of "culture," as well as training in how to study society through a focus on the relation of social meaning to other social processes. The field has numerous theoretical foundations, with much contemporary empirical work being done across sociological subdisciplines. As a result, readings are from an array of sources and may include a wide variety of methods (ethnography, interviews, surveys, social media, big data, and historical). The core questions of the course are: What is culture? How does culture work through different processes? What are the strengths and weaknesses of different theoretical assumptions and methods for the study of culture? The course is structured around ongoing theoretical debates and conceptual tools, using classic and contemporary research examples.

#### SOC 551: Social Stratification and Social Change

3 Credits

Origin and development of stratification systems and inequality among and within societies; social mobility; change in stratification systems.

#### SOC 552: Economic Sociology

3 Credits

This course serves as a graduate-level survey of the field of economic sociology. While encompassing a variety of theoretical and methodological orientations, economic sociologists seek broadly to understand the role of social forces in the organization of economic life. As such, theory and research in economic sociology extends, refines, and sometimes critiques complementary perspectives from economics, management, psychology, industrial organization, and other social science fields. The topics emphasized in the course will include the "embeddedness" of economic action in social structure; the role of institutional logics and myths in economic and organizational behavior; structure and change in markets and organizational fields; the role of politics in the economy; how social networks affect economic activity; the role of culture in economic action; patterns of consumption and valuation; trust and uncertainty; and the diffusion of innovations. By the end of the course, students should have a broad understanding of the field of economic sociology and be able to apply knowledge from this field in their own research.

#### SOC 553: Educational Mobility in Comparative Perspective

3 Credits

Role of education in social mobility, using quantitative, qualitative, and historical methods; focuses comparatively on Britain, East Asia, and South America. CI ED 553/SOC 553/EDTHP 553/HI ED 553 CI ED 553. (SOC 553, EDTHP 553, HI ED 553) Educational Mobility in Comparative Perspective (3) Sociologists interested in higher education have attended to the relationships between postsecondary institutions and other institutions, as well as the impact on higher education of general social and demographic processes. Many of the classical ideas in sociological theory, including those of Max Weber and Emile Durkheim, have surfaced in recent debates over the nature of higher education. Sociologists in the U.S. have explored such questions as: the gatekeeping function of higher education; the impact of universities on stratification; and the socializing environment for women and minorities. This seminar introduces some

of the classical theorists and contemporary researchers of the sociology of higher education. All seminar participants will be required to write a sample research proposal, based on the readings from the seminar.

Cross-listed with: CIED 553, EDTHP 553, HIED 553

SOC 557: Sociology of Higher Education

3 Credits

Reviews theory and current sociology research on student access, achievement, and governance in postsecondary education, with applications to policy analysis. EDTHP (HI ED, SOC) 557 Sociology of Higher Education (3) Sociologists interested in higher education have attended to the relationships between postsecondary institutions and other institutions, as well as the impact on higher education of general social and demographic processes. Many of the classical ideas in sociological theory, including those of Max Weber and Emile Durkheim, have surfaced in recent debates over the nature of higher education. Sociologists in the U.S. have explored such questions as: the gatekeeping function of higher education; the impact of universities on stratification; and the socializing environment for women and minorities. This seminar introduces some of the classical theorists and contemporary researchers of the sociology of higher education. All seminar participants will be required to write a sample research proposal, based on the readings from the seminar.

**Prerequisite:** graduate students only, except with permission of instructor; EDTHP/SOC 416 is recommended

Cross-listed with: EDTHP 557, HIED 557

SOC 559: Communities and Crime

3 Credits

Crime has been shown to differ significantly across neighborhoods of different racial composition and of different socioeconomic characteristics. Specifically, neighborhoods characterized by high poverty and high segregation are more likely to exhibit higher violence, higher homicide rates, and higher disorder. Moreover, growing up in a highly disadvantaged neighborhood predicts whether youth will be involved in delinquency, risky behavior, and violent crime. In this course, students will learn about the major debates and arguments in the field on how such differences can come about and what may be their consequences. Students will learn to recognize, identify, and apply criminological and sociological theories and thinking on the effects of neighborhoods' social structures on crime. In particular, we will focus on classic and contemporary cutting edge thinking on poverty, social isolation, disorder, collective efficacy, institutional (dis)trust, demographic v. cultural heterogeneity, segregation, immigration, and the physical environment. We will address the theories, methods, and policies related to understanding key features of places such as social (dis)organization, social capital, spatial embeddedness, opportunity infrastructure, and cultural capital.

Cross-listed with: CRIM 559

SOC 560: Urban Sociology

3 Credits

Examination of the structure and dynamics of North American cities and of residents' experiences in such settings. SOC 560 Urban Sociology (3) The major objective of Sociology 560 (formerly 597F) is to survey the field of urban sociology, providing graduate students with a solid grounding in

the literature on North American cities. The course heavily emphasizes recent writings by sociologists. However, the historical development and continuity of the major questions that have guided urban research receive more than passing attention, as do the contributions of geographers, psychologists, and others outside the discipline. A broad range of theoretical perspectives, substantive topics, and methodological strategies are through reading, lecture, and discussion. Students are expected to be active, critical consumers of urban knowledge but also producers of it: they must independently formulate and address a research problem then share their results with their classmates. Once students complete Sociology 560, they should be ready to enroll in more specialized urban seminars and to teach urban sociology at the undergraduate level.

SOC 572: Foundations in Causal Analysis in the Social Sciences

3 Credits

Methods for estimating causal effects in observational data, including matching, counterfactual, and related approaches. SOC 572 Foundations in Causal Analysis in the Social Sciences (3) This course investigates methods for estimating causal effects in observational (non-experimental) data. There are three common strategies for estimating causal effects in observational data. One strategy is to condition on variables to block all the back-door paths from the causal variable to the outcome variable. Examples: matching (including propensity scores) and regression with control variables. A second strategy is to use exogenous variation to isolate the "unconfounded" covariation in the causal and outcome variables. Examples: instrumental variables (IVs), natural experiments, fixed effects. A third strategy is to isolate the mechanisms through which the causal variable operates to affect the outcome variable. These methods are becoming more standard in sociology and related fields. The course will cover the following methods: standard regression and its limitations; natural experiments and instrumental variables; counterfactual or potential outcomes methods; matching methods, including propensity scores; fixed-effects and random-effects; structural equation methods; mixed methods. The course is distinguished from other courses in the university by its focus on the use of statistical methods for causal inference. Whereas other courses describe regression or structural equation models as general methods for one's statistical toolkit, this course concentrates on when, and how, regression or structural equation approaches can be used to draw causal inferences from non-experimental data. Examples will be drawn from a variety of social science disciplines, including economics, political science, and criminology, as well as from sociology.

SOC 573: Demographic Techniques

3 Credits

Models and measures of vital processes (fertility, mortality, migration) and their effects on growth and age structure of human populations.

**Prerequisite:** STAT 200

SOC 574: Statistical Methods for Social Research

3 Credits

Basic concepts of statistics; linear regression; computer software; analysis of social surveys; causal inferences from nonexperimental data.

**Prerequisite:** 3 credits in statistics and 3 credits in research methods.

## SOC 575: Statistical Models for Nonexperimental Research

3 Credits

Causal models for quantitative and qualitative data; path analysis and structural equations; logistic regression; duration models.

**Prerequisite:** SOC 574

## SOC 576: Applied Mathematical Demography

3 Credits

Survey of mathematical models used in the study of population: models of growth, survivorship, fertility, migration, stability, kinship, projection.

**Prerequisite:** ANTH 408 or SOC 473 ; calculus

## SOC 577: Techniques of Event History Modeling

3 Credits

Survival analysis theory and methods for discrete dependent variables.

**Prerequisite:** SOC 575

## SOC 578: Multilevel Regression Models

3 Credits

Covers multilevel regression models for the analysis of nested or hierarchical data, including both contextual and longitudinal applications. SOC 578 Multilevel Regression Models (3) This course is devoted to statistical models for regression analysis of multilevel data. Multilevel data arise when cases are sampled at two or more levels, with each lower level subsumed within the next higher, such as residents within neighborhoods within cities or individuals within families. Such data almost always violate the independence assumption of ordinary least squares regression, and in recent years a wealth of more appropriate techniques have become available. These methods bring the full flexibility of multiple regression analysis to the analysis of multilevel data, enabling scholars to address a broad range of research questions. This course thoroughly covers the basic multilevel regression model and also devotes considerable time to more advanced topics such as analysis of data with three or more levels, multilevel analysis of discrete dependent variables, and latent variables. Students will study examples in a broad range of substantive domains, with special attention to the unique research questions to which these methods give access. This is a course in the application of statistics to social science research, not a theoretical statistics course. Therefore the course will not include derivations and proofs, but rather the mathematics covered will be in the service of defining statistical models that correspond to useful research questions. The emphasis will be on understanding how to use these methods to do good research and on learning to interpret the results they provide. Several class sessions will be held in computer laboratories in order to train students in the use of statistical software that implements these methods.

**Prerequisite:** SOC 575

## SOC 579: Spatial Demography

3 Credits

This graduate course will expose students to spatial analysis tools and analytical methods applied to demographic research. ANTH (SOC) 579 Spatial Demography (3)The improved application of spatial data

and methods to demographic research is a critical methodological challenge facing demographers today. This graduate seminar is designed to focus on substantive demographic research topics while exposing sociologists and demographers to challenges in, and opportunities for, using geographic information systems (GIS), spatial analysis, and spatial statistics in their own research. Substantive foci will include readings and discussions of spatial perspectives on topics such as racial/ethnic segregation, spatial mismatch/entrapment, poverty, crime/delinquency, migration, health inequalities, wellbeing, maternal and child health, environmental justice, and population and environment relations. Similarly, the seminar will highlight connections between spatial concepts and data availability (e.g., Modifiable Areal Unit Problem - MAUP; data privacy), other emerging methodological approaches to studying society (e.g., contextual modeling, multi-level modeling and the area of neighborhood effects) as well as the integration of different types of data (e.g. qualitative data and quantitative data). Throughout the course lectures and discussions will be complemented with lab sessions introducing spatial analysis methods and GIS and spatial analysis software. The lab sessions will include the use of among other software GeoDa, CrimeStat, R, and ArcGIS (including Geostatistical Analyst and Spatial Analyst extensions). These lab sessions will introduce many methodological and technical issues relevant to spatial analysis (e.g., error, data validation, data integration, cartography, exploratory spatial data analysis, spatial regression modeling, geographically weighted regression, point pattern analysis and geostatistics). Assignments for the courses include up to two writing assignments, up to four lab assignments, and a final project which will be presented as a short 15-minute presentation as well as submitted as a term paper. The writing assignments will include an annotated bibliography/brief literature review within a selected demographic theme area and a profile of a well-known demographer and their adoption of spatial thinking/perspectives/methods. The lab assignments will focus on building geospatial databases, basic spatial analysis, exploratory spatial data analysis, and spatial regression modeling. The courses will include other labs and assignments that will be completed for no grade; these are intended as mechanisms/opportunities for developing and enhancing familiarity with selected software, data resources, and analytic methods.

**Prerequisite:** Graduate course in statistics, i.e., SOC 574 or ANTH 509  
Cross-listed with: ANTH 579

## SOC 580: Social Network Analysis

3 Credits

Methods of social network analysis used to examine patterns of ties among actors in a social system. This course provides an overview of the analytic methods and conceptual perspective of a social network approach to social science research, with a focus on quantitative methods. Social network analysis is used to examine patterns of ties between multiple actors in a social system, where the actors could be individuals, dyads, groups, organizations, or nation-states. There has been a dramatic rise in the application of such an approach to research from a broad range of researchers over the past decade. A social network approach is applicable to several subfields within sociology, such as social psychology, demography, criminology, organizations, and the family. The course objectives are to: 1) become familiar with the basic elements of social network analysis and recognize situations where this approach may be useful; 2) develop an appreciation for the conceptual perspectives behind this modeling approach; 3) learn about the strengths and limitations of network models and analyses; 4) apply social network analysis to empirical data and interpret findings, and finally: 5) complete a research paper that applies this approach to data regarding a social

science problem. Network topics covered include centrality, clustering and cliques, triads and transitivity, weak ties, structural equivalence, and network visualization. In addition, students will be introduced to advanced topics, such as exponential random graph models, and dynamic SIENA models. Students should have completed two semesters of social statistics at the graduate level or equivalent before enrolling in this course.

SOC 584: Attitude Formation and Change

3 Credits

Theory and method in research on attitude formation and change with emphasis on critical analysis.

**Prerequisite:** PSYCH420 or SOC 403 ; 3 credits in statistics

Cross-listed with: PSY 584

SOC 591: Teaching Sociology/Criminology

1 Credits

Preparation for teaching sociology and/or criminology at the college level. CRIM (SOC) 591 Teaching Sociology/Criminology (1) Preparation for teaching sociology and/or criminology at the college level.

Cross-listed with: CRIM 591

SOC 592: Writing for Publication in the Social Sciences

3 Credits

Systematic, collective review of unpublished student manuscripts with an eye toward revision for publication. SOC 592 Writing for Publication in the Social Sciences (3) The overarching goal of the course is to prepare relatively advanced Ph.D. students to write effective journal articles, books, and grant proposals. The course emphasizes learning by doing. We begin by writing reviews of anonymous manuscripts that have been submitted to journals for possible publication. We ask four key questions about each article: What do we like about the manuscript (strengths)? What do we dislike (weaknesses)? What suggestions do we have - substantive and stylistic - for revising the manuscript? Is it published? Class discussion is organized around those questions. Then we use the same format and tools to critique unpublished student manuscripts. We discuss each manuscript with a view to answering the question of how the manuscript needs to be revised to make it publishable. Finally we read key articles on the differences between journal writing, book writing, and the writing of grant proposals. Again students are given hands-on experience by reviewing book prospectuses and grant proposals. The course is designed to be a core course in the Sociology Department's Professional Development Module for Ph.D. students. The specific goals of the course are: A publishable paper - or at least concrete suggestions for how to make a student manuscript publishable, or book precis competitive, grant proposal fundable. A better understanding of how the review process works - what happens after you submit your paper, precis, or research proposal; what to expect from the editor's decision letter. A better understanding of what editors and reviewers are looking for in a journal manuscript, book precis, or grant proposal, and a better understanding of how to respond to reviewers' criticisms when you are invited to resubmit a manuscript or grant proposal. Good reviewing skills - what a good review looks like, and how to go about writing one. An expansion of students' intellectual horizons through exposure to different substantive areas, methodologies, and styles of work. Students will be evaluated on the basis of their written reviews due each week. The course will be offered at least twice every three years. Course enrollment should

be limited to 12, to enable full in-class discussion of each student's manuscript.

**Prerequisite:** Master's thesis or permission of program

SOC 595: Internship in Political Science

1-9 Credits/Maximum of 9

Supervised off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required.

**Prerequisite:** Prior consent of supervisor, advisor, or department head; applicable departmental internship requirements such as satisfactory completion of required upper level courses appropriate for the internship program selected.

SOC 595A: Survey Research Practicum

1-6 Credits/Maximum of 6

Practicum in Survey Research data collection or management.

**Prerequisite:** PL SC518 or SOC 518 and PL SC519 or SOC 519

Cross-Listed

SOC 596: Individual Studies

1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

SOC 597: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject which may be offered infrequently; several different topics may be taught in one year or term.

SOC 600: Thesis Research

1-15 Credits/Maximum of 999

No description.

SOC 601: Ph.D. Dissertation Full-Time

0 Credits/Maximum of 999

No description.

SOC 602: Supervised Experience in College Teaching

1-3 Credits/Maximum of 6

Students will teach introductory level courses as required by staffing and students' needs.

SOC 610: Thesis Research Off Campus

1-15 Credits/Maximum of 999

No description.