

## **FALL 2017**

# **SOCIOLOGY GRADUATE COURSE DESCRIPTIONS**

### **SOCI 5201 THE LOGIC OF SOCIAL RESEARCH** **MONDAY 12:20-3:20 [BANDANA PURKAYASTHA](#)**

How do social scientists decide which methods lead to the best answer to their research questions? How do different epistemologies lead to diverse methodological frameworks and different methods of social enquiry? This course will provide you with the tools to understand and weigh different methodologies and methods of social inquiry, and develop your ability to critically read research literature. I will expect you to design your own research proposal and ensure it is consistent with the ethical standards of research required by our university.

### **SOCI 5231 QUALITATIVE RESEARCH I** **THURSDAY 3:35-6:35 [ANDREW DEENER](#)**

This seminar on qualitative methods has five main objectives: (1) to acquaint students with the methodological tenets of qualitative research, especially interviewing, ethnographic field methods, and historical research; (2) to consider central epistemological debates; (3) to become familiar with the practical techniques and constraints of producing theoretical cases through qualitative research; (4) to discuss writing, narrative, and analysis strategies; and (5) to begin constructing cases based on original empirical research. Classes will include discussions of readings and ongoing workshops of student projects.

### **SOCI 5251 CORE THEORISTS** **WEDNESDAY 12:20-3:20 [MATTHEW HUGHEY](#)**

For better or worse, contemporary sociology rests largely on a foundation of concepts, observations, and procedures developed by a variety of European thinkers in the eighteenth and nineteenth centuries. In the eighteenth century, sociology was not yet institutionalized as a distinct point of view or profession. Rather, social reflection and observation were styles of thought within philosophy and letters more broadly. By the late nineteenth century, however, a number of thinkers began to identify social science—if not yet sociology in particular—as a distinctive enterprise with unique procedures, concepts, and theoretical points of view. Any understanding of sociological projects in the contemporary period thus rests on a comprehension of the origins and outlines of the field as they formed in these contexts. By the same token, the ideas, attitudes, and terms propagated by thinkers from the Enlightenment, the Romantic Age, and the Industrial Era, and the sociological theories built on them, provide enduring resources for, as well as origins of, the self-concept of the modern world. These are the terms of our self-understanding and referents of our sociological discourses. A central question is whether and in what ways they still contribute to our understanding of the world in which we live and the ways we practice sociology. This is a reading-intensive seminar course. The readings are dense in both breadth and depth, and they are also crucial to your development as sociologists. Be prepared to dedicate a good deal of time preparing for each class meeting. Your task includes not only the completion of all the assigned books and articles, but also preparation for analyzing

the overall logic and central concepts of these readings. You will be expected to regularly—and intelligently—participate in all seminar discussions.

### **SOCI 5505 RACISM AND ETHNIC RELATIONS**

**WEDNESDAY 5:30-8:30 [MATTHEW HUGHEY](#)**

The discipline of sociology is currently in the process of reclaiming the life and work of William Edward Burghardt Du Bois (1868-1963), as part of its heritage of thinking and research. This course seeks to explore Du Bois' sociological imagination in several ways. First, we will read several key works by Du Bois and ask the following questions: What are the sociological models contained in these works? What kinds of further exploration do Du Bois' writings and analyses provoke? How does Du Bois present the role and importance of African Americans in the United States and in the world? How does the sociologist's life experience shape the sociologist's ideas? How does Du Bois' work fit in with what sociologists have come to think of as the sociological imagination? What are Du Bois' contributions to our thinking about gender, race-ethnicity, and class? Second, we will also gain an understanding of Du Bois' biography and its connection to race relations and social change in the United States. Third, we will couch these questions within the context of Du Bois' scholarly progression, including the early comparative-historical sociology and commentaries on white supremacy; the intimations of cultural sociology that motivate his writings on the cultivation of a black elite and the uses of high culture; his political sociology aimed at institution building and tactical maneuvering with and against white and black leaders alike, and his more "public sociology" that advanced a socialist critique of American militarism and imperialism during the Cold War and beyond.

### **SOCI 5895-001 INVESTIGATION OF SPECIAL TOPICS – EDUCATION**

**TUESDAY 3:35-6:35 [SIMON CHENG](#)**

SOCI 5895 examines the relationships between education and society by reviewing a variety of theoretical perspectives and empirical studies. Topics include: education as an institution; social reproduction; micro perspectives on education; social mobility and stratification; parenting; family structure; the dynamics of race, class, and gender in education; school effects; tracking; and school reforms. In exploring the sociology of education, we will first explore different theoretical approaches to understanding the educational system. Then, we will investigate research in the sociology of education along two major directions. The first is the macro relationship between the educational system and aggregate economic development; the second is the micro dynamics of student performance with relation to socioeconomic background and family structure. This second line of investigation will also be extended to the issues of gender, class, and race/ethnicity. Our investigation will additionally touch upon debates over other related topics, including school context, tracking, and education reforms.

### **SOCI 5895-002 INVESTIGATION OF SPECIAL TOPICS – IMMIGRATION**

**FRIDAY 12:20-3:20 [BANDANA PURKAYASTHA](#)**

Immigration has always been a terrain of struggle, shaped by forces of inclusion and exclusion. What kinds of barriers and opportunities have different groups of migrants to the US—from the Americas, Europe, Asia and Africa-- faced in the 20th and 21st centuries and

why? We will focus on the scholarly analyses of power, privileges and marginalization that reflect intersecting dominant ideologies, interactions, and institutional arrangements in the 20<sup>th</sup> and 21<sup>st</sup> centuries, beginning with the formal bans on different groups of migrants in the early 20<sup>th</sup> century. This course will help you (a) to understand different types of migrants, ranging from highly skilled migrants and their families to those who are forced to migrate or are trafficked. (b) critically assess the frameworks that have been used by scholars, including assimilation (and its variants), transnationalism, human rights and security, (c) the ways in which the migrants challenge and change the conditions in which they are enmeshed, and, (c) analyze some of the contemporary controversies surrounding documentation, immigrant religions, labor contributions, and human rights.

### **SOCI 6203 QUANTITATIVE RESEARCH II**

**MONDAY 12:20-3:20 [SIMON CHENG](#)**

SOCI 6203 is the second course in sociology's graduate sequence in applied statistics. The first course, SOCI 5203, deals with models in which the dependent variable is continuous. These include the linear regression model, seemingly unrelated regressions, and systems of simultaneous equations. SOCI 6203 deals with regression models in which the dependent variable is limited or categorical. Such models include probit, logit, ordered logit, and Poisson regression, among others.

### **SOCI 6265 ADVANCED TOPICS IN THEORY: INTERSECTIONALITY**

**MONDAY 3:35-6:35 [NANCY NAPLES](#)**

Calls for analyses that simultaneously take into account the dynamics of race, class, gender, sexuality, nation, ability and other dimensions of social inequality and difference are now central to feminist and queer scholarship and critical race and racism theory. This course will focus on how different scholars are theorizing and researching intersectionality. Questions to be considered include: What are the limits and possibilities of different approaches to intersectionality for understanding and analyzing difference? How have social scientists taken up the call to intersectionality in their research? What types of methodologies are most effective for an intersectional analysis?