

SOCIOLOGY

Emeriti: (Professors) Joseph Berger, Bernard P. Cohen, Sanford M. Dornbusch, Alex Inkeles, Seymour M. Lipset, James G. March, John W. Meyer, W. Richard Scott, Morris Zelditch Jr.

Chair: Karen Cook

Professors: Karen Cook, Paula England, Mark Granovetter, David Grusky, Michael T. Hannan, Douglas McAdam, Susan Olzak, Cecilia Ridgeway, Gi-Wook Shin, C. Matthew Snipp, Nancy B. Tuma, Andrew Walder, Xueguang Zhou

Associate Professors: Shelley Correll, Michael Rosenfeld

Assistant Professors: Henning Hillmann, Tomás Jiménez, Monica McDermott, Paolo Parigi, Rebecca L. Sandefur

Associate Professor (Teaching): Donald Barr

Courtesy Professors: Anthony Bryk, Glenn Carroll, Michele Landis Dauber, Larry Diamond, Clifford J. Nass, Walter Powell, Francisco Ramirez

Courtesy Associate Professors: Prudence Carter, Daniel McFarland, Sean Reardon, Jesper Sorensen

Courtesy Assistant Professor: Christine Min Wotipka

Lecturers: Colin Beck, Christopher Wimer

Consulting Professor: Ruth Cronkite

Consulting Associate Professors: Patricia Chang, Annemette Sorensen

Tinker Visiting Professor: Sonia Rocha

Visiting Associate Professors: Eva-Maria Meyersson Milgrom, Patricia Thornton

Department Offices: Building 120, Room 160

Mail Code: 94305-2047

Phone: (650) 723-3956

Web Site: <http://sociology.stanford.edu>

Courses offered by the Department of Sociology have the subject code SOC, and are listed in the "Sociology (SOC) Courses" section of this bulletin.

Sociology seeks to understand all aspects of human social behavior, including the behavior of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies. Sociologists are typically motivated both by the desire to better understand the principles of social life and by the conviction that understanding these principles may aid in the formulation of enlightened and effective social policy. Sociology provides an intellectual background for students considering careers in the professions or business. Students may pursue degrees in sociology at the bachelor's, master's, or doctoral levels. The department organizes its courses by fields of study to assist students in tailoring their education and research to their academic interests and career goals.

FIELDS OF STUDY

Organizations, Business, and the Economy—Focus is on the arrangements which societies construct for the provision of material goods or services. A formal organization which provides goods or services for profit and sells them through a market is called a business, and the economic system is capitalism. Social needs are also met through government and not-for-profit organizations, such as garden clubs, hospitals, prisons, and the Red Cross; some private and social needs are met outside of organizations, such as health care provided by family members and exchange of favors among friends. Courses stress the factors that determine whether needs that people define are met through markets or non-market allocation, through organizations, or by other means. They also investigate the environmental and technical factors that shape organization structure, the determinants of how efficiently organizations operate, and the interpersonal processes that shape individual behavior within organizations. Careers related to this field include management and administration in business or public settings, management consulting and analysis, and legal studies related to corporations, organizations, and business.

Social Movements, Comparative Politics, and Social Change—Focus is on the emergence, reproduction, and change of political systems and institutions, especially on why and how different

political systems and social movements appear in different times and places, and how differences in political regimes and economic systems influence attempts to change these systems. The origins and significance of national and transnational social movements, transition to democracy, including revolution, nationalism, and other forms of collective action, in creating and sustaining these changes analyzed across countries and over time. Careers that are relevant to this field include law, public policy, government service, nonprofit and international nongovernmental organizations, business organizations (especially those with international interests), consulting, and managerial jobs.

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

Social Inequality—Focus is on forms of social inequality, including fields such as: the shape and nature of social inequalities; competition for power; allocation of privilege; production and reproduction of social cleavages; and consequences of class, race, and gender for outcomes such as attitudes, political behavior, and lifestyles. Many courses emphasize changes in the structure of social inequalities over time, and the processes which produce similarities or differences in stratification across nations. Topics include educational inequality, employment history, gender differences, income distributions, poverty, race, and ethnic relations, social mobility, and status attainment. Careers related to this field include administration, advertising, education, foreign service, journalism, industrial relations, law, management consulting, market research, public policy, and social service.

UNDERGRADUATE PROGRAMS IN SOCIOLOGY

The department offers two options leading to the B.A. degree: the general Sociology major and the Sociology major with a field of study. The general major consists of a core curriculum plus elective courses intended to provide breadth of exposure to the variety of areas encompassed by sociology. The major with a field of study consists of a core curriculum plus a concentrated set of courses in one specialized area of sociology.

To graduate with a B.A. in Sociology, students must complete a minimum of 60 units of course work in the major. Units applied to the major must be taken for a letter grade (except for independent study or directed reading) and a grade point average (GPA) of 2.0 (C) or better must be achieved. Related course work from other departments may fulfill part of this requirement; such work must be pre-approved by the Sociology student services office and a faculty adviser and may not exceed 15 units.

CORE CURRICULUM FOR ALL SOCIOLOGY MAJORS

Students are required to complete a minimum of 40 units of core and foundation course work as detailed below.

CORE COURSES REQUIRED FOR THE MAJOR

The following core courses (25 units) are required of majors. It is recommended that students complete SOC 181B, SOC 180A, and SOC 180B in this order.

1. SOC 170. Classics of Modern Social Theory.
2. SOC 181B. Sociological Methods: Statistics, or another introductory statistics course such as STATS 60, PSYCH 10, or equivalent.
3. SOC 180A. Foundations of Social Research
4. SOC 180B. Evaluation of Evidence
5. SOC 200. Junior/Senior Seminar for Majors. It is recommended that students take this course in Spring

Quarter of the junior year or Autumn Quarter of the senior year. This course fulfills the Writing in the Major (WIM) requirement. Students considering honors are encouraged to enroll in SOC 202, Preparation for Honors Thesis, in the junior year; see “Honors Program” below.

FOUNDATION COURSES REQUIRED FOR THE MAJOR

In addition to core courses, students pursuing the B.A. in Sociology must complete at least three foundation courses (15 units). To ensure breadth of course work, each foundation course must represent a different field of study. For detailed information about Sociology concentration areas, see section on Fields of study (above). Foundation courses, classified by field of study, are as follows:

1. Organizations, Business, and the Economy: SOC 114 or 160
2. Social Movements, Comparative Politics, and Social Change: SOC 110 or 118 or 130
3. Social Psychology and Interpersonal Processes: SOC 120 or 121
4. Social Inequality: SOC 140 or SOC 149

GENERAL SOCIOLOGY MAJOR

To declare a major in Sociology, students must email the Sociology student services office once they have declared in Axess; see <http://www.stanford.edu/dept/soc/contact/index.html> for contact information. It is recommended that new majors schedule a meeting with their assigned faculty adviser promptly after declaring the major.

In addition to the 40 units required in core and foundation course work, students pursuing the general Sociology major must complete 20 elective units of Sociology course work. Students may choose their elective courses according to personal interest; however, students are encouraged to complete some course work at the 200-level. Sociology majors are encouraged to participate in directed research or undertake independent research with Sociology faculty. Students who wish to engage in more in-depth study in a specific area may do so by declaring a field of study.

SOCIOLOGY MAJOR WITH FIELD OF STUDY

The Sociology major with a field of study allows students to pursue a more focused program in one of four fields of study. To complete the requirements for the B.A. degree in Sociology with a field of study, a student must complete all core and foundation course work requirements for the major plus 20 units of course work in the chosen field of study. At least one foundation course must be in the declared field of study and students are encouraged to take as many foundation courses within their field of study as possible. Sociology courses are listed by field of study on the department’s web site. Fields of study are declared on Axess; students must also submit a Field of Study Declaration form to the Sociology student services office by the end of the first quarter of the senior year. Interested students should contact the Sociology student services office for additional information or to request a concentration declaration form. Fields of study are noted on the transcript; they do not appear on the diploma.

HONORS PROGRAM

Sociology majors who wish to complete an independent scholarly project under the direction of a faculty member are encouraged to apply for admission to the department’s honors program. Admission to the program requires a grade point average (GPA) of 3.5 or higher in courses taken within the major, and an overall GPA of 3.3 (B+) or higher in all undergraduate course work. Applicants are required to identify a Sociology faculty member to advise on the research and writing of the essay. With the approval of the director of the undergraduate studies committee, students may work with faculty advisers in other departments.

The honors project is typically initiated when a student enrolls in SOC 202, Preparation for Honors Thesis, or SOC 200, Junior/Senior Seminar. Students undertaking an honors project are encouraged to enroll in SOC 202 or 200 in the junior year. Students begin designing their honors project in connection with this seminar and in consultation with the seminar leader. If the student is admitted to the

program, the honors project is completed during the senior year.

To apply to the honors program, students must complete the application form available from the Sociology student services office or from the department’s web site. This form requires the faculty adviser’s endorsement, a brief description of the proposed project, and a copy of the student’s unofficial undergraduate transcript. Applicants must submit the completed application to the Sociology student services office no later than the fourth quarter before graduation, typically Spring Quarter of the junior year.

Honors students may earn up to 12 independent study units for work leading to completion of the required honors thesis, excluding units associated with the Junior/Senior Seminar. Completion of honors in Sociology requires: (1) completion of all requirements for the major; and (2) completion of a thesis of honors quality (a grade of ‘A-’ or higher). The thesis is due on or before the beginning of the End-Quarter period in the student’s final quarter before graduating. If the thesis adviser is a faculty member outside the department, the thesis must be submitted to both that sponsor and to the Sociology student services office, who coordinates appointment of a departmental reader to evaluate the paper. Both the honors adviser and the reader must agree that the paper merits honors. In every case, two copies of the final paper must be submitted; one is retained by the department and becomes a part of the department’s permanent collection. If a grade of ‘A-’ is not earned, the thesis credit counts toward meeting the standard major requirements.

BACHELOR OF ARTS IN SOCIOLOGY

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To apply to the honors program, students must complete the application form available from the Sociology student services office or from the department's web site. This form requires the faculty adviser's endorsement, a brief description of the proposed project, and a copy of the student's unofficial undergraduate transcript. Applicants must submit the completed application to the Sociology student services office no later than the fourth quarter before graduation, typically Spring Quarter of the junior year.

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End-Quarter period in the student's final quarter before graduating. If the thesis adviser is a faculty member outside the department, the thesis must be submitted to both that sponsor and to the Sociology student services office, who coordinates appointment of a departmental reader to evaluate the paper. Both the honors adviser and the reader must agree that the paper merits honors. In every case, two copies of the final paper must be submitted; one is retained by the department and becomes a part of the department's permanent collection. If a grade of 'A-' is not earned, the thesis credit counts toward meeting the standard major requirements.

MINOR IN SOCIOLOGY

Students must complete a minimum of 35 units in Sociology for the minor. Courses must be taken for a letter grade, and a minimum grade point average (GPA) of 2.0 (C) must be achieved. Students are encouraged to complete a course in sociological theory, such as SOC 170, and to obtain exposure to one of the fields of study. Students who wish to declare a minor in Sociology must do so no later than the deadline for their application to graduate.

Course requirements for a minor in Sociology are as follows:

	<i>Units</i>
SOC 1. Introduction to Sociology	5
SOC 180A. Foundations of Social Research, and/or SOC 180B. Evaluation of Evidence	5
Two foundation courses; see foundation courses required for the major above	10
Additional course work in the department (100- or 200-level courses)	15
Total course work required	35

GRADUATE PROGRAMS IN SOCIOLOGY

The Department of Sociology offers three types of advanced degrees: The Doctor of Philosophy; the Coterminal Master's Degree which is restricted to currently enrolled Stanford undergraduates; and the Master of Arts in Sociology which is available to Stanford students who are currently enrolled in other advanced degree programs.

MASTER OF ARTS IN SOCIOLOGY

The Department of Sociology offers an M.A. degree only to students concurrently enrolled at Stanford. General University requirements for the master's degree are described in the "Graduate Degrees" section of this bulletin. The department does not have a terminal M.A. program for external applicants.

COTERMINAL MASTER OF ARTS IN SOCIOLOGY

Stanford undergraduates, regardless of undergraduate major, who wish to pursue an M.A. in Sociology may apply for the coterminal master's program. The coterminal M.A. in Sociology is a flexible, self-designed program. Most students complete their M.A. in a fifth year at Stanford; occasionally students are able to complete their B.A. and coterminal M.A. in the fourth year. Typically, undergraduates apply to the program at the end of their junior year or beginning of their senior year.

Application and admission—Undergraduates must be admitted to the program and enrolled as a graduate student for at least one quarter prior to their B.A. conferral. A cumulative GPA of at least 3.5 in previous undergraduate work is required for admission. It is recommended that applicants have completed at least one Sociology course at the 100 level with a grade of 'B' or better. GRE test scores are not required. The department accepts applications twice a year: for the 2008-09 academic year, application deadlines are November 14, 2008 and May 15, 2009. Seniors wishing to cotermin must apply by November 14, 2008. All application materials are submitted directly to the Sociology graduate student services office. Most applicants choose a field of study to focus their sociological studies; see "Sociology Major with Field of Study" section. To apply for admission to the Sociology coterminal M.A. program, students should submit the coterminal application and the following: (1) a 2-5 page statement of purpose stating the applicant's field of study; (2) a preliminary program proposal that specifies at least 45 units of course work relevant to the degree program with at least 40 units in Sociology; (3) a current unofficial undergraduate transcript; and (4)

two letters of recommendation from Stanford faculty familiar with the student's academic work. The department does not fund coterminal M.A. students.

Program requirements—Coterminal M.A. students are required to take 45 units of course work during their graduate career; 40 of these units must be in Sociology courses. All units for the coterminal M.A. must be taken at or above the 100 level; advanced-level course work is encouraged and a minimum of 20 units must be taken at the 200 level. Students with a field of study must complete 20 units of course work in the field of study, including at least one foundation course from their field of study; see "Core Curriculum for All Majors" section. Sociology courses are listed by field of study here: <http://sociology.stanford.edu/programs/areas.html>. Students who want to take courses outside the department must seek prior approval from the Sociology student services office; coterminal master's students are limited to 5 units from outside of the department; outside courses must be taken in other Social Science departments. Students may transfer a maximum of 10 units from their undergraduate career; to be eligible for transfer, courses must have been taken in the two quarters preceding admission to the M.A. program. All units applied to the coterminal master's degree must be taken for a letter grade and an overall grade point average (GPA) of 3.0 (B) or better is required for the degree. Because research methods are an important component of graduate training in the social sciences, coterminal students are encouraged to take SOC 180A, Foundations of Social Research, and 180B, Evaluation of Evidence, in sequence when possible. These methods courses provide skills for research opportunities within the department and in academic or professional careers. Coterminal M.A. students should meet with their assigned faculty adviser upon acceptance to the program.

For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/pdf/CotermApplic.pdf>. For detailed information regarding the Sociology coterminal M.A. and how to apply, see <http://www.stanford.edu/dept/soc/coterminal/index.html>.

MASTER OF ARTS FOR CURRENT GRADUATE STUDENTS IN SOCIOLOGY

The M.A. degree in Sociology is available to current Ph.D. candidates in Sociology and to students in advanced degree programs (Ph.D., J.D., M.D.) from other Stanford departments and schools. Sociology Ph.D.s typically receive their M.A. in their second or third year of graduate study. Students must complete a minimum of 45 units of Sociology course work with a grade point average (GPA) of 3.0 (B) or better. All 45 units must be taken in courses taught by Sociology faculty and must be taken for a letter grade if possible. Workshop, research and directed reading courses are acceptable, but are limited to 15 units and must be approved by the Student Services Officer in advance. Interested students should contact the Sociology student services office for additional information and approval of programs. University regulations pertaining to the M.A. are listed in the "Graduate Degrees" section of this bulletin. Students are not expected to choose a field of study, but may do so if desired. No thesis is required. While formal application to the M.A. program is not required, applicants from outside of the Sociology department must submit: (1) a completed Graduate Authorization Petition form (available from the Office of the University Registrar); (2) a completed Program Proposal for an M.A. form (available from the Office of the University Registrar); and (3) a short statement of purpose to the Sociology student services office.

DOCTOR OF PHILOSOPHY IN SOCIOLOGY

The Ph.D. curriculum and degree requirements are designed to provide students with the knowledge and skills to become proficient scholars and teachers. Doctoral students in the department must take required courses for a letter grade if available and are expected to earn a grade of 'B+' or better in each course. Any grade of 'B' or below is considered to be less than satisfactory. Grades of 'B' or below are reviewed by faculty and the following actions may take place: the grade stands and the student's academic performance monitored to ensure that satisfactory progress is being made; the grade stands and the student is required to revise and resubmit the

work associated with that course; or the student may be required to retake the course.

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

Students must enroll in SOC 305, Graduate Proseminar, in Autumn Quarter of the first year; the course provides an introduction and orientation to the field of sociology, and the department and faculty. One unit of credit is given for this course; grading is on a satisfactory/no credit basis.

1. Students must complete three quarters of research experience, working under the supervision of one or more faculty members, including regular, emeritus, and affiliated faculty. The experience may involve paid work as a research assistant (RA), or unpaid work as a research apprentice. With prior approval, this requirement may be met through work on research projects conducted outside the department or University. It is recommended that students complete their research requirements early in their graduate program; the requirement must be completed by the end of the fourth year of residency.
2. Students must complete three quarters of teaching apprenticeship in departmental courses, or in other courses by approval. Work as either a teaching assistant (TA) under the supervision of a faculty member or as a teaching fellow (TF) fulfills this requirement. Students are required to take SOC 300, Workshop: Teaching Development, in Spring Quarter of the first year. In addition, students are encouraged to take advantage of department and University teacher training programs. Students for whom English is a second language are expected to acquire sufficient facility in English to be an effective teacher.
3. Students must complete four broad survey courses to demonstrate command of a range of sociological literatures. Each year the department specifies which courses meet this requirement, and undertakes to ensure that an adequate selection of such courses is offered. A list of courses that fulfill this requirement is listed in the requirements section below. Students should consult with their adviser to ensure that the combination of courses chosen to meet this requirement exhibits sufficient breadth. This requirement is normally completed by the end of the second year of residency and must be met by the end of the third year of residency.
4. Students must take one course in classical sociological theory (SOC 370A or B, or equivalent), and one course on the development of theory and research design (SOC 372 or equivalent). It is recommended that students complete SOC 370A and B, although only one of these courses is formally required.
5. Students must complete the series of required research methods courses listed in the requirements section below. Students with little background in statistics are encouraged to take SOC 281B or equivalent.
6. Beginning in year two, doctoral students are required to enroll in at least one workshop each quarter. Due to unit constraints, students may petition the Sociology student services office to attend a workshop without enrolling; such attendance is not noted on the transcript.
7. Students must complete a paper in the second year of residency on any sociological topic; it may address theoretical, empirical, or methodological issues. The paper is expected to reflect original work and is considered an important piece of evidence in the decision to advance to candidacy. A two-person committee that includes the primary adviser evaluates the paper. Although the reading committee is usually comprised of two regular faculty members in the department, emeritus and affiliated faculty may also serve as readers. The two readers of the second-year paper committee provide a review that speaks to: (1) whether the paper is publishable; and (2) what types of revisions, insofar as the paper is publishable, the student should pursue to ready the paper for publication. These comments are shared with the Director of Graduate Studies. Additionally, the committee meets with the student in June of the second year to discuss these reviews. To

ensure that students are making adequate progress on their paper, students are required to provide a first draft of the paper to readers by April 1. The final deadline for paper submission is May 15. This deadline applies to students who entered the department in 2006-07 and later.

8. Students are required to present at least two papers at a major professional meeting in their first five years of graduate study.
9. Students must prepare a dissertation prospectus and pass the University oral examination. The oral exam is intended to evaluate the dissertation prospectus or a partial draft of the dissertation and to assess the student's knowledge of the theory and research in the area in which the project intends to contribute. This requirement must be completed by December 1 of the fourth year of residency.
10. Each student must complete a doctoral dissertation. At the choice of the student, and in consultation with the adviser, the dissertation requirement may be met either by submitting the standard book-style document or by submitting three independent papers. The latter papers may address the same topic, but should be written as stand-alone, single-authored papers in standard journal format. None of these papers may overlap substantially with the second-year paper or with one another. The main criterion in judging substantial overlap is whether any standard journal, such as *The American Journal of Sociology*, would regard the papers as too similar to publish both. The dissertation must be submitted to all committee members at least 30 days in advance of the filing deadline. Assessment of satisfactory completion is determined by the student's doctoral committee members. Students are invited to present their dissertation findings at an informal department colloquium.

The faculty is responsible for providing students with timely and constructive feedback on their progress toward the Ph.D. In order to evaluate student progress and to identify potential problem areas, the department's faculty reviews the academic progress of each first-year student at the beginning of Winter and Spring quarters and again at the end of the academic year. The first two reviews are primarily intended to identify developing problems that could impede progress. In most cases, students are simply given constructive feedback, but if more serious concerns warrant, a student may be placed on probation with specific guidelines for addressing the problems detected. The review at the end of Spring Quarter is more thorough; each student's performance during the first year is reviewed and discussed. Possible outcomes of the spring review include: (1) continuation of the student in good standing, or (2) placing the student on probation, with specific guidelines for the period of probation and the steps to be taken in order to be returned to good standing. For students on probation at this point (or at any other subsequent points), possible outcomes of a review include: (1) restoration to good standing; (2) continued probation, again with guidelines for necessary remedial steps; or (3) termination from the program. Students leaving the program at the end of the first year are usually allowed to complete the requirements to receive an M.A. degree, if this does not involve additional residence or financial support. All students are given feedback from their advisers at the end of their first year of graduate work, helping them to identify areas of strengths and potential weakness.

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

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

REQUIREMENTS

SURVEY COURSES

Students must complete four courses from an approved list. This list is updated and circulated to students at the start of each academic year. *Note:* class offerings rotate; not all approved survey courses are offered every year. The following courses typically fulfill the survey course requirement:

- 308. Social Demography
- 310. Political Sociology
- 314. Economic Sociology
- 316. Historical and Comparative Sociology
- 318. Social Movements and Collective Action
- 320. Foundations of Social Psychology
- 322. Social Interaction, Social Structure, and Social Exchange
- 340. Social Stratification
- 342B. Gender and Social Structure
- 345. Comparative Race and Ethnic Relations
- 360. Foundations of Organizational Sociology
- 363A. Seminar on Organizational Theory

RESEARCH METHODS

The following course requirements apply to students who entered the Ph.D program in 2005-06 or later. Students are also expected to complete one elective from a list of approved courses that is updated and circulated at the start of each academic year. Students are required to enroll in 384, Sociology Methodology IV: New Models and Methods, in their first or second year of the program; this course is offered in alternate years.

- 281B. Statistics (not required but recommended for students with little statistical background)
- 381. Sociological Methodology I: Introduction
- 382. Sociological Methodology II: The General Linear Model
- 383. Sociological Methodology III: Advanced Models for Discrete Outcomes
- 384. Sociology Methodology IV: New Models and Methods
- 385A. Research Practicum I
- 385B. Research Practicum II

The following course requirements apply to students who entered the Ph.D program in 2004-05 or earlier.

- 281B. Statistics (recommended for students with little statistical background)
- 381A. Sociological Methodology I: Computer Assisted Data Analysis
- 382. Sociological Methodology II: The General Linear Model
- 383. Sociological Methodology III: Advanced Models for Discrete Outcomes
- 388. Advanced Models for Analysis of Tabular Arrays
or 389. Mixed Method Research Design

THEORY

- 370A. Sociological Theory: Social Structure, Inequality, and Conflict
or 370B. Sociological Theory: Social Interaction and Group Processes
- 372. Theoretical Analysis and Design

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

PH.D. MINOR IN SOCIOLOGY

Sociology offers a minor for currently enrolled doctoral students in other Stanford departments and schools. Students must complete a minimum of 30 graduate-level units with a grade point average (GPA) of 3.0 (B) or better. All 30 units for the minor are to be in courses taught by Sociology faculty with the following exception: 5 units may be taken in a statistics or methods course taught in another department. All units must be taken for a letter grade. Research and directed reading courses are acceptable, but are limited to 15 units and must be approved in advance. The program must be approved by a Sociology adviser and filed with the Sociology student services office. While there is not a formal application process, candidates must submit a short statement of purpose (2 pages), and a completed Application for Ph.D Minor, available from the Office of the University Registrar to the Sociology student services office. The Application for Ph.D. Minor must have all Sociology or other

courses to be applied to the minor listed including course number, units, and final grades.

JOINT PROGRAMS IN SOCIOLOGY WITH THE SCHOOL OF LAW

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

Law students interested in pursuing an M.A. in Sociology apply for admission to the Department of Sociology during the first year of Law school. Once admitted to the Department of Sociology, the student must complete standard departmental master's degree requirements as specified in this bulletin. Applications for the joint J.D./M.A. degree program must be approved by both the department and the Law school. Faculty advisers from each program participate in the planning and supervising of the student's academic program.

The J.D./Ph.D. degree program is designed for students who wish to prepare themselves for research or teaching careers in areas relating to both legal and sociological concerns. Students interested in the joint degree program must be admitted to both the School of Law and the Department of Sociology. Interest in the joint degree program must be noted on each of the student's applications. Alternatively, an enrolled student in either the Law School or the Sociology department may apply to the other program, preferably during their first year of study.

Upon admission, students are assigned a joint program faculty adviser who assists the student in planning an appropriate program and ensuring that all requirements for both degrees are satisfied. The faculty adviser serves in this capacity during the student's course of study regardless of whether the student is enrolled in the School of Law or the Sociology department.

J.D./Ph.D. students may elect to begin their course of study in either the School of Law or the Department of Sociology. Students must be enrolled full-time in the Law school for the first year of Law school, and must enroll full time in the graduate school for the first year of the sociology program. After that time, enrollment may be in the graduate school or the Law school, and students may choose courses from either program regardless of where enrolled. Students must satisfy the requirements for both the J.D. and the Ph.D. degrees. Up to 54 semester (81 quarter) hours of approved courses may be counted toward both degrees, but no more than 24 semester (36 quarter) hours of courses that originate outside the Law school may count toward the Law degree. To the extent that courses under this joint degree program originate outside of the Law school but count toward the Law degree, the Law school credits permitted under Section 17(1) of the Law School Regulations for cross-registration in other schools or departments of Stanford University are reduced on a unit-per-unit basis, but not below zero. Students must complete the equivalent of 183 quarter units to complete both degrees. Tuition and financial aid arrangements normally are through the school in which the student is currently enrolled.

For more information, see the Sociology web site at <http://sociology.stanford.edu>, and the Law School web site on the J.D./Ph.D. at <http://www.law.stanford.edu/program/degrees/joint/sociology>.

SOCIOLOGY (SOC) COURSES

Courses are open to all students without prerequisites, unless indicated. For information on undergraduate and graduate programs in the Department of Sociology, see the "Sociology" section of this bulletin.

UNDERGRADUATE COURSES IN SOCIOLOGY

Courses numbered below 100 are introductory courses intended for undergraduates. Courses numbered 100 - 202 are undergraduate-level courses.

SOC 1. Introduction to Sociology

Concepts, methods, and theoretical orientations. Sociological imagination illustrated by recent theory and research. Possible topics: the persistence of class cleavages; ethnic, racial, and gender inequalities; religious beliefs and the process of secularization; functions and dysfunctions of educational institutions; criminology and social deviance; social movements and social protest; production and reproduction of culture; rise of organizational society. GER:DB-SocSci

5 units, Aut (Sandefur, R)

SOC 15N. The Transformation of Socialist Societies

Stanford Introductory Seminar. Preference to freshmen. The impact of societal organization on the lives of ordinary people in socialist societies and in the new societies arising through the processes of political, economic, and social transformation. Do the concepts of democratization and marketization suffice to characterize ongoing changes? Enrollment limited to 16. GER:EC-GlobalCom

3 units, Win (Tuma, N)

SOC 32N. Law in Society

Stanford Introductory Seminar. Preference to freshmen. Law and social inequality. Major sociological perspectives on where the law comes from, what law and justice systems do, and how they work. Enrollment limited to 16. GER:DB-SocSci, EC-AmerCul

3 units, Aut (Sandefur, R)

SOC 45Q. Understanding Race and Ethnicity in American Society

Stanford Introductory Seminar. Preference to sophomores. A brief historical overview of race in America, race and violence, race and socioeconomic wellbeing, and the future of race relations in America. Enrollment limited to 16. GER:DB-SocSci

5 units, Aut (Snipp, C)

SOC 46N. Race, Ethnic, and National Identities: Imagined Communities

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

3 units, Win (Rosenfeld, M)

SOC 103A. Tutoring: Seeing a Child through Literacy

(Same as EDUC 103A, EDUC 203A, SOC 203A.) Experience tutoring grade school readers in a low income community near Stanford under supervision. Training in tutoring; the role of instruction in developing literacy; challenges facing low income students and those whose first language is not English. How to see school and print through the eyes of a child. Ravenswood Reads tutors encouraged to enroll. GER:DB-SocSci

4 units, Aut (Juel, C; England, P)

SOC 104. Sociology of Work

Classical and contemporary issues and debates. The effects of a changing workplace on individual workers in the U.S. Topics include: classical issues such as bureaucracy, alienation, and life in the industrial corporation; and contemporary issues such as managerial and professional work, the increase in service work and contracting, globalization, gender and race in the workplace, and maintaining a work/life balance.

5 units, Aut (Parker, A)

SOC 105D. Sociology of Criminal Procedure: Cops and Robbers, Lawyers and Juries

(Same as SOC 205D.) Preference to undergraduates and master's students. Interdisciplinary: law and the social sciences. Major areas in American criminal procedure, including juries, search and seizure, Miranda rights, racial profiling, and the right to counsel. The changing state of the law. Sources include major cases and the work of legal scholars. Social sciences perspectives on how the law works: how reliable are suspects' confessions; do juries listen to expert witnesses; do race and class affect how the police treat people; should social science have a role in deciding what the law should be? Limited enrollment.

5 units, Sum (TafollaYoung, K), given once only

SOC 106. Political Sociology

(Same as SOC 206.) The body of state rules and institutions that work in generating legitimate and illegitimate policy claims. Interests and identities that challenged the capacity of the national state to produce effective policies. Economic processes above the national level have that undermine the role of the state as the arena for the composition of disparate interests. GER:DB-SocSci

5 units, Win (Parigi, P)

SOC 106D. Race in Contemporary America: Salad Bowl, Melting Pot, Land of Caublinasians?

(Same as SOC 206D.) The debate on the meaning of race in the U.S. by examining past and present race relations, trends within the emerging multiracial population, and the implications that this new population has on the significance of race in contemporary society. The growing visibility of multiraciality is seen as a sign that race does not matter as much as it did in the past versus evidence that race continues to affect people's lives including those with mixed race backgrounds. Sources include academia and popular media.

5 units, Sum (Ku, M), given once only

SOC 107. China After Mao

(Same as SOC 207.) China's post-1976 recovery from the late Mao era; its reorientation toward an open market-oriented economy; the consequences of this new model and runaway economic growth for standards of living, social life, inequality, and local governance; the political conflicts that have accompanied these changes. GER:DB-SocSci

5 units, Spr (Walder, A)

SOC 108. Historical Sociology

(Same as SOC 208.) The differences between historical and sociological analysis of past events. The difference between constructing sociological explanations and describing past events. Topics include: the rise of Christianity, the mafia in a Sicilian village, the trade network of the East India Company. GER:DB-SocSci

5 units, Aut (Parigi, P)

SOC 110. Politics and Society

(Same as SOC 210. Graduate students register for 210.) Themes of political sociology, conceptions of power and state structures throughout history, the origins and expansion of the modern state, linkages between state and society, impact of the modern world system on national policies, internal distribution of power and authority, structure of political group formation and individual participation in modern states, and future trends of politics and society in a globalized world. Emphasis is on developing conceptual understandings of state, society, and politics in the modern world. GER:DB-SocSci

5 units, not given this year

SOC 114. Economic Sociology

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

5 units, Aut (Granovetter, M)

SOC 115. Topics in Economic Sociology

(Same as SOC 315. Graduate students register for 315.) Discussion of topics initially explored in 114/214, with emphasis on countries and cultures outside N. America. Possible topics: families and ethnic groups in the economy, corporate governance and control, corporate strategy, relations among firms in industrial districts and business groups, the impact of national institutions and cultures on economic outcomes, transitions from state socialism and the role of the state in economic development. Possible case studies: the U.S., Germany, Italy, Britain, France, Brazil, Korea, India, Japan, and China. Prerequisite: 114/214 or 314. GER:DB-SocSci

5 units, Win (Granovetter, M)

SOC 117A. China Under Mao

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

5 units, not given this year

SOC 118. Social Movements and Collective Action

(Same as SOC 218.) Why social movements arise, who participates in them, the obstacles they face, the tactics they choose, and how to gauge movement success or failure. Theory and empirical research. Application of concepts and methods to social movements such as civil rights, environmental justice, antiglobalization, and anti-war. GER:DB-SocSci

5 units, Win (McAdam, D)

SOC 119. Understanding Large-Scale Societal Change: The Case of the 1960s

(Same as SOC 219.) The demographic, economic, political, and cultural roots of social change in the 60s; its legacy in the present U.S. GER:DB-SocSci

5 units, Aut (McAdam, D)

SOC 120. Interpersonal Relations

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

5 units, Aut (Ridgeway, C)

SOC 121. The Individual in Social Structure: Foundations in Sociological Social Psychology

Dynamics of the relationship between the individual and social structure, the relationship between the individual and immediate social context, and relationships between individuals. Focus is on the dominant theoretical perspectives in sociological social psychology: social structure and personality, structural social psychology, and symbolic interactionism.

5 units, Win (Chin, L)

SOC 123. Sex and Love in Modern Society

(Same as SOC 223.) Social influences on private intimate relations involving romantic love and sexuality. Topics include the sexual revolution, contraception, dating, hook-ups, cohabitation, sexual orientation, and changing cultural meanings of marriage, gender, and romantic love. GER:DB-SocSci, EC-Gender

5 units, Aut (England, P)

SOC 125A. Understanding Religion in a Global Context

(Same as SOC 225A.) American and western scholarly thought about religion from social and sociological perspectives. Challenges to assumptions in the 21st century. A framework for understanding issues such as global religious movements, religious nationalism, secular nationalism, and violence as a means to religious ends. Topics include American religious history, contemporary American religions, legal and social interpretations of freedom of religion, definitions of religious rights across the global culture, and strategic responses by policymakers. GER:DB-SocSci

5 units, Spr (Chang, P)

SOC 126. Introduction to Social Networks

(Same as SOC 226. Graduate students register for 226.) Theory, methods, and research. Concepts such as density, homogeneity, and centrality; applications to substantive areas. The impact of social network structure on individuals and groups in areas such as communities, neighborhoods, families, work life, and innovations. GER:DB-SocSci

5 units, not given this year

SOC 127. Bargaining, Power, and Influence in Social Interaction

(Same as SOC 227. Graduate students register for 227.) Research and theoretical work on bargaining, social influence, and issues of power and justice in social settings such as teams, work groups, and organizations. Theoretical approaches to the exercise of power and influence in social groups and related issues in social interaction such as the promotion of cooperation, effects of competition and conflict, negotiation, and intergroup relations. Enrollment limited to 40. GER:DB-SocSci

5 units, not given this year

SOC 130. Education and Society

(Same as EDUC 220C, SOC 230.) The effects of schools and schooling on individuals, the stratification system, and society. Education as socializing individuals and as legitimizing social institutions. The social and individual factors affecting the expansion of schooling, individual educational attainment, and the organizational structure of schooling. GER:DB-SocSci

4-5 units, not given this year

SOC 132. Sociology of Education: The Social Organization of Schools

(Same as EDUC 110, EDUC 310, SOC 332.) Seminar. Key sociological theories and empirical studies of the links between education and its role in modern society, focusing on frameworks that deal with sources of educational change, the organizational context of schooling, the impact of schooling on social stratification, and the relationships between the educational system and other social institutions such as families, neighborhoods, and the economy. GER:DB-SocSci

4 units, Win (Carter, P)

SOC 133. Law and Wikinomics: The Economic and Social Organization of the Legal Profession

(Same as SOC 333. Graduate and Law students enroll in 333.) Seminar. Emphasis is on the labor market for large-firm lawyers, including the market for entry-level lawyers, attorney retention and promotion practices, lateral hiring of partners, and increased use of forms of employment such as the non-equity form of partnership. Race and gender discrimination and occupational segregation; market-based pressure tactics for organizational reform. Students groups collect and analyze data about the profession and its markets. Multimedia tools for analysis and for producing workplace reforms. May be repeated for credit. Prerequisite: consent of instructor.

1-5 units, Win (Dauber, M)

SOC 134. Education, Gender, and Development

(Same as EDUC 197.) Theories and perspectives from the social sciences relevant to the role of education in changing, modifying, or reproducing structures of gender differentiation and hierarchy. Cross-national research on the status of girls and women and the role of development organizations and processes. (SSPEP) GER:EC-Gender

4-5 units, Aut (Wotipka, C)

SOC 135. Poverty, Inequality, and Social Policy in the United States

(Same as SOC 235.) Causes and consequences. Effects of antipoverty policies, and debates over effective social policies. Focus is on how poverty and inequality are experienced by families, children, and communities. Topics include welfare reform and labor market policies, education, and community-based antipoverty strategies. GER:DB-SocSci

5 units, Win (Wimer, C)

SOC 136. Sociology of Law

(Same as SOC 236. Graduate students register for 236; same as LAW 538.) Major issues and debates. Topics include: historical perspectives on the origins of law; rationality and legal sanctions; normative decision making and morality; cognitive decision making; crime and deviance; the law in action versus the law on the books; organizational responses to law in the context of labor and employment; the roles of lawyers, judges, and juries; and law and social change emphasizing the American civil rights movement. GER:DB-SocSci

5 units, alternate years, not given this year

SOC 138. American Indians in Comparative Historical Perspective

(Same as SOC 238. Graduate students register for 238.) Demographic, political, and economic processes and events that shaped relations between Euro-Americans and American Indians, 1600-1890. How the intersection of these processes affected the outcome of conflicts between these two groups, and how this conflict was decisive in determining the social position of American Indians in the late 19th century and the evolution of the doctrine of tribal sovereignty. GER:DB-SocSci, EC-AmerCul

5 units, Win (Snipp, C)

SOC 139. American Indians in Contemporary Society

(Same as SOC 239. Graduate students register for 239.) The social position of American Indians in contemporary American society, 1890 to the present. The demographic resurgence of American Indians, changes in social and economic status, ethnic identification and political mobilization, and institutions such as tribal governments and the Bureau of Indian Affairs. Recommended: 138 or a course in American history. GER:DB-SocSci, EC-AmerCul

5 units, Spr (Snipp, C)

SOC 140. Introduction to Social Stratification

(Same as SOC 240. Graduate students register for 240.) The main classical and modern explanations of the causes of social, economic, and political inequality. Issues include: power; processes that create and maintain inequality; the central axes of inequality in contemporary societies (race, ethnicity, class, and gender); the consequences of inequality for individuals and groups; and how social policy can mitigate and exacerbate inequality. Cases include technologically simple groups, the Indian caste system, and the modern U.S. GER:DB-SocSci

5 units, Spr (Sandefur, R)

SOC 141. Controversies about Inequality

(Same as SOC 241. Graduate students register for 241.) Debate format involving Stanford and guest faculty. Forms of inequality including racial, ethnic, and gender stratification; possible policy interventions. Topics such as welfare reform, immigration policy, affirmative action, discrimination in labor markets, sources of income inequality, the duty of rich nations to help poor nations, and causes of gender inequality. GER:DB-SocSci

5 units, Spr (Grusky, D)

SOC 141A. Social Class, Race, Ethnicity, Health

(Same as HUMBIO 122S.) Socioeconomic, racial, and ethnic differences in health status. Access to care of racial and ethnic minorities and those from lower social classes. Institutional factors such as government programs, and individual factors such as unconscious racial bias on the part of care providers or distrust of providers on the part of patients. The intersection of lower social class and ethnic minority status in health status and health care access. GER:DB-SocSci, EC-AmerCul

5 units, Win (Barr, D)

SOC 142. Sociology of Gender

(Same as SOC 242. Graduate students register for 242.) Gender inequality in contemporary American society and how it is maintained. The social and relative nature of knowledge and the problems this poses for understanding sex differences and gendered behavior in society. Analytical levels of explanation for gender inequalities: socialization, interaction processes, and socioeconomic processes; arguments and evidence for each approach. The social consequences of gender inequality such as the feminization of poverty, and problems of interpersonal relations. GER:EC-Gender

5 units, Win (Correll, S)

SOC 143. Poverty in Brazil: From Empirical Evidence to Anti-poverty Policies

(Same as SOC 243.) The evolution of poverty in Brazil. Poverty indexes, profiles, indicators; income approach, establishment, and use of poverty lines. The working poor, informality, and education. Social security and targeted transfers. The design of anti-poverty policies.

5 units, Spr (Rocha, S)

SOC 145. Race and Ethnic Relations

(Same as SOC 245. Graduate students register for 245.) Race and ethnic relations in the U.S. and elsewhere. The processes that render ethnic and racial boundary markers, such as skin color, language, and culture, salient in interaction situations. Why only some groups become targets of ethnic attacks. The social dynamics of ethnic hostility and ethnic/racial protest movements. GER:DB-SocSci, EC-AmerCul

5 units, not given this year

SOC 146. Introduction to Comparative Studies in Race and Ethnicity

(Same as CSRE 196C, ENGLISH 172D, HISTORY 65, PSYCH 155.) How different disciplines approach topics and issues central to the study of ethnic and race relations in the U.S. and elsewhere. Lectures by senior faculty affiliated with CSRE. Discussions led by CSRE teaching fellows. GER:DB-SocSci, EC-AmerCul

5 units, given next year

SOC 147A. Comparative Ethnic Conflict

(Same as SOC 247A.) Causes and consequences of racial and ethnic conflict, including nationalist movements, ethnic genocide, civil war, ethnic separatism, politics, indigenous peoples' movements, and minority rights movements around the world. GER:DB-SocSci, EC-GlobalCom

5 units, not given this year

SOC 148. Racial Identity

(Same as SOC 248.) The construction and meanings of racial identities in the U.S. Attention is on multiracial identities and the shifting boundaries of racial categories in contemporary America. GER:DB-SocSci, EC-AmerCul

5 units, Win (McDermott, M)

SOC 149. The Urban Underclass

(Same as SOC 249, URBANST 112. Graduate students register for 249.) Recent research and theory on the urban underclass, including evidence on the concentration of African Americans in urban ghettos, and the debate surrounding the causes of poverty in urban settings. Ethnic/racial conflict, residential segregation, and changes in the family structure of the urban poor. GER:DB-SocSci, EC-AmerCul

5 units, Spr (Rosenfeld, M)

SOC 149X. Urban Politics

(Same as POLISCI 121, SOC 249X, URBANST 111.) The major actors, institutions, processes, and policies of sub-state government in the U.S., emphasizing city general-purpose governments through

a comparative examination of historical and contemporary politics. Issues related to federalism, representation, voting, race, poverty, housing, and finances. Prerequisite: POLISCI 2 or consent of instructor. GER:DB-SocSci

5 units, not given this year

SOC 155. The Changing American Family

(Same as SOC 255.) Family change from historical, social, demographic, and legal perspectives. Extramarital cohabitation, divorce, later marriage, interracial marriage, and same-sex cohabitation. The emergence of same-sex marriage as a political issue. Are recent changes in the American family really as dramatic as they seem? Theories about what causes family systems to change. GER:DB-SocSci

5 units, Spr (Rosenfeld, M)

SOC 160. Formal Organizations

(Same as SOC 260. Graduate students register for 260.) The roles of formal organizations in production processes, market transactions, and social movements; and as sources of income and ladders of mobility. Relationships of modern organizations to environments and internal structures and processes. Concepts, models, and tools for analyzing organizational phenomena in contemporary societies. Sources include the literature and case studies. GER:DB-SocSci

5 units, not given this year

SOC 161. The Social Science of Entrepreneurship

(Same as SOC 261. Graduate students register for 261.) Who is likely to become an entrepreneur and where is entrepreneurship likely to occur? Classic and contemporary theory and research. Interaction with expert practitioners in creating entrepreneurial opportunities including venture and corporate capitalists. The role of culture, markets, hierarchies, and networks. Market creation and change, and factors that affect success of new organizations. Field projects on entrepreneurial environments such as technology licensing offices, entrepreneurial development organizations, venture capital firms, and corporate venturing groups. GER:DB-SocSci

5 units, Spr (Thornton, P)

SOC 164. Immigration and the Changing United States

(Same as SOC 264.) The role of race and ethnicity in immigrant group integration in the U.S. Topics include: theories of integration; racial and ethnic identity formation; racial and ethnic change; immigration policy; intermarriage; hybrid racial and ethnic identities; comparisons between contemporary and historical waves of immigration. GER:DB-SocSci

5 units, Spr (Jimenez, T)

SOC 165. Power, Gender, and the Professions

(Same as SOC 265.) Alternative views of professions and professionals, combining theories of professions and gender. The institutionalization of professional power and professional structure in the 20th century. Changing professional roles in the face of increasing bureaucratization of professional work. The role of gender in professional work, and alternative explanations for gender-based differences. How these forces operate, particularly in the professions of medicine, law, and academics. GER:DB-SocSci

5 units, Spr (Barr, D)

SOC 166. Mexicans, Mexican Americans, and Chicanos in American Society

(Same as SOC 266.) Contemporary sociological issues affecting Mexican-origin people in the U.S. Topics include: the immigrant experience, immigration policy, identity, socioeconomic integration, internal diversity, and theories of incorporation. GER:DB-SocSci

5 units, Win (Jimenez, T)

SOC 170. Classics of Modern Social Theory

(Same as SOC 270. Graduate students register for 270). Preference to Sociology majors. Contributions of Marx, Weber, and Durkheim to contemporary sociology. Topics: the problem of social order and the nature of social conflict; capitalism and bureaucracy; the relationship between social structure and politics; the social sources of religion and political ideology; and the evolution of modern societies. Examples from contemporary research illustrate the impact of these traditions. Limited enrollment. GER:DB-SocSci

5 units, Aut (McDermott, M)

SOC 180A. Foundations of Social Research

(Same as SOC 280A.) Formulating a research question, developing hypotheses, probability and non-probability sampling, developing valid and reliable measures, qualitative and quantitative data, choosing research design and data collection methods, challenges of making causal inference, and criteria for evaluating the quality of social research. Emphasis is on how social research is done, rather than application of different methods. Limited enrollment; preference to Sociology and Urban Studies majors, and Sociology coterm. GER:DB-SocSci

5 units, Aut (Sorensen, A), Spr (Sorensen, A)

SOC 180B. Evaluation of Evidence

(Same as SOC 280B.) Methods for analyzing and evaluating data in sociological research: comparative historical methods, ethnographic observation, quantitative analysis of survey data, experimentation, and simulation. Emphasis is on application of these methods through small data analysis projects. Limited enrollment; preference to Sociology majors. GER:DB-SocSci

5 units, Win (Rosenfeld, M)

SOC 181B. Sociological Methods: Statistics

(Same as SOC 281B. Graduate students register for 281B.) Statistical methods of relevance to sociology: contingency tables, correlation, and regression.

5 units, Aut (Johnson, J)

SOC 186. Advanced Social Network Analysis

Practical experience and an interdisciplinary perspective on the collection, management, exploration, and analysis of social network data. Emphasis is on developing technical skills for studying large-scale social networks. Topics include theories of social order, small worlds, scientific computing, network sampling, and network dynamics.

5 units, Win (Haynes, J)

SOC 190. Undergraduate Individual Study

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

SOC 191. Undergraduate Directed Research

Work on a project of student's choice under supervision of a faculty member. Prior arrangement required.

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

SOC 192. Undergraduate Research Apprenticeship

Work in an apprentice-like relationship with faculty on an on-going research project. Prior arrangement required.

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

SOC 193. Undergraduate Teaching Apprenticeship

Prior arrangement required.

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

SOC 196. Senior Thesis

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

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

SOC 200. Junior/Senior Seminar for Majors

For Sociology majors. Capstone course in which sociological problems are framed, linked to theories, and answers pursued through research designs. Independent research. How to formulate a research question; how to integrate theory and methods. Prerequisites: SOC 170, 180B.

5 units, Aut (McDermott, M), Spr (Beck, C)

SOC 201. Preparation for Senior Project

(Same as URBANST 201.) First part of capstone experience for Urban Studies majors pursuing an internship-based research project or honors thesis. Individually arranged internship beginning in Winter Quarter, 8 hours per week. Prospective students must consult with internship coordinator early in Autumn Quarter to plan placement. Reflections and assignments culminate in a research proposal, which may be submitted for funding. Internship normally continues in Spring Quarter; research proposed in the final assignment may be carried out in Spring or Summer Quarter; consent required for Autumn Quarter research. Corequisite: URBANST 201A.

5 units, Win (Kahan, M)

SOC 202. Preparation for Honors Thesis

(Same as URBANST 202.) Primarily for juniors in Sociology; sophomores who plan to be off-campus Winter Quarter of their junior year may register with consent of instructor. Students write a research prospectus and grant proposal, which may be submitted for funding. Research proposal in final assignment may be carried out in Spring or Summer Quarter; consent required for Autumn Quarter research. WIM

5 units, Win (McAdam, D)

GRADUATE COURSES IN SOCIOLOGY

Courses numbered 203-299 are open to advanced undergraduates and graduate students. Courses numbered 300 and above are normally offered to matriculated doctoral students only.

SOC 203A. Tutoring: Seeing a Child through Literacy

(Same as EDUC 103A, EDUC 203A, SOC 103A.) Experience tutoring grade school readers in a low income community near Stanford under supervision. Training in tutoring; the role of instruction in developing literacy; challenges facing low income students and those whose first language is not English. How to see school and print through the eyes of a child. Ravenswood Reads tutors encouraged to enroll.

4 units, Aut (Juel, C; England, P)

SOC 205D. Sociology of Criminal Procedure: Cops and Robbers, Lawyers and Juries

(Same as SOC 105D.) Preference to undergraduates and master's students. Interdisciplinary: law and the social sciences. Major areas in American criminal procedure, including juries, search and seizure, Miranda rights, racial profiling, and the right to counsel. The changing state of the law. Sources include major cases and the work of legal scholars. Social sciences perspectives on how the law works: how reliable are suspects' confessions; do juries listen to expert witnesses; do race and class affect how the police treat people; should social science have a role in deciding what the law should be? Limited enrollment.

5 units, Sum (TafollaYoung, K), given once only

SOC 206. Political Sociology

(Same as SOC 106.) The body of state rules and institutions that work in generating legitimate and illegitimate policy claims. Interests and identities that challenged the capacity of the national state to produce effective policies. Economic processes above the national level have that undermine the role of the state as the arena for the composition of disparate interests.

5 units, Win (Parigi, P)

SOC 206D. Race in Contemporary America: Salad Bowl, Melting Pot, Land of Caublinasians?

(Same as SOC 106D.) The debate on the meaning of race in the U.S. by examining past and present race relations, trends within the emerging multiracial population, and the implications that this new population has on the significance of race in contemporary society. The growing visibility of multiraciality is seen as a sign that race does not matter as much as it did in the past versus evidence that race continues to affect people's lives including those with mixed race backgrounds. Sources include academia and popular media.

5 units, Sum (Ku, M), given once only

SOC 207. China After Mao

(Same as SOC 107.) China's post-1976 recovery from the late Mao era; its reorientation toward an open market-oriented economy; the consequences of this new model and runaway economic growth for standards of living, social life, inequality, and local governance; the political conflicts that have accompanied these changes.

5 units, Spr (Walder, A)

SOC 208. Historical Sociology

(Same as SOC 108.) The differences between historical and sociological analysis of past events. The difference between constructing sociological explanations and describing past events. Topics include: the rise of Christianity, the mafia in a Sicilian village, the trade network of the East India Company.

5 units, Aut (Parigi, P)

SOC 210. Politics and Society

(Same as SOC 110. Graduate students register for 210.) Themes of political sociology, conceptions of power and state structures throughout history, the origins and expansion of the modern state, linkages between state and society, impact of the modern world system on national policies, internal distribution of power and authority, structure of political group formation and individual participation in modern states, and future trends of politics and society in a globalized world. Emphasis is on developing conceptual understandings of state, society, and politics in the modern world.

5 units, not given this year

SOC 214. Economic Sociology

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

5 units, Aut (Granovetter, M)

SOC 217A. China Under Mao

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

5 units, not given this year

SOC 218. Social Movements and Collective Action

(Same as SOC 118.) Why social movements arise, who participates in them, the obstacles they face, the tactics they choose, and how to gauge movement success or failure. Theory and empirical research. Application of concepts and methods to social movements such as civil rights, environmental justice, antiglobalization, and anti-war.

5 units, Win (McAdam, D)

SOC 219. Understanding Large-Scale Societal Change: The Case of the 1960s

(Same as SOC 119.) The demographic, economic, political, and cultural roots of social change in the 60s; its legacy in the present U.S.

5 units, Aut (McAdam, D)

SOC 220. Interpersonal Relations

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

5 units, Aut (Ridgeway, C)

SOC 223. Sex and Love in Modern Society

(Same as SOC 123.) Social influences on private intimate relations involving romantic love and sexuality. Topics include the sexual revolution, contraception, dating, hook-ups, cohabitation, sexual orientation, and changing cultural meanings of marriage, gender, and romantic love.

5 units, Aut (England, P)

SOC 225A. Understanding Religion in a Global Context

(Same as SOC 125A.) American and western scholarly thought about religion from social and sociological perspectives. Challenges to assumptions in the 21st century. A framework for understanding issues such as global religious movements, religious nationalism, secular nationalism, and violence as a means to religious ends. Topics include American religious history, contemporary American religions, legal and social interpretations of freedom of religion, definitions of religious rights across the global culture, and strategic responses by policymakers.

5 units, Spr (Chang, P)

SOC 226. Introduction to Social Networks

(Same as SOC 126. Graduate students register for 226.) Theory, methods, and research. Concepts such as density, homogeneity, and centrality; applications to substantive areas. The impact of social network structure on individuals and groups in areas such as communities, neighborhoods, families, work life, and innovations.

5 units, not given this year

SOC 227. Bargaining, Power, and Influence in Social Interaction

(Same as SOC 127. Graduate students register for 227.) Research and theoretical work on bargaining, social influence, and issues of power and justice in social settings such as teams, work groups, and organizations. Theoretical approaches to the exercise of power and influence in social groups and related issues in social interaction such as the promotion of cooperation, effects of competition and conflict, negotiation, and intergroup relations. Enrollment limited to 40.

5 units, not given this year

SOC 230. Education and Society

(Same as EDUC 220C, SOC 130.) The effects of schools and schooling on individuals, the stratification system, and society. Education as socializing individuals and as legitimizing social institutions. The social and individual factors affecting the expansion of schooling, individual educational attainment, and the organizational structure of schooling.

4-5 units, not given this year

SOC 231. World, Societal, and Educational Change: Comparative Perspectives

(Same as EDUC 136, EDUC 306D.) Theoretical perspectives and empirical studies on the structural and cultural sources of educational expansion and differentiation, and on the cultural and structural consequences of educational institutionalization. Research topics: education and nation building; education, mobility, and equality; education, international organizations, and world culture.

4-5 units, Win (Ramirez, F)

SOC 235. Poverty, Inequality, and Social Policy in the United States

(Same as SOC 135.) Causes and consequences. Effects of antipoverty policies, and debates over effective social policies. Focus is on how poverty and inequality are experienced by families, children, and communities. Topics include welfare reform and labor market policies, education, and community-based antipoverty strategies.

5 units, Win (Wimer, C)

SOC 236. Sociology of Law

(Same as SOC 136. Graduate students register for 236; same as LAW 538.) Major issues and debates. Topics include: historical perspectives on the origins of law; rationality and legal sanctions; normative decision making and morality; cognitive decision making; crime and deviance; the law in action versus the law on the books; organizational responses to law in the context of labor and employment; the roles of lawyers, judges, and juries; and law and social change emphasizing the American civil rights movement.

5 units, alternate years, not given this year

SOC 238. American Indians in Comparative Historical Perspective

(Same as SOC 138. Graduate students register for 238.) Demographic, political, and economic processes and events that shaped relations between Euro-Americans and American Indians, 1600-1890. How the intersection of these processes affected the outcome of conflicts between these two groups, and how this conflict was decisive in determining the social position of American Indians in the late 19th century and the evolution of the doctrine of tribal sovereignty.

5 units, Win (Snipp, C)

SOC 239. American Indians in Contemporary Society

(Same as SOC 139. Graduate students register for 239.) The social position of American Indians in contemporary American society, 1890 to the present. The demographic resurgence of American Indians, changes in social and economic status, ethnic identification and political mobilization, and institutions such as tribal governments and the Bureau of Indian Affairs. Recommended: 138 or a course in American history.

5 units, Spr (Snipp, C)

SOC 240. Introduction to Social Stratification

(Same as SOC 140. Graduate students register for 240.) The main classical and modern explanations of the causes of social, economic, and political inequality. Issues include: power; processes that create and maintain inequality; the central axes of inequality in contemporary societies (race, ethnicity, class, and gender); the consequences of inequality for individuals and groups; and how social policy can mitigate and exacerbate inequality. Cases include technologically simple groups, the Indian caste system, and the modern U.S.

5 units, Spr (Sandefur, R)

SOC 241. Controversies about Inequality

(Same as SOC 141. Graduate students register for 241.) Debate format involving Stanford and guest faculty. Forms of inequality including racial, ethnic, and gender stratification; possible policy interventions. Topics such as welfare reform, immigration policy, affirmative action, discrimination in labor markets, sources of income inequality, the duty of rich nations to help poor nations, and causes of gender inequality.

5 units, Spr (Grusky, D)

SOC 242. Sociology of Gender

(Same as SOC 142. Graduate students register for 242.) Gender inequality in contemporary American society and how it is maintained. The social and relative nature of knowledge and the problems this poses for understanding sex differences and gendered behavior in society. Analytical levels of explanation for gender inequalities: socialization, interaction processes, and socioeconomic processes; arguments and evidence for each approach. The social consequences of gender inequality such as the feminization of poverty, and problems of interpersonal relations.

5 units, Win (Correll, S)

SOC 243. Poverty in Brazil: From Empirical Evidence to Anti-poverty Policies

(Same as SOC 143.) The evolution of poverty in Brazil. Poverty indexes, profiles, indicators; income approach, establishment, and use of poverty lines. The working poor, informality, and education. Social security and targeted transfers. The design of anti-poverty policies.

5 units, Spr (Rocha, S)

SOC 245. Race and Ethnic Relations

(Same as SOC 145. Graduate students register for 245.) Race and ethnic relations in the U.S. and elsewhere. The processes that render ethnic and racial boundary markers, such as skin color, language, and culture, salient in interaction situations. Why only some groups become targets of ethnic attacks. The social dynamics of ethnic hostility and ethnic/racial protest movements.

5 units, not given this year

SOC 247A. Comparative Ethnic Conflict

(Same as SOC 147A.) Causes and consequences of racial and ethnic conflict, including nationalist movements, ethnic genocide, civil war, ethnic separatism, politics, indigenous peoples' movements, and minority rights movements around the world.

5 units, not given this year

SOC 248. Racial Identity

(Same as SOC 148.) The construction and meanings of racial identities in the U.S. Attention is on multiracial identities and the shifting boundaries of racial categories in contemporary America.

5 units, Win (McDermott, M)

SOC 249. The Urban Underclass

(Same as SOC 149, URBANST 112. Graduate students register for 249.) Recent research and theory on the urban underclass, including evidence on the concentration of African Americans in urban ghettos, and the debate surrounding the causes of poverty in urban settings. Ethnic/racial conflict, residential segregation, and changes in the family structure of the urban poor.

5 units, Spr (Rosenfeld, M)

SOC 249X. Urban Politics

(Same as POLISCI 121, SOC 149X, URBANST 111.) The major actors, institutions, processes, and policies of sub-state government in the U.S., emphasizing city general-purpose governments through a comparative examination of historical and contemporary politics. Issues related to federalism, representation, voting, race, poverty, housing, and finances. Prerequisite: POLISCI 2 or consent of instructor.

5 units, not given this year

SOC 255. The Changing American Family

(Same as SOC 155.) Family change from historical, social, demographic, and legal perspectives. Extramarital cohabitation, divorce, later marriage, interracial marriage, and same-sex cohabitation. The emergence of same-sex marriage as a political issue. Are recent changes in the American family really as dramatic as they seem? Theories about what causes family systems to change.

5 units, Spr (Rosenfeld, M)

SOC 257. Causal Inference in Quantitative Educational and Social Science Research

(Same as EDUC 257C.) Quantitative methods to make causal inferences in the absence of randomized experiment including the use of natural and quasi-experiments, instrumental variables, regression discontinuity, matching estimators, longitudinal methods, fixed effects estimators, and selection modeling. Assumptions implicit in these approaches, and appropriateness in research situations. Students develop research proposals relying on these methods. Prerequisites: exposure to quantitative research methods; multivariate regression.

3-5 units, Spr (Reardon, S)

SOC 260. Formal Organizations

(Same as SOC 160. Graduate students register for 260.) The roles of formal organizations in production processes, market transactions, and social movements; and as sources of income and ladders of mobility. Relationships of modern organizations to environments and internal structures and processes. Concepts, models, and tools for analyzing organizational phenomena in contemporary societies. Sources include the literature and case studies.

5 units, not given this year

SOC 261. The Social Science of Entrepreneurship

(Same as SOC 161. Graduate students register for 261.) Who is likely to become an entrepreneur and where is entrepreneurship likely to occur? Classic and contemporary theory and research. Interaction with expert practitioners in creating entrepreneurial opportunities including venture and corporate capitalists. The role of culture, markets, hierarchies, and networks. Market creation and change, and factors that affect success of new organizations. Field projects on entrepreneurial environments such as technology licensing offices, entrepreneurial development organizations, venture capital firms, and corporate venturing groups.

5 units, Spr (Thornton, P)

SOC 264. Immigration and the Changing United States

(Same as SOC 164.) The role of race and ethnicity in immigrant group integration in the U.S. Topics include: theories of integration; racial and ethnic identity formation; racial and ethnic change; immigration policy; intermarriage; hybrid racial and ethnic identities; comparisons between contemporary and historical waves of immigration.

5 units, Spr (Jimenez, T)

SOC 265. Power, Gender, and the Professions

(Same as SOC 165.) Alternative views of professions and professionals, combining theories of professions and gender. The institutionalization of professional power and professional structure in the 20th century. Changing professional roles in the face of increasing bureaucratization of professional work. The role of gender in professional work, and alternative explanations for gender-based differences. How these forces operate, particularly in the professions of medicine, law, and academics.

5 units, Spr (Barr, D)

SOC 266. Mexicans, Mexican Americans, and Chicanos in American Society

(Same as SOC 166.) Contemporary sociological issues affecting Mexican-origin people in the U.S. Topics include: the immigrant experience, immigration policy, identity, socioeconomic integration, internal diversity, and theories of incorporation.

5 units, Win (Jimenez, T)

SOC 270. Classics of Modern Social Theory

(Same as SOC 170. Graduate students register for 270.) Preference to Sociology majors. Contributions of Marx, Weber, and Durkheim to contemporary sociology. Topics: the problem of social order and the nature of social conflict; capitalism and bureaucracy; the relationship between social structure and politics; the social sources of religion and political ideology; and the evolution of modern societies. Examples from contemporary research illustrate the impact of these traditions. Limited enrollment.

5 units, Aut (McDermott, M)

SOC 273. Gender and Higher Education: National and International Perspectives

(Same as EDUC 273.) The effects of interactions between gender and the structures of higher education; policies seeking changes in those structures. Topics: undergraduate and graduate education, faculty field of specialization, rewards and career patterns, sexual harassment, and the development of feminist scholarship and pedagogy.

4 units, Spr (Wotipka, C)

SOC 280A. Foundations of Social Research

(Same as SOC 180A.) Formulating a research question, developing hypotheses, probability and non-probability sampling, developing valid and reliable measures, qualitative and quantitative data, choosing research design and data collection methods, challenges of making causal inference, and criteria for evaluating the quality of social research. Emphasis is on how social research is done, rather than application of different methods. Limited enrollment; preference to Sociology and Urban Studies majors, and Sociology co-terms.

5 units, Aut (Sorensen, A), Spr (Sorensen, A)

SOC 280B. Evaluation of Evidence

(Same as SOC 180B.) Methods for analyzing and evaluating data in sociological research: comparative historical methods, ethnographic observation, quantitative analysis of survey data, experimentation, and simulation. Emphasis is on application of these methods through small data analysis projects. Limited enrollment; preference to Sociology majors.

5 units, Win (Rosenfeld, M)

SOC 281B. Sociological Methods: Statistics

(Same as SOC 181B. Graduate students register for 281B.) Statistical methods of relevance to sociology: contingency tables, correlation, and regression.

5 units, Aut (Johnson, J)

SOC 300. Workshop: Teaching Development

For first-year Sociology doctoral students only. The principles for becoming an effective instructor, adviser, and mentor to undergraduates. Topics: ethics, course organization and syllabus

development, test construction and grading, conflict resolution, common classroom problems, and University policies related to matters such as sexual harassment. Technologies and other topics related to making effective presentations, and campus resources to improve classroom performance. Roundtable discussions with faculty and advanced graduate students known for teaching excellence. Students may be asked to give a demonstration lecture.

2 units, Spr (Simmons, A)

SOC 305. Graduate Proseminar

For first-year Sociology doctoral students only. Introduction and orientation to the field of Sociology.

1 unit, Aut (Grusky, D)

SOC 310. Political Sociology

Theory and research on the relationship between social structure and politics. Social foundations of political order, the generation and transformation of ideologies and political identities, social origins of revolutionary movements, and social consequences of political revolution. Prerequisite: doctoral student.

4-5 units, Spr (Walder, A)

SOC 311A. Workshop: Comparative Studies of Educational and Political Systems

(Same as EDUC 387A.) Analysis of quantitative and longitudinal data on national educational systems and political structures. May be repeated for credit. Prerequisite: consent of instructor. (SSPEP/ICE)

1-5 units, Aut (Ramirez, F)

SOC 311B. Workshop: Comparative Systems of Educational and Political Systems

(Same as EDUC 387B.) Analysis of quantitative and longitudinal data on national educational systems and political structures. May be repeated for credit. Prerequisite: consent of instructor. (SSPEP/ICE)

1-5 units, Win (Ramirez, F)

SOC 311C. Workshop: Comparative Studies of Educational and Political Systems

(Same as EDUC 387C.) Analysis of quantitative and longitudinal data on national educational systems and political structures. Prerequisite: consent of instructor. May be repeated for credit. (SSPEP/ICE)

1-5 units, Spr (Ramirez, F)

SOC 312W. Workshop: Political Sociology, Social Movements, and Collective Action

Faculty and student presentations of ongoing research on topics including: social movement and organizations, and the relationship between them; democracy movements; legislative and policy outcomes; and collective action tactics, strategies, and trajectories. May be repeated for credit. Restricted to Sociology doctoral students; others by consent of instructor.

1-5 units, Aut (Olzak, S; McAdam, D), Win (McAdam, D), Spr (Walder, A; McAdam, D)

SOC 314. Economic Sociology

Classical and contemporary literature covering the sociological approach to markets and the economy, and comparing it to other disciplines. Topics: consumption, labor, professions, industrial organization, and the varieties of capitalism; historical and comparative perspectives on market and non-market provision of goods and services, and on transitions among economic systems. The relative impact of culture, institutions, norms, social networks, technology, and material conditions. Prerequisite: doctoral student status or consent of instructor.

3-5 units, Aut (Granovetter, M)

SOC 315. Topics in Economic Sociology

(Same as SOC 115. Graduate students register for 315.) Discussion of topics initially explored in 114/214, with emphasis on countries and cultures outside N. America. Possible topics: families and ethnic groups in the economy, corporate governance and control, corporate strategy, relations among firms in industrial districts and business groups, the impact of national institutions and cultures on economic outcomes, transitions from state socialism and the role of the state in economic development. Possible case studies: the U.S., Germany, Italy, Britain, France, Brazil, Korea, India, Japan, and China. Prerequisite: 114/214 or 314.

5 units, Win (Granovetter, M)

SOC 315W. Workshop: Economic Sociology and Organizations

Theory, methods, and research in the sociology of the economy. Possible activities: participation in ongoing research projects; instruction in new methods; and presentation of ongoing research by students, faculty, or visiting speakers. May be repeated for credit. Restricted to Sociology doctoral students; others by consent of instructor.

1-5 units. Aut (Granovetter, M; Zhou, X), Win (Granovetter, M; Zhou, X), Spr (Granovetter, M; Zhou, X)

SOC 316. Historical and Comparative Sociology

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

3-5 units, not given this year

SOC 318. Social Movements and Collective Action

Topics: causes, dynamics, and outcomes of social movements; organizational dimensions of collective action; and causes and consequences of individual activism.

3-5 units, alternate years, not given this year

SOC 320. Foundations of Social Psychology

Major theoretical perspectives, and their assumptions and problems, in interpersonal processes and social psychology. Techniques of investigation and methodological issues. Perspectives: symbolic interaction, social structure and personality, and cognitive and group processes.

3-5 units, Win (Ridgeway, C)

SOC 321W. Workshop: Social Psychology and Social Structure

Current theories and research agendas, recent publications, and presentations of ongoing research by faculty and students. May be repeated for credit. Prerequisite: consent of instructor.

1-5 units. Aut (Cook, K; Ridgeway, C), Win (Cook, K; Ridgeway, C), Spr (Cook, K; Ridgeway, C)

SOC 322. Social Interaction, Social Structure, and Social Exchange

Current theory and research on topics such as social cognition and identity, group processes, bargaining and negotiation, social justice, social dilemmas and exchange, and networks and collective action. The social exchange approach.

3-5 units, Aut (Cook, K)

SOC 323. Sociology of the Family

Sociological research on changing family forms. Topics include courtship, marriage, fertility, divorce, conflict, relationship skills and satisfaction, gender patterns, power relations within the family, and class and race differences in patterns.

3-5 units, Spr (Rosenfeld, M)

SOC 324. Social Networks

How the study of social networks contributes to sociological research. Application of core concepts to patterns of relations among actors, including connectivity and clusters, duality of categories and networks, centrality and power, balance and transitivity, structural equivalence, and blockmodels. Friendship and kinship networks, diffusion of ideas and infectious diseases, brokerage in markets and organizations, and patronage and political influence in historical contexts.

3-5 units, not given this year

SOC 327. Frontiers of Social Psychology

Advanced topics, current developments, theory, and empirical research. Possible topics include social identity processes, status beliefs and processes, social exchange, affect and social cohesion, legitimacy, social difference and inequality, norms, and social dilemmas.

1-5 units, Aut (Ridgeway, C)

SOC 332. Sociology of Education: The Social Organization of Schools

(Same as EDUC 110, EDUC 310, SOC 132.) Seminar. Key sociological theories and empirical studies of the links between education and its role in modern society, focusing on frameworks that deal with sources of educational change, the organizational context of schooling, the impact of schooling on social stratification, and the relationships between the educational system and other social institutions such as families, neighborhoods, and the economy.

4 units, Win (Carter, P)

SOC 333. Law and Wikinomics: The Economic and Social Organization of the Legal Profession

(Same as SOC 133. Graduate and Law students enroll in 333.) Seminar. Emphasis is on the labor market for large-firm lawyers, including the market for entry-level lawyers, attorney retention and promotion practices, lateral hiring of partners, and increased use of forms of employment such as the non-equity form of partnership. Race and gender discrimination and occupational segregation; market-based pressure tactics for organizational reform. Students groups collect and analyze data about the profession and its markets. Multimedia tools for analysis and for producing workplace reforms. May be repeated for credit. Prerequisite: consent of instructor.

1-5 units, Win (Dauber, M)

SOC 338W. Workshop: Sociology of Law

(Same as LAW 581.) Required for joint degree J.D./Ph.D. students in Sociology in the first three years of program; open to Ph.D. students in Sociology and related disciplines. Empirical, sociological study of law and legal institutions. Topics such as the relation of law to inequality and stratification, social movements, organizations and institutions, political sociology and state development, and the social construction of disputes and dispute resolution processes. Research presentations. Career development issues. May be repeated for credit.

1-5 units, Win (Dauber, M; Sandefur, R)

SOC 339. Gender Meanings and Processes

Current theories and research on the social processes, such as socialization, status processes, stereotyping, and cognition, that produce gender difference and inequality. Intersections of gender with race, class, and bodies. Applications to workplaces, schools, families, and intimate relationships. Prerequisite: Sociology doctoral student or consent of instructor

1-5 units, Spr (Correll, S)

SOC 340. Social Stratification

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

3-5 units, Spr (Sandefur, R)

SOC 341W. Workshop: Inequality

Causes, consequences, and structure of inequality; how inequality results from and shapes social classes, occupations, professions, and other aspects of the economy. Research presentations by students, faculty, and guest speakers. Discussion of controversies, theories, and recent writings. May be repeated for credit. Restricted to Sociology doctoral students; others by consent of instructor.

1-5 units. Aut (Gruskv. D; Correll, S), Win (Grusky, D; Correll, S; Tuma, N), Spr (Grusky, D; Correll, S)

SOC 342B. Gender and Social Structure

The role of gender in structuring contemporary life. Social forces affecting gender at the psychological, interactional, and structural levels. Gender inequality in labor markets, education, the household, and other institutions. Theories and research literature.

3-5 units, not given this year

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

3-5 units, not given this year

SOC 347. Race and Ethnicity in Society and Institutions
(Same as EDUC 315X.) Primarily for doctoral students. Major theories and empirical research. Emphasis is on schooling and race, racial identity, urban issues, and the impact of immigration on race relations.

1-5 units, Win (McDermott, M; Carter, P)

SOC 358. Sociology of Immigration
Topics include: the process of migration; historical perspectives; immigrant integration; transnationalism; immigration policy; labor; nations and nationalism.

1-5 units, Spr (Jimenez, T)

SOC 359. Organizations and Uncertainty
Organizations and environments characterized by institutional uncertainty. Beliefs at the roots of shared routines and institutional myths are absent. Institutionalists and neo-institutionalists, organizations facing uncertain institutional environments.

3-5 units, Win (Parigi, P)

SOC 361. Social Psychology of Organizations
(Same as OB 671.) Seminar. Social psychological theories and research relevant to organizational behavior. Current research topics; theories in micro-organizational behavior. Topics include models of attribution, choice and decision making, intergroup behavior, stereotyping, and social influence. Prerequisites: Ph.D student; graduate-level social psychology course.

4 units, Win (Lowery, B)

SOC 361W. Workshop: Networks and Organizations
(Same as EDUC 361.) For students doing advanced research. Group comments and criticism on dissertation projects at any phase of completion, including data problems, empirical and theoretical challenges, presentation refinement, and job market presentations. Collaboration, debate, and shaping research ideas. Prerequisite: courses in organizational theory or social network analysis.

1-5 units, Aut (McFarland, D), Win (McFarland, D), Spr (McFarland, D)

SOC 362. Organization and Environment
(Same as OB 672.) Leading sociological approaches to analyzing relations of organizations and environments emphasizing dynamics. Theoretical formulations, research designs, and results of empirical studies.

4 units, Aut (Carroll, G)

SOC 363. Social and Political Process in Organizations
(Same as OB 676.) Cognition, attitudes, and behavior in organizations. Social psychological and sociological research at the meso, or intermediate between micro and macro, level of analysis. Topics vary from year to year, but may include: organizational learning and decision making; power and conflict; emotions in organizations; mobility and stratification; gender inequality and discrimination; networks; organizational justice and legitimacy; and cultural perspectives on organizations. Prerequisite: Ph.D student.

4 units, Spr (Staff)

SOC 363A. Seminar on Organizational Theory
(Same as EDUC 375A.) The social science literature on organizations assessed through consideration of the major theoretical traditions and lines of research predominant in the field.

5 units, not given this year

SOC 363B. Seminar on Organizations: Institutional Analysis
(Same as EDUC 375B.) Seminar. Key lines of inquiry on organizational change, emphasizing network, institutional, and evolutionary arguments.

3-5 units, not given this year

SOC 364. Perspectives on the Social Psychology of Organizations
(Same as OB 673.) Topics relevant to organizational behavior, drawing on social psychological and sociological research. How theories and methods change as levels of analysis change, focusing on the organizational meso (intermediate between micro and macro) level. Topics vary annually, but may include: organizational learning or routines; power; emotions in organizations; diversity and demography; organizational identity and legitimacy; culture; contagion and diffusion. Focus is on theory development processes, and writing journal articles. Prerequisite: enrollment in a Ph.D. program.

4 units, Win (Staff)

SOC 366. Organization Studies: Theories and Analyses
(Same as EDUC 288.) Principles of organizational behavior and analysis; theories of group and individual behavior; organizational culture; and applications to school organization and design. Case studies.

4 units, Aut (Drori, G)

SOC 366A. Organizational Ecology
(Same as OB 601.) This seminar examines theoretical and methodological issues in the study of the ecology of organizations. Particular attention is given to the dynamics that characterize the interface between organizational populations and their audiences.

4 units

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

3-5 units, Win (Scott, W)

SOC 368W. Workshop: China Social Science
(Same as POLISCI 348R.) For Ph.D. students in the social sciences and history. Research on contemporary society and politics in the People's Republic of China. May be repeated for credit. Prerequisite: consent of instructor.

1 unit, Aut (Walder, A; Zhou, X; Oi, J), Win (Walder, A; Zhou, X; Oi, J), Spr (Walder, A; Zhou, X; Oi, J)

SOC 369. Social Network Analysis
(Same as EDUC 316.) The educational applications of social network analysis. Introduction to social network theory, methods, and research applications in sociology. Network concepts of interactionist (balance, cohesion, centrality) and structuralist (structural equivalence, roles, duality) traditions are defined and applied to topics in small groups, social movements, organizations, communities. Students apply these techniques to data on schools and classrooms. (SSPEP)

4-5 units, Aut (McFarland, D)

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

3-5 units, Aut (Olzak, S)

SOC 370B. Social Interaction and Group Process
Theoretical strategies for the study of interaction, group, and network processes, including rational choice and exchange theory, the theory of action, symbolic interactionism, formal sociology, and social phenomenology. Antecedent ideas in foundational works and contemporary programs of theoretical research.

3-5 units, alternate years, not given this year

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

3-5 units, Aut (Zelditch, M)

SOC 374. Research Workshop: Philanthropy and Civil Society (Same as EDUC 374, POLISCI 334.) Associated with the Center for Philanthropy and Civil Society (PACS). Year-long workshop for doctoral students and advanced undergraduates writing senior theses on the nature of civil society or philanthropy. Focus is on pursuit of progressive research and writing contributing to the current scholarly knowledge of the nonprofit sector and philanthropy. Accomplished in a large part through peer review. Readings include recent scholarship in aforementioned fields. May be repeated for credit for a maximum of 9 units.

1-3 units, Aut (Reich, R; Meyerson, D), Win (Reich, R; Meyerson, D), Spr (Reich, R; Meyerson, D)

SOC 376. Perspectives on Organization and Environment

(Same as OB 674.) Sociologists and organizational scholars have increasingly come to recognize that networks are not simply relevant as conduits for the flow of information and resources, but are critical determinants of identity, shaping preferences and influencing perceptions of the qualities that inhere in actors. Research that informs the link between networks and identity based on intellectual traditions such as social exchange theory, role theory, and economic and historical sociology.

4 units, Win (Barnett, W)

SOC 377. Comparing Institutional Forms: Public, Private, and Nonprofit

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

4 units

SOC 378. Seminar on Institutional Theory and World Society

Sociological analyses of the rise and impact of the expanded modern world order, with its internationalized organizations and globalized discourse. Consequences for national and local society: education, political organization, economic structure, the environment, and science. The centrality of the individual and the rationalized organization as legitimated actors.

1-5 units, Win (Staff)

SOC 380. Qualitative Methods

Priority to Sociology doctoral students. Emphasis is on observational and interview-based research. Limited enrollment.

3-5 units, not given this year

SOC 381. Sociological Methodology I: Introduction

Enrollment limited to first-year Sociology doctoral students. Basic math and statistics. Types of variables, how to recode and transform variables, and how to manage different types of data sets. Introduction to statistical packages and programming.

2-3 units, Aut (Levanon, A; Ku, M)

SOC 382. Sociological Methodology II: The General Linear Model

Preference to Sociology doctoral students. The general linear model for discrete and continuous variables. Introduction to model selection, the principles of estimation, assessment of fit, and modeling diagnostics. Enrollment limited to 15. Prerequisites: 281A.B or equivalents.

3-6 units, Win (Tuma, N)

SOC 383. Sociological Methodology III: Advanced Models for Discrete Outcomes

Required for Ph.D. in Sociology; enrollment limited to first-year Sociology doctoral students. The rationale for and interpretation of static and dynamic models for the analysis of discrete variables. Prerequisites: 281A.B and 382, or equivalents.

4-5 units, Spr (Zhou, X)

SOC 384. New Models and Methods in the Social Sciences

Two-week intensive introduction to new statistical approaches. Emphasis is on applications. Topics may include network models, multilevel models, latent class models, mixed methods, new qualitative methods, growth models, geostatistical tools, survey-based experiments, new methods for estimating causal effects, web-based surveys, advanced discrete choice models, and diffusion models.

2-5 units, Sum (Grusky, D)

SOC 385A. Research Practicum I

Workshop on research methods. Ongoing student research, methodological problems, and possible solutions.

1-2 units, Aut (Staff)

SOC 385B. Research Practicum II

Continuation of 385A.

1-2 units, Win (England, P)

SOC 388. Log-Linear Models

Analysis of categorical data with log-linear and negative binomial models. Measures of fit and hypothesis testing.

3-5 units, not given this year

SOC 389. Mixed Method Research Design and Analysis

Research designs that incorporate qualitative and quantitative analyses in a single project. The tension between thinking case-wise and variable-wise; how the focus on relationships between variables that is the hallmark of the quantitative approach can be brought into qualitative work.

3-5 units, not given this year

SOC 390. Graduate Individual Study

May be repeated for credit.

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

SOC 391. Graduate Directed Research

May be repeated for credit.

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

SOC 392. Research Apprenticeship

May be repeated for credit.

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

SOC 393. Teaching Apprenticeship

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

OVERSEAS STUDIES COURSES IN SOCIOLOGY

For course descriptions and additional offerings, see the respective "Overseas Studies" courses section of this bulletin or <http://bosp.stanford.edu>. Students should consult their program's student services office for applicability of Overseas Studies courses to a major or minor program.

BEIJING SOCIOLOGY COURSES

OSPBEIJ 11. Chinese Society in the Post-Mao Era

5 units, Aut (Walder, A)

BERLIN SOCIOLOGY COURSES

OSPBER 66. Theory from the Bleachers: Reading German Sports and Culture

3 units, Win (Junghanns, W)

FLORENCE SOCIOLOGY COURSES

OSPFLOR 79. Migrations and Migrants: The Sociology of a New Phenomenon

5 units, Win (Allam, K)