

# SOCIOLOGY

Courses offered by the Department of Sociology are listed under the subject code SOC on the Stanford Bulletin's ExploreCourses (<http://explorecourses.stanford.edu/CourseSearch/search/?view=catalog&catalog=&page=0&q=SOC&filter-catalognumber-SOC=on>) web site.

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 areas of study to assist students in tailoring their education and research to their academic interests and career goals.

## Mission of the Undergraduate Program in Sociology

The mission of the undergraduate program in Sociology is to provide students with the skills necessary to understand and address social problems and inequalities in global, institutional, and interpersonal social relations. At its core, the curriculum in the major is rooted in social theory and the scientific method. Sociology majors are given opportunities to develop a broad understanding of core sociological theories and the methodological skills used to evaluate human behavior and social organizations. Sociology provides an intellectual background for students considering careers in business, social services, public policy, government service, international nongovernmental organizations, foundations, or academia.

The Sociology major consists of a core curriculum plus elective courses intended to provide breadth of exposure to the variety of areas encompassed by sociology.

## Learning Outcomes (Undergraduate)

The department expects undergraduate majors in the program to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the department's undergraduate program. Students are expected to demonstrate:

1. an understanding of core knowledge within the discipline of sociology.
2. the ability to communicate ideas clearly and persuasively in writing.
3. the ability to analyze a problem and draw correct inferences using qualitative and/or quantitative analysis.
4. the ability to evaluate theory and critique research within the discipline of sociology.

## Graduate Programs in Sociology

The Department of Sociology offers three types of advanced degrees:

- the Doctor of Philosophy
- the coterminal Master of Arts in Sociology which is restricted to currently enrolled Stanford undergraduates
- the Master of Arts in Sociology which is available to Stanford students who are currently enrolled in other advanced degree programs.

The department does not have a terminal M.A. program for external applicants.

## Learning Outcomes (Graduate)

The purpose of the master's program is to further develop knowledge and skills in Sociology and to prepare students for a professional career or doctoral studies. This is achieved through completion of courses, in the primary field as well as related areas, and experience with independent work and specialization.

The Ph.D. is conferred upon candidates who have demonstrated substantial scholarship and the ability to conduct independent research and analysis in Sociology. Through completion of advanced course work and rigorous skills training, the doctoral program prepares students to make original contributions to the knowledge of Sociology and to interpret and present the results of such research.

## Areas of Study

The Department of Sociology specializes in four general areas of study, allowing students to tailor their education and research to their academic interests and career goals. The five areas of study supported by the department are:

### 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 life styles. 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.

### Race, Gender, Immigration, Identity and Policy

Focus is on population diversity, primarily in the United States, and on how identity is formed and maintained. Classes in this subject area address segregation, integration, and assimilation. What does it mean to cross from one group to another? How has the law treated racial minorities, sexual minorities, and immigrants differently over time? Careers related to this field include social work, teaching, research, law, management, and population studies which can be applied to any industry.

## 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. Students participating in the joint degree program are not eligible to transfer and receive credit for a masters, or other degree, towards the Sociology Ph.D..

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 quarter units of approved course work may be counted towards both degrees, but no more than 31 quarter units of courses that originate outside the Law school may count towards the Law degree. The Law degree may be conferred upon completion of applicable Law school requirements; it is not necessary to have both degrees conferred simultaneously. Students participating in the joint degree program are not eligible to transfer and receive credit for a master's or other degree towards the Ph.D. 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.

The Law degree may be conferred upon completion of applicable Law school requirements; it is not necessary to have both degrees conferred simultaneously.

For more information, see the Sociology (<https://sociology.stanford.edu/academics/phd-programs/jdphd/>) web site, and the Law School web site on the J.D./Ph.D. (<https://www.law.stanford.edu/degrees/joint-degrees/law-and-sociology/>)

## Bachelor of Arts in Sociology

There are two pathways to a Sociology B.A. degree:

- the Sociology Bachelor's degree, or
- the Sociology Bachelor's degree with the Data Science, Markets, and Management subplan

The following requirements are for the Sociology bachelor's degree. See the Sociology Bachelor's degree with the Data Science, Markets, and Management subplan (p. 3) for degree requirements for that option.

### Declaring the Major in Sociology

To declare a major in Sociology, students should declare the B.A. in Axess, then download the major declaration form from the department website (<https://sociology.stanford.edu/academics/explore-ba-sociology/how-declare/>). Fill out and electronically sign the declaration form, and email the completed form to the Student Services Specialist.

### Major Requirements

A 3.0 GPA is required to enter the Sociology major. The B.A. in Sociology requires 60 units of coursework. Grades of 'S' or 'CR' are allowable. When students take classes for a letter grade, a grade of at least 'C' should be earned or the student should obtain a written exception.

Unit values for courses can vary from year to year. If you have any questions, contact the Undergraduate Student Services Specialist in Sociology.

Students are encouraged to complete some coursework at the 200-level. Sociology majors are encouraged to participate in directed research or undertake independent research with Sociology faculty. See the department website for additional information.

### Requirements

Units required for the Sociology B.A. are:

	Units
Sociology Core Courses (4 courses)	17
Sociology Foundation Courses (3 courses)	12
Social Science Electives (Units sufficient to bring the total # of units to 60—usually 4-6 courses)	27
Methodology, Quantitative or Qualitative (1 course)	4
<b>Total Units</b>	<b>60</b>

## Core Courses Required for the Major

The following core courses are required of all Sociology majors.

		Units
SOC 1	Introduction to Sociology	4-5
or SOC 170	Classics of Modern Social Theory	
SOC 180A	Foundations of Social Research	4
SOC 180B	Introduction to Data Analysis	4
SOC 202	Junior Seminar: Preparation for Research	5
or SOC 204	Capstone Research Seminar	
Total Units		17-18

- Students considering honors are encouraged to enroll in SOC 202 Junior Seminar: Preparation for Research in their junior year, in order to have a research plan in place in the summer before senior year.

## Foundation Courses Required for the Major

Sociology majors must complete 3 foundation courses; one course in three different areas for a total of three courses. For further information about Sociology areas of study, see the department website.

Foundation courses, classified by area of study, are as follows:

### Organizations, Business, and the Economy

		Units
SOC 114	Economic Sociology	4
SOC 160	Formal Organizations	4
SOC 162	The Social Regulation of Markets	3

### Social Movements, Comparative Politics, and Social Change

		Units
SOC 118	Social Movements and Collective Action	4
SOC 119	Understanding Large-Scale Societal Change: The Case of the 1960s	5
SOC 130	Education and Society	4-5
SOC 156A	The Changing American City	4
SOC 176	The Social Life of Neighborhoods	3-5

### Social Psychology and Interpersonal Processes

		Units
SOC 2	Self and Society: Introduction to Social Psychology	4
SOC 8	Sport, Competition, and Society	4
SOC 120	Interpersonal Relations	4
SOC 121		5
SOC 127		5

### Social Stratification and Inequality

		Units
SOC 135	Poverty, Inequality, and Social Policy in the United States	3
SOC 140		3
SOC 141	Monitoring the Crisis	5
SOC 144		5
SOC 149	The Urban Underclass	4
SOC 152	The Social Determinants of Health	4
SOC 179A	Crime and Punishment in America	4-5

## Race, Gender, Immigration, Identity, and Policy

		Units
SOC 142	Sociology of Gender	3
SOC 145	Race and Ethnic Relations in the USA	4
SOC 147	Race and Ethnicity Around the World	4
SOC 150		3
SOC 155	The Changing American Family	4
SOC 189	Race and Immigration	4-5

## Social Science Elective Courses

Social Science electives are required for the major, sufficient to bring the total number of units in the Sociology major to 60. You may take all elective courses in Sociology if you wish. Students may choose their elective courses according to personal interest. Non-Sociology courses must be approved by the Director of Undergraduate Studies. A maximum of 10 units taken in other Social Science departments (Anthropology, Communication, Economics, Political Science, Psychology) may be counted towards the 60 units required for the Sociology B.A.

## Methods Requirement

Sociology majors are required to take at least one methodology course, either quantitative or qualitative, to supplement the core and foundation courses within Sociology. Quantitative classes in data analysis, programming, computer science, statistics, mathematics, are all suitable for this requirement, as are qualitative methods classes such as field research methods.

## Bachelor of Arts in Sociology with Data Science, Markets, and Management Subplan

There are two pathways to a Sociology B.A. degree:

- the Sociology Bachelor's degree, or
- the Sociology Bachelor's degree with the Data Science, Markets, and Management subplan

The following requirements are for the Sociology bachelor's degree with the Data Science, Markets, and Management subplan. See the Sociology Bachelor's degree tab (p. 2) for degree requirements for that option.

## Declaring the Major in Sociology with Data Science, Markets, and Management Subplan

To declare a major in Sociology, students should declare the B.A. in Axess with the Data Science, Markets, and Management subplan, then download the major declaration form from the department web site (<https://sociology.stanford.edu/academics/explore-ba-sociology/how-declare/>). Fill out and electronically sign the declaration form, and email the completed form to the Student Services Specialist.

The subplan prints on the diploma and transcript.

## Major Requirements

A 3.0 GPA is required to enter the Sociology major. The B.A. in Sociology requires 60 units of coursework. Grades of 'S' or 'CR' are allowable. When students take classes for a letter grade, a grade of at least 'C' should be earned or the student should obtain a written exception.

Unit values for courses can vary from year to year. If you have any questions, contact the Undergraduate Student Services Specialist in Sociology.

Students are encouraged to complete some coursework at the 200-level. Sociology majors are encouraged to participate in directed research

or undertake independent research with Sociology faculty. See the department website for additional information.

## Requirements

Students in the Data Science, Markets, and Management subplan must take the following courses; substitutions may be made only with consent of the Director of Undergraduate Studies.

### Core Requirements

The core requirements include one class in each of: experimental methods, computer programming, analysis of big data, data analysis and regression, network analysis, and a Writing in the Major class, as follows:

		Units
SOC 2	Self and Society: Introduction to Social Psychology	4
or SOC 120	Interpersonal Relations	
CS 105	Introduction to Computers (all CS requirements can be substituted for by higher level CS or programming classes)	3-5
or CS 106A	Programming Methodology	
or CS 106B	Programming Abstractions	
or CS 106X	Programming Abstractions	
MS&E 231	Introduction to Computational Social Science	3-4
or SOC 278	Introduction to Computational Social Science	
or SOC 10	Introduction to Computational Social Science	
SOC 180B	Introduction to Data Analysis	4
SOC 126	Introduction to Social Networks	3-5
or SOC 31N	Social Networks	
or SOC 224B	Relational Sociology	
or CS 224W	Machine Learning with Graphs	
or ECON 291	Social and Economic Networks	
or MS&E 135	Networks	
SOC 202	Junior Seminar: Preparation for Research	5
or SOC 204	Capstone Research Seminar	

### Foundation Sociology Courses on Economics, Organizations, Business, Labor Markets, and the Economy

Choose any two of the following courses:

		Units
SOC 3	America: Unequal	4
SOC 18N	Ethics, Morality, and Markets	3
SOC 114	Economic Sociology	4
SOC 117A	China Under Mao	5
SOC 130	Education and Society	4-5
SOC 140		3
SOC 162	The Social Regulation of Markets	3
SOC 167A	Asia-Pacific Transformation	4

### Electives

In addition to the Core classes and the Foundation classes, the Data Science, Markets and Management subplan requires 7 additional courses, as follows:

	Units
Four additional Sociology (SOC) courses	16
Two additional Computer Science, Math, Statistics, or Quantitative Social Science Courses	8
One additional Sociology or Social Science elective	4

## 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 coursework. 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 Undergraduate Studies, students may work with faculty advisers in other departments.

Students are encouraged to begin planning their honors thesis in their junior year. SOC 202 (<http://exploreddegrees.stanford.edu/search/?P=SOC%20202>), the Junior Seminar Sociology Writing In the Major course, is strongly recommended for students intending to pursue an honors thesis. Students pursuing honors should take the Sociology methods sequence, SOC 180A and SOC 180B (or approved substitutes) as early in the process as they can. Students begin designing their honors project in connection with this seminar and in consultation with the seminar leader.

To apply for the honors program, students should complete the honors application, obtain an adviser's approval and signature, and submit the application with a brief description of the proposed project and a copy of the student's unofficial undergraduate transcript, to the Director of Undergraduate Studies. Prospective candidates are asked to submit an honors application as soon as possible in their junior or senior year, ideally no later than the end of the fourth quarter prior to 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 Capstone Research Seminar.

If the student is admitted to the program, students will be directed to declare the B.A.H. in Axxess and drop the general B.A. Completion of honors in Sociology requires:

1. Application and acceptance into the Sociology honors program
2. Completion of all requirements of the Sociology major or Sociology major with subplan
3. Completion of an honors thesis with a grade of 'A-' or higher
4. Participation in the Sociology Honors Colloquium in the Spring Quarter prior to graduation.

If honors program requirements are not met, students must drop the B.A.H. degree program in Axxess and declare the B.A. before applying to graduate.

## Minor in Sociology

There are two pathways to a Sociology minor:

- the traditional Sociology minor, or
- the Sociology minor subplan in Poverty, Inequality and Policy

The following requirements are for the traditional minor in Sociology. See the Poverty, Inequality and Policy tab (p. ) for those requirements.

Students must complete a minimum of 24 units in Sociology (or 6 classes, whichever is greater) for the minor. Grades of 'S' or 'CR' are allowable. When students take classes for a letter grade, a grade of at least 'C' should be earned or the student should obtain a written exception. Students who wish to declare a minor in Sociology must do so no later than the deadline for their application to graduate. Related coursework from other departments may fulfill a minor requirement. All course substitutions must be approved by the Sociology Director of Undergraduate Studies.



Course requirements for a minor in Sociology are as follows:

		<b>Units</b>
SOC 1	Introduction to Sociology	4-5
or SOC 170	Classics of Modern Social Theory	
SOC 2	Self and Society: Introduction to Social Psychology	4
or SOC 180A	Foundations of Social Research	
or SOC 180B	Introduction to Data Analysis	

Two foundation courses: see foundation courses required for the major above

Two additional Sociology courses

## Minor in Sociology, Poverty, Inequality and Policy Subplan

There are two pathways to a Sociology minor:

- the traditional Sociology minor (p. 4), or
- the Sociology minor subplan in Poverty, Inequality and Policy

The following requirements are for the Poverty, Inequality and Policy subplan. See the Sociology Minor tab (p. 4) for those requirements.

### Overview

This minor provides students with the interdisciplinary tools needed to understand and contribute to the science of poverty and inequality. The coursework, which is drawn from sociology, economics, public policy, education, history, psychology, and political science, provides state-of-the-art training in the types and forms of poverty and inequality, the causes and consequences of poverty and inequality, and the many programs and interventions to reduce poverty and inequality. It provides opportunities to train in big data analysis, algorithms and predictive models, and qualitative and ethnographic methods. It also provides opportunities to participate in individual and group research projects and to join teams that are building poverty-reducing products, apps, and interventions. It is an excellent foundation for students considering careers in business, public policy, medicine, public health, government service, the law, nongovernmental organizations, foundations, or academia

### Course Requirements

The minor requires 24 units. Grades of 'S' or 'CR' are allowable. When students take classes for a letter grade, a grade of at least 'C' should be earned or the student should obtain a written exception. All course substitutions must be approved by the Sociology Director of Undergraduate Studies.

The following requirements are for the Poverty, Inequality, and Policy minor subplan.

		<b>Units</b>
<b>Core</b>		
Take two core courses		
SOC 3	America: Unequal	4
SOC 180A	Foundations of Social Research	4
or SOC 180B	Introduction to Data Analysis	
or ECON 102A	Introduction to Statistical Methods (Postcalculus) for Social Scientists	
<b>Breadth</b>		
Choose at least two courses from at least two of the following areas of concentration		8
Education		

EDUC 232	Culture, Learning, and Poverty	
SOC 130/ EDUC 120C	Education and Society	
EDUC 347	The Economics of Higher Education	
SOC 129X/ AFRICAAM 112/ CSRE 112X/ EDUC 112	Urban Education	
<b>Gender</b>		
SOC 153/ AFRICAAM 141X/ CSRE 141X/ FEMGEN 141	Activism and Intersectionality	
SOC 134D	Sex, Courtship, and Marriage in America	
SOC/FEMGEN 142	Sociology of Gender	
SOC/FEMGEN 155	The Changing American Family	
<b>Health and Well-Being</b>		
SOC 152	The Social Determinants of Health	
<b>Inequality and Mobility</b>		
ECON 22N	Causes and Consequences of the Rise in Inequality	
SOC 14N	Inequality in American Society	
SOC 135	Poverty, Inequality, and Social Policy in the United States	
<b>Labor Markets</b>		
ECON 145	Labor Economics	
ECON 147	The Economics of Labor Markets	
SOC 114	Economic Sociology	
<b>Poverty and the Safety Net</b>		
SOC 157 & SOC 158	Ending Poverty with Technology and Ending Poverty with Technology: A Practicum. (or PUBLPOL 147/148)	
ECON 19Q	Government by the Numbers	
SOC 149/ CSRE 149A/ URBANST 112	The Urban Underclass	
ECON 11N	Understanding the Welfare System	
SOC 156A	The Changing American City	
<b>Race, Ethnicity, and Immigration</b>		
SOC 146/ CSRE 196C/ ENGLISH 172D/ PSYCH 155/ TAPS 165	Introduction to Comparative Studies in Race and Ethnicity	
ANTHRO 31Q	The Big Shift	4
PSYCH 286	The Psychology of Racial Inequality	
SOC/CSRE 45Q	Understanding Race and Ethnicity in American Society	
SOC/CSRE 20N	What counts as "race," and why?	
<b>Electives</b>		
Choose two electives. Although all pre-approved courses are listed here, students may petition for approval of other courses related to inequality, poverty, and mobility. Students may also elect to take additional concentration courses in any of the concentration areas above.		8
LAW 2515	Environmental Justice	3
EDUC 197	Gender and Education in Global and Comparative Perspectives	3-4
FEMGEN 297	Gender and Education in Global and Comparative Perspectives	3-4

SOC 134	Gender and Education in Global and Comparative Perspectives	3-4
EDUC 173	Gender and Higher Education: National and International Perspectives	3-4
SOC 173	Gender and Higher Education: National and International Perspectives	3-4
CSRE 141	Gentrification	5
URBANST 141	Gentrification	5
POLISCI 338	Universal Basic Income: the philosophy behind the proposal	3
POLISCI 220	Urban Policy Research Lab	5
PUBLPOL 225	Urban Policy Research Lab	5
URBANST 170	Urban Policy Research Lab	5
PUBLPOL 154	Politics and Policy in California	5
PUBLPOL 101	Introduction to American Politics and Policy: In Defense of Democracy	4-5
ECON 241	Public Economics I	2-5
SOC 109	Race and Immigration in the US : Boundaries and Mobility	4
LAW 2010	Sentencing, Corrections, and Criminal Justice Policy	3
CSRE 156	The Changing American City	4
URBANST 156A	The Changing American City	4
SOC 156A	The Changing American City	4
PHIL 174B	Universal Basic Income: the philosophy behind the proposal	3

#### Optional Research Apprenticeship (up to five units)

Students may opt to replace one elective with a research apprenticeship with faculty in an ongoing research project. The Center on Poverty and Inequality also offers opportunities for students interested in participating in larger team projects. Prior arrangement required.

## 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. It is possible for students to complete their B.A. and Sociology coterminal M.A. in the fourth year; historically, most students have completed a Sociology M.A. during their fifth year at Stanford.

### 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. The GRE is not required for a Sociology master's program application. It is highly recommended that applicants have completed at least one Sociology course at the 100 level with a grade of 'B' or better.

The department accepts applications once a year; the application deadline is February 5, 2021 for Spring Quarter enrollment. There are no exceptions to this deadline. All application materials are submitted online.

The department does not fund coterminal M.A. students. To learn more about graduate financial assistance, please visit the Stanford Financial Aid Office ([https://financialaid.stanford.edu/aid/special/co\\_term.html](https://financialaid.stanford.edu/aid/special/co_term.html)).

To apply for admission to the Sociology coterminal M.A. program, students must submit the following:

1. The Application for Admission to Coterminal Master's Program (<https://applyweb.com/stanterm/>) available online in mid-September;

2. Statement of purpose: limited to 2 pages double-spaced. Applicants should outline reasons for pursuing the M.A. in Sociology, including career aspirations or plans for additional advanced degrees, and other aspects of their academic experiences that may aid the admissions committee in evaluating their motivation for graduate study. Students seeking a research-intensive experience also should describe their specific research interests and plans to complete
3. Preliminary Program Proposal for Master's Degree: this form should be uploaded to the online application. At least 45 units of coursework relevant to the degree program must be specified. Example proposals for the 2019-20 academic year appear below;
4. Undergraduate Coterm Application Approval form (<https://stanford.app.box.com/v/ug-coterm-application-approval/>): downloaded from the Registrar's Office website and uploaded to the online application;
5. Current unofficial undergraduate transcript;
6. Two letters of recommendation from Stanford faculty familiar with the student's academic work. Additional letters from teaching assistants, employers, or other individuals are accepted as supplemental materials but are not required.

### University Coterminal Requirements

Coterminal master's degree candidates are expected to complete all master's degree requirements as described in this bulletin. University requirements for the coterminal master's degree are described in the "Coterminal Master's Program (<http://exploreddegrees.stanford.edu/cotermdegrees/>)" section. University requirements for the master's degree are described in the "Graduate Degrees (<http://exploreddegrees.stanford.edu/graduatedegrees/#masterstext>)" section of this bulletin.

After accepting admission to this coterminal master's degree program, students may request transfer of courses from the undergraduate to the graduate career to satisfy requirements for the master's degree. Transfer of courses to the graduate career requires review and approval of both the undergraduate and graduate programs on a case by case basis.

In this master's program, courses taken three quarters prior to the first graduate quarter, or later, are eligible for consideration for transfer to the graduate career. No courses taken prior to the first quarter of the sophomore year may be used to meet master's degree requirements.

Course transfers are not possible after the bachelor's degree has been conferred.

The University requires that the graduate advisor be assigned in the student's first graduate quarter even though the undergraduate career may still be open. The University also requires that the Master's Degree Program Proposal be completed by the student and approved by the department by the end of the student's first graduate quarter.

### Program Requirements

Coterminal M.A. students are required to take 45 units of course work during their graduate career. All units for the coterminal M.A. must be taken at or above the 100 level; advanced-level course work is encouraged and at least 50 percent must be courses designated primarily for graduate students (typically at the 200 level or above).

Students who wish to take courses outside the department must seek approval in advance; coterminal master's students are limited to 5 units from outside of the department and outside courses must be taken in other Social Science departments. Up to 5 units can be taken as an independent study or directed reading (SOC 290 Coterminal MA individual study) with a faculty member appointed in Sociology but no more than 12 units of coursework across the 290 series (including SOC 291, SOC 292) can be counted toward the degree.

Students may transfer relevant units from their undergraduate career; to be eligible for transfer, courses must have been taken in the three quarters preceding the student's first graduate quarter. See the Registrar's Office for additional information on course transfer policies. 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.

All coterminal students are required to take SOC 270 Classics of Modern Social Theory and SOC 280A Foundations of Social Research. These introductory theory and methods courses are an important component of graduate training in the social sciences. Enrollment in SOC 202 Junior Seminar: Preparation for Research, SOC 204 Capstone Research Seminar, and SOC 280B Introduction to Data Analysis is strongly encouraged. Together, these courses provide skills for research opportunities within the department and in academic or professional careers.

The Department of Sociology is able to provide a research-intensive curriculum to a limited number of coterminal Master's students each year. It is highly recommended that students interested in a research-focused experience have completed SOC 180A/280A and SOC 202, or be enrolled, at the time of application to the coterminal Master's program. Applicants should indicate interest in their statement of purpose and describe their specific research question or topic. Upon acceptance, research-track students will work with the Sociology Coterm Director to develop an individualized program, which may include engaging in a research apprenticeship with faculty and/or completing an original research project.

Coterm Advising: Coterminal M.A. students should meet with the Sociology Coterm Director upon acceptance to discuss their planned coursework and receive approval for their program proposal. Program proposals, which outline the courses to be completed for the master's degree, must be submitted before the start of the student's second graduate quarter.

The Department of Sociology is committed to providing academic advising in support of the scholarly and professional development of all coterminal Master's students. When most effective, this advising relationship entails collaborative and sustained engagement by both the advisor and the advisee. The Sociology Coterm Director guides students in key areas such as selecting courses, designing and conducting research, and exploring academic opportunities and professional pathways. The Sociology student services office is also available to assist coterminal students in navigating policies and degree requirements. Students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for knowing and adhering to University and Departmental policies, standards, and requirements for coterminal students

For University coterminal degree program rules and University application forms, see the Coterminal Degrees section (<http://exploreddegrees.stanford.edu/cotermdegrees/>) of this bulletin. For additional information regarding the Sociology coterminal M.A. and how to apply, see the Department of Sociology (<https://sociology.stanford.edu/academics/masters-degree-programs/coterminal-masters-program/>) web site.

## Sample Program Proposals Standard Coterminal Master's Coursework (2020-21)

		Units
SOC 218	Social Movements and Collective Action	4
SOC 247	Race and Ethnicity Around the World	4
SOC 255	The Changing American Family	4
SOC 270	Classics of Modern Social Theory	4
SOC 276	The Social Life of Neighborhoods	3-5

SOC 280A	Foundations of Social Research	4
SOC 280B	Introduction to Data Analysis	4
SOC 289	Race and Immigration	4-5
SOC 289	Race and Immigration	4
Outside department		5
Previously taken Sociology coursework		8

## Research-focused Coterminal Master's Curriculum (2020-21)

SOC 202	Junior Seminar: Preparation for Research	5
SOC 204	Capstone Research Seminar	5
SOC 270	Classics of Modern Social Theory	4
SOC 280A	Foundations of Social Research	4
SOC 280B	Introduction to Data Analysis	4
SOC 291	Coterminal MA directed research	3-9
SOC 292	Coterminal MA research apprenticeship	2-9
Substantive Sociology course work		12

## Master of Arts in Sociology for Current Stanford Graduate Students

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.

For the M.A. degree, students must complete a minimum of 45 units of Sociology coursework with a grade point average (GPA) of 3.0 (B) or better. Of these units, 30 units must be taken in courses taught by faculty appointed in the Sociology department. Students may petition to use the remaining 15 units as flex units for courses not offered by faculty appointed in Sociology, but that are highly relevant to the discipline. Of these flex units, 5 can be taken as an independent study or directed reading with a member of the faculty appointed in Sociology. All flex units applied to courses not taught by faculty appointed in Sociology must be approved by the Director of Graduate Studies. All courses must be taken for a letter grade when possible. Workshops and colloquia do not count towards the M.A.

Students who wish to engage in more in-depth study on a specific topic may do so by focusing on coursework within an area of study, such as Poverty and Inequality, Social Psychology, Organizations and the Economy, or Race, Ethnicity, and Immigration.

A thesis is not required, but many students work closely with a Sociology faculty advisor to develop a publishable paper.

There is no teaching requirement for the M.A. in Sociology.

University regulations pertaining to the M.A. are listed in the "Graduate Degrees (<http://www.stanford.edu/dept/registrar/bulletin/4901.htm>)" section of this bulletin.

Although formal application to the M.A. program is not required, applicants from outside of the Sociology department must submit:

1. Graduate Authorization Petition form, available electronically through Axxess (<https://axess.stanford.edu/>);
2. Program Proposal for an M.A. form available for download from the registrar's office website, submitted to Sociology Graduate Student Services Manager;
3. Short statement of purpose; 1 page double-spaced, submitted to Sociology Graduate Student Services Manager.

Sociology Ph.D.s may receive their M.A. in their second or third year of graduate study. Interested students from other degree programs

should visit the Sociology department (<https://sociology.stanford.edu/academics/coterminal-masters-program/master-arts-sociology-current-stanford-graduate-students/>) department (<https://sociology.stanford.edu/academics/coterminal-masters-program/master-arts-sociology-current-stanford-graduate-students/>) (<https://sociology.stanford.edu/academics/coterminal-masters-program/master-arts-sociology-current-stanford-graduate-students/>) web site.

## Doctor of Philosophy in Sociology

The Ph.D. program in the Department of Sociology at Stanford offers rigorous training in sociological knowledge and research methods, and prepares students to embark on successful professional careers in sociology. The program prides itself on world-renowned faculty, cutting-edge research programs, and close interactions between faculty and students.

The following program requirements apply to students who entered the Ph.D program in 2010-11 or later; students admitted prior to 2010 should consult the department or the Bulletin from their year of admission (<http://exploreddegrees.stanford.edu/archive/#text>) for requirements specific to their cohort.

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

1. Students must enroll in SOC 305 Graduate Proseminar in Autumn and Winter quarters of the first year. The course provides an introduction and orientation to the field of sociology, and to the department and faculty. One unit of credit is given for this course; grading is on a satisfactory/no credit basis.
2. Students must complete 6 quarters of SOC 396 Sociology Colloquium by the end of their third year of study. The Sociology Colloquium is a semimonthly seminar held throughout the academic year, in which distinguished scholars lecture about their cutting-edge research findings. Students must enroll for credit and it is required for all first and second year Sociology students.
3. Students are required to complete 45 units of course work in Sociology in the first academic year, then 15 units of Sociology course work in the second academic year. Course work excludes workshop, independent study, and directed reading units.
4. *Theory*: Students are required to take two courses in sociological theory. The first course in macro-sociological theory (SOC 370A SOCIOLOGICAL THEORY), and the second course in research design (SOC 372 Theoretical Analysis and Research Design or SOC 670 Designing Social Research ) to be taken in the first year of the program.
5. *Methodology*: Students are required to complete a series of courses in methodology as well as one methods elective. Students with little background in statistics are encouraged to take an undergraduate statistics course in their first quarter of the program. The required methods sequence, to be taken in order, is listed below.
6. *Survey Courses*: Students must complete four broad survey courses to demonstrate command of a range of sociological literature. Each year the department specifies which courses meet this requirement. A list of courses that generally fulfill this requirement is listed below. Students should consult with their advisor to ensure that the combination of courses selected to meet this requirement exhibits sufficient breadth. This requirement is normally completed by the end of the second year of residency and must be met by the end of the third year of residency. The most current list of approved survey courses is available on the department website.
7. *Workshops*: Beginning in year two, doctoral students are required to enroll in at least one workshop each quarter. First year students may attend workshops but are not required to enroll. Sociology workshops are offered for 1-2 units on a credit/non-credit basis only and attendance is required to receive course credit. The Director of Graduate Studies may approve a student's petition to attend

a workshop when enrollment is prohibited by unit constraints; such attendance is not noted on the transcript. A list of approved workshops that fulfill this requirement is listed in the requirements section below and also on the department website.

8. *Qualifying Exam #1*: The first comprehensive examination is designed to ensure that students enter their second year with a firm reading knowledge of two substantive subfields, which students choose. Students write two essays in response to questions provided by the examining committee. The essays are due exactly one week after students receive the questions. Students choose one of two questions to write on for each subfield. Examinations are offered in the subject areas below, based on comprehensive readings lists that are available at the beginning of each academic year. Each subject area has one faculty point person or group leader. Group leaders are responsible for assembling essay questions and agree to meet with students as requested.

Exam subject areas for 2020 -21 are:

- Economic Sociology
- Gender
- Historical and Comparative Sociology
- Organizations
- Political Sociology
- Population, Family, Demography, and Marriage
- Race, Ethnicity, and Immigration
- Social Inequality
- Social Movements
- Social Psychology and Microsociology

Students may work together to read and discuss the materials on the comprehensive reading lists (and in fact they are encouraged to do so). They may consult with faculty members as they study for the exams. However, once the examination questions are released, all such collaboration and consultation should stop, and students should work independently on their essays.

9. *Qualifying Exam #2*: The second qualifying examination provides students with a more focused engagement in a specialized subfield or research area, and tests the student's ability to work and think independently. Exam #2 is due by June 1 of the second year in residence. A two-person committee that includes the primary advisor evaluates the paper. Although the committee is usually comprised of two regular faculty members in the department, emeritus and other faculty outside the department may serve as a committee member with prior approval. Committees and a brief proposal are recorded on the second year qualifying paper form, which the student should complete and submit to the graduate student services manager by December 1 of the second year. Second year students are required to enroll in SOC 385A Research Practicum I and SOC 385B Research Practicum II (both workshops assist in developing the front end of the research paper). Exams are read and graded by both committee members. The grades are an important component of the decision to advance a student to candidacy. Students must submit a one-page proposal to the reading committee and receive its approval by December 1 of the second year. The proposal includes a brief statement of the problem; a preliminary research design; a data source and proof of reasonable access to it; and a short reading list. Students submit the proposal along with second year qualifying paper form to the graduate student services manager. Students should produce a paper that makes an original contribution to sociological knowledge and that is ultimately publishable. That generally means writing a paper that includes data analysis; a full and focused analytic discussion of relevant theory and research; and frame the findings as a contribution to the literature. Students may also produce a paper with a primarily theoretical contribution so long as the prospects for eventual publication are clear to the committee. The paper should contain no more than 8,000



words of text. This paper may not also be employed to meet the Third Year Paper requirement, even in revised form.

10. *Third Year Paper:* In preparation for a career of writing scholarly papers, each student must complete a research paper in the third year of residency. This third-year paper may be on any sociological topic, and may address theoretical, empirical, or methodological issues. The paper is expected to reflect original work and be of publishable quality. Students select a committee of at least two Sociology faculty members to serve as third year paper readers. 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 June 1. The committee provides a review that speaks to (1) whether the paper is publishable and whether the student should therefore invest in attempting to publish it, and (2) what types of revisions, insofar as the paper is publishable, that the student should be pursuing to ready the paper for publication. These comments are shared with the Director of Graduate Studies, and copies of the paper and faculty comments will go in the student file.

11. *TA requirement:* Students must complete three quarters of teaching assistantship in departmental courses, or in other courses by approval. Students working 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. It is recommended that students complete their teaching requirements early in their graduate program; the requirement must be completed by the end of the fourth year of residency.

12. *RA requirement:* As partial preparation for becoming an accomplished researcher, each student must complete three quarters of research assistantship, working under the supervision of one or more faculty members, including regular, emeritus, and affiliated faculty. The experience may involve paid (or unpaid) work as a Research Assistant (RA). With the approval of the Director of Graduate Studies, research experience may be acquired by involvement in research projects outside the department. 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.

13. Students are required to present at least two papers at either major professional meetings (e.g., ASA), department workshops, or a combination of the two in their first five years of graduate study. The department provides students with a travel and research fund for the duration of their graduate career to assist with the costs associated with travel.

14. *Dissertation Prospectus and Prospectus Defense:* In order to demonstrate the ability to conduct independent scholarly work, each student must prepare and successfully defend the dissertation prospectus by the end of May during the fourth year in residence. Students should have their dissertation committee selected by the end of their third year in the program.

15. *Doctoral Dissertation and Defense:* Each student must complete and defend a doctoral dissertation. At the choice of the student (and in consultation with his/her advisor), the dissertation requirement may be met either by (1) submitting a book-length document, or (2) submitting three independent papers. The papers may address the same topic, but should be written as stand-alone, single-authored papers in standard journal format (i.e., AJS or ASR). None of these papers may overlap substantially with one another, and none of them may be co-authored. (The main criterion in judging substantial overlap is whether any standard journal, such as AJS, 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 defense date. The dissertation defense serves as the Oral Examination required by the University. Assessment of satisfactory completion is determined by the student's doctoral committee members. All students are invited to present their dissertation findings at an informal department colloquium.

The faculty are responsible for providing students with timely and constructive feedback on their progress towards 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 there are more serious concerns, a student may be placed on probation with specific guidelines for addressing the problems detected. The review at the end of the academic year 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 advisors 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, students who are performing well 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 not advanced to candidacy will normally be terminated from the program and awarded an M.A. degree. In some cases, the department may require that a student complete outstanding work or complete unmet requirements before admission to candidacy. The University requires that all students must be admitted to candidacy by the beginning of the third year in residence in order to continue in the Ph.D. program. Therefore all requirements stipulated by the department must be met before registration for the fall quarter of the student's third year.

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.

## Degree 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:

		Units
SOC 308	Social Demography	4-5
SOC 310	Political Sociology	4-5
SOC 314	Economic Sociology	4-5
SOC 316	Historical and Comparative Sociology	4-5
SOC 318	Social Movements and Collective Action	4-5
SOC 320	Foundations of Social Psychology	4-5
SOC 323	Sociology of the Family	4-5

SOC 339	Gender Meanings and Processes	5
SOC 340	Social Stratification	4-5
SOC 342B	Gender and Social Structure	5
SOC 349	Race, Space, and Stratification	4
SOC 350	Sociology of Race	4-5
SOC 357		3-5
SOC 358	Sociology of Immigration	5
SOC 362	Organization and Environment	3
SOC 363A	Seminar on Organizational Theory	5
SOC 366A	Organizational Ecology	3
SOC 376		3

## Research Methods

Required methodology courses are listed below.

		Units
SOC 381	Sociological Methodology I: Introduction	5
SOC 382	Sociological Methodology II: Principles of Regression Analysis	4-5
SOC 383	Sociological Methodology III: Models for Discrete Outcomes	5

## Theory

		Units
SOC 370A	SOCIOLOGICAL THEORY	5
SOC 372 or OB 670	Theoretical Analysis and Research Design Designing Social Research	3-5

## Workshops

		Units
SOC 311A	Workshop: Comparative Studies of Educational and Political Systems	1-5
SOC 315W	Workshop: Economic Sociology and Organizations	1-2
SOC 317W	Computational Sociology	1-2
SOC 325W	Workshop: Graduate Family	1-2
SOC 341W	Workshop: Inequality	1-2
SOC 350W	Workshop: Migration, Ethnicity, Race and Nation	1-3
SOC 368W	Workshop: China Social Science	1
SOC 375W	Workshop: Politics, Morality, and Hierarchy	1-2
SOC 380W	Workshop: Qualitative and Fieldwork Methods	1-3

## 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 must be in courses taught by faculty appointed in the Sociology department. Students must enroll in the SOC course offerings (not cross-listed sections). There are two exceptions: five (5) of these units may be taken as an independent study or directed reading with a member of the sociology faculty; another five (5) units may be taken in a statistics or methods course taught in another department. All units must be taken for a letter grade. Workshops and colloquium do not count towards the Ph.D. minor. The program must be approved by a Sociology advisor 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 form ([http://studentaffairs.stanford.edu/sites/default/files/registrar/files/app\\_phd\\_minor.pdf](http://studentaffairs.stanford.edu/sites/default/files/registrar/files/app_phd_minor.pdf)) to the Sociology student services

office. The Application for Ph.D. Minor form must have all Sociology or other courses to be applied to the minor listed, including course number, units, and final grades.

## COVID-19 Policies

On July 30, the Academic Senate adopted grading policies effective for all undergraduate and graduate programs, excepting the professional Graduate School of Business, School of Law, and the School of Medicine M.D. Program. For a complete list of those and other academic policies relating to the pandemic, see the "COVID-19 and Academic Continuity (<http://exploreddegrees.stanford.edu/covid-19-policy-changes/#tempdeptemplatetabtext>)" section of this bulletin.

The Senate decided that all undergraduate and graduate courses offered for a letter grade must also offer students the option of taking the course for a "credit" or "no credit" grade and recommended that deans, departments, and programs consider adopting local policies to count courses taken for a "credit" or "satisfactory" grade toward the fulfillment of degree-program requirements and/or alter program requirements as appropriate.

## Undergraduate Degree Requirements

### Grading

The Sociology Department will allow either letter grades or grades of 'CR' or 'S' to count towards Sociology BA and Sociology minor requirements. When students take classes for a letter grade, a grade of at least 'C' should be earned or the student should obtain a written exception.

## Coterminal MA Degree Requirements

### Grading

Sociology Coterminal MA students may count classes taken for 'CR' or 'S' toward their MA degree, and should continue to maintain a 'B' average, or better in courses that will count toward the Sociology MA degree that are taken for a letter grade.

## Doctoral Degree Requirements

### Grading

The Sociology Department has not changed its policy concerning letter grades for Sociology doctoral students. Students should take required courses for a letter grade and earn a grade of 'B+', or better in each course for academic year 2020-21.

For courses that do not satisfy specific degree requirements in the graduate program (i.e. courses unrelated to degree requirements, non-required, directed reading and research, non-SOC subject code courses, language courses...), students may count these courses, taken in academic year 2020-21 with a grade of 'CR' (credit) or 'S' (satisfactory), towards the overall units required and in satisfaction of graduate degree.

## Other Graduate Policies

If a student has difficulty completing a graduate degree requirement due to the COVID-19 pandemic, (e.g., qualifying exam(s), prospectus defense), the student should consult with the Director of Graduate Studies or the Student Services Manager to identify academic options to fulfill degree requirements.

## Graduate Advising Expectations

The Department of Sociology is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the advisor and the advisee. As a best practice, advising expectations should be periodically

discussed and reviewed to ensure mutual understanding. Both the advisor and the advisee are expected to maintain professionalism and integrity.

Faculty advisors guide students in key areas such as selecting courses, designing and conducting research, developing of teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program.

For a statement of University policy on graduate advising, see the "Graduate Advising (<http://exploreddegrees.stanford.edu/graduatedegrees/#advisingandcredentialstext>)" section of this bulletin.

*Emeriti: (Professors)* Joseph Berger, Michael T. Hannan, Douglas McAdam, John W. Meyer, Susan Olzak, Cecilia Ridgeway, W. Richard Scott, Nancy B. Tuma

*Chair:* Michael Rosenfeld

*Director of Graduate Studies:* Shelley Correll

*Director of Coterminial Masters:* Aliya Saperstein

*Director of Undergraduate Studies:* Jeremy Freese

*Professors:* Karen Cook, Shelley Correll, Jeremy Freese, Mark Granovetter, David Grusky, Tomás Jiménez, Michael Rosenfeld, Gi-Wook Shin, C. Matthew Snipp, Florencia Torche, Kiyoteru Tsutsui, Andrew Walder, Robb Willer, Xueguang Zhou

*Associate Professors:* Aliya Saperstein, Forrest Stuart

*Assistant Professors:* Asad L. Asad, Matthew Clair, Mark Hoffman, Jackelyn Hwang, Michelle Jackson, Barbara Kiviat

*Adjunct Professors:* Glenn Carroll, Michele Landis Dauber, Larry Diamond, Daniel McFarland, Walter Powell, Francisco Ramirez, Hayagreeva Rao, Sean Reardon, Jesper Sørensen, Sarah Soule, Mitchell Stevens

*Adjunct Associate Professors:* Patricia Bromley, Amir Goldberg, Adina Sterling, Mitchell Stevens, Christine Min Wotipka

*Adjunct Assistant Professors:* Angèle Christin, Benjamin Domingue, Sharad Goel, Jennifer Pan

*Lecturers:* Eva Myersson Milgrom

*Adjunct Consulting Professor:* Ruth Cronkite

## Overseas Studies Courses in Sociology

The Bing Overseas Studies Program (<http://bosp.stanford.edu>) (BOSP) manages Stanford international and domestic study away programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The BOSP course search site (<https://undergrad.stanford.edu/programs/bosp/explore/search-courses/>) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (<http://explorecourses.stanford.edu>) or Bing Overseas Studies (<http://bosp.stanford.edu>).

*Due to COVID-19, all BOSP programs have been suspended for Autumn Quarter 2020-21. All courses and quarters of operation are subject to change.*

		<b>Units</b>
OSPBER 66	Theory from the Bleachers: Reading German Sports and Culture	3
OSPFLOR 46	Images of Evil in Criminal Justice	5
OSPMARD 61	Society and Cultural Change: The Case of Spain	4
OSPOXFRD 117W	Gender and Social Change in Modern Britain	4-5

## Courses

### SOC 1. Introduction to Sociology. 5 Units.

This course to get students to think like a sociologist; to use core concepts and theories from the field of sociology to make sense of the most pressing issues of our time: race and ethnicity; gender and sexuality; family; education; social class and economic inequality; social connectedness; social movements; and immigration. The course will draw heavily on the research and writing of Stanford's own sociologist.

### SOC 2. Self and Society: Introduction to Social Psychology. 4 Units.

Why do people behave the way they do? This is the fundamental question that drives social psychology. Through reading, lecture, and interactive discussion, students have the opportunity to explore and think critically about a variety of exciting issues including: what causes us to like, love, help, or hurt others; the effects of social influence and persuasion on individual thoughts, emotion, and behavior; and how the lessons of social psychology can be applied in contexts such as health, work, and relationships. The social forces studied in the class shape our behavior, though their operation cannot be seen directly. A central idea of this class is that awareness of these forces allows us to make choices in light of them, offering us more agency and wisdom in our everyday lives. Same as: PSYCH 70

### SOC 3. America: Unequal. 4 Units.

It was never imagined "when the U.S. was founded" that the rich would be so rich and the poor so poor. It was never imagined "when the U.S. was founded" that opportunities to get ahead would depend so profoundly on one's family circumstances and other starting conditions. How could this have happened in the "land of opportunity?" What are the effects of such profound inequality? And what, if anything, should be done about it?. Same as: CSRE 3P, PUBLPOL 113

### SOC 4. The Sociology of Music. 3-5 Units.

This course examines music's production, its consumption, and its contested role in society from a distinctly sociological lens. Why do we prefer certain songs, artists, and musical genres over others? How do we use music to signal group membership and create social categories like class, race, ethnicity, and gender? How does music perpetuate, but also challenge, broader inequalities? Why do some songs become hits? What effects are technology and digital media having on the ways we experience and think about music? Course readings and lectures will explore the various answers to these questions by introducing students to key sociological concepts and ideas. Class time will be spent moving between core theories, listening sessions, discussion of current musical events, and an interrogation of students' own musical experiences. Students will undertake a number of short research and writing assignments that call on them to make sociological sense of music in their own lives, in the lives of others, and in society at large. Same as: AFRICAAM 4, CSRE 4

### SOC 8. Sport, Competition, and Society. 4 Units.

This course uses the tools of social science to help understand debates and puzzles from contemporary sports, and in doing so shows how sports and other contests provide many telling examples of enduring social dynamics and larger social trends. We also consider how sport serves as the entry point for many larger debates about the morality and ethics raised by ongoing social change.

**SOC 9N. 2020 Election, Understanding the National, Participating in the Local. 3 Units.**

In this class we will read the literature on voting and elections. We will cover some literature on voting rights in the US. The class will have a field component, as students will not only be obligated to register to vote (if they are eligible), but also go out into the field, in groups, to register voters and talk to them about some local issue or candidate. Learn to understand the election system through participation! Each student will pick a local issue or candidate, and then the students will go out, in teams, to canvass around that local issue or candidate and learn about what their fellow citizens have to say about their chosen issue. Students will present a post-mortem about their chosen candidate or issue after the November elections are over.

**SOC 10. Introduction to Computational Social Science. 4 Units.**

The large-scale digitization of social life is providing new opportunities and research directions for social scientists. In this course, we will discuss how social scientists, and sociologists in particular, are using advances in computational techniques to further our knowledge of society. Some of the topics we will survey include online experiments, massive online social networks, large-scale text analysis, and geographical information systems. Students will learn principles of research design in addition to fundamental programming and data analysis techniques. By the end of the course they should be able to produce computational social science research of their own.

**SOC 14N. Inequality in American Society. 4 Units.**

An overview of the major forms of inequality in American society, their causes and consequences. Special attention will be devoted to public policy associated with inequality.

**SOC 18N. Ethics, Morality, and Markets. 3 Units.**

Markets are inescapably entangled with questions of right and wrong. What counts as a fair price or a fair wage? Should people be able to sell their organs? Do companies have a responsibility to make sure algorithmic decisions don't perpetuate racism and misogyny? Even when market exchange seems coldly rational, it still embodies normative ideas about the right ways to value objects and people and to determine who gets what. In this seminar, we will study markets as social institutions permeated with moral meaning. We will explore how powerful actors work to institutionalize certain understandings of good and bad; unpack how particular moral visions materially benefit some groups of people more so than others; examine the ways people draw on notions of fairness to justify and contest the market's distribution of resources and opportunities; and consider who has agency to build markets according to different normative ideals. Most course readings are empirical research, so we will also critically discuss how social scientists use data and methods to build evidence about the way the world works.

**SOC 19N. The Immigrant Experience in Everyday Life. 3 Units.**

The seminar introduces students to major themes connected to the immigrant experience, including identity, education, assimilation, transnationalism, political membership, and intergroup relations. There will also be some attention given to research methodology. The seminar addresses these themes through reading ethnographies that document the everyday experience of immigrants and immigrant communities, broadly defined, in the United States. The course readings primarily come from more contemporary ethnographic research, but it will also include a sampling of ethnographies that examine the experience of previous waves of immigrants. Student participation will include in-class discussions of readings, short written responses to readings, and a final paper in which students draw on original ethnographic research that they conduct during the quarter. By the end of the quarter, students will be able to identify the social, political, and economic forces that shape the immigrant experience. More importantly, students will understand HOW these forces enter the immigrant experience in everyday life.

**SOC 20N. What counts as "race," and why?. 4 Units.**

Preference to freshmen. Seminar discussion of how various institutions in U.S. society employ racial categories, and how race is studied and conceptualized across disciplines. Course introduces perspectives from demography, history, law, genetics, sociology, psychology, and medicine. Students will read original social science research, learn to collect and analyze data from in-depth interviews, and use library resources to conduct legal/archival case studies.

Same as: CSRE 20N

**SOC 21D. Social Movements and the Internet. 3-4 Units.**

Over the past few decades, social movements have increasingly relied on social movement participants leveraging internet technologies in mobilization, coordination, and public outreach to assist in their movement goals. How have new online tools such as social media and digital connectivity changed the processes of contemporary social movements? This course uses a sociological perspective to examine the ways social movements have adapted to online technologies to critically think about how the internet has altered traditional forms of social movement mobilization. The first half of the course is an introduction and review of traditional social movement literatures, while the second half is focused on different contemporary social movements where the internet played an important role, including the Arab Spring, Black Lives Matter, LGBTQ equality, feminism and the #MeToo movement, and most recently, the storming of the U.S. Capitol. Students will be encouraged to think about the ways in which social movement processes have been accelerated and/or changed due to the effects of online technologies.

**SOC 31N. Social Networks. 3 Units.**

This Introductory Seminar reviews the history of social network studies, investigates how networks have changed over the past hundred years and asks how new technologies will impact them. We will draw from scholarly publications, popular culture and personal experience as ways to approach this central aspect of the human experience.

**SOC 45Q. Understanding Race and Ethnicity in American Society. 4 Units.**

Preference to sophomores. Historical overview of race in America, race and violence, race and socioeconomic well-being, and the future of race relations in America. Enrollment limited to 16.

Same as: CSRE 45Q

**SOC 97SI. Homeless Services in Silicon Valley. 2 Units.**

Community engaged learning through applied academics encourages students to identify themselves as agents of social change, to use the experience of service to address injustice in communities and to explore solutions to complex humanitarian issues locally. This quarter long course allows students to engage with the nonprofit sector and partner organizations in a unique culture outside of the traditional classroom setting. We place participants at local organizations to do a quarter-long mentored project, supplemented with group reflection sessions. Through these meaningful, hands-on experiences, we hope to engage the Stanford student body in the issue of homelessness, specifically as faced by service providers.

**SOC 102A. Social Inequality in Israel. 3 Units.**

Like the US, Israel is a nation of immigrants. Israel additionally shares with the US vast economic, ethnic/racial and gender gaps, which are shaped and are being shaped by the demographic diversity characterizing its society. The course will provide a comparative framework for analyzing social inequality in Israel. We will start by reviewing essential concepts and theories in the study of social stratification. We will then review the main cleavages characterizing Israeli society, while comparing them to gaps in other advanced societies and particularly the US. We will focus on class, gender and ethnicity as the main distinctions and will examine their implications for differences in life chances in several domains across the life course. We will conclude with a discussion of possible scenarios for change, which are relevant to both Israel and the US. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the analysis of social inequality in Israel and elsewhere.

Same as: CSRE 132A, JEWISHST 132A



**SOC 103A. WELFARE, WORK AND POVERTY.. 3 Units.**

Early theorists of the welfare state described it as a reaction to the emergence of needs and interests of specific social groups during processes of economic development and change. Later theorists countered that the welfare state does not merely react to social cleavages during times of economic change but rather works to actively shape them, in line with worldviews or the interests of dominant group members. Adopting the latter approach, the goal of this course is to provide the tools and knowledge necessary for a critical evaluation of the social services provided to Israeli citizens and their impact on social and economic inequalities. The course will survey various approaches to the understanding of the goals of the welfare state. A comparative and historical account of the development of the welfare state will be presented, while highlighting recent developments, such as the increase in poverty rates and the aging of the population. During the course, we will examine the diverse needs that are served by the welfare state, as well as major dilemmas associated with the provision of services. Throughout the course, we will study critical thinking techniques and will use them for analyzing issues that are central for the development of social policies in Israel and the US.

Same as: CSRE 133J, JEWISHST 133A

**SOC 105. The Sociology of Emotions. 3 Units.**

Although most of us think that feelings are deeply personal and private experiences, this seminar explores the social side of emotion; including how they are socially learned, shaped, regulated, and distributed in the population as well as the consequences of emotion culture, emotion norms, emotional labor, and emotional deviance for individuals and society. We will consider specific emotions  $\zeta$  including jealousy, fear, sympathy, and happiness  $\zeta$  as well as more general patterns  $\zeta$  including the commercialization of emotion and the role of emotions in politics.

**SOC 105VP. Contested markets in the Brazilian Amazon Rainforest. 2-3 Units.**

Strategies of environmental movements to contain domestic and foreign corporations that are viewed as major perpetrators of rainforest devastation and the socio-economic degradation of this vast region. Topics: Origins, roles and inter-relations among corporations (zero deforestation agreements in soybean agriculture and cattle ranching), the development of environmental law and the efficacy of government and NGO movements;  $\zeta$  strategies, and whether this emerging economy shapes social classes, groups, tribes, family life to further embed inequality and immobility. This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit.

Same as: EARTHSYS 205VP, SOC 205VP

**SOC 107E. Education and Inequality: Big Data for Large-Scale Problems. 3-5 Units.**

In this course, students will use data from the Stanford Education Data Archive (SEDA) to study the patterns, causes, consequences, and remedies of educational inequality in the US. SEDA is based on 200 million test score records, administrative data, and census data from every public school, school district, and community in the US. The course will include lectures, discussion, and small group research projects using SEDA and other data.

Same as: EDUC 107, EDUC 207, SOC 205

**SOC 109. Race and Immigration in the US : Boundaries and Mobility. 4 Units.**

Drawing from theories and research in race/ethnicity, social psychology, inequality, and demography, and focusing on the U.S., this course examines how racial hierarchies affect immigrants;  $\zeta$  socioeconomic mobility and ethnic identities, and how immigrants and their descendants contribute to the reconstruction of racial and ethnic boundaries. Topics include: theories of international migration and assimilation; immigration and the labor market; racial and ethnic identities; immigrants and interracial relations; second-generation mobility and identities; transnationalism.

**SOC 111. State and Society in Korea. 4 Units.**

20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience.

Same as: INTNLREL 143, SOC 211

**SOC 112. Comparative Democratic Development. 5 Units.**

Social, cultural, political, economic, and international factors affecting the development and consolidation of democracy in historical and comparative perspective. Individual country experiences with democracy, democratization, and regime performance. Emphasis is on global third wave of democratization beginning in the mid-1970s, the recent global recession of democracy (including the rise of illiberal populist parties and movements), and the contemporary challenges and prospects for democratic change.

Same as: POLISCI 147

**SOC 113. Comparative Corruption. 3 Units.**

Causes, effects, and solutions to various forms of corruption in business and politics in both developing regions (e.g. Asia, E. Europe) and developed ones (the US and the EU).

Same as: POLISCI 143S

**SOC 114. Economic Sociology. 4 Units.**

(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.

Same as: SOC 214

**SOC 117A. China Under Mao. 5 Units.**

(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.

Same as: SOC 217A

**SOC 118. Social Movements and Collective Action. 4 Units.**

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.

Same as: SOC 218

**SOC 119. Understanding Large-Scale Societal Change: The Case of the 1960s. 5 Units.**

The demographic, economic, political, and cultural roots of social change in the 60s; its legacy in the present U.S.

Same as: SOC 219

**SOC 119D. The Power of Social Networks in Everyday Life. 3 Units.**

Why do some people have better ideas than others? Why are some more likely to be bullied in school, get a job, or catch a disease? Why do some innovations, apps, rumors, or revolutions spread like a wildfire, while others never get off the ground? Why are Facebook, Twitter, Instagram or Spotify so good at recommending people, news, pictures, or songs we might know or like? What do a power outage, the collapse of the Roman Empire, a human stroke, and the Financial Crisis of 2008 have in common? What explains the success of Silicon Valley? And why are there only six (or less) people between us and any other human on this planet? While these questions may seem totally unrelated to each other on first glance, they can all be explored with the help of a single, yet powerful framework: social network analysis. In this class, you will learn to see the world as a web of relations: not only are people, ideas/concepts and things all increasingly connected to each other; the pattern of these relations can tell us a great deal about many phenomena in our social world that defy traditional explanations. At the end of this class, you will not only see networks everywhere; you will have taken a big step toward connecting some of the dots in (y)our world: this is the power of thinking in relations.

**SOC 119VP. Introduction to Social Demography: A Comparative Approach (Israel & US). 3 Units.**

In this class we will learn about Israel's unique demographic structure and we will compare it to the US and other countries. Reading materials include general theories as well as research published in scholarly journals. In the first half of this class we will review basic demographic concepts (mortality, fertility and migration), and we will apply them to the Israeli context, with comparisons between different social groups in Israel and with comparison to the US. We will also review basic demographic theories (theories of population change) and apply them to different countries. In the second half of the class we will focus on demography of the family. We will ask how fertility, marriage and divorce differ for different population groups in Israel and the US, and we will tie family processes to current theories of gender and family change. We will also learn how demographic processes may be related to the reproduction of poverty, and inequality.

Same as: JEWISHST 130VP

**SOC 120. Interpersonal Relations. 4 Units.**

(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.

Same as: SOC 220

**SOC 120D. From ICE Detention to #MeToo: Sociology of Law and Social Inequality. 3-5 Units.**

What does mass incarceration have in common with ICE detention? What role do little-known legal doctrines from the previous century play in making courts inaccessible to survivors of sexual assault and trans people fighting discrimination? In this class we will answer those questions by examining how the seemingly objective nature of the law makes it a potent social tool to promote the interests of the powerful at the expense of the powerless while appearing neutral. This obfuscating power of the law has long been used to reinforce and perpetuate forms of social inequality. In this class we will analyze a few notable examples of such usage of the law and their role as pillars of current social inequality. We will examine how the high burden of proof courts have placed on complainants claiming gender discrimination has blocked most targets of such discrimination from seeking legal remedy; We will examine how redlining and mass incarceration have resulted in the current rates of racial inequality; and how immigration law has resulted in a seemingly objective yet deeply racist system of detention by ICE.

**SOC 120VP. Poverty and Inequality in Israel and the US: A Comparative Approach. 3 Units.**

Poverty rates in Israel are high and have been relatively stable in recent decades, with about one fifth of all households (and a third of all children) living below the poverty line. In this class we will learn about poverty and inequality in Israel and we will compare with the US and other countries. In the first few weeks of this class we will review basic theories of poverty and inequality and we will discuss how theories regarding poverty have changed over the years, from the "culture of poverty" to theories of welfare state regimes. We will also learn about various ways of measuring poverty, material hardship, and inequality, and we will review the methods and data used. In the remaining weeks of the class we will turn to substantive topics such as gender, immigration, ethnicity/nationality, welfare policy, age, and health. Within each topic we will survey the debates within contemporary scholarship and we will compare Israel and the US. Examination of these issues will introduce students to some of the challenges that Israeli society faces today. Same as: CSRE 120P, JEWISHST 131VP

**SOC 121VP. Family and Society: A Comparative Approach (Israel & the US). 3 Units.**

Families are changing: Non-marital partnerships such as cohabitation are becoming more common, marriage is delayed and fertility is declining. In this class we will learn about how families are changing in Israel and we will compare with the US and other countries. Reading materials include general theories as well as research published in scholarly journals. After reviewing general theories and major scholarly debates concerning issues of family change, we will turn to specific family processes and compare Israel, the US and other countries. We will ask how family transitions may differ for different population groups and at different stages of the life course, and we will tie family processes to current theories of gender. We will cover a wide range of topics, from marriage and marital dissolution to cohabitation, LAT and remarriage. We will also discuss changes in women's labor force participation and how it bears on fertility, parenthood and household division of labor. Within each substantive topic we will survey the debates within contemporary scholarship and we will compare Israel and the US.

Same as: JEWISHST 132VP, SOC 221VP

**SOC 122D. Free Speech and Inclusion on Campus. 3 Units.**

How do we balance norms of inclusion and respect with norms of free speech? This seminar course utilizes readings from sociology, political science, and legal/ethical reasoning to elucidate the larger structures and ideals that are at stake in the debates over what kind of speech is tolerable, or more normatively speaking, desirable, at colleges and universities. The expected learning outcomes are: a greater understanding of the free speech's role in American society and democracy, how America's position on free speech compares to other countries, and how speech restriction and liberties can reveal larger patterns in social structure and agency. Finally, key skills students will develop are learning how to identify common ethical frameworks that academic and popular authors use and how to analyze the origins of and changes in social institutions and social structures.

Same as: AMSTUD 122D

**SOC 124. Gender and Technology. 3 Units.**

Gender and Technology historicizes the process through which technical skills and modern-day American computing technologies have been imbued with masculinist associations. We explore how social processes link technical expertise to gendered domains, and how ideas about gender are shaped in turn by the resulting technologies. Students explore how American gender roles from the 19th century to the present are constructed with and through technologies in order to better understand the masculinist defaults of the tech industry in the Silicon Valley.

**SOC 124VP. Social Inequalities and Poverty in Latin America with focus on Brazil. 3-5 Units.**

The central goal of this course is to promote an academic debate and knowledge exchange about social inequalities and poverty in Latin America, with an emphasis on Brazil, analyzing their impact on the scope of politics, the design of social policies and the interests of society. It is based on an analysis of Angus Deaton's work (Nobel Prize in Economics, 2015), that develops an economic-historical study and points out the great economic and social transformations that affect the process of evolution of social and health inequalities. Thus, what is proposed here is an analysis of the mutation of inequalities throughout the history of humanity. Deaton's relevant contribution is his approach to the process of overcoming inequalities and poverty over the last three centuries. His work demonstrates that, although the advances in terms of economic growth and quality of life have been extraordinary, there are inequalities between different regions and countries around the world. From this contextualization, the aim of this course is to discuss a contemporary approach to social development centered on the ideas of Amartya Sen (Nobel Prize in Economics, 1998), with a focus on capabilities. Sen's innovative perspective establishes that development should be centered on individuals' freedom of choice.

Same as: SOC 224VP

**SOC 126. Introduction to Social Networks. 4 Units.**

(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.

Same as: SOC 226

**SOC 126D. Wellbeing and Society. 3-4 Units.**

All societies have had some notion of what makes for a good life. The scientific study of wellbeing, however, is relatively new. As our capacity to collect data about people grows, our understanding of who is well and who is not is also rapidly evolving. Today, we understand wellbeing as having many dimensions, encompassing happiness, purpose, pleasure, health, income, social connection, and inclusion. What determines how individuals fare in these domains of life? How can we improve our collective and individual wellbeing? In this course, we will learn how our ability to pursue wellbeing is shaped by social factors, such as inequality, social networks, culture, government, and markets. We will draw on empirical research and case studies in sociology, psychology, anthropology, and economics. This course largely focuses on the US, but we will also discuss research from other countries in order to develop an appreciation for the role of social context in shaping wellbeing. Class discussions and assignments will focus on applying insights from academic scholarship to understand current social problems, including the COVID-19 epidemic and its consequences for society.

**SOC 127D. Gender At Work: Understanding Gender Inequality in the Workplace. 3 Units.**

Recent events have directed attention to the vastly different workplace experiences individuals encounter based on their gender. But just how does gender structure employment outcomes and experiences? This course will examine the ways in which gender comes to be embedded in organizations and conceptions of work and skill, as well as how gender interacts with other identities, like race, class, and sexuality, to create inequality in the workplace. We will discuss the role of discrimination, bias, and harassment as well as occupational segregation and devaluation in producing unequal outcomes among people of diverse genders. By the end of this course, students will be able to think critically about how gender impacts labor market outcomes as well as develop their own ideas for spaces for further research as well as intervention.

**SOC 128D. Mining Culture Through Text Data: Introduction to Social Data Science. 4 Units.**

Data science and machine learning have rapidly gained recognition within the social sciences because they offer powerful new ways to ask questions about social and cultural issues. This course will examine how data science has revolutionized how social scientists study culture by providing new tools to analyze patterns in text data in different contexts and at different scales. More specifically, we will explore how these tools can be used to mine the meaning of text from sources such as posts on social media, transcripts of political debates, books, press releases, and more. This is a hands-on, interactive course culminating in a social data science project designed by the student or a team of up to four students. Most class sessions will be taught interactively using Jupyter Notebooks. Students will follow along with workshop-style lectures by using and modifying the provided Python code in real time to analyze data and visualize results. The course will cover such topics as gender and racial/ethnic stereotypes, workplace discrimination, climate change, and lifestyles. Students will learn to explore text data with techniques such as word embeddings, topic models, and sentiment analysis, to visualize their results, and to scrape the web (where and when appropriate). Students will gain experience with base Python and tools from libraries useful for data science such as Empath, Gensim, NumPy, Pandas, Scikit-learn, and spaCy.

**SOC 129X. Urban Education. 3-5 Units.**

(Graduate students register for EDUC 212 or SOC 229X). Combination of social science and historical perspectives trace the major developments, contexts, tensions, challenges, and policy issues of urban education. Same as: AFRICAAM 112, CSRE 112X, EDUC 112, EDUC 212, SOC 229X

**SOC 130. Education and Society. 4-5 Units.**

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.

Same as: EDUC 120C, EDUC 220C, SOC 230

**SOC 133A. Building and Leading Inclusive Organizations. 3 Units.**

This course takes a problem-solving focus. Our main goal is to learn to design research-based interventions to improve diversity, equity and inclusion outcomes in organizations. U.S. society has become increasingly more diverse, and yet our organizations do not reflect that diversity. Further, even successful efforts to improve diversity are often not accompanied by a plan to create truly inclusive organizations that support a diverse workforce or student body. We will begin by comparing explanations for the lack of diversity and inclusion in modern organizations. We will then examine research that illustrates the cost to individuals and organizations for failing to leverage the diverse talent in our society. Guest speakers will share their challenges and successes in increasing diversity, equity, and inclusion (DEI) in the organizations where they work. Then, it will be your turn. Working in teams you will design your own research-based intervention to promote DEI at the organizational, team, and individual level and present your intervention to the class. Along the way, you will also learn effective strategies for navigating non-inclusive organizations and for being an effective change agent in your own environment.

Same as: SOC 233A

**SOC 133D. Globalization and Social Change. 4 Units.**

How do we make sense of a world that is becoming increasingly interconnected, and where social problems like climate change, democratization, human rights, and economic stability are increasingly global in their scope? How have international institutions attempted to regulate these processes and maintain social order? Why have recent social and political movements in an increasing number of countries targeted globalization as a source of their society's problems? In this course, we will explore how globalization is as an economic, political, and cultural process that shapes major social problems in today's world. To do so, we will draw on a range of theories and interdisciplinary research in economics, political science, and sociology.

**SOC 134. Gender and Education in Global and Comparative Perspectives. 3-4 Units.**

This course introduces students to theories and perspectives from the social sciences relevant to an understanding of the role of education in relation to structures of gender differentiation, hierarchy, and power. It familiarizes students with and enables them to critically evaluate research on the status of children, adolescents, and young adults around the world and their participation patterns in various sectors of society, particularly in education. Students have the opportunity to gain research skills by designing research proposals or to develop action plans on topics of their choosing related to gender and education from global and/or comparative perspectives.

Same as: EDUC 197, FEMGEN 297

**SOC 134D. Sex, Courtship, and Marriage in America. 3 Units.**

How people meet, who they date, and when they settle down have all changed dramatically in recent decades. This course will provide students with a thorough overview of demographic, sociological, and historical perspectives on sex, relationships, and family in the United States. Students will become familiar with the empirical patterns and trends, political and cultural debates, and policy issues concerning historical and modern romantic and sexual relationships, as well as the major theories and research methods used in the sociological study of relationships. Throughout the course, we will explore how changes in modern relationships may affect broader patterns of social inequality and family structure. Additionally, we will examine how the mate selection process intersects with various aspects of gender, sexuality, class, race, and technology.

Same as: FEMGEN 134D

**SOC 135. Poverty, Inequality, and Social Policy in the United States. 3-4 Units.**

Over the last three decades, inequality in America has increased substantially. Why has this happened, and what can be done about it? The course will begin by surveying the basic features of poverty, inequality, and economic mobility in the 21st century. From here we will discuss issues related to discrimination, education and schools, criminal justice, and the changing nature of the family as forces that shape inequality. We will also focus on the main social policy options for addressing inequality in the United States, including income support for the poor, taxing higher incomes, efforts to encourage philanthropy, and other institutional reforms.

Same as: SOC 235

**SOC 135D. Law and Inequality. 3 Units.**

How does social welfare policy contribute to social (in)justice? Why does discrimination based on race face heightened scrutiny in court compared to gender? Does inequality cause crime? This course explores the intersection between sociology and the law with a focus on inequality. We will address the question: how does the law create and respond to inequality between people and groups? We will learn some legal doctrine throughout but we will prioritize examining a sociological theory of law and justice. This course takes an interdisciplinary approach using a variety of materials including judicial opinions, scholarly papers, and newspaper articles.

**SOC 136. Sociology of Law. 4 Units.**

(Graduate students register for 236) This course explores major issues and debates in the sociology of law. Topics include historical perspectives on the origins of law; rationality and legal sanctions; normative decision making and morality; cognitive decision making; crime and deviance, with particular attention to the problem of mass incarceration; the "law in action" versus the "law on the books;" organizational responses to law, particularly in the context of sexual harassment and discrimination in education and employment; the roles of lawyers, judges, and juries; and law and social change with particular emphasis on the American civil rights movement. Special Instructions: Students are expected to attend a weekly TA-led discussion section in addition to lecture. Sections will be scheduled after the start of term at times when all students can attend. Paper requirements are flexible. Cross listed with the Law School (LAW 7511). See "Special Instructions" in course description above. Elements Used in Grading: Class participation, paper proposal, three short papers and a final paper (see syllabus for details).

Same as: SOC 236

**SOC 137. Global Inequality. 4 Units.**

Absolute world poverty has declined considerably in the last twenty years, but elites have gained disproportionately from the growth of the global economy, leading to serious concerns about inequality in several countries, as well as in global policy circles. This discussion-based seminar explores how global capitalism affects worldwide inequality. Topics include the evolution, causes, and structure of global inequality, the links between inequality and human development, and potential solutions to global inequality.

**SOC 141. Monitoring the Crisis. 4-5 Units.**

A course devoted to understanding how people are faring as the country's health and economic crisis unfolds. The premise of the course is that, as important and valuable as surveys are, it's a capital mistake to presume that we know what needs to be asked and that fixed-response answers adequately convey the depth of what's happening. We introduce a new type of qualitative method that allows for discovery by capturing the voices of the people, learn what they're thinking and fearing, and understand the decisions they're making. Students are trained in immersive interviewing by completing actual interviews, coding and analyzing their field notes, and then writing reports describing what's happening across the country. These reports will be designed to find out who's hurting, why they're hurting, and how we can better respond to the crisis. Students interested should submit the following application: <https://docs.google.com/forms/d/e/1FAIpQLSfd0ZsnpOCg4zTRbVny0ikxpZEd1AFEEJh3K9KjvINyfbWMGw/viewform> The course is open to students who have taken it in earlier quarters, with repeating students allowed to omit the training sessions and, in lieu of those sessions, complete additional field work and writing. Field work will include unique interviews with new participants each lab period, along with corresponding coding, analyses, and reports. Same as: PSYCH 145A, PUBLPOL 141, SOC 241, URBANST 149

**SOC 141P. Public Interest Tech: Case Studies. 1 Unit.**

What does public interest technology look like in practice? Each week, a guest speaker will present a case study of their work to improve government and public systems through innovative methods, data-driven efforts, emerging technology, and human-centered design. Students will reflect on the practicalities, ethics, and best practices of public interest technology work.

Same as: SOC 241P



**SOC 142. Sociology of Gender. 3 Units.**

Male, female, woman, man, feminine, masculine. We all know what gender is, right? In this course, we will critically examine the idea of gender from a sociological perspective. For the first few weeks, we will tackle the big question 'What is gender?' To do this, we will begin by interrogating taken-for-granted ideas about the biological underpinnings of gender. We then dive into sociological conceptions of gender. In the latter portion of the course we will examine the ways gender operates and produces inequality within a variety of societal institutions, including the media, the family, the workplace, and the legal system. This class will expose you to some of the methods social scientists use to study gender and help you think critically about common sense understandings of gender through a look at both popular journalism and rigorous academic research. The emphasis of this class is to leave you with a long-lasting understanding of why the study of social problems, and especially those related to gender, matter.

Same as: FEMGEN 142, FEMGEN 242, SOC 242

**SOC 145. Race and Ethnic Relations in the USA. 4 Units.**

(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. Same as: CSRE 145, SOC 245

**SOC 146. Introduction to Comparative Studies in Race and Ethnicity. 5 Units.**

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. Includes an optional Haas Center for Public Service certified Community Engaged Learning section. In accordance with Stanford virtual learning policies implemented for the Spring Quarter, all community engagement activities for this section will be conducted virtually. Please sign up for section 2 #33285 with Kendra, A. if you are interested in participating in virtual community engagement.

Same as: CSRE 196C, ENGLISH 172D, PSYCH 155, TAPS 165

**SOC 147. Race and Ethnicity Around the World. 4 Units.**

(Graduate students register for 247.) How have the definitions, categories, and consequences of race and ethnicity differed across time and place? This course offers a historical and sociological survey of racialized divisions around the globe. Case studies include: affirmative action policies, policies of segregation and ghettoization, countries with genocidal pasts, invisible minorities, and countries that refuse to count their citizens by race at all.

Same as: CSRE 147A, SOC 247

**SOC 149. The Urban Underclass. 4 Units.**

(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.

Same as: CSRE 149A, SOC 249, URBANST 112

**SOC 151. From the Cradle to the Grave: How Demographic Processes Shape the Social World. 4-5 Units.**

(Graduate students register for 251 and 5 units. Undergraduates register for 151 and 4 units.) Comparative analysis of historical, contemporary, and anticipated demographic change. Draws on case studies from around the world to explore the relationship between social structure and population dynamics. Introduces demographic measures, concepts and theory. Course combines lecture and seminar-style discussion.

Same as: SOC 251

**SOC 152. The Social Determinants of Health. 4 Units.**

Our social and physical environments are widely recognized as playing a central role in shaping patterns of health and disease within and across populations. Across disciplines, a key question has been: How does the social environment get under the skin to influence health? In this course, we will explore how social scientists, epidemiologists, public health experts, and physicians tackle this question. Reflecting both qualitative and quantitative approaches, we will draw on literatures in social science, public health, and medicine to understand the processes through which our environments shape health outcomes. We will examine a number of key social determinants of health, wellness and illness. These determinants include socioeconomic status, gender, race/ethnicity, religious affiliation, neighborhoods, environments, social relationships, and health care. We will also discuss a host of mechanisms through which these factors are hypothesized to influence health, such as stress, lifestyle, and access to health resources. An overall theme will be how contextual factors that adversely affect health are inequitably distributed and thereby fuel health disparities. Through all of this, we will assess the promise of public policy, planning and research for generating more equitable health outcomes across society.

Same as: SOC 252

**SOC 153. Activism and Intersectionality. 3-4 Units.**

How are contemporary U.S. social movements shaped by the intersections of race, class, gender, and sexuality? This course explores the emergence, dynamics, tactics, and targets of social movements. Readings include empirical and theoretical social movement texts, including deep dives into Black, White, and Chicana feminisms; the KKK; and queer/LGBT movements. We will explore how social movement emergence and persistence is related to participants' identities and experiences with inequality; how the dynamics, targets, and tactics of mobilized participants are shaped by race, class, gender, and/or sexuality; and how social movement scholars have addressed the intersectional nature of inequality, identity, and community.

Same as: AFRICAAM 141X, CSRE 141X, FEMGEN 141

**SOC 154. The Politics of Algorithms. 4-5 Units.**

Algorithms have become central actors in today's digital world. In areas as diverse as social media, journalism, education, healthcare, and policing, computing technologies increasingly mediate communication processes. This course will provide an introduction to the social and cultural forces shaping the construction, institutionalization, and uses of algorithms. In so doing, we will explore how algorithms relate to political issues of modernization, power, and inequality. Readings will range from social scientific analyses to media coverage of ongoing controversies relating to Big Data. Students will leave the course with a better appreciation of the broader challenges associated with researching, building, and using algorithms.

Same as: COMM 154, COMM 254, CSRE 154T, SOC 254C

**SOC 155. The Changing American Family. 4 Units.**

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.

Same as: FEMGEN 155, FEMGEN 255, SOC 255

**SOC 156A. The Changing American City. 4 Units.**

After decades of decline, U.S. cities today are undergoing major transformations. Young professionals are flocking to cities instead of fleeing to the suburbs. Massive increases in immigration have transformed the racial and ethnic diversity of cities and their neighborhoods. Public housing projects that once defined the inner city are disappearing, and crime rates have fallen dramatically. Do these changes signal the end of residential segregation and urban inequality? Who do these changes benefit? This course will explore these issues and strategies to address them through readings and discussion, analyzing a changing neighborhood in a major city in the Bay Area in groups (which will include at least one site visit), and studying a changing neighborhood or city of their choice for their final project. The course does not have pre-requisites.

Same as: CSRE 156, SOC 256A, URBANST 156A

**SOC 157. Ending Poverty with Technology. 5 Units.**

There are growing worries that new technologies may eliminate work, increase inequality, and create a large dependent class subsisting on transfers. But can technology instead be turned against itself and used to end poverty? This class explores the sources of domestic poverty and then examines how new technologies might be developed to eliminate poverty completely. We first survey existing poverty-reducing products and then attempt to imagine new products that might end poverty by equalizing access to information, reducing transaction costs, or equalizing access to training. In a follow-up class in the spring quarter, students who choose to continue will select the most promising ideas, continue to develop them, and begin the design task within Stanford's new Poverty and Technology Lab.

Same as: PUBLPOL 147

**SOC 158. Ending Poverty with Technology: A Practicum.. 5 Units.**

Will robots, automation, and technology eliminate work and create a large poverty-sticken dependent class? Or will they eliminate poverty, free us from the tyranny of work, and usher in a new society defined by leisure and creative pursuits? This two-quarter class is dedicated to exploring new theories about poverty while at the same time incubating applied technology solutions. The first quarter is devoted to examining the theory of technology-based solutions to poverty, and the second quarter is devoted to planning a viable technology-based product that will reduce poverty. This product may then be built in a follow-up Using Tech for Good (Computer Science 50) class in the first quarter of 2018 (but class participants are not required to take that follow-up class). The course is premised on the view that innovative solutions to poverty will be based on new conversations and an authentic collaboration between Silicon Valley and leaders from education, government, and low-income communities.

Same as: PUBLPOL 148

**SOC 160. Formal Organizations. 4 Units.**

(Graduate students register for 260.) Organizations are ubiquitous: they educate us, manage our finances, and structure our daily routines. They also distribute resources, status, and opportunities. This course will explore the role of formal organizations in contemporary social life, and their consequences for individuals. Drawing on a range of research in the social sciences and examples from the real world, we will examine several topics, including: the origins of organizations, how decisions are made in organizations, why some organizations survive while others die, incentives and employment relationships, how social networks shape social stratification, and what kinds of organizational policies promote diversity.

Same as: SOC 260

**SOC 162. The Social Regulation of Markets. 3 Units.**

Social and political forces that shape market outcomes. The emergence and creation of markets, how markets go wrong, and the roles of government and society in structuring market exchange. Applied topics include development, inequality, globalization, and economic meltdown. Preference to Sociology majors and Sociology coterm students.

Same as: SOC 262

**SOC 167A. Asia-Pacific Transformation. 4 Units.**

Post-WW II transformation in the Asia-Pacific region, with focus on the ascent of Japan, the development of newly industrialized capitalist countries (S. Korea and Taiwan), the emergence of socialist states (China and N. Korea), and the changing relationship between the U.S. and these countries.

Same as: INTLPOL 244D, SOC 267A

**SOC 167VP. Justice + Poverty Innovation: Create new solutions for people to navigate housing, medical, & debt. 4 Units.**

How can emerging technologies and human-centered design be used to help people going through problems with housing, medical care, and debt? In this class, we will work with local partners to develop new tech and design prototypes to address poverty-related problems. We will explore new digital solutions, as well as how to use emerging technologies like AI and blockchain. At the same time, we will explore policy and legal reforms that could address root causes of the problems. Students will work in small, interdisciplinary teams with partners organizations in law, medicine, and policy. They will do design research in the field, propose new solutions and test them, and develop new initiatives that will be piloted. The goal is to incubate promising, feasible public interest technology and design projects. The class will be run in parallel to similar classes in Mexico, Guatemala, and Colombia. Students will have the chance to learn about similar innovation efforts in other countries, and will be challenged to think about how their own projects could be replicated and scaled.

**SOC 168. Global Organizations: The Matrix of Change. 4 Units.**

We learn how to apply analytical tools from the social sciences to organizations, and study how to design effective organizations and projects within and across institutional settings. A variety of organizations are included and how they deal with strategy changes and accountability. The theme for this year's class is on accountability of non-profit organizations such as Doctors Without Borders, The International Rescue Committee and The Red Cross. Recommended: FINANCE 377, MS&E 180, SOC 160, ECON 149, or MGTECON 330.

Same as: PUBLPOL 168, PUBLPOL 268, SOC 268

**SOC 169. Introduction to Intersectionality. 4 Units.**

"Intersectionality" is so popular, it's almost impossible to avoid: it was added to the Merriam-Webster dictionary in 2017, it was painted on signs at the Women's Marches, and it guides modern day social movement organizers. But what does intersectionality mean? What can intersectionality offer And what does it mean for research and social movements to be truly intersectional? The aim of this course is to provide students with an understanding of the concept of intersectionality. First, we will delve into the works (chiefly from Black feminist scholars) that provide the foundation for today's concept of intersectionality. We will then explore, compare, and critique sociological research that applies (or fails to apply) an intersectional lens to its objects of study. Finally, we will investigate the use of intersectionality in social movements and outside academia. Throughout the course, we will prioritize reading, evaluating, and questioning sociological theory and research.

Same as: AFRICAAM 169B, FEMGEN 169

**SOC 170. Classics of Modern Social Theory. 4 Units.**

(Graduate students register for 270). Sociologists seek to understand how society works, specifically: how social life is organized, changed, and maintained. Sociological theory provides hypotheses for explaining social life. All empirical research in sociology is enriched by, and has some basis in, sociological theories. This course introduces students to the earliest sociological theories and the thinkers who developed them. Specifically, we will discuss the work of W.E.B. Du Bois, Emile Durkheim, Max Weber, and Karl Marx. We will compare and contrast how they thought about important modern-day social realities such as capitalism, racism, crime, religion, and social cohesion. We will consider how these early theories and thinkers influence the way sociologists think about and study the social world today.

Same as: SOC 270

**SOC 172. Computational Social Science. 4-5 Units.**

This course introduces students to computational social science from a sociological perspective, grounding popular computational methods such as text mining and network analysis in sociological theory. While the course is open to graduate and advanced undergraduate students from any discipline, the materials will be primarily sourced from sociology. Students with no prior computer science experience will find this course a menu of potential methodologies for future research, while students with some programming experience or with a pre-existing research question can use this course to advance their research projects. By framing these methods in sociological theory, students will gain a more critical understanding of why scientists select these methods and how computational methods impact society.

**SOC 173. Gender and Higher Education: National and International Perspectives. 3-4 Units.**

This course examines the ways in which higher education structures and policies interact with gender, gender identity, and other characteristics in the United States, around the world, and over time. Attention is paid to how changes in those structures and policies relate to access to, experiences in, and outcomes of higher education by gender. Students can expect to gain an understanding of theories and perspectives from the social sciences relevant to an understanding of the role of higher education in relation to structures of gender differentiation and hierarchy. Topics include undergraduate and graduate education; identity and sexuality; gender and science; gender and faculty; and feminist scholarship and pedagogy.

Same as: EDUC 173, EDUC 273, FEMGEN 173, SOC 273

**SOC 174. Social Computing. 3-4 Units.**

Today we interact with our friends and enemies, our team partners and romantic partners, and our organizations and societies, all through computational systems. How do we design these social computing systems to be effective and responsible? This course covers design patterns for social computing systems and the foundational ideas that underpin them. Students will engage in the creation of new computationally-mediated social environments. Course available for 3-4 units; students enrolling in the 4-unit option will conduct deeper engagement with the topic via additional readings and discussions.

Same as: CS 278, SOC 274

**SOC 176. The Social Life of Neighborhoods. 4 Units.**

How do neighborhoods come to be? How and why do they change? What is the role of power, money, race, immigration, segregation, culture, government, and other forces? In this course, students will interrogate these questions using literatures from sociology, geography, and political science, along with archival, observational, interview, and cartographic (GIS) methods. Students will work in small groups to create content (e.g., images, audio, and video) for a self-guided neighborhood tour, which will be added to a mobile app and/or website.

Same as: AFRICAAM 76B, CSRE 176B, SOC 276, URBANST 179

**SOC 177. The Sociology of Popular Culture. 3 Units.**

Why do some songs become popular, but not others? Why are music genres that were wildly popular in the 1950s no longer popular today? Trends and fads can be found nearly everywhere in our daily lives: movie tropes, skirt lengths, styles of shoes, internet memes, hot stock-picks—all of these go in and out of fashion. But, why should they? Did something change? And if so, what? This course seeks to understand how and why things become (un)popular. The course begins with early 20th century theories on the massification and commodification of culture and traces development of this literature over time. Topics covered include propaganda, social influence, and significant responses to questions such as: What constitutes high/low culture? Does popular culture manifest—"from the bottom-up", for the people by the people—or is popular culture dictated—"from the top down", by elites and commercial interests? To what extent do social networks (and the status and power of the people within them) influence these relationships? How is popular culture received, interpreted, and used? Today, the media landscape looks significantly different than it did in the early 20th century, and in the final portion of the course we will consider the extent to which new technologies, media platforms, hyper-focused advertising, and cluster-based similarity algorithms have impacted the way we think about and answer these questions. In the final portion of the course, we will critically examine active and ongoing debates in the literature related to this question and produce a final paper that contributes to the discussion. No final exam.

**SOC 178. The Politics of Inequality. 5 Units.**

This course is about the distribution of power in contemporary democratic societies, and especially in the US: who governs? Is there a "power elite," whose preferences dominate public policy making? Or, does policy reflect a wide range of interests? What is the relationship between income and power? What are the political consequences of increasing income inequality? How do income differences across racial and ethnic groups affect the quality of their representation? What are effective remedies for unequal influence? Finally, which institutions move democratic practice furthest towards full democratic equality? This course will address these questions, focusing first on local distributions of power, and then considering the implications of inequality in state and national politics. Students will have the opportunity to study income inequality using income and labor force surveys in a mid-term assignment. Then, in a final paper, students will conduct an empirical examination of the implications of income inequality for American democracy.

Same as: POLISCI 147P, PUBLPOL 247

**SOC 179A. Crime and Punishment in America. 4-5 Units.**

This course provides a comprehensive introduction to the way crime has been defined and punished in the United States. Recent social movements such as the Movement for Black Lives have drawn attention to the problem of mass incarceration and officer-involved shootings of people of color. These movements have underscored the centrality of the criminal justice system in defining citizenship, race, and democracy in America. How did our country get here? This course provides a social scientific perspective on America's past and present approach to crime and punishment. Readings and discussions focus on racism in policing, court processing, and incarceration; the social construction of crime and violence; punishment among the privileged; the collateral consequences of punishment in poor communities of color; and normative debates about social justice, racial justice, and reforming the criminal justice system. Students will learn to gather their own knowledge and contribute to normative debates through a field report assignment and an op-ed writing assignment.

Same as: AFRICAAM 179A, CSRE 179A, SOC 279A

**SOC 179N. The Science of Diverse Communities. 3 Units.**

This course is an exploration. Most generally, its aim is to identify distinguishing features of good diverse communities and articulate them well enough to offer principles or guidelines for how to design and manage such communities - all with a particular focus on educational communities like schools, universities, academic disciplines, etc., but with the hope that such principles might generalize to other kinds of organizations and the broader society. The readings range from those on the origins of human communities and social identities to those on intergroup trust building. They also aim to embed our discussions in the major diversity issues of the day, or example, what's in the news about campus life. Thus the course has a practical purpose: to develop testable ideas for improving the comfort level, fairness and goodness-for-all of identity diverse communities—especially in educational settings. The course also has a basic science purpose: to explore the psychological significance of community. Is there a psychological need for community? Is there something about a need for community that can't be reduced to other needs, for example, for a gender, racial or sexual-orientation identity? How strong is the need for community against other needs? What kinds of human groupings can satisfy it? In meeting this need, can membership in one community substitute for membership in others? What do people need from communities in order to thrive in them? Do strong diverse communities dampen intergroup biases? Can strong community loyalty mitigate identity tensions within communities? Such questions, the hope is, will help us develop a more systematic understanding of the challenges and opportunities inherent in diverse human communities.

Same as: CSRE 30N, EDUC 30N, PSYCH 30N

**SOC 180A. Foundations of Social Research. 4 Units.**

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 coterms.

Same as: CSRE 180A, SOC 280A

**SOC 180B. Introduction to Data Analysis. 4 Units.**

Preference to Sociology majors and minors. Enrollment for non-sociologists will open two weeks after winter enrollment begins. Methods for analyzing and evaluating quantitative data in sociological research. Students will be taught how to run and interpret multivariate regressions, how to test hypotheses, and how to read and critique published data analyses.

Same as: CSRE 180B, SOC 280B

**SOC 183D. Addictions, Self, and Society. 3 Units.**

From your daily cup(s) of coffee to the War on Drugs, drugs touch the lives of most people. Yet, how societies deal with drug use and abuse change throughout time. In this course, we will look at drug use and abuse through a sociological lens, exploring how micro (personal), meso (interactional), and macro (structural) level forces underpin the meanings, experiences, and policies associated with drug use and abuse in the United States. Beyond this, we will examine how these forces contribute to persistent systems of inequality among different groups. This will not serve as a how-to course, but one in which you will be asked to critically examine the role of drugs and their effects on society. By the end of this course, students should be able to:

**SOC 184D. Policing in Society: From Precincts to Playgrounds. 3 Units.**

We are in a moment of great national attention and debate over the role of police in society, with some calling for greater funding and resources to support community policing efforts and others calling for the abolition of the institution in its entirety. In its current form, policing has infused a surprisingly wide variety of other social institutions, ranging from healthcare to education to technology. This course examines the social underpinnings of historical and modern-day policing. We will critically analyze the trends in policing practices in the US through time, and ask how - and to what effect - police have become enmeshed in the social fabric of American life. This class will expose you to some of the methods social scientists use to investigate society's most pressing issues and help you think critically about policing in America through reading, discussing, and critiquing both popular journalism and rigorous academic research. I hope this course challenges you to consider the implications of course content beyond the confines of the classroom, leaves you with novel ways of thinking about society, and helps you become a more aware, informed, and active citizen for your future. An additional goal is to help you build proficiency in your analytical skills. With the final project, you will have the opportunity to become a creator of knowledge by collecting and analyzing your own data.

**SOC 185D. Gender and Politics. 3 Units.**

Despite gains in recent years, women remain dramatically underrepresented in virtually all realms of the American political system. In this course, students will become familiar with the empirical patterns and trends, social and cultural debates, and policy issues concerning the role of gender in American politics. We will examine the gender gap in voting patterns and mass political participation, as well as strategies for increasing women's representation. Students will come to understand the effects of women's lack of parity, including policy attitudes, processes, and outcomes. Furthermore, we will explore gender inequality in politics through an intersectional lens of race, class, age, education, and sexuality.



**SOC 188. One in Five: The Law, Politics, and Policy of Campus Sexual Assault. 3-5 Units.**

**TRIGGER WARNING:** Over the past several years the issue of campus sexual assault and harassment has exploded into the public discourse. Multiple studies have reinforced the finding that between 20-25% of college women (and a similar proportion of students identifying as transgender and gender-nonconforming, as well as approximately 10% of male students) experience sexual assault carried out through force or while the victim was incapacitated during their time in college. Fraternities have been found to be associated with an increased risk of female sexual assault on campus. Vulnerable students and those from marginalized groups are often found to be at increased risk. This is also a significant problem in K12 education. Sexual harassment rates are even higher. Survivors have come forward across the country with harrowing stories of assault followed by what they describe as an insensitive or indifferent response from college administrators. These survivors have launched one of the most successful, and surprising, social movements in recent memory. As a result, the federal government under President Obama stepped up its civil rights enforcement in this area, with over 300 colleges and universities under investigation for allegedly mishandling student sexual assault complaints as of the end of that administration. At the same time, the Obama administration's heightened response led to a series of high-profile lawsuits by accused students who assert that they were falsely accused or subjected to mishandled investigations that lacked sufficient due process protections. The one thing that survivors and accused students appear to agree on is that colleges are not handling these matters appropriately and appeared to be more concerned with protection of the institutional brand than with stopping rape or protecting student rights. Colleges have meanwhile complained of being whipsawed between survivors, accused students, interest groups, and enforcement authorities. In an about-face that many found shocking, the Trump Administration rescinded all of the Obama-era guidance on the subject of sexual harassment and has promulgated new proposed regulations that would offer significantly greater protection to accused students and to institutions and commensurately less protection to survivors. An increasingly partisan Congress has been unable to pass legislation addressing the issue. It is unclear whether or to what extent the incoming Biden Administration will move to withdraw or amend the DeVos regulations. Meanwhile in schools have moved toward adopting an uneven patchwork of policies in which some schools cover conduct (for example, off campus conduct) that DeVos excluded from the purview of Title IX under the ambit of "supplemental" conduct policies and procedures setting up policy confusion and inequalities for students of different schools. This course focuses on the legal, policy, and political issues surrounding sexual assault and harassment on college campuses. Each week we will read, dissect, compare and critique a set of readings that include social science, history, literature, legal, policy, journalism, and narrative explorations of the topic of campus sexual assault. We will explore the history of gender-based violence and the efforts to implement legal protections for survivors in the educational context. We will also study the basic legal frameworks governing campus assault, focusing on the relevant federal laws such as Title IX and the Clery Act. We will critically explore the ways that responses to this violence have varied by the race, class, gender identity, sexual orientation, and other characteristics of parties and institutions. We will hear from guest speakers who are actively involved in shaping policy and advocating in this area, including lawyers, activists, journalists, and policymakers. This year we will also host special guest speaker Chanel Miller, author of the bestselling memoir *Know My Name*. The subject matter of this course is sensitive, and students are expected to treat the material with maturity. Much of the reading and subject matter may be upsetting and/or triggering for students who identify as survivors. There is no therapeutic component for this course, although supportive campus resources and Title IX staff are available for those who need them. Elements used in grading: Grades will be based on class attendance, class participation, and a research paper or project and class presentation. Enrollment is by INSTRUCTOR PERMISSION. Access the consent form here <https://law.stanford.edu/wp-content/uploads/2021/03/20-21-Spr-One-in-Five-The-Law-Politics-and-Policy-of-Campus-Sexual-Assault-1-AW-2021>

**SOC 189. Race and Immigration. 4-5 Units.**

In the contemporary United States, supposedly race-neutral immigration laws have racially-unequal consequences. Immigrants from Mexico, Central America, and the Middle East are central to ongoing debates about who's includable, and who's excludable, from American society. These present-day dynamics mirror the historical forms of exclusion imposed on immigrants from places as diverse as China, Eastern Europe, Ireland, Italy, Japan, and much of Africa. These groups' varied experiences of exclusion underscore the long-time encoding of race into U.S. immigration policy and practice. Readings and discussions center on how immigration law has become racialized in its construction and in its enforcement over the last 150 years.

Same as: AFRICAAM 190, CSRE 189, SOC 289

**SOC 190. Undergraduate Individual Study. 1-5 Unit.**

Prior arrangement required.

**SOC 190A. Social Impact Careers Intensive. 2 Units.**

This course helps students make the transition from Stanford to careers with social impact. Perhaps you want to help lead an advocacy organization's issue campaigns, develop sustainable transportation policies for a city or contribute to growing a social enterprise. You will learn from alumni speakers working social impact fields, identify jobs that align with your interests and skills, build a personal network for your eventual job search, and become job-search ready through resume, cover letter and interviewing preparation. Through a variety of exercises, you will clarify and articulate your skills and the value you can bring to an organization. You will conduct informational interviews with people working in your fields of interest, to both learn more about relevant and make valuable connections. The teaching team includes a lead instructor with decades of experience in the social sector, the heads of public service career advising at the Haas Center and BEAM career educators.

Same as: URBANST 190A

**SOC 191. Undergraduate Directed Research. 1-5 Unit.**

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

**SOC 192. Undergraduate Research Apprenticeship. 1-5 Unit.**

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

**SOC 193. Undergraduate Teaching Apprenticeship. 1-5 Unit.**

Prior arrangement required.

**SOC 194. Computational Undergraduate Research. 1-5 Unit.**

Computational sociology research working with faculty on an on-going technical research project. Applications for position reviewed on a rolling basis.

**SOC 196. Senior Thesis. 1-15 Unit.**

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.

**SOC 202. Junior Seminar: Preparation for Research. 5 Units.**

Required of all juniors in Sociology who plan to write an honors thesis. 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.

**SOC 204. Capstone Research Seminar. 5 Units.**

This course focuses on the sociological research and writing process and fulfills the Writing In the Major (WIM) requirement for Sociology majors. Students will write a substantial paper based on the research project developed in 202 or a project developed during the course. Students in the honors program or co-terms in the research track may incorporate their paper into their thesis. Sociology majors who are seniors may take Soc 204 as their sole WIM class, as a substitute for Soc 202, with no prerequisites required. The class is designed to support students as they complete an original research project during the quarter or a piece of a larger honors or master's thesis.

**SOC 205. Education and Inequality: Big Data for Large-Scale Problems. 3-5 Units.**

In this course, students will use data from the Stanford Education Data Archive (SEDA) to study the patterns, causes, consequences, and remedies of educational inequality in the US. SEDA is based on 200 million test score records, administrative data, and census data from every public school, school district, and community in the US. The course will include lectures, discussion, and small group research projects using SEDA and other data.

Same as: EDUC 107, EDUC 207, SOC 107E

**SOC 205VP. Contested markets in the Brazilian Amazon Rainforest. 2-3 Units.**

Strategies of environmental movements to contain domestic and foreign corporations that are viewed as major perpetrators of rainforest devastation and the socio-economic degradation of this vast region.

Topics: Origins, roles and inter-relations among corporations (zero deforestation agreements in soybean agriculture and cattle ranching), the development of environmental law and the efficacy of government and NGO movements; strategies, and whether this emerging economy shapes social classes, groups, tribes, family life to further embed inequality and immobility. This course must be taken for a minimum of 3 units and a letter grade to be eligible for Ways credit.

Same as: EARTHSYS 205VP, SOC 105VP

**SOC 211. State and Society in Korea. 4 Units.**

20th-century Korea from a comparative historical perspective. Colonialism, nationalism, development, state-society relations, democratization, and globalization with reference to the Korean experience.

Same as: INTNLREL 143, SOC 111

**SOC 214. Economic Sociology. 4 Units.**

(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.

Same as: SOC 114

**SOC 217A. China Under Mao. 5 Units.**

(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.

Same as: SOC 117A

**SOC 217B. Chinese Politics and Society. 3-5 Units.**

(Doctoral students register for 317B.) This seminar surveys the major turning points that have shaped China's evolution since 1949. The topics covered include the Great Leap Forward, the Cultural Revolution, the political and economic turning point of the early 1980s, the political crisis of 1989, the restructuring of the state sector since the 1990s, and the patterns of protest that have accompanied the rapid social changes over the past three decades. We will conclude the course with current debates about China's future.

Same as: HISTORY 293F, HISTORY 393F, SOC 317B

**SOC 218. Social Movements and Collective Action. 4 Units.**

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.

Same as: SOC 118

**SOC 219. Understanding Large-Scale Societal Change: The Case of the 1960s. 5 Units.**

The demographic, economic, political, and cultural roots of social change in the 60s; its legacy in the present U.S.

Same as: SOC 119

**SOC 220. Interpersonal Relations. 4 Units.**

(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.

Same as: SOC 120

**SOC 221VP. Family and Society: A Comparative Approach (Israel & the US). 3 Units.**

Families are changing: Non-marital partnerships such as cohabitation are becoming more common, marriage is delayed and fertility is declining. In this class we will learn about how families are changing in Israel and we will compare with the US and other countries. Reading materials include general theories as well as research published in scholarly journals. After reviewing general theories and major scholarly debates concerning issues of family change, we will turn to specific family processes and compare Israel, the US and other countries. We will ask how family transitions may differ for different population groups and at different stages of the life course, and we will tie family processes to current theories of gender. We will cover a wide range of topics, from marriage and marital dissolution to cohabitation, LAT and remarriage. We will also discuss changes in women's labor force participation and how it bears on fertility, parenthood and household division of labor. Within each substantive topic we will survey the debates within contemporary scholarship and we will compare Israel and the US.

Same as: JEWISHST 132VP, SOC 121VP

**SOC 224B. Relational Sociology. 4 Units.**

Conversations, social relationships and social networks are the core features of social life. In this course we explore how conversations, relationships, and social networks not only have their own unique and independent characteristics, but how they shape one another and come to characterize many of the settings we enter and live in. As such, students will be introduced to theories and research methodologies concerning social interaction, social relationships, and social networks, as well as descriptions of how these research strands interrelate to form a larger relational sociology that can be employed to characterize a variety of social phenomenon. This course is suitable to advanced undergraduates and doctoral students.

Same as: EDUC 312

**SOC 224VP. Social Inequalities and Poverty in Latin America with focus on Brazil. 3-5 Units.**

The central goal of this course is to promote an academic debate and knowledge exchange about social inequalities and poverty in Latin America, with an emphasis on Brazil, analyzing their impact on the scope of politics, the design of social policies and the interests of society. It is based on an analysis of Angus Deaton's work (Nobel Prize in Economics, 2015), that develops an economic-historical study and points out the great economic and social transformations that affect the process of evolution of social and health inequalities. Thus, what is proposed here is an analysis of the mutation of inequalities throughout the history of humanity. Deaton's relevant contribution is his approach to the process of overcoming inequalities and poverty over the last three centuries. His work demonstrates that, although the advances in terms of economic growth and quality of life have been extraordinary, there are inequalities between different regions and countries around the world. From this contextualization, the aim of this course is to discuss a contemporary approach to social development centered on the ideas of Amartya Sen (Nobel Prize in Economics, 1998), with a focus on capabilities. Sen's innovative perspective establishes that development should be centered on individuals' freedom of choice.

Same as: SOC 124VP

**SOC 226. Introduction to Social Networks. 4 Units.**

(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.

Same as: SOC 126

**SOC 229X. Urban Education. 3-5 Units.**

(Graduate students register for EDUC 212 or SOC 229X). Combination of social science and historical perspectives trace the major developments, contexts, tensions, challenges, and policy issues of urban education.

Same as: AFRICAAM 112, CSRE 112X, EDUC 112, EDUC 212, SOC 129X

**SOC 230. Education and Society. 4-5 Units.**

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.

Same as: EDUC 120C, EDUC 220C, SOC 130

**SOC 231. World, Societal, and Educational Change: Comparative Perspectives. 4-5 Units.**

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.

Same as: EDUC 136, EDUC 306D

**SOC 232. Genetics and Society. 3 Units.**

This course will focus on social science engagement with developments in genetic research, focusing on two key issues. First, social scientists are trying to figure out how genetic data can be used to help them better understand phenomena they have been long endeavoring to understand. Second, social scientists try to improve understanding of how social environments moderate, amplify, or attenuate genetic influences on outcomes.

Same as: EDUC 373

**SOC 233A. Building and Leading Inclusive Organizations. 3 Units.**

This course takes a problem-solving focus. Our main goal is to learn to design research-based interventions to improve diversity, equity and inclusion outcomes in organizations. U.S. society has become increasingly more diverse, and yet our organizations do not reflect that diversity. Further, even successful efforts to improve diversity are often not accompanied by a plan to create truly inclusive organizations that support a diverse workforce or student body. We will begin by comparing explanations for the lack of diversity and inclusion in modern organizations. We will then examine research that illustrates the cost to individuals and organizations for failing to leverage the diverse talent in our society. Guest speakers will share their challenges and successes in increasing diversity, equity, and inclusion (DEI) in the organizations where they work. Then, it will be your turn. Working in teams you will design your own research-based intervention to promote DEI at the organizational, team, and individual level and present your intervention to the class. Along the way, you will also learn effective strategies for navigating non-inclusive organizations and for being an effective change agent in your own environment.

Same as: SOC 133A

**SOC 235. Poverty, Inequality, and Social Policy in the United States. 3-4 Units.**

Over the last three decades, inequality in America has increased substantially. Why has this happened, and what can be done about it? The course will begin by surveying the basic features of poverty, inequality, and economic mobility in the 21st century. From here we will discuss issues related to discrimination, education and schools, criminal justice, and the changing nature of the family as forces that shape inequality. We will also focus on the main social policy options for addressing inequality in the United States, including income support for the poor, taxing higher incomes, efforts to encourage philanthropy, and other institutional reforms.

Same as: SOC 135

**SOC 236. Sociology of Law. 4 Units.**

(Graduate students register for 236) This course explores major issues and debates in the sociology of law. Topics include historical perspectives on the origins of law; rationality and legal sanctions; normative decision making and morality; cognitive decision making; crime and deviance, with particular attention to the problem of mass incarceration; the "law in action" versus the "law on the books;" organizational responses to law, particularly in the context of sexual harassment and discrimination in education and employment; the roles of lawyers, judges, and juries; and law and social change with particular emphasis on the American civil rights movement. Special Instructions: Students are expected to attend a weekly TA-led discussion section in addition to lecture. Sections will be scheduled after the start of term at times when all students can attend. Paper requirements are flexible. Cross listed with the Law School (LAW 7511). See "Special Instructions" in course description above. Elements Used in Grading: Class participation, paper proposal, three short papers and a final paper (see syllabus for details).

Same as: SOC 136

**SOC 238. Market Oriented Policies in Education. 3-4 Units.**

Introducing market dynamics in education remains a highly controversial policy issue. In this course we will discuss the main ideas supporting the market approach in education and the key arguments against these policies; we will also review some of the evidence concerning the effects of market policies in education such as privatization, vouchers, and school choice; and finally, we will study several issues related to market oriented reforms, such as performance accountability, school segregation, and peer effects in education.

Same as: EDUC 238

**SOC 241. Monitoring the Crisis. 4-5 Units.**

A course devoted to understanding how people are faring as the country's health and economic crisis unfolds. The premise of the course is that, as important and valuable as surveys are, it's a capital mistake to presume that we know what needs to be asked and that fixed-response answers adequately convey the depth of what's happening. We introduce a new type of qualitative method that allows for discovery by capturing the voices of the people, learn what they're thinking and fearing, and understand the decisions they're making. Students are trained in immersive interviewing by completing actual interviews, coding and analyzing their field notes, and then writing reports describing what's happening across the country. These reports will be designed to find out who's hurting, why they're hurting, and how we can better respond to the crisis. Students interested should submit the following application: <https://docs.google.com/forms/d/e/1FAIpQLSfdOZsnpOCg4zTRbVny0ikxpZEd1AFEEJh3K9KjvINyfbWMGw/viewform> The course is open to students who have taken it in earlier quarters, with repeating students allowed to omit the training sessions and, in lieu of those sessions, complete additional field work and writing. Field work will include unique interviews with new participants each lab period, along with corresponding coding, analyses, and reports. Same as: PSYCH 145A, PUBLPOL 141, SOC 141, URBANST 149

**SOC 241P. Public Interest Tech: Case Studies. 1 Unit.**

What does public interest technology look like in practice? Each week, a guest speaker will present a case study of their work to improve government and public systems through innovative methods, data-driven efforts, emerging technology, and human-centered design. Students will reflect on the practicalities, ethics, and best practices of public interest technology work. Same as: SOC 141P

**SOC 242. Sociology of Gender. 3 Units.**

Male, female, woman, man, feminine, masculine. We all know what gender is, right? In this course, we will critically examine the idea of gender from a sociological perspective. For the first few weeks, we will tackle the big question 'What is gender?' To do this, we will begin by interrogating taken-for-granted ideas about the biological underpinnings of gender. We then dive into sociological conceptions of gender. In the latter portion of the course we will examine the ways gender operates and produces inequality within a variety of societal institutions, including the media, the family, the workplace, and the legal system. This class will expose you to some of the methods social scientists use to study gender and help you think critically about common sense understandings of gender through a look at both popular journalism and rigorous academic research. The emphasis of this class is to leave you with a long-lasting understanding of why the study of social problems, and especially those related to gender, matter. Same as: FEMGEN 142, FEMGEN 242, SOC 142

**SOC 245. Race and Ethnic Relations in the USA. 4 Units.**

(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. Same as: CSRE 145, SOC 145

**SOC 246A. Ethnographies of Race, Crime, and Justice. 4-5 Units.**

This course provides graduate students with a survey introduction to influential ethnographic and interview-based sociological research on race, crime, and justice. Recent social movements such as the Movement for Black Lives have drawn attention to the problem of mass criminalization in the U.S. These movements have underscored the centrality of the criminal legal system in defining race in America. Each week, students will read ethnographic books and journal articles on the role of race and racism in different dimensions of the criminal legal process from policing to court processing to incarceration written in the early twentieth century to the present. In addition to gaining foundational knowledge on the key debates within the sociological and criminological literature, students will also gain important insight into the most rigorous qualitative social science methods for studying these topics, and how these methods have changed over time. Same as: SOC 346A

**SOC 247. Race and Ethnicity Around the World. 4 Units.**

(Graduate students register for 247.) How have the definitions, categories, and consequences of race and ethnicity differed across time and place? This course offers a historical and sociological survey of racialized divisions around the globe. Case studies include: affirmative action policies, policies of segregation and ghettoization, countries with genocidal pasts, invisible minorities, and countries that refuse to count their citizens by race at all. Same as: CSRE 147A, SOC 147

**SOC 249. The Urban Underclass. 4 Units.**

(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. Same as: CSRE 149A, SOC 149, URBANST 112

**SOC 251. From the Cradle to the Grave: How Demographic Processes Shape the Social World. 4-5 Units.**

(Graduate students register for 251 and 5 units. Undergraduates register for 151 and 4 units.) Comparative analysis of historical, contemporary, and anticipated demographic change. Draws on case studies from around the world to explore the relationship between social structure and population dynamics. Introduces demographic measures, concepts and theory. Course combines lecture and seminar-style discussion. Same as: SOC 151

**SOC 252. The Social Determinants of Health. 4 Units.**

Our social and physical environments are widely recognized as playing a central role in shaping patterns of health and disease within and across populations. Across disciplines, a key question has been: How does the social environment get under the skin to influence health? In this course, we will explore how social scientists, epidemiologists, public health experts, and physicians tackle this question. Reflecting both qualitative and quantitative approaches, we will draw on literatures in social science, public health, and medicine to understand the processes through which our environments shape health outcomes. We will examine a number of key social determinants of health, wellness and illness. These determinants include socioeconomic status, gender, race/ethnicity, religious affiliation, neighborhoods, environments, social relationships, and health care. We will also discuss a host of mechanisms through which these factors are hypothesized to influence health, such as stress, lifestyle, and access to health resources. An overall theme will be how contextual factors that adversely affect health are inequitably distributed and thereby fuel health disparities. Through all of this, we will assess the promise of public policy, planning and research for generating more equitable health outcomes across society. Same as: SOC 152



**SOC 254. Welfare State. 4-5 Units.**

This seminar introduces students to the key literature, questions, and debates about the modern welfare state. Emergence, growth, and purported demise of the welfare state. American welfare state in comparative perspective. Social and political factors affecting state development including political parties, labor markets, gender, demographic change, and immigration.

Same as: SOC 354

**SOC 254C. The Politics of Algorithms. 4-5 Units.**

Algorithms have become central actors in today's digital world. In areas as diverse as social media, journalism, education, healthcare, and policing, computing technologies increasingly mediate communication processes. This course will provide an introduction to the social and cultural forces shaping the construction, institutionalization, and uses of algorithms. In so doing, we will explore how algorithms relate to political issues of modernization, power, and inequality. Readings will range from social scientific analyses to media coverage of ongoing controversies relating to Big Data. Students will leave the course with a better appreciation of the broader challenges associated with researching, building, and using algorithms.

Same as: COMM 154, COMM 254, CSRE 154T, SOC 154

**SOC 255. The Changing American Family. 4 Units.**

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.

Same as: FEMGEN 155, FEMGEN 255, SOC 155

**SOC 256A. The Changing American City. 4 Units.**

After decades of decline, U.S. cities today are undergoing major transformations. Young professionals are flocking to cities instead of fleeing to the suburbs. Massive increases in immigration have transformed the racial and ethnic diversity of cities and their neighborhoods. Public housing projects that once defined the inner city are disappearing, and crime rates have fallen dramatically. Do these changes signal the end of residential segregation and urban inequality? Who do these changes benefit? This course will explore these issues and strategies to address them through readings and discussion, analyzing a changing neighborhood in a major city in the Bay Area in groups (which will include at least one site visit), and studying a changing neighborhood or city of their choice for their final project. The course does not have pre-requisites.

Same as: CSRE 156, SOC 156A, URBANST 156A

**SOC 258B. Quasi-Experimental Research Design & Analysis. 3-5 Units.**

This course surveys quantitative methods to make causal inferences in the absence of randomized experiment including the use of natural and quasi-experiments, instrumental variables, regression discontinuity, fixed effects estimators, and difference-in-differences. We emphasize the proper interpretation of these research designs and critical engagement with their key assumptions for applied researchers. Prerequisites: Prior training in multivariate regression (e.g., ECON 102B or the permission of the instructor).

Same as: EDUC 430B

**SOC 258C. Using Data to Describe the World: Descriptive Social Science Research Techniques. 3-5 Units.**

This course focuses on the skills needed to conduct theoretically-informed and policy-relevant descriptive social science. Students read recent examples of rigorous descriptive quantitative research that exemplifies the use of data to describe important phenomena related to educational and social inequality. The course will help develop skills necessary to conceptualize, operationalize, and communicate descriptive research, including techniques related to measurement and measurement error, data harmonization, data reduction, and visualization. Students develop a descriptive project during the course. Prerequisite: satisfactory completion of a course in multivariate regression.

Same as: EDUC 430C

**SOC 260. Formal Organizations. 4 Units.**

(Graduate students register for 260.) Organizations are ubiquitous: they educate us, manage our finances, and structure our daily routines. They also distribute resources, status, and opportunities. This course will explore the role of formal organizations in contemporary social life, and their consequences for individuals. Drawing on a range of research in the social sciences and examples from the real world, we will examine several topics, including: the origins of organizations, how decisions are made in organizations, why some organizations survive while others die, incentives and employment relationships, how social networks shape social stratification, and what kinds of organizational policies promote diversity.

Same as: SOC 160

**SOC 262. The Social Regulation of Markets. 3 Units.**

Social and political forces that shape market outcomes. The emergence and creation of markets, how markets go wrong, and the roles of government and society in structuring market exchange. Applied topics include development, inequality, globalization, and economic meltdown. Preference to Sociology majors and Sociology coterm students.

Same as: SOC 162

**SOC 267A. Asia-Pacific Transformation. 4 Units.**

Post-WW II transformation in the Asia-Pacific region, with focus on the ascent of Japan, the development of newly industrialized capitalist countries (S. Korea and Taiwan), the emergence of socialist states (China and N. Korea), and the changing relationship between the U.S. and these countries.

Same as: INTLPOL 244D, SOC 167A

**SOC 268. Global Organizations: The Matrix of Change. 4 Units.**

We learn how to apply analytical tools from the social sciences to organizations, and study how to design effective organizations and projects within and across institutional settings. A variety of organizations are included and how they deal with strategy changes and accountability. The theme for this year's class is on accountability of non-profit organizations such as Doctors Without Borders, The International Rescue Committee and The Red Cross. Recommended: FINANCE 377, MS&E 180, SOC 160, ECON 149, or MGTECON 330.

Same as: PUBLPOL 168, PUBLPOL 268, SOC 168

**SOC 270. Classics of Modern Social Theory. 4 Units.**

(Graduate students register for 270). Sociologists seek to understand how society works, specifically: how social life is organized, changed, and maintained. Sociological theory provides hypotheses for explaining social life. All empirical research in sociology is enriched by, and has some basis in, sociological theories. This course introduces students to the earliest sociological theories and the thinkers who developed them. Specifically, we will discuss the work of W.E.B. Du Bois, Emile Durkheim, Max Weber, and Karl Marx. We will compare and contrast how they thought about important modern-day social realities such as capitalism, racism, crime, religion, and social cohesion. We will consider how these early theories and thinkers influence the way sociologists think about and study the social world today.

Same as: SOC 170

**SOC 273. Gender and Higher Education: National and International Perspectives. 3-4 Units.**

This course examines the ways in which higher education structures and policies interact with gender, gender identity, and other characteristics in the United States, around the world, and over time. Attention is paid to how changes in those structures and policies relate to access to, experiences in, and outcomes of higher education by gender. Students can expect to gain an understanding of theories and perspectives from the social sciences relevant to an understanding of the role of higher education in relation to structures of gender differentiation and hierarchy. Topics include undergraduate and graduate education; identity and sexuality; gender and science; gender and faculty; and feminist scholarship and pedagogy.

Same as: EDUC 173, EDUC 273, FEMGEN 173, SOC 173

**SOC 274. Social Computing. 3-4 Units.**

Today we interact with our friends and enemies, our team partners and romantic partners, and our organizations and societies, all through computational systems. How do we design these social computing systems to be effective and responsible? This course covers design patterns for social computing systems and the foundational ideas that underpin them. Students will engage in the creation of new computationally-mediated social environments. Course available for 3-4 units; students enrolling in the 4-unit option will conduct deeper engagement with the topic via additional readings and discussions.

Same as: CS 278, SOC 174

**SOC 276. The Social Life of Neighborhoods. 4 Units.**

How do neighborhoods come to be? How and why do they change? What is the role of power, money, race, immigration, segregation, culture, government, and other forces? In this course, students will interrogate these questions using literatures from sociology, geography, and political science, along with archival, observational, interview, and cartographic (GIS) methods. Students will work in small groups to create content (e.g., images, audio, and video) for a self-guided neighborhood tour, which will be added to a mobile app and/or website.

Same as: AFRICAAM 76B, CSRE 176B, SOC 176, URBANST 179

**SOC 278. Introduction to Computational Social Science. 3 Units.**

With a vast amount of data now collected on our online and offline actions – from what we buy, to where we travel, to who we interact with – we have an unprecedented opportunity to study complex social systems. This opportunity, however, comes with scientific, engineering, and ethical challenges. In this hands-on course, we develop ideas from computer science and statistics to address problems in sociology, economics, political science, and beyond. We cover techniques for collecting and parsing data, methods for large-scale machine learning, and principles for effectively communicating results. To see how these techniques are applied in practice, we discuss recent research findings in a variety of areas. Prerequisites: introductory course in applied statistics, and experience coding in R, Python, or another high-level language.

Same as: MS&E 231

**SOC 279. Law, Order, & Algorithms. 3 Units.**

Human decision making is increasingly being displaced by predictive algorithms. Judges sentence defendants based on statistical risk scores; regulators take enforcement actions based on predicted violations; advertisers target materials based on demographic attributes; and employers evaluate applicants and employees based on machine-learned models. One concern with the rise of such algorithmic decision making is that it may replicate or exacerbate human bias. Course surveys the legal and ethical principles for assessing the equity of algorithms, describes statistical techniques for designing fairer systems, and considers how anti-discrimination law and the design of algorithms may need to evolve to account for machine bias. Concepts will be developed in part through guided in-class coding exercises. Admission by consent of instructor and limited to 20 students. To enroll complete course application by March 15 at: <https://5harad.com/mse330/>. Grading based on: response papers, class participation, and a final project.

Same as: CS 209, CSRE 230, MS&E 330

**SOC 279A. Crime and Punishment in America. 4-5 Units.**

This course provides a comprehensive introduction to the way crime has been defined and punished in the United States. Recent social movements such as the Movement for Black Lives have drawn attention to the problem of mass incarceration and officer-involved shootings of people of color. These movements have underscored the centrality of the criminal justice system in defining citizenship, race, and democracy in America. How did our country get here? This course provides a social scientific perspective on America's past and present approach to crime and punishment. Readings and discussions focus on racism in policing, court processing, and incarceration; the social construction of crime and violence; punishment among the privileged; the collateral consequences of punishment in poor communities of color; and normative debates about social justice, racial justice, and reforming the criminal justice system. Students will learn to gather their own knowledge and contribute to normative debates through a field report assignment and an op-ed writing assignment.

Same as: AFRICAAM 179A, CSRE 179A, SOC 179A

**SOC 280A. Foundations of Social Research. 4 Units.**

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 coterms.

Same as: CSRE 180A, SOC 180A

**SOC 280B. Introduction to Data Analysis. 4 Units.**

Preference to Sociology majors and minors. Enrollment for non-sociologists will open two weeks after winter enrollment begins. Methods for analyzing and evaluating quantitative data in sociological research. Students will be taught how to run and interpret multivariate regressions, how to test hypotheses, and how to read and critique published data analyses.

Same as: CSRE 180B, SOC 180B

**SOC 281. Natural Language Processing & Text-Based Machine Learning in the Social Sciences. 4 Units.**

Digital communications (including social media) are the largest data sets of our time, and most of it is text. Social scientists need to be able to digest small and big data sets alike, process it and extract psychological insight. This applied and project-focused course introduces students to a Python codebase developed to facilitate text analysis in the social sciences (see [dlatk.wwpb.org](http://dlatk.wwpb.org) – knowledge of Python is helpful but not required). The goal is to practice these methods in guided tutorials and project-based work so that the students can apply them to their own research contexts and be prepared to write up the results for publication. The course will provide best practices, as well as access to and familiarity with a Linux-based server environment to process text, including the extraction of words and phrases, topics and psychological dictionaries. We will also practice the use of machine learning based on text data for psychological assessment, and the further statistical analysis of language variables in R. Familiarity with Python is helpful but not required. Basic familiarity with R is expected. The ability to wrangle data into a spreadsheet-like format is expected. A basic introduction to SQL will be given in the course. Familiarity with SSH and basic Linux is helpful but not required. Understanding of regression is expected.

Same as: PSYCH 290, SYMSYS 195T

**SOC 289. Race and Immigration. 4-5 Units.**

In the contemporary United States, supposedly race-neutral immigration laws have racially-unequal consequences. Immigrants from Mexico, Central America, and the Middle East are central to ongoing debates about who's includable, and who's excludable, from American society. These present-day dynamics mirror the historical forms of exclusion imposed on immigrants from places as diverse as China, Eastern Europe, Ireland, Italy, Japan, and much of Africa. These groups' varied experiences of exclusion underscore the long-time encoding of race into U.S. immigration policy and practice. Readings and discussions center on how immigration law has become racialized in its construction and in its enforcement over the last 150 years.

Same as: AFRICAAM 190, CSRE 189, SOC 189

**SOC 290. Coterminal MA individual study. 1-5 Unit.**

Prior arrangement required.

**SOC 291. Coterminal MA directed research. 1-5 Unit.**

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

**SOC 292. Coterminal MA research apprenticeship. 1-5 Unit.**

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

**SOC 297. Globalization and Higher Education. 3-4 Units.**

This course examines the expansion, impact, and organization of higher education across the world. This course engages students with sociological theory and comparative research on global and national sources of influence on higher education developments, e.g. admissions criteria, curricular content, governance structure.. At the end of the course students should be able to compare and contrast developments across countries.

Same as: EDUC 349

**SOC 298. The Social Psychology of Contemporary American Politics. 4 Units.**

Where do individuals' political attitudes and behaviors come from, and how can they be changed? In this class we will read and discuss cutting-edge research from social psychology, sociology, and political science on topics such as polarization, persuasion, elitism, social activism, and racial resentment. A central idea of the class is that social and psychological factors powerfully influence political views, and research in this area can help to understand our often confusing political landscape. Additionally, understanding the causal architecture of political attitudes and behavior is essential for taking effective political action, especially in this time of deep and growing political divides. Enrollment is permission by instructor only: please email: willer@stanford.edu.

Same as: SOC 398

**SOC 300. Workshop: The Art and Joy of Teaching. 2 Units.**

Note: for first-year Sociology Doctoral Students only. This class will prepare you to teach Stanford students in your role as a TA or instructor. It rests on the idea that teaching is both an art to learn and cultivate, and a source of great joy and personal meaning during your graduate career and beyond. The course's main goal is to help you become an effective instructor in your day-to-day teaching, covering skills such as how to deliver a powerful lecture, lead an engaging discussion section, build an inclusive classroom, describe your personal pedagogy to others, juggle teaching logistics and competing demands, and make the best use of technology and campus resources. You will also discover that teaching is, above all, a deeply personal process that should take into account the different backgrounds, stories, and learning styles of both students and instructors to enable students to flourish academically and personally. Throughout this class, we will explore different philosophies and ways of teaching so that you can cultivate and employ your own, personalized pedagogy. It is my hope that you will use this course as a springboard to embark on your own teaching journey. With a growth mindset and the right tools in our hands, we can begin to both transform and be transformed by our students: this is the art and joy of teaching.

**SOC 301. Play and Games. 3-4 Units.**

Social life would be unimaginable without play and games. Students will be introduced to social theories of play and games; the history of games and their variation; readings concerned with how play and games affect interaction and socialization; how race and gender are enacted in and through play and games; how play and games relate to creativity and innovation; and how games can be designed for engrossment and the accomplishment of various tasks and learning goals. Course intended mainly for doctoral students, though master's and undergraduate students are welcome. This is a new course, so please expect collaboration with instructor and other students to shape the course content.

Same as: EDUC 414

**SOC 302. Introduction to Data Science. 3-5 Units.**

Social scientists can benefit greatly from utilizing new data sources like electronic administration records or digital communications, but they require tools and techniques to make sense of their scope and complexity. This course offers the opportunity to understand and apply popular data science techniques regarding data visualization, data reduction and data analysis.

Same as: EDUC 143, EDUC 423

**SOC 302A. Introduction to Data Science I: Data Processing. 3-4 Units.**

Quantitative data require considerable work before they are ready to be analyzed: they are often messy, incomplete and potentially biased. This course is designed to help you thoughtfully collect, manage, clean and represent data so it can offer substantive information researchers can act upon. In our weekly sessions you will take a critical and reflective approach to these tasks and learn the technical skills needed to get your data into shape. Education and social science datasets will be our focus.

Same as: EDUC 423A

**SOC 302B. Introduction to Data Science II: Machine learning. 3-4 Units.**

This course centers on the question of how you can use various data science techniques to understand social phenomena. Applied to education and social science topics, the course will introduce you to supervised and unsupervised machine learning algorithms, new data, and provide you the skills to thoughtfully evaluate and assess machine learning performance and implications.

Same as: EDUC 423B

**SOC 304. Experimental Methods in the Social Sciences. 4 Units.**

This course will introduce students to the logic, design, and implementation of experiments for social science research. We will begin by developing an understanding of how experimental research designs can address some of the central threats to causal identification, such as selection and omitted variables bias. Students will then engage with scholarship that has utilized experimental research designs to produce theoretical insights about topics ranging from social stratification to the dynamics of cultural markets to political mobilization. This course will also cover techniques for analyzing experimental data, strategies for dealing with noncompliance, and combining experiments with other methods of inquiry. The course will culminate with students developing an experimental research design proposal related to their own scholarly interests. While a basic understanding of statistics is necessary for this course, the emphasis will be on research design.

**SOC 305. Graduate Proseminar. 1 Unit.**

For first-year Sociology doctoral students only, Introduction and orientation to the field of Sociology. May be repeat for credit.

**SOC 308. Social Demography. 4-5 Units.**

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



**SOC 309. Nations and Nationalism. 3-5 Units.**

The nation as a form of collective identity in the modern era. Major works in the study of nations and nationalism from comparative perspectives with focus on Europe and E. Asia.

**SOC 310. Political Sociology. 4-5 Units.**

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.

**SOC 311A. Workshop: Comparative Studies of Educational and Political Systems. 1-5 Unit.**

Analysis of quantitative and longitudinal data on national educational systems and political structures. May be repeated for credit. Prerequisite: consent of instructor.

Same as: EDUC 387

**SOC 312G. Careers and Organizations. 3 Units.**

The careers of individuals are shaped by their movement within and between organizations, whether those be established employers or entrepreneurial ventures. Conversely, organizations of all sizes are shaped by the flows of individuals through them as individuals construct careers by pursuing different opportunities. This course will examine sociological and economic theory and research on this mutually constitutive relationship. Possible topics include inequality and attainment processes, internal labor markets, mobility dynamics, individual and organizational learning, ecological influences, gender and racial segregation, discrimination, and entrepreneurship as a career process.

**SOC 314. Economic Sociology. 4-5 Units.**

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. Please note: Lecture and discussion section are both required.

**SOC 315W. Workshop: Economic Sociology and Organizations. 1-2 Unit.**

Theory, methods, and research in the sociology of the economy and of formal organizations, through presentations of ongoing work by students, faculty, and guest speakers, and discussion of recent literature and controversies. May be repeated for credit. Restricted to Sociology doctoral students; others by consent of instructor.

**SOC 316. Historical and Comparative Sociology. 4-5 Units.**

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.

**SOC 317B. Chinese Politics and Society. 3-5 Units.**

(Doctoral students register for 317B.) This seminar surveys the major turning points that have shaped China's evolution since 1949. The topics covered include the Great Leap Forward, the Cultural Revolution, the political and economic turning point of the early 1980s, the political crisis of 1989, the restructuring of the state sector since the 1990s, and the patterns of protest that have accompanied the rapid social changes over the past three decades. We will conclude the course with current debates about China's future.

Same as: HISTORY 293F, HISTORY 393F, SOC 217B

**SOC 317W. Computational Sociology. 1-2 Unit.**

Yearlong workshop where doctoral students are encouraged to collaborate with peers and faculty who share an interest in employing computational techniques in the pursuit of researching social network dynamics, text analysis, histories, and theories of action that help explain social phenomena. Students present their own research and provide helpful feedback on others' work. Presentations may concern dissertation proposals, grants, article submissions, book proposals, datasets, methodologies and other texts. Repeatable for credit. Same as: EDUC 317

**SOC 318. Social Movements and Collective Action. 4-5 Units.**

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

**SOC 319. Ethnographic Methods. 1-5 Unit.**

This course offers an introduction to the practice and politics of ethnographic fieldwork. It provides a "how to" of ethnographic research, in which students will conduct an ethnographic project of their own, complemented by weekly readings and discussions. In the process, we will discuss the theory and epistemology of fieldwork, along with the practicalities and politics of fieldwork in different domains. We will examine different stages of ethnographic research (entering the field, conducting and recording fieldwork, exiting the field and writing it up), different methods (observations, interviews, "going along"), as well as distinct styles of ethnographic work (virtual ethnography, organizational ethnography, narrative ethnography, etc.). The course will serve as a participative workshop for students to exchange field notes, share practical advice, and consolidate their research interests. Prerequisite: Must be Communication student, or obtain approval from instructor. Same as: COMM 314

**SOC 320. Foundations of Social Psychology. 4-5 Units.**

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.

**SOC 321. Nonprofits, Philanthropy & Society. 3-4 Units.**

Over the past several decades nonprofit organizations have become increasingly central entities in society, and with this growing status and importance their roles are increasingly complex. We consider the social, political and economic dynamics of philanthropy and the nonprofit sector, focusing mainly (but not exclusively) on the US. The class is best suited for graduate students looking for an advanced analytic understanding of the sector and those wishing to conduct research in the field; it is not intended to provide training in nonprofit management.

Same as: EDUC 321, PUBLPOL 321

**SOC 321W. Workshop: Social Psychology and Gender. 1-2 Unit.**

Advanced graduate student workshop in social psychology. 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.

**SOC 323. Sociology of the Family. 4-5 Units.**

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. Enrollment limited to graduate students.

**SOC 325W. Workshop: Graduate Family. 1-2 Unit.**

PhD students will present their own work weekly, and read and critique the research-in-progress of their peers on issues of family, household structure, interpersonal relationships, marriage, demography, survey data, demographic methods, statistical methods, and related fields. May be repeat for credit starting 8/1/2016.



**SOC 328. The Sociology of Work and Employment. 4 Units.**

Work and employment have the ability to promote economic security as well as reinforce poverty, provide meaning as well as induce alienation, generate collaboration as well as reproduce difference. Indeed, work and employment are central components of the human experience and structure significant portions of our lives. This course introduces students to current theoretical and empirical issues in sociological scholarship on work and employment. The substantive topics covered in this course will include job search and finding work, the hiring process, changing employment relations, job loss and unemployment, racial and gender stratification at work, unpaid labor and care work, as well as work and family intersections. Theoretical and methodological innovation in recent scholarship will be highlighted throughout the course. The course will culminate with students developing a proposal for a research project designed to address a significant gap in existing scholarship on work and employment.

**SOC 330. Sociology of Science. 3-4 Units.**

The sociology of science concerns the social structures and practices by which human beings interpret, use and create intellectual innovations. In particular we will explore the claim that scientific facts are socially constructed and ask whether such a characterization has limits. Course readings will concern the formation and decline of various thought communities, intellectual social movements, scientific disciplines, and broader research paradigms. A special focus will be placed on interdisciplinarity as we explore whether the collision of fields can result in new scientific advances. This course is suitable to advanced undergraduates and doctoral students.

Same as: EDUC 120, EDUC 320, STS 200Q

**SOC 331. The Conduct of Qualitative Inquiry. 3-4 Units.**

Two quarter sequence for doctoral students to engage in research that anticipates, is a pilot study for, or feeds into their dissertations. Prior approval for dissertation study not required. Students engage in common research processes including: developing interview questions; interviewing; coding, analyzing, and interpreting data; theorizing; and writing up results. Participant observation as needed. Preference to students who intend to enroll in 327C.

Same as: EDUC 327A

**SOC 332. Sociology of Education. 3-5 Units.**

Seminar. Key sociological theories and empirical studies of the relationship between education and other major social institutions, focusing on drivers of educational change, the organizational infrastructures of education, and the implication of education in processes of social stratification. Targeted to doctoral students.

Same as: EDUC 310

**SOC 339. Gender Meanings and Processes. 5 Units.**

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: consent of instructor required.

**SOC 340. Social Stratification. 4-5 Units.**

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.

**SOC 341W. Workshop: Inequality. 1-2 Unit.**

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.

**SOC 342B. Gender and Social Structure. 5 Units.**

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.

**SOC 343W. Gender and Gender Inequality Workshop. 1-3 Unit.**

This workshop is intended for PhD students whose graduate research is centered on gender and/or gender inequalities. Students will take turns presenting their research and get feedback from other students and faculty.

**SOC 344. Intersectionality: Theory, Methods & Research. 4 Units.**

In this seminar, we will trace intersectionality from its activist origins outside of academia to its practice in contemporary social science research (and back). We will consider the range of approaches and interpretations that have emerged over the past 30 years, since Kimberlé Crenshaw coined the term to critique anti-discrimination litigation, and do so with an eye toward application: how to best incorporate the insights of intersectionality into original social science research, across a variety of topics and methods. Open to all students pursuing graduate degrees in Sociology, as well as PhD students in other disciplines with instructor consent.

**SOC 344A. Culture and Markets. 4 Units.**

In this course, we seek to understand economic markets as cultural institutions. Far from natural or inevitable entities, markets are social constructions that rely upon—and reproduce—particular shared understandings about how the world is and should be. In this course, we consider the cognitive, expressive, and normative aspects of culture in order to analyze the existence of markets, the forms they take, and the justifications for the effects they have. We begin by exploring the cultural constitution of market goods and actors. How do some, but not other, objects come to be exchanged via the market, and why do companies and consumers look and act the way they do? We then dig deeper into the key cultural forms and processes that enable and constrain economic phenomena. In what ways do classification, quantification, narrative, metaphor, and so on give rise to the market as we experience it, and who has the power to shape the way these processes take hold? Next, we delve into two special cases: money, which some hold to be impervious to social considerations, and cultural objects, which some hold to be impervious to market logic. Both turn out to be much more complicated. In the final part of course, we explore the cultural aspects of organizations and economic policymaking. The course readings are largely empirical research, so we will also critically discuss how sociologists use data and methods to build evidence.

**SOC 346A. Ethnographies of Race, Crime, and Justice. 4-5 Units.**

This course provides graduate students with a survey introduction to influential ethnographic and interview-based sociological research on race, crime, and justice. Recent social movements such as the Movement for Black Lives have drawn attention to the problem of mass criminalization in the U.S. These movements have underscored the centrality of the criminal legal system in defining race in America. Each week, students will read ethnographic books and journal articles on the role of race and racism in different dimensions of the criminal legal process from policing to court processing to incarceration written in the early twentieth century to the present. In addition to gaining foundational knowledge on the key debates within the sociological and criminological literature, students will also gain important insight into the most rigorous qualitative social science methods for studying these topics, and how these methods have changed over time.

Same as: SOC 246A

**SOC 348. Advanced Topics in the Sociology of Gender. 3-5 Units.**

Seminar for graduate students who have research projects in progress that focus on questions about gender and society. Research projects can be at any stage from the initial development to the final writing up of results. Focus is on questions posed by the research projects of the seminar participants. Readings include relevant background to each other's questions and present their own work in progress. A final paper reports the progress on the seminar member's research project. May be repeat for credit.

**SOC 349. Race, Space, and Stratification. 4 Units.**

Racial and ethnic stratification has been a defining yet shifting feature of U.S. society, and such inequalities shape and are shaped by the ecological structure of places. This course is a survey course for doctoral students covering sociological scholarship at the intersection of racial stratification and urban sociology. The class will include foundational readings and discussions on urban sociological theories, urban decline and suburbanization, segregation, poverty, neighborhood effects, crime and disorder, gentrification, and immigration. The course will also include discussion of new and innovative data sources and methods for research in this area throughout the quarter. Students will develop or continue a research project designed to contribute to scholarship on racial stratification and urban sociology.

**SOC 350. Sociology of Race. 4 Units.**

In this seminar, we focus our sociological lens on the concept of race itself. We will explore theoretical and conceptual debates about race and ethnicity, the history of counting by race in surveys and official statistics, as well as critiques of how race is operationalized in both quantitative and qualitative studies. By the end of the course, students will be prepared to conduct their own theoretically and methodologically rigorous research that advances knowledge about race and racial inequality. Prerequisite: Sociology graduate student; otherwise, please email instructor for consent to enroll.

**SOC 350W. Workshop: Migration, Ethnicity, Race and Nation. 1-3 Unit.**

Weekly research workshop with a focus on ongoing research by faculty and graduate student participants, new theory and research, and recent publications. Workshop participants will present their own work, and read and critique the research-in-progress of their peers. May be repeated for credit. Prerequisite: Sociology doctoral student or consent of instructor.

**SOC 351. Counterfactuals and Causal Inference in the Social Sciences. 3-5 Units.**

Questions about causal effects and processes are critical in the social sciences, and range from macro-level concerns such as Does capitalism cause democracy? to micro-level ones such as Does educational attainment increase individual earnings / health /civic participation?. This course trains students in quantitative approaches designed to address causal questions with observational and quasi-experimental data, including propensity score methods, fixed and random effects, instrumental variables, and regression discontinuity, among others. The underlying intuition, statistical formulation, and implementation of each approach will be discussed. The course will also examine topics relevant for researches addressing causal questions such as sensitivity analysis, mediation analysis, and integration of quantitative and qualitative approaches. Prerequisites: Soc 381 and Soc 382 or equivalent. Undergraduate students should request instructor's permission.

**SOC 354. Welfare State. 4-5 Units.**

This seminar introduces students to the key literature, questions, and debates about the modern welfare state. Emergence, growth, and purported demise of the welfare state. American welfare state in comparative perspective. Social and political factors affecting state development including political parties, labor markets, gender, demographic change, and immigration. Same as: SOC 254

**SOC 356. Strategy and Organizations. 3 Units.**

Why are some organizations more competitive than others? This is one of the defining questions of the interdisciplinary research field known as strategic management. In this seminar, we will survey the field of strategic management as seen through the lens of organization theory, touching on the four main theoretical approaches that have developed there. Most work in strategic management pays little attention to particular theoretical perspectives, and is organized more by the topic - the phenomenon being studied - such as market exit, growth, performance, mergers and acquisitions, innovation, and the like. I have catalogued the research in strategic management both according to theoretical perspective and topic, and that structure is developed in this course. Our goal is to help you to identify theoretical perspectives as you try to understand the strategy field.

**SOC 358. Sociology of Immigration. 5 Units.**

Topics vary each quarter but may include: theories and processes of migration and immigrant incorporation; historical and contemporary perspectives on race, ethnicity, and immigration; immigration law and policy; transnationalism; nations and nationalism.

**SOC 361. Social Psychology of Organizations. 3 Units.**

This seminar focuses on social psychological theories and research relevant to organizational behavior. It reviews the current research topics in micro-organizational behavior, linking these to foundations in cognitive and social psychology and sociology. Topics include models of attribution, decision making, emotion, coordination, influence and persuasion, and the psychology of power and culture. Prerequisites: Enrollment in a PhD program. graduate-level social psychology course.

**SOC 361W. Workshop: Networks and Organizations. 1-3 Unit.**

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.

Same as: EDUC 361

**SOC 362. Organization and Environment. 3 Units.**

This seminar considers the leading sociological approaches to analyzing relations of organizations and environments, with a special emphasis on dynamics. Attention is given to theoretical formulations, research designs, and results of empirical studies. Prerequisite: Enrollment in a PhD program.

**SOC 363A. Seminar on Organizational Theory. 5 Units.**

The social science literature on organizations assessed through consideration of the major theoretical traditions and lines of research predominant in the field. For PhD students only.

Same as: EDUC 375A, MS&E 389

**SOC 363B. Seminar on Organizations: Institutional Analysis. 3-5 Units.**

Seminar. Key lines of inquiry on organizational change, emphasizing network, institutional, and evolutionary arguments.

Same as: EDUC 375B

**SOC 366A. Organizational Ecology. 3 Units.**

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.

Same as: OB 601

**SOC 368W. Workshop: China Social Science. 1 Unit.**

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.

Same as: POLISCI 448R

**SOC 369. Social Network Methods. 3-5 Units.**

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.

Same as: EDUC 316

**SOC 370A. SOCIOLOGICAL THEORY. 5 Units.**

Restricted to Sociology doctoral students with preference to first year 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.

**SOC 370B. Social Interaction and Group Process. 3-5 Units.**

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.

**SOC 372. Theoretical Analysis and Research Design. 3-5 Units.**

Restricted to Sociology Doctoral students only and required for Ph.D. in Sociology. This seminar is designed to deepen students' understanding of the epistemological foundations of social science, the construction and analysis of theories, and the design of empirical research.

**SOC 374. Philanthropy and Civil Society. 1-3 Unit.**

Cross-listed with Law (LAW 7071), Political Science (POLISCI 334) and Sociology (SOC 374). 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 3 units.

Same as: EDUC 374, POLISCI 334

**SOC 375W. Workshop: Politics, Morality, and Hierarchy. 1-2 Unit.**

Advanced research workshop with a focus on new theory and research, recent publications, and current research by faculty and graduate student participants. Topics of relevant research include, but are not restricted to, morality, cooperation, solidarity, politics, status, and power. May be repeated for credit.

**SOC 376A. Ethnographic and Fieldwork Methods. 4-5 Units.**

This graduate level seminar is the first of an intensive two-quarter-long course in ethnographic and fieldwork methods. Students will receive hands-on training in the epistemology, theory, methods, and politics of fieldwork. This begins by learning how to critically engage ethnographic and qualitative books and articles. Next, students will become acquainted with field research techniques and issues through a number of class exercises. Students will learn the dynamics of gaining access, building rapport, writing field notes, crafting memos, and executing various modes of analyses. Finally, students will begin conducting their own fieldwork research in a field site of their choosing. Students should plan to spend at least five hours per week in the field, write and submit formal field notes, and craft a final paper that analyzes their fieldwork data. Class session will be divided in two parts. First, students will discuss the readings and topics of the week. The remainder of the class will be devoted to discussing research experiences and/or analyzing fellow students' field notes. Students should anticipate producing an article or chapter length research paper by the end of the second quarter of the class. Priority given to Graduate students.

**SOC 376B. Ethnographic and Fieldwork Methods. 3-5 Units.**

This graduate level seminar is the first of an intensive two-quarter-long course in ethnographic and fieldwork methods. Students will receive hands-on training in the epistemology, theory, methods, and politics of fieldwork. This begins by learning how to critically engage ethnographic and qualitative books and articles. Next, students will become acquainted with field research techniques and issues through a number of class exercises. Students will learn the dynamics of gaining access, building rapport, writing field notes, crafting memos, and executing various modes of analyses. Finally, students will begin conducting their own fieldwork research in a field site of their choosing. Students should plan to spend at least five hours per week in the field, write and submit formal field notes, and craft a final paper that analyzes their fieldwork data. Class session will be divided in two parts. First, students will discuss the readings and topics of the week. The remainder of the class will be devoted to discussing research experiences and/or analyzing fellow students' field notes. Students should anticipate producing an article or chapter length research paper by the end of the second quarter of the class. Priority given to Graduate students.

**SOC 378. Seminar on Institutional Theory and World Society. 1-5 Unit.**

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.

**SOC 379. Methods for Network Analysis. 4-5 Units.**

In this course, we learn how to collect and analyze social network data. We begin by learning the fundamentals of graph theory and replicating well-known network studies. In the process, we cover classic network methods from centrality to block-modeling. We then move to the frontiers of network analysis. Topics include visualization, modeling and simulation, dynamic network analysis, network experiments, semantic network analysis, and analyzing social networks at scale. Sources and ways of collecting network data will be discussed and students will apply methods they learn to data of their own.

**SOC 380W. Workshop: Qualitative and Fieldwork Methods. 1-3 Unit.**

Presentations and discussion of ongoing ethnographic, interview-based, and other fieldwork research by faculty and students. May be repeated for credit. Prerequisite: Sociology doctoral student or consent of instructor.

**SOC 381. Sociological Methodology I: Introduction. 5 Units.**

Enrollment limited to first-year Sociology doctoral students. Other students by instructor permission only. This course provides a conceptual and applied introduction to quantitative social sciences methodology, including measurement, sampling and descriptive statistics, statistical inference, ANOVA, factor analysis, and ordinary least squares regression. Students will be introduced to both the methodological logic and techniques of statistical data analysis. The course will present the purpose, goals, and mathematical assumptions behind techniques of statistical analysis and will discuss applications to analyzing data and interpreting results. In addition to the lecture time, SOC381 includes a weekly lab section to learn statistical software and conduct applied research. Students enrolling in Soc381 are strongly encouraged to take a 1-week Math/Statistics refresher course from September 16 to September 20. Please contact the instructor at [torche@stanford.edu](mailto:torche@stanford.edu) for details.

**SOC 382. Sociological Methodology II: Principles of Regression Analysis. 4-5 Units.**

Preference to Sociology doctoral students. Other students by instructor permission only. Required for Ph.D. in Sociology. Enrollment limited to first-year Sociology doctoral students. Rigorous treatment of linear regression models, model assumptions, and various remedies for when these assumptions are violated. Introduction to panel data analysis. Enrollment limited to 15. Prerequisites: 381.

**SOC 383. Sociological Methodology III: Models for Discrete Outcomes. 5 Units.**

Required for Ph.D. in Sociology; other students by instructor permission only. 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: 381 and 382, or equivalents.

**SOC 385A. Research Practicum I. 2 Units.**

Workshop on research methods and writing research papers for second year Sociology doctoral students. Ongoing student research, methodological problems, writing challenges, and possible solutions. Required for second year paper.

**SOC 385B. Research Practicum II. 2 Units.**

Workshop on research methods and writing research papers for second year Sociology doctoral students. Ongoing student research, methodological problems, writing challenges, and possible solutions. Required for second year paper.

**SOC 390. Graduate Individual Study. 1-5 Unit.**

May be repeated for credit. Appropriate for in-person instruction.

**SOC 391. Graduate Directed Research. 1-5 Unit.**

May be repeated for credit. Appropriate for in-person instruction.

**SOC 392. Curricular Practical Training. 1-5 Unit.**

CPT course required for international students completing degree requirements. Appropriate for in-person instruction.

**SOC 393. Teaching Apprenticeship. 1-15 Unit.****SOC 396. Sociology Colloquium. 1 Unit.**

The Sociology Colloquium is a semimonthly seminar held throughout the academic year, in which distinguished scholars present their cutting-edge research findings. Enrollment for credit, and regular attendance, is required for all first and second year Sociology doctoral students.

**SOC 398. The Social Psychology of Contemporary American Politics. 4 Units.**

Where do individuals' political attitudes and behaviors come from, and how can they be changed? In this class we will read and discuss cutting-edge research from social psychology, sociology, and political science on topics such as polarization, persuasion, elitism, social activism, and racial resentment. A central idea of the class is that social and psychological factors powerfully influence political views, and research in this area can help to understand our often confusing political landscape. Additionally, understanding the causal architecture of political attitudes and behavior is essential for taking effective political action, especially in this time of deep and growing political divides. Enrollment is permission by instructor only: please email: [willer@stanford.edu](mailto:willer@stanford.edu).  
Same as: SOC 298

**SOC 670. Designing Social Research. 4 Units.**

This is a course in the design of social research, with a particular emphasis on research field (i.e., non-laboratory) settings. As such, the course is a forum for discussing and developing an understanding of the different strategies social theorists employ to explain social processes, develop theories, and make these theories as believable as possible. In general, these issues will be discussed in the context of sociological research on organizations, but this will not be the exclusive focus of the course. A range of topics will be covered, for example: formulating and motivating research questions; varieties of explanation; experimental and quasi-experimental methods, including natural experiments; counterfactual models; conceptualization and measurement; sampling and case selection; qualitative and quantitative approaches. This course is particularly oriented toward developing an appreciation of the tradeoffs of different approaches. It is well suited to Ph.D. students working on qualifying papers and dissertation proposals.

**SOC 802. TGR Dissertation. 0 Units.**