

# Sociology

OFFICE: Social Sciences Building, Room 401  
<http://www.sociology.ucsd.edu>

## Professors

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 Jeffrey M. Haydu, Ph.D.  
 Bennetta W. Jules-Rosette, Ph.D.  
 Rebecca E. Klatch, Ph.D.  
 Richard P. Madsen, Ph.D.  
 Timothy L. McDaniel, Ph.D., *Academic Senate Distinguished Teaching Award*  
 Hugh B. Mehan, Ph.D., *Academic Senate Distinguished Teaching Award*  
 Chandra Mukerji, Ph.D.  
 David P. Phillips, Ph.D.  
 Andrew T. Scull, Ph.D.  
 Gershon Shafir, Ph.D.  
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## Professors Emeriti

Bennett M. Berger, Ph.D.  
 Rae Lesser Blumberg, Ph.D.  
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 Jack D. Douglas, Ph.D.  
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## Associate Professors

Richard G. Biernacki, Ph.D.  
 Maria Charles, Ph.D.  
 Juan Diez Medrano, Ph.D.  
 Steven G. Epstein, Ph.D.  
 Ivan T. Evans, Ph.D.  
 Martha Lampland, Ph.D.  
 Akos Rona-Tas, Ph.D.  
 Christena Turner, Ph.D.  
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## Assistant Professors

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 Andrew H. Lakoff, Ph.D.

## Adjunct Professors

Yen Espiritu, Ph.D.  
 Michael S. Schudson, Ph.D.  
 Susan Leigh Star, Ph.D.  
 Mary L. Walshok, Ph.D.

## Lecturer

Stephen G. Lincoln, C. Phil., *Barbara J. and Paul D. Saltman Distinguished Teaching Award for Non-Senate Members*

## Sociology at UCSD

Sociology studies societies and human groups: their composition, organization, culture, and development. It combines scientific and humanistic methods to investigate a subject that is both relevant and broad—ranging from social interaction in everyday life to social changes taking place on a global scale. The Department of Sociology at UCSD offers an innovative program that covers the breadth of the discipline while giving students opportunities to specialize in areas of their choice, to conduct independent research, and to participate in an Honors Program. The department also encourages majors to study abroad and to take courses in other humanities and social science departments in order to expand their perspective on sociological topics.

Students at UCSD can explore a full range of sociological inquiry through courses in such established fields as Third World development, law, culture, social movements, religion, race and ethnic relations, gender roles, medicine, and mental illness. In addition, students have the opportunity to participate in courses found in few other sociology departments, such as the politics of language, ethnographic film, the Holocaust, comparative sex stratification, mass media, and revolutions. The faculty also teach an exceptional array of courses focusing on specific societies or world regions, including Africa, Japan, China, Latin America, eastern Europe, the Soviet Union, and the United States.

Thus sociology is a valuable major for students who want to enter law, medicine, architecture, business, or politics. It also provides a solid liberal arts education for students who plan careers in such fields as criminal justice, public health, urban planning, social welfare, counseling, public administration, international relations, or market research. For students who wish to pursue graduate study in the social sciences for careers in teaching or scholarly research, an undergraduate degree from the Department of Sociology will provide a thorough grounding in recent theoretical and methodological advances in the discipline. A sociology major offers excel-

lent preparation for teaching in the elementary schools. If you are interested in earning a California teaching credential from UCSD, contact the Teacher Education Program for information about the prerequisite and professional preparation requirements. It is recommended that you contact TEP as early as possible in your academic career. Whatever the career choice, the study of sociology can help the student cultivate a critical awareness of social life.

Students interested in majoring or minoring in sociology should stop by the Department of Sociology office, SSB 401, for a brochure on the program and a student handbook. These clarify specific procedures and guidelines, and provide recommendations for areas of specialization within the major, as well as for graduate studies and careers in sociology.

## The Undergraduate Program

### The Major

To receive a B.A. with a major in sociology, students must complete four lower-division and twelve upper-division courses in sociology, including the required courses listed below.

A 2.0 GPA is required in the major, and students must earn at least a C- in each course used for the major. *No courses taken to apply toward the major may be taken on a Pass/Not Pass basis except Sociology 197, 198 or 199.* Only one such special studies course (including internships) may be applied toward the major. These special studies courses must be applied for and approved by the department before the beginning of the quarter in which the student wishes to enroll, and can only be taken on a Pass/Not Pass basis. See the staff undergraduate coordinator for the necessary application forms and deadlines.

### Lower-Division

Sociology 1A, 1B, 20, and 60 are required for the major. We strongly recommend that you take Sociology 1A and Sociology 1B in sequence. It is advisable that students complete these required lower-division courses (which should be taken during the freshman or sophomore year) before continuing with their upper-division work.

### Upper-Division

Twelve upper-division courses are necessary for the major—five are courses in required clusters, and the other seven are upper-division

electives. The upper-division sociology curriculum is divided into four areas of concentration (clusters) as follows:

#### A. Theory and Method

(courses designated Soc/A)

Theory

100, 102, 103F, 103T

Methods

103M, 104, 105, 106, 107, 108A, 108B, 109, 109S, 110A, 110B

#### B. Culture, Language, and Social Interaction

(courses designated Soc/B)

111, 112, 113, 114, 116, 117, 118, 118A, 119, 120S, 128, 130, 131, 142, 143, 145, 146, 160, 161, 162, 162R, 164J, 166, 167, 170, 172, 173, 174

#### C. Organizations and Institutions

(courses designated Soc/C)

121, 123, 124, 126, 129, 132, 134A, 134B, 135, 136A, 136B, 137, 138A–B, 139, 140, 140F, 141, 144, 148, 148L, 148M, 152, 153, 154, 155, 156, 157, 159, 165A/B, 168E, 168T, 180

#### D. Comparative and Historical

(courses designated Soc/D)

151, 158, 158J, 169, 171, 177, 178, 179, 181, 182, 183, 185, 187, 187S, 188A, 188B, 188D, 188F, 188K, 189

All students must complete Sociology 100 (students are strongly advised to do so by the end of their junior year) and *one* method course from the list above. (Method courses are numbered Soc/A 103M to 110C.) *One* course is required in each of the other three areas. Students are encouraged to complete their theory and methods courses early in their program, since theoretical perspectives and skills in methods will enhance their subsequent course work.

In fulfilling the major, students may apply, with the Department of Sociology approval, up to two upper-division courses from the relevant offerings in the Departments of Anthropology, Economics, History, Linguistics, Political Science, Psychology, Urban Studies and Planning, macro and micro areas of the Department of Communication, and the Teacher Education Program. Courses from departments other than these may be taken if the student submits a petition to, and obtains approval from, the Department of Sociology.

#### Education Abroad Program

Students are encouraged to participate in the UC Education Abroad Program (EAP) or UCSD's Opportunities Abroad Program (OAP) while still making progress toward completing their major. Students considering this option should discuss their plans with the undergraduate adviser prior to going abroad, and courses taken abroad must be approved by the department. It may be possible to use some related courses outside of the discipline of sociology toward the major. For more information on EAP, see the section of this catalog on the Education Abroad Program. Interested students should contact the Programs Abroad Office in the International Center. To petition particular courses taken abroad, see the undergraduate adviser in the Department of Sociology.

#### Recommendations for Transfer Students

If students wish to use courses taken at other institutions towards their major, they must first meet with the staff undergraduate coordinator in the department during designated office hours. (College transcripts, college catalogs, and course syllabi should be brought at the time of appointment.) Students are required to fill out one student petition per transfer course as well as an additional "information sheet" available in the Department of Sociology. Once these petitions are turned in, a determination will be made regarding the transferring of courses into the program.

It is important to note that eight of the twelve upper-division courses in the undergraduate program must be taken in the Department of Sociology at UCSD, unless students obtain special acceptance of additional courses from the chair and the faculty undergraduate adviser.

#### The Minor

The minor consists of seven sociology courses: two lower-division and five upper-division. Unless colleges specify specific courses to be taken, the student may choose any two lower-division sociology courses (Soc/L 1A, 1B, 10, 20, 30, 40 or 60) and any five upper-division courses (Soc. 100 to 190). Courses for the minor must be taken for a letter grade only. Special study courses or internships may not be applied toward the minor.

#### Science and Society Minor

OFFICE: 462 Social Science Building,  
(858) 534-2729

#### Faculty

Steven G. Epstein, Ph.D., *Associate Professor of Sociology*

Andrew T. Scull, Ph.D., *Professor of Sociology*  
Steven Shapin, Ph.D., *Professor of Sociology*  
(Coordinator) sshapin@ucsd.edu

The Science and Society Minor offers an opportunity for students to examine in a systematic and extended fashion the nature, significance, and development of modern scientific, technological, and medical enterprises. Science, technology, and medicine permeate modern society, and scientific developments often spark heated public debate. Yet undergraduate education rarely offers the chance to engage in systematic reflection upon how science influences society and how society influences science. The Science and Society Minor provides students with an innovative and inter-linked series of courses that permit precisely such a disciplined discussion of these issues.

Students complete the Science and Society Minor by taking two lower-division and five upper-division courses, a sequence that allows them to explore how modern scientific and medical knowledge and their associated technologies developed from the Scientific Revolution to the present; to understand how the roles of the scientist and the physician assumed their modern forms; to grasp how the scientific, technological, and medical communities came to possess their current authority; and to consider the appropriate role of the public in debating scientific and technological issues. A number of the courses offered focus on present-day scientific, technological, and medical topics and controversies: the impact of the Internet, the problems and prospects of molecular medicine, the disputes over the reality and the possible impact of global warming, scientific fraud, the ethics of medical experimentation, the AIDS epidemic, etc. Others provide students with historical perspectives on the changing meaning and character of science, medicine, and technology as key features of modernity.

The Science and Society Minor is of particular relevance to prospective science and engineering

majors interested in developing a broader understanding of the scientific enterprise; to pre-medical students wishing to understand the intellectual and institutional foundations of modern medicine; and to social science and humanities students wanting to obtain a systematic grasp of contemporary scientific and technological society.

### ***Science and Society Minor Requirements***

The minor consists of two lower-division courses and five upper-division courses, chosen from the list below. One or more relevant upper-division courses offered in other departments or taken at another university may be petitioned for the minor, with the prior approval of the coordinator of the minor.

#### **LOWER-DIVISION COURSES**

**Soc/L 30: Science and Society**

**Soc/L 40: Sociology of Health Care Issues**

#### **UPPER-DIVISION COURSES**

**Soc/B 128: Media and Society: From the Invention of Print to the Internet**

**Soc/C 134A: The Making of Modern Medicine**

**Soc/C 134B: Medicine in the Twentieth Century**

**Soc/C 135: Medical Sociology**

**Soc/C 136A: Sociology of Mental Illness: An Historical Approach**

**Soc/C 136B: Sociology of Mental Illness in Contemporary Society**

**Soc/C 137: Knowledge and Practice in Biomedicine**

**Soc/C 168E: Sociology of Science**

**Soc/C 168T: Sociology of Technology**

**Soc/D 171: Science and the Making of the Modern World**

### ***The Honors Program***

The Department of Sociology offers an honors program to those students who have demonstrated excellence in the sociology major. Successful completion of the honors program enables the student to graduate "With Highest Distinction," "With High Distinction," or "With Distinction," depending upon performance in the program.

#### **Eligibility**

Students may apply to the honors program if they meet the following requirements:

1. junior standing (ninety units completed)
2. GPA of 3.5 or better in the major
3. recommendation of a faculty sponsor familiar with student's work
4. must have completed at least four upper-division sociology courses
5. overall GPA of 3.2 or better
6. must have completed Soc/A 100 and one upper-division methods course prior to the fall quarter when the honors course begins; alternatively, the consent of the honors program director or the undergraduate adviser must be obtained

Interested students may pick up an application from the staff undergraduate coordinator in the Department of Sociology. Completed applications must be in the department office no later than week five of the spring quarter prior to the start of the honors program in the fall.

Students traveling abroad during their junior year should note that the deadline for applications still applies to them and should make arrangements accordingly.

Enrollment in the honors program is limited. Final decisions on acceptance into the program will be made by the presiding faculty member.

#### **Course Requirement**

The student must take Sociology 196A, Advanced Studies in Sociology, and Sociology 196B, Supervised Thesis Research, which will count as two of the twelve upper-division courses required for the major. Each student will choose a faculty adviser to help supervise the thesis research and writing with the honors program director.

Students whose GPA in the major falls below 3.5 or who do not earn at least an A- in the honors seminars will not graduate with distinction, but they may count the two honors courses among the twelve upper-division courses required for the major. Students must maintain a 3.5 GPA in the major and a 3.2 overall GPA until final graduation, in order to receive honors in the sociology honors program. To graduate "With Highest Distinction" the student must earn an A+; to graduate "With High Distinction" the student must earn an A; and to graduate "With Distinction" the grade must be an A-.

## **The Graduate Program**

The graduate program in sociology at the University of California, San Diego is organized on the basis of programs of specialization in comparative and historical sociology, the sociology of culture, and the sociology of science, technology, and medicine. It is designed to prepare students for two main goals: to contribute to the increase of knowledge about societies and thereby advance the discipline of sociology; and to teach sociology at the graduate and undergraduate levels. The majority of graduates from the program find teaching and research positions in colleges and universities, although some also work in non-academic research and social policy positions. The department offers a course of study leading to the doctor of philosophy degree. While the Master of Arts degree is awarded as a step toward the completion of the Ph.D., applicants seeking only an M.A. degree are not accepted.

### ***Departmental Research and Teaching***

Members of the department are engaged in a wide variety of research and teaching activities that fall into three broad areas of concentration that correspond to our programs of specialization:

#### **COMPARATIVE AND HISTORICAL SOCIOLOGY**

Many members of our faculty have research interests in the historical and/or comparative analysis of social institutions, structures, and processes, and social change in general. Using methods of comparative historical research and concepts drawn from social theory, individual faculty are engaged in research on, among other things: (1) political sociology, including revolution, social and political movements, and the evolution of the modern state, (2) economic transformation in contemporary societies (industrial countries, "emerging markets," and agrarian societies), including the labor process, stratification and the organization of work, and the development of market economies, (3) collective identities and social relations, including nationalism, class, gender, race, and ethnicity, and (4) social control and institutionalization. The department is among the most internationally oriented departments of sociology in the world, with specialists in most regions of the world,

including Eastern and Western Europe, the former Soviet Union, Japan, China, southern Africa, Latin America, the Middle East, as well as the United States.

### **SOCIOLOGY OF CULTURE**

A great number of the faculty have research and teaching interests in the sociology of culture broadly conceived. Sociology of culture involves topics such as: (1) the interpretation of the symbol systems that constitute meaningful resources for social action, (2) the analysis of the processes through which patterns of meaning are socially reproduced, and (3) the study of the interaction between culture change and social change. Many faculty have an interest in the comparative study of cultural traditions around the world. Others are interested in the relationship of culture to social movements and collective identities. And some see the sociology of culture not simply as a sub-discipline but as a general theoretical perspective on social experience. More specific substantive interests include sociology of knowledge and intellectuals, political culture, the culture of work, education and socialization, comparative moral cultures, the cultural dimensions of ethnicity, gender, sexuality, and popular culture.

### **SOCIOLOGY OF SCIENCE, TECHNOLOGY, AND MEDICINE**

A substantial fraction of the faculty has research and teaching interests focused on the interrelationships between science, technology, and medicine and modern society. Drawing on a range of sociological and historical methodologies, individual faculty are engaged in research on science and social movements, scientists and the state, biomedicine, the social history of madness and psychiatry, the historical sociology of scientific knowledge and practice, and sociological approaches to the Scientific Revolution. (For information on the interdisciplinary Science Studies Program, see below Specialized Programs of Study.)

In addition, the department plans to add a fourth program of specialization in inequalities (class, gender, and race). A substantial number of our faculty teach and do research in these fields.

### **Admission**

Admission to the graduate program in sociology is open to students with excellent undergraduate records in any field. Some previous work in sociology or the social and behavioral

sciences is advisable, but not required. New students are admitted in the fall quarter of each academic year. A bachelor's degree from an accredited college or university is a prerequisite for admission to the graduate program. Prospective applicants should submit the official application for admission and awards (same form), one set of official transcripts from each institution attended after high school, official scores from the Graduate Record Examination, application fee, at least three letters of recommendation, and one or more samples of the applicant's own writing, such as a term paper. Additionally, foreign applicants must submit official scores from the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). Applicants are encouraged to contact and communicate with the department to talk with faculty and graduate students. The application deadline is January 2, of each year.

### **Program of Study**

The graduate programs in the University of California system work under the "normative time" standard. Normative time refers to the time period in which students, under normal circumstances, are expected to complete their requirements for the Ph.D. degree. Each department establishes a normative time for its doctoral program, and for the Department of Sociology, as for most graduate programs in the university, it is six years. To provide an incentive for students to complete the Ph.D. within the normative time period, partial fee grants are made to all students who have advanced to candidacy and whose accrued time does not exceed six years (eighteen quarters). Once a student exceeds six years, he or she must again pay the full fees quarterly until graduation.

### **COURSE REQUIREMENTS**

Students are required to enroll as full-time graduate students, to carry a minimum enrollment of twelve units of graduate-level courses each quarter, and to maintain a grade-point average of 3.5 or better.

### **Theory and Methods Requirements**

Students take almost all the courses on theory and methods in their first year in the program. They are required to take two courses in classical sociological theory (Sociology 201A/B) and one in contemporary theory (Sociology 202), two in quantitative methods (Sociology 205 and 206),

and two in qualitative methods (from among Sociology 203, Field Methods; Sociology 204, Text and Discourse Analysis; Sociology 207, Comparative-Historical Methods; or Sociology 227, Ethnographic Film). In addition, students enroll in a two-credit introduction to the faculty and their research (Sociology 208, Faculty Research Seminar). Note: Sociology 208 is in addition to other requirements.

The remaining theory and methods requirements are Sociology 252 and 253, a two-quarter practicum, which will be taken in the second or third year. In these courses, students will complete a piece of research they have started in a previous seminar, write a paper, and revise it for submission to a journal. The emphasis in the first quarter will be on the completion of the research for this project, and the second quarter will focus on the writing of the results and revision of drafts.

### **Core Seminars**

These are survey courses in major substantive fields. Students must take three out of the following eight, which the department offers regularly: Sociology 264, Economic Sociology; Sociology 226, Political Sociology; Sociology 216, Sociology of Culture; Sociology 234, Intellectual Foundations of the Study of Science, Technology, and Medicine; Sociology 212, Social Stratification; Sociology 267, Sociology of Gender; Sociology 244, Sociology of Race and Ethnicity; and Sociology 222, Social Movements. These are major areas of sociology and fields in which several of the members of our faculty specialize. Moreover, several of these seminars serve as introductions to the programs of specialization on which the program is based (see below).

### **Remaining Courses**

Beyond these requirements, students must take six seminars, at least two of which must be in the program of specialization selected by the student. In total, eighteen graduate courses, plus the introduction to the faculty, are required for advancing to candidacy.

### **THE PROGRAMS OF SPECIALIZATION**

The department currently offers specialized Ph.D. programs in comparative and historical sociology, sociology of culture, and the sociology of science, technology, and medicine. We are planning to establish a fourth program in social



inequality (class, gender, and race). Affiliation to the clusters is voluntary and non-exclusive, and the department encourages multiple participation and joint activities among the groups. Students could qualify in more than one concentration, if they wish, and they will not be required to specialize in any one of them (although we are confident that most will find it advantageous to do so). The curriculum for each specialization is relatively light, in order to provide students with a solid common background in theory and methods, and allow for as much interface as possible between the programs. The requirements are: appropriate qualitative methods courses, one of the core seminars (see above) in areas relevant for the concentration, two specialized seminars, pertinent specialties for the field examination, and the dissertation.

The qualitative methods requirement varies according to the program of specialization. Students who concentrate in comparative and historical sociology must take Sociology 207, Comparative-Historical Methods. For sociology of culture, Sociology 203, Field Methods, is required. Finally, students specializing in sociology of science, technology, and medicine must choose two of the following three courses in qualitative methods: Sociology 203, Field Methods; Sociology 204, Text and Discourse Analysis; and Sociology 207, Comparative-Historical Methods. The required core seminars are survey courses in major substantive fields. Students must take three out of the following eight, which the department offers regularly: Sociology 264, Economic Sociology; Sociology 226, Political Sociology; Sociology 216, Sociology of Culture; Sociology 234, Intellectual Foundations of the Study of Science, Technology, and Medicine; Sociology 212, Social Stratification; Sociology 267, Sociology of Gender; Sociology 244, Sociology of Race and Ethnicity; and Sociology 222, Social Movements. These are major areas of sociology and fields in which several of the members of our faculty specialize. Moreover, several of these seminars serve as introduction to the programs of specialization on which the program is based.

The core seminars required for each program of specialization are the following:

**Sociology 264, Economic Sociology or Sociology 226, Political Sociology, for comparative and historical sociology**  
**Sociology 216, Sociology of Culture, for sociology of culture**

**Sociology 234, Intellectual Foundations of the Study of Science, Technology, and Medicine, for sociology of science, technology, and medicine**

## PROGRAM OVERVIEW

### First-year Evaluation

All students are evaluated by the department faculty toward the end of the academic year. At the end of the student's first year in the program, student performance is also evaluated by the Graduate Program Committee, including the director of Graduate Studies, the faculty teaching the core sequences, and by their faculty adviser. Students whose performance is satisfactory are allowed to continue the regular course of study; others may be asked to repeat some courses or to do additional coursework; others may be asked to withdraw from the program. Evaluations are communicated to students in writing.

### Second-year Evaluation and the M.A. Degree

The master's degree is earned as one of the requirements of the Ph.D. and is based on the quality of the student's course work described below. At the end of the second year, students are evaluated by the Graduate Program Committee for the master's degree. At that time, the committee ascertains the student's suitability for doctoral work.

The 15 core courses required to receive the M.A. degree are:

**Sociology 201A: Classical Sociological Theory I**  
**Sociology 201B: Classical Sociological Theory II**  
**Sociology 202: Contemporary Sociological Theory**  
**Sociology 205: Quantitative Methods I**  
**Sociology 206: Quantitative Methods II**

Two courses chosen from:

**Sociology 203: Field Methods**  
**Sociology 204: Text and Discourse Analysis**  
**Sociology 207: Comparative-Historical Methods**

Three seminars from:

**Sociology 212: Social Stratification**  
**Sociology 216: Sociology of Culture**  
**Sociology 222: Social Movements**  
**Sociology 226: Political Sociology**  
**Sociology 234: Intellectual Foundation of the Study of Science, Technology, and Medicine**  
**Sociology 244: Sociology of Race and Ethnicity**  
**Sociology 264: Economic Sociology**  
**Sociology 267: Sociology of Gender**

Five elective Sociology graduate seminars.

**One may be outside the department and may be taken S/U**

At the beginning of the spring quarter of their second year in the program or at the beginning of the quarter in which they wish to be considered, students **must** submit to the committee for evaluation, three papers they have written for seminars taught by different faculty. Reviewers assess the quality of the overall record and determine whether it indicates a potential for conducting doctoral research.

The final decision regarding the M.A. degree is based on the student's GPA, the three papers, and yearly faculty evaluations. The committee makes one of the following three recommendations: pass, M.A. only, and non-pass. Pass means that students may proceed toward the Ph.D. Those given M.A. only evaluations are granted the degree but may not continue toward the Ph.D. Students who received non-pass evaluations are asked to withdraw without a graduate degree.

Students admitted for a Ph.D. with a master's degree in sociology may not be candidates for a second master's degree.

### The Field Examination

In the quarter in which students expect to finish the theory and methods requirements, the three core seminars, and the six elective seminars, students become eligible to take the field examination. This examination **must be completed** by the end of the student's third year in the program. The object of the field examination is to demonstrate mastery of two established, broad, and distinct fields of sociological inquiry, selected from a list of fields provided by the department. The examination is carried out by a faculty committee composed of no fewer than four departmental faculty, one of whom serves as chair. The choice of fields and the composition of the committee **must be approved** by the Graduate Program Committee **before the student starts preparing for the exam**. Faculty from departments other than sociology may be added (or, if necessary, substituted) by petition to the Graduate Program Committee.

The demonstration of mastery has both written and oral components. The written part consists of two papers, one in each field, and a course syllabus for a course they would teach in one of the two fields in which they take their orals. In these papers, students are expected to demonstrate a grasp of key issues and debates,

and of the broad, conceptual history of the field. These reviews are based on a bibliography drawn up by the student in consultation with relevant committee members and other faculty in each field. Students are expected to know the central arguments of all the books and papers in the bibliographies, regardless of the extent to which these books and articles have been used in the papers. Field papers **must** be a minimum of thirty and a maximum of fifty pages each, exclusive of notes and should include at least twenty to thirty books or article equivalents. The two bibliographies may not significantly overlap, either in literature surveyed or in specific titles. The papers, the bibliographies, and the syllabus **must** be submitted to the committee at least **two weeks before orals**, or the orals cannot go forward.

The oral part lasts two hours and covers both fields. It is given by the examining committee, sitting as a whole, and is based on the bibliographies, papers, and course syllabus submitted by the student. The exam does not focus on the papers, but on the students' knowledge of the fields. Following the oral examination, the committee evaluates the student on the basis of both the written and the oral components of the examination. Possible grades are high pass, pass, conditional pass, and no pass. High pass recognizes exceptional performance. Conditional pass indicates that the committee has passed the student pending the completion of additional work. Students receiving a grade of no pass will have an opportunity to retake the examination, should they so desire, no later than the end of the subsequent quarter. Students electing not to retake the examination or receiving a grade of no pass a second time will be asked to withdraw from the graduate program.

Students will have to constitute their field exam committee **two months** before the proposed date of the exam. Once the committee is constituted it can be changed only if a faculty member becomes unavailable. Students will have to submit one copy per member of a substantial draft of their field papers **one month in advance** to the graduate coordinator, who then distributes them to the committee members. Faculty, in turn will commit to read and comment on the papers in two weeks time.

All papers (as opposed to the drafts) and the syllabus must be submitted to the committee **two weeks before** the fields.

### The Dissertation Prospectus and Hearing

The central intellectual activity leading to the award of the Ph.D. degree is the doctoral dissertation: an original contribution to knowledge, based on substantial, original research on a topic of intellectual significance within the field of sociology.

Following successful completion of the field examination, the student establishes a doctoral committee to supervise dissertation research. This is a five-person committee, including three faculty from within the department and two from other departments within the university. The committee should include the faculty members whose fields of expertise make them most appropriate for supervising the students' research. The student approaches the faculty member he or she would like to include, but the committee **must** be approved by the director of Graduate Studies and the department chair **before** the student starts working on the prospectus. The composition of the committee may or may not overlap with the committee that carried out the field examination. If the student elects to have six member committee, the sixth member has all the same obligations as the other committee members.

By the end of the spring quarter of the fourth year in the department, the student must have a dissertation prospectus approved by his or her doctoral committee. The dissertation prospectus is a document that presents the research topic of the dissertation, places it in the context of the relevant literature, discusses its significance, specifies and justifies the methods the student intends to use, establishes the feasibility of the research, and indicates the anticipated steps leading to completion.

Following submission of the dissertation prospectus, the student must defend it at a hearing before the doctoral committee. The purpose of the hearing is to certify that the prospectus is significant and feasible, that the research design is appropriate, and that the student is prepared to carry it out successfully. Based on the written prospectus and the hearing, the committee may choose to approve the prospectus or to ask for revisions and resubmission. The prospectus hearing serves, in effect, as a qualifying examination, and approval of the dissertation prospectus is the final step to advancement to candidacy for the Ph.D. degree.

Students will have to constitute their dissertation committee **three months** before the proposed date of the exam. Once the committee is constituted it can be changed only if a faculty member becomes unavailable. Students will have to submit one copy per member of a substantial draft of their prospectus **one month in advance** to the graduate coordinator, who then distributes them to the committee members. Faculty in turn, will commit to read and comment on the papers in two weeks time.

### The Doctoral Dissertation

Upon approval of the dissertation prospectus, the student proceeds with dissertation research. Students are expected to consult with committee members as the research progresses and to keep the committee chair advised of progress made.

Once the dissertation is substantially completed and committee members have had the opportunity to review drafts of the written work, the committee meets at least one month before the defense takes place, with or without the student present, to consider the progress made and to identify concerns, changes to be made, or further work to be done. Once the committee members are substantially satisfied with the written work, the student, in consultation with the committee, schedules the oral defense of the dissertation. By university regulation, this defense is open to the public.

The final version of the dissertation must be approved by each member of the doctoral committee. **All** members of the committee **must** be present at the defense. Exceptions may be made **only** under very restrictive conditions. Further, the student **must** consult with the Office of Graduate Studies and Research to be told of appropriate requirements for the thesis to be filed. Having obtained this approval and successfully defended the dissertation in oral examination, the student is eligible to receive the Ph.D. degree. The final version of the dissertation is then filed with the university librarian via the Office of Graduate Studies and Research. Acceptance of the dissertation by the university librarian is the final step in completing all requirements for the Ph.D.

### Ph.D. Time Limit Policies

Students must be advanced to candidacy by the end of four years (PCTL—Precandidacy Time Limit). Normative time is six years. Total university

financial support (SUTL—Support Time Limit) cannot exceed seven years. Total registered (TRTL—Total Registered Time Limit) time at UCSD cannot exceed eight years.

### Interdisciplinary Programs of Study

#### SOCIOLOGY OF SCIENCE, TECHNOLOGY, AND MEDICINE AND THE SCIENCE STUDIES PROGRAM

Students interested in the interrelationships between science, technology, and medicine (STM) and the larger social order can opt for one of two specialized programs of study. The first of these is undertaken wholly within the department (see above). The second approach is to seek admission to the Science Studies Program, a joint doctoral program that brings together graduate students from the Departments of Sociology, History, Philosophy, and Communication. Students in the Program pursue a cross-disciplinary curriculum leading to dissertation research in the sociology of science, technology, or medicine, broadly conceived. Sociology faculty affiliated with this Program have research interests across the broad spectrum of science studies, from the philosophy and history of science to the organization of scientific discovery and the culture of specific work.

Students may seek admission to the Science Studies Program at the same time they apply for admission to the Department of Sociology, or may, in certain circumstances, request to be accepted into the Program at some point after entering the University of California, San Diego. The requirements of the Science Studies Program are similar to those of the standard graduate program. However, there are some distinct curricular requirements in the first two years of the Program, as well as some distinct emphases in the qualifying examination. The core of the Program is a two-quarter team-taught seminar sequence taken in the first year, the first quarter being an interdisciplinary introduction to science studies and the second quarter (or core seminar) being devoted to special topics in science studies which vary from year to year.

For details on the Science Studies Program, including information about requirements, write to the University of California, San Diego, Coordinator, Science Studies Program 0104, 9500 Gilman Drive, La Jolla, CA 92093-0104; or telephone the program coordinator at

(858) 534-0491. Visit their Web site: <http://sciencestudies.ucsd.edu>

#### INTERDISCIPLINARY PROGRAM IN SOCIOLOGY AND COGNITIVE SCIENCE

This program allows students to earn a Ph.D. in sociology and cognitive science. Students must complete all the regular sociology requirements. In addition, they take six cognitive science seminars and select a dissertation committee composed of three Sociology and three Cognitive Science Program faculty. Admission to this program requires a separate application and is contingent on acceptance into the Sociology Department. For more information, contact the coordinators in the Sociology Department, (858) 534-4626, ([jrudolph@ucsd.edu](mailto:jrudolph@ucsd.edu)) or the Cognitive Science Department, (858) 534-7141, ([rburrola@ucsd.edu](mailto:rburrola@ucsd.edu)). Please view our Web site for application and department handbook information: <http://dssadmin.ucsd.edu/sociology/gbroch.htm>.

## COURSES

### LOWER-DIVISION

#### Soc/L 1A. The Study of Society (4)

An introduction to the organizing themes and ideas, empirical concerns, and analytical approaches of the discipline of sociology. The course focuses on both classical and contemporary views of modern society, on the nature of community, and on inequality, with special attention to class, race, and gender. Materials include both theoretical statements and case studies. *(This is a required course for the sociology major. It is normally offered fall quarter.)*

#### Soc/L 1B. The Study of Society (4)

A continuation of Sociology/L 1A. The focus here is on socialization processes, culture, social reproduction and social control, and collective action. As in 1A, materials include both theoretical statements and case studies. While 1B may be taken as an independent course, it is recommended that students take 1A and 1B in sequence, as the latter builds on the former. *(This is a required course for the sociology major. It is normally offered winter quarter.)*

#### Soc/L 10. American Society: Social Structure and Culture in the United States (4)

An introduction to American society in historical, comparative, and contemporary perspectives. Topics will include American cultural traditions; industrialization; class structure; the welfare state; ethnic, racial, and gender relations; the changing position of religion; social movements; and political trends.

#### Soc/L 20. Social Change in the Modern World (4)

A survey of the major economic, political, and social forces that have shaped the contemporary world. The course will provide an introduction to theories of social change, as well as prepare the student for

upper-division work in comparative-historical sociology. *(This is a required course for the sociology major.)*

#### Soc/L 30. Science and Society (4)

A series of case studies of the relations between society and modern science, technology, and medicine. Global warming, reproductive medicine, AIDS, and other topical cases prompt students to view science-society interactions as problematic and complex.

#### Soc/L 40. Sociology of Health Care Issues (4)

Designed as a broad introduction to medicine as a social institution and its relationship to other institutions as well as its relation to society. It will make use of both micro and macro sociological work in this area and introduce students to sociological perspectives of contemporary health care issues.

#### Soc/L 60. The Practice of Social Research (4)

This course introduces students to the fundamental principles of the design of social research. It examines the key varieties of evidence, sampling methods, logic of comparison, and causal reasoning researchers use in their study of social issues. *(This is a required course for the sociology major.)*

#### Soc/L 87. Freshman Seminar (1)

The Freshman Seminar Program is designed to provide new students with the opportunity to explore an intellectual topic with a faculty member in a small seminar setting. Freshman seminar topics will vary from quarter to quarter. Enrollment is limited to fifteen to twenty students, with preference given to entering freshmen.

#### Soc/L 90. Undergraduate Seminar (1)

This seminar will focus on a variety of current issues and special areas in the field of sociology, and will be focussed in particular on students of freshman status. Content will vary from year to year. (P/NP grades only.) *Prerequisite: freshman status.*

### CLUSTER A: THEORY AND METHODS

#### Theory

#### Soc/A 100. Classical Sociological Theory (4)

Major figures and schools in sociology from the early nineteenth century onwards, including Marx, Tocqueville, Durkheim, and Weber. The objective of the course is to provide students with a background in classical social theory, and to show its relevance to contemporary sociology. *Prerequisite: upper-division standing. (This is a required course for the sociology major.)*

#### Soc/A 102. Contemporary Sociological Theory (4)

An analysis of leading theories in sociology with an emphasis on contemporary perspectives. Theoretical approaches include functionalism, Marxism, systems analysis, and interpretive sociology. *Prerequisite: upper-division standing.*

#### Soc/A 103F. Feminist Criticism and Social Theory (4)

This course will examine recent contributions to social theory from feminist critics and scholars. Theoretical writings will be paired with empirical studies illustrating the development and application of these ideas. The central concern of these investigations will be to reconcile new theories of subjectivity and multiple social worlds with classical understandings of society as a coherent body of practices. *Prerequisite: upper-division standing.*



## Methods

### Soc/A 103M. Computer Applications to Data Management in Sociology (4)

To develop skills in computer management and analysis of sociological data. Pursued through practical experience with data produced by sociological research. Students are expected to develop competency in the analysis of sociological data, by developing an extensive acquaintance with computer software used for data analysis and data management (e.g., SPSS). *Prerequisite: upper-division standing. Will satisfy method requirement in Cluster A.*

### Soc/A 104. Field Research: Methods of Participant Observation (4)

A basic course on the relations between sociological theory and field research. There is a strong emphasis on the theory and methods of participant observation, including a consideration of the problems of entry into field settings, recording observations, description and analysis of field data, and ethical problems in field work. Students will write a paper using these field methods. *Prerequisite: upper-division standing. Will satisfy method requirement in Cluster A.*

### Soc/A 105. Ethnographic Film: Media Methods (6)

(Conjoined with SOCG 227.) Ethnographic recording of field data in written and audiovisual formats including film, video, and CD ROM applications. Critical assessment of ethnographies and audiovisual ethnographic videotape. *Prerequisite: Soc/L 1A, 1B, or consent of instructor. Will satisfy method requirement in Cluster A.*

### Soc/A 106. Comparative and Historical Methods (4)

A broad-based consideration of the use of historical materials in sociological analysis, especially as this facilitates empirically oriented studies across different societies and through time, and their application in student research projects. *Prerequisite: upper-division standing. Will satisfy method requirement in Cluster A.*

### Soc/A 107. Epidemiological Methods: Statistical Study of Disease (4)

Epidemiology is the statistical study of disease, and epidemiological methods are a powerful tool for understanding the causes of certain diseases, e.g., AIDS, scurvy, cholera, and lung cancer. These fundamental epidemiological methods will be taught. *Prerequisite: upper-division standing.*

### Soc/A 108A. Survey Research Design (4)

This course covers the translation of research goals into a research design, including probability sampling, questionnaire construction, data collection (including interviewing techniques), data processing, coding, and preliminary tabulation of data. Statistical methods of analysis will be limited primarily to percentaging. *Prerequisite: upper-division standing. Will satisfy method requirement in Cluster A.*

### Soc/A 108B. Quantitative Analysis of Survey Data (4)

This course examines the quantitative analysis of survey research data through computer-based student participation in the research process. Emphasis will be placed on index and scale construction and on univariate, bivariate, and multivariate types of analysis, including some standard descriptive and inferential statistics. *Prerequisite: upper-division standing. Will satisfy method requirement in Cluster A.*

### Soc/A 109. Analysis of Sociological Data (4)

Students learn to test their own sociological research hypotheses using data from recent American and

International social surveys and state-of-the-art computer software. The course covers application of the classical scientific method, interpretation of statistical results, and clear presentation of research findings. It is also designed to make students more informed consumers of sociological data. *Prerequisite: Social Science 60 or consent of instructor. Will satisfy method requirement for Cluster A.*

### Soc/A 109S. Special Topics in Methods (4)

Readings and discussions of particular methodological issues in sociology. Topics will vary from year to year, depending on the current research of regular faculty or visiting faculty. *Prerequisite: upper-division standing. Will satisfy method requirement in Cluster A.*

### Soc/A 110A-B. Qualitative Research in Educational Settings (4-4)

Students will gain basic understanding of participant observation, interviewing, and other ethnographic research techniques through field experiences in school and community settings sponsored by CREATE. Students will learn to take field notes, write-up interviews, and compose interpretive essays based on their field experiences. *Prerequisite: upper-division standing. Will satisfy method requirement in Cluster A. Soc/A 110A is prerequisite for Soc/A 110B.*

## CLUSTER B: CULTURE, LANGUAGE, AND SOCIAL INTERACTION

### Soc/B 111. Human Rights (4)

An examination of the concept of human rights and problems of their realization in the contemporary world. *Prerequisite: upper-division standing.*

### Soc/B 112. Social Psychology (4)

This course will deal with human behavior and personality development as affected by social group life. Major theories will be compared. The interaction dynamics of such substantive areas as socialization, normative and deviant behavior, learning and achievement, the social construction of the self, and the social identities will be considered. *Prerequisite: upper-division standing.*

### Soc/B 113. Sociology of the AIDS Epidemic (4)

This course considers the social, cultural, political, and economic aspects of HIV/AIDS. Topics include the social context of transmission; the experiences of women living with HIV; AIDS activism; representations of AIDS; and the impact of race and class differences. *Prerequisite: upper-division standing.*

### Soc/B 114. Culture and Ethnicity (4)

Examines culture and inter-ethnic relations, the links between culture and ethnic variations in socioeconomic achievement, and the intersection of culture and ethnicity with politics and policy. Topics include intermarriage, ethnic conflict, multicultural education and affirmative action. *Prerequisite: upper-division standing.*

### Soc/B 116. Gender and Poverty (4)

This course examines theoretical arguments, current policy debates, and empirical research concerning gender and poverty. The course provides an intellectual framework for understanding issues central to women's poverty, including family structure, reproduction, childcare, employment, and aging. Race and ethnicity are central. Particular attention is given to women and children in female-headed households. *Prerequisite: upper-division standing.*

### Soc/B 117. Language, Culture, and Education (4)

(Same as TEP 117.) The mutual influence of language, culture, and education will be explored; explanations of students' school successes and failures that employ linguistic and cultural variables will be considered; bilingualism; cultural transmission through education. *Prerequisite: upper-division standing.*

### Soc/B 118. Sociology of Gender (4)

An analysis of the social, biological, and psychological components of becoming a man or a woman. The course will survey a wide range of information in an attempt to specify what is distinctively social about gender roles and identities; i.e., to understand how a most basic part of the "self"—womanhood or manhood—is socially defined and socially learned behavior. *Prerequisite: upper-division standing.*

### Soc/B 118A. Gender and Language in Society (4)

(Same as LIGN 174.) This course examines how language contributes to the social construction of gender identities, and how gender impacts language use and ideologies. Topics include the ways language and gender interact across the life span (especially childhood and adolescence); within ethnolinguistic minority communities; and across cultures. *Prerequisite: upper-division standing.*

### Soc/B 119. Sociology of Sexuality and Sexual Identities (4)

Introduction both to the sociological study of sexuality and to sociological perspectives in gay/lesbian studies. Examines the social construction of sexual meanings, identities, movements, and controversies; the relation of sexuality to other institutions; and the intersection of sexuality with gender, class, and race. *Prerequisite: upper-division standing.*

### Soc/B 120S. Special Topics in Culture, Language, and Social Interaction (4)

This course will examine key issues in culture, language, and social interaction. Content will vary from year to year. *Prerequisite: upper-division standing.*

### Soc/B 128. Media and Society: From the Invention of Print to the Internet (4)

It is no coincidence that the development of printed communication has coincided with that of modern society. This course examines the connections between the two, tracing the historical sociology of print culture from the invention of the press to the communications revolution now at hand. *Prerequisite: upper-division standing.*

### Soc/B 130. Interdisciplinary Approaches to Lesbian, Gay, Bisexual and Transgender Studies (4)

(Same as LTCS 135.) Introduction to the interdisciplinary examination of human sexuality and, especially, lesbian, gay, bisexual, and transgender identities and desires. Juxtaposes perspectives from the humanities, social sciences, and natural sciences, and introduces recent queer theory, to understand sexuality in relation to phenomena such as government, family, culture, medicine, race, gender, and class. *Prerequisite: upper-division standing.*

### Soc/B 131. Sociology of Youth (4)

Chronological age and social status; analysis of social processes bearing upon the socialization of children and adolescents. The emergence of "youth cultures," generational succession as a cultural problem. *Prerequisite: upper-division standing.*



**Soc/B 142. Social Deviance (4)**

This course studies the major forms of behavior seen as rule violations by large segments of our society and analyzes the major theories trying to explain them, as well as processes of rule making, rule enforcing, techniques of neutralization, stigmatization and status degradation, and rule change. *Prerequisite: upper-division standing.*

**Soc/B 143. Suicide (4)**

Traditional and modern theories of suicide will be reviewed and tested. The study of suicide will be treated as one method for investigating the influence of society on the individual. *Prerequisite: upper-division standing.*

**Soc/B 145. Violence and Society (4)**

Focusing on American history, this course explores violence in the light of three major themes: struggles over citizenship and nationhood; the drawing and maintenance of racial, ethnic, and gender boundaries; and the persistence of notions of "masculinity" and its relation to violence. *Prerequisite: upper-division standing.*

**Soc/B 146. Law Enforcement in America (4)**

Provides a sociological understanding of policing in practice in the United States. Examines the social, political, and historical forces behind the development and shaping of policing in America—including the functions of police, the "working personality" of police officers, as well as police misconduct and its control. *Prerequisite: upper-division standing.*

**Soc/B 160. Sociology of Culture (4)**

This course will examine the concept of culture, its "disintegration" in the twentieth century, and the repercussions on the integration of the individual. We will look at this process from a variety of perspectives, each focusing on one cultural fragment (e.g., knowledge, literature, religion) and all suggesting various means to reunify culture and consequently the individual. *Prerequisite: upper-division standing.*

**Soc/B 161. Sociology of the Life Course (4)**

This course explores concepts, theory and empirical research related to demographic, socio-psychological, and institutional aspects of the different stages of human development. It considers social influences on opportunities and constraints by gender, class, race/ethnicity, and historical period. *Prerequisite: upper-division standing.*

**Soc/B 162. Popular Culture (4)**

An overview of the historical development of popular culture from the early modern period to the present. Also a review of major theories explaining how popular culture reflects and/or affects patterns of social behavior. *Prerequisite: upper-division standing.*

**Soc/B 162R. Religion and Popular Culture in East Asia (4)**

(Same as HIEA 119.) Historical, social, and cultural relationships between religion and popular culture. Secularization of culture through images, worldviews, and concepts of right and wrong, which may either derive from or pose challenges to the major East Asian religions. *Prerequisite: upper-division standing.*

**Soc/B 166. Sociology of Knowledge (4)**

This course provides a general introduction to the development of the sociology of knowledge, and will explore questions concerning social determination of consciousness as well as theoretical ways to articulate a critique of ideology. *Prerequisite: upper-division standing.*

**Soc/B 170. Sociology of Art (4)**

(Conjoined with SOCG 263) This seminar explores the production and interpretation of art forms in cross-cultural context. Processes of symbolic and economic exchange in art worlds will be examined from sociological and semiotic perspectives. Contemporary and popular art forms will be analyzed as types of cultural reproduction. Graduate students will be required to submit a proposal abstract and final research paper of twenty-seven pages; undergraduates must complete a project and eleven-page paper. *Prerequisite: upper-division standing.*

**Soc/B 172. Films and Society (4)**

An analysis of films and how they portray various aspects of American society and culture. *Prerequisite: upper-division standing.*

**Soc/B 173. Elite Crime (4)**

Explores theoretical and conceptual dimensions in the analysis of the systematic violation of the laws and ethics of business and politics in the United States. Covers a range of illegal and unethical practices, the social and political advantages of such violators, as well as the historical bias in both theory and research that has contributed to our lack of understanding of such issues in sociology and criminology. *Prerequisite: upper-division standing.*

**Soc/B 174. Sociology of Literature (4)**

Literature will be discussed in the context of the ideas of national and regional culture, "historical situation," and "social order." Other issues to be studied are literary men and women as spokespersons and as rebels, literary movements and social conditions, and literary works as social documents. *Prerequisite: upper-division standing.*

**CLUSTER C: SOCIAL ORGANIZATION AND INSTITUTIONS****Soc/C 121. Economy and Society (4)**

An examination of a central concern of classical social theory; the relationship between economy and society, with special attention (theoretically and empirically) on the problem of the origins of modern capitalism. The course will investigate the role of technology and economic institutions in society; the influence of culture and politics on economic exchange, production, and consumption; the process of rationalization and the social division of labor; contemporary economic problems and the welfare state. *Prerequisite: upper-division standing.*

**Soc/C 123. Sociology of Work (4)**

A comparative analysis of work in contemporary industrial economies. Topics include: the division of labor in manufacturing and the changing structure of the working class, social and political consequences of skill and wage differentials, bureaucratization and determinants of job satisfaction, trade unions and their strategies, industrial conflict, labor movements, and the relationships between unions and political parties. *Prerequisite: upper-division standing.*

**Soc/C 124. Business and Society (4)**

This course places business organization and practices in their social setting. Topics include the relationship between business and government; the mutual impact of business and labor (union and nonunion); the interplay of business values and popular culture; and business and "globalization." Primary focus will be

on the United States, past and present. *Prerequisite: upper-division standing.*

**Soc/C 126. Social Organization of Education (4)**

(Same as TEP 126.) The social organization of education in the U.S. and other societies; the functions of education for individuals and society; the structure of schools; educational decision making; educational testing; socialization and education; formal and informal education; cultural transmission. *Prerequisite: upper-division standing.*

**Soc/C 129. The Family (4)**

An examination of historical and social influences on family life. Analyzes contemporary families in the United States, the influences of gender, class, and race, and current issues such as divorce, domestic violence, and the feminization of poverty. *Prerequisite: upper-division standing.*

**Soc/C 132. Gender and Work (4)**

Examination and analysis of empirical research and theoretical perspectives on gender and work. Special attention to occupational segregation. Other topics include: the interplay between work and family; gender, work and poverty; gender and work in the Third World. *Prerequisite: upper-division standing.*

**Soc/C 134A. The Making of Modern Medicine (4)**

A study of the social, intellectual, and institutional aspects of the nineteenth-century transformation of clinical medicine, examining both the changing content of medical knowledge and therapeutics, and the organization of the medical profession. *Prerequisite: upper-division standing.*

**Soc/C 134B. Medicine in the Twentieth Century (4)**

A study of major intellectual and institutional changes in medicine in the twentieth century, place in their sociological context. The primary emphasis of the course will be on developments in North America and Britain. *Prerequisite: upper-division standing.*

**Soc/C 135. Medical Sociology (4)**

An inquiry into the roles of culture and social structure in mediating the health and illness experiences of individuals and groups. Topics include the social construction of illness, the relationships between patients and health professionals, and the organization of medical work. *Prerequisite: upper-division standing.*

**Soc/C 136A. Sociology of Mental Illness: An Historical Approach (4)**

An examination of the social, cultural, and political factors involved in the identification and treatment of mental illness. This course will emphasize historical material, focusing on the eighteenth, nineteenth, and early twentieth centuries. Developments in England as well as the United States will be examined from an historical perspective. *Prerequisite: upper-division standing.*

**Soc/C 136B. Sociology of Mental Illness in Contemporary Society (4)**

This course will focus on recent developments in the mental illness sector and on the contemporary sociological literature on mental illness. Developments in England as well as the United States will be examined. *Prerequisite: upper-division standing.*

**Soc/C 137. Knowledge and Practice in Biomedicine (4)**

This course focuses on the biomedical research enterprise in its relationship to medical practice. Topics include the construction of medical knowledge, the

resolution of controversies, the organization of medical work, and the cultural authority of biomedicine. *Prerequisite: any lower- or upper-division course on the sociology of medicine or science, or consent of instructor.*

#### **Soc/C 138. Genetics and Society (4)**

The class will first examine the direct social effects of the "genetic revolution": eugenics, genetic discrimination, and stratification. Second, the implications of thinking of society in terms of genetics, specifically—sociobiology, social Darwinism, evolutionary psychology, and biology. *Prerequisite: upper-division standing.*

#### **Soc/C 138A-B. Civic Participation (4-4)**

(Same as COSF 125A-B) What are the sources of political apathy and political engagement? What are the variety of ways Americans express civic involvement and political concern? Primary focus will be on the contemporary United States, but with substantial attention to comparative and historical perspectives. This will be run as a research seminar. Students will write literary-based or fieldwork-based empirical research papers of twenty-five to forty pages.

#### **Soc/C 139. Social Inequality: Class, Race, and Gender (4)**

Massive inequality in wealth, power, and prestige is ever-present in industrial societies. In this course, causes and consequences of class, gender, racial and ethnic inequality ("stratification") will be considered through examination of classical and modern social science theory and research. *Prerequisite: upper-division standing.*

#### **Soc/C 140. Sociology of Law (4)**

This course analyzes the functions of law in society, the social sources of legal change, social conditions affecting the administration of justice, and the role of social science in jurisprudence. *Prerequisite: upper-division standing.*

#### **Soc/C 140F. Law and the Workplace (4)**

This course examines how the U.S. legal system has responded to workplace inequality and demands for employee rights. Particular attention is given to racial, gender, religious, and disability discrimination, as well as the law's role in regulating unions, the global economy, and sweatshop labor. *Prerequisite: upper-division standing.*

#### **Soc/C 141. Crime and Society (4)**

A study of the social origins of criminal law, the administration of justice, causes and patterns of criminal behavior, and the prevention and control of crime, including individual rehabilitation and institutional change, and the politics of legal, police, and correctional reform. *Prerequisite: upper-division standing.*

#### **Soc/C 144. Forms of Social Control (4)**

The organization, development, and mission of social control agencies in the nineteenth and twentieth centuries, with emphasis on crime and madness; agency occupations (police, psychiatrists, correctional work, etc.); theories of control movements. *Prerequisite: upper-division standing.*

#### **Soc/C 147. Organizations, Society, and Social Justice (4)**

Organizations are dynamic forces in society. This course examines how organizations address human health and social justice issues in national and international settings, focusing on the links between internal dynamics of organizations and macro-level political, economic, and cultural factors. *Prerequisite: upper-division standing.*

#### **Soc/C 148. Political Sociology (4)**

Course focuses on the interaction between state and society. It discusses central concepts of political sociology (social cleavages, mobilization, the state, legitimacy), institutional characteristics, causes, and consequences of contemporary political regimes (liberal democracies, authoritarianism, communism), and processes of political change. *Prerequisite: upper-division standing.*

#### **Soc/C 148L. Inequality and Jobs (4)**

Some people do much better than others in the world of work. Causes and consequences of this inequality will be examined: How do characteristics of individuals (e.g., class, gender, race, education, talent) and characteristics of jobs affect market outcomes? *Prerequisite: upper-division standing.*

#### **Soc/C 148M. Labor Market Inequality in Los Angeles and the Border Region (4)**

(Same as USP 136.) Focus on the changing labor force and occupational structure of Los Angeles and the Mexican border. We apply theoretical work to recent changes, with special attention to immigrant and minority employment, economic restructuring and changes in the international division of labor. *Prerequisite: upper-division standing or consent of instructor.*

#### **Soc/C 152. Social Inequality and Public Policy (4)**

(Same as USP 133.) Primary focus on understanding and analyzing poverty and public policy. Analysis of how current debates and public policy initiatives mesh with alternative social scientific explorations of poverty. *Prerequisite: upper-division standing.*

#### **Soc/C 153. Urban Sociology (4)**

(Same as USP 105) Introduces students to the major approaches in the sociological study of cities and to what a sociological analysis can add to our understanding of urban processes. *Prerequisite: upper-division standing or consent of instructor.*

#### **Soc/C 154. Religious Institutions in America (4)**

Examination of sociological theories for why people have religious beliefs. Also examines types of religious organizations, secularization, fundamentalism, religion and immigration, religion and politics, and religiously inspired violence and terrorism. The class will tend to focus on the American context. *Prerequisite: upper-division standing.*

#### **Soc/C 155. The City of San Diego (4)**

A research-oriented course studying a specific city. Students will describe and analyze a local community of San Diego. Additional work on one citywide institution. Guest lecturers from San Diego organizations and government. Readings largely from city reports and news media. *Prerequisite: introductory sociology.*

#### **Soc/C 156. Sociology of Religion (4)**

Diverse sociological explanations of religious ideas and religious behavior. The social consequences of different kinds of religious beliefs and religious organizations. The influence of religion upon concepts of history, the natural world, human nature, and the social order. The significance of such notions as "sacred peoples" and "sacred places." The religious-like character of certain political movements and certain socio-cultural attitudes. *Prerequisite: upper-division standing.*

#### **Soc/C 157. Religion in Contemporary Society (4)**

Sacred texts, religious experiences, and ritual settings are explored from the perspective of sociological analysis. The types and dynamic of religious sects and institutions are examined. African and contemporary U.S.

religious data provide resources for lecture and comparative analysis. *Prerequisite: upper-division standing.*

#### **Soc/C 159. Special Topics in Social Organizations and Institutions (4)**

Readings and discussion of particular substantive issues and research in the sociology of organizations and institutions—including such areas as population, economy, education, family, medicine, law, politics, and religion. Topics will vary from year to year. *Prerequisite: upper-division standing.*

#### **Soc/C 165A-B. American News Media (4-4)**

History, politics, social organization, and ideology of the American news media. 165A surveys the development of the news media as an institution, from earliest newspapers to modern mass news media. 165B deals with special topics, including the nature of television news, with methods of news media research, and requires a research paper. *Prerequisite: Soc/L 1A or consent of instructor; Soc/C 165B requires Soc/C 165A.*

#### **Soc/C 168E. Sociology of Science (4)**

A survey of theoretical and empirical studies concerning the workings of the scientific community and its relations with the wider society. Special attention will be given to the institutionalization of the scientific role and to the social constitution of scientific knowledge. *Prerequisite: upper-division standing.*

#### **Soc/C 168T. Sociology of Technology (4)**

An introduction to classic and recent sociological perspectives on technology, giving special attention to the relations between technology and science, technology and work, and technology and politics. *Prerequisite: upper-division standing.*

#### **Soc/C 180. Social Movements and Social Protest (4)**

An examination of the nature of protests and violence, particularly as they occur in the context of larger social movements. The course will further examine those generic facets of social movements having to do with their genesis, characteristic forms of development, relationship to established political configurations, and gradual fading away. *Prerequisite: upper-division standing.*

### **CLUSTER D: COMPARATIVE AND HISTORICAL SOCIOLOGY**

#### **Soc/D 151. Comparative Race and Ethnic Relations (4)**

An historical and comparative analysis of race and ethnic relations in various national settings, with emphasis on the United States. The course will analyze the origins of ethnic stratification systems, their maintenance, the adaptation of minority communities, and the role of reform and revolutionary movements and government policies in promoting civil rights and social change. *Prerequisite: upper-division standing.*

#### **Soc/D 158. Islam in the Modern World (4)**

The role of Islam in the society, culture, and politics of the Muslim people during the nineteenth and twentieth centuries; attempts by Muslim thinkers to accommodate or reject rival ideologies (such as nationalism and socialism); and a critical review of the relationship between Islam and the West. *Prerequisite: upper-division standing.*

#### **Soc/D 158J. Religion and Ethics in China and Japan (4)**

This course examines religious traditions of China and Japan. It explores the relationship between religious ideas and practices on the one hand, and issues of

social and individual ethics and morality on the other. *Prerequisite: upper-division standing.*

**Soc/D 169. Citizenship, Community, and Culture (4)**

Will survey the liberal, communitarian, social-democratic, nationalist, feminist, post nationalist, and multi-cultural views on the construction of the modern citizen and good society. *Prerequisite: upper-division standing.*

**Soc/D 171. Science and the Making of the Modern World (4)**

This course deals with two questions and the relationships between them: How did modern scientific knowledge develop from the Scientific Revolution to the present, and how have the scientist's role and the scientific community come to have their current authority. *Prerequisite: upper-division standing.*

**Soc/D 177. International Terrorism (4)**

This course covers the definitions, history, and internationalization of terrorism; the interrelation of religion, politics and terror; and the representation of terrorism in the media. A number of organizations and their activities in Europe and the Middle East are examined. *Prerequisite: upper-division standing.*

**Soc/D 178. The Holocaust (4)**

The study of the unique and universal aspects of the Holocaust. Special attention will be paid to the nature of discrimination and racism, those aspects of modernity that make genocide possible, the relationship among the perpetrators, the victims and the bystanders, and the teaching, memory, and denial of the Holocaust. *Prerequisite: upper-division standing.*

**Soc/D 179. Social Change (4)**

Course focuses on the development of capitalism as a worldwide process, with emphasis on its social and political consequences. Topics include: precapitalist societies, the rise of capitalism in the West, and the social and political responses to its expansion elsewhere. *Prerequisite: upper-division standing.*

**Soc/D 181. Modern Western Society (4)**

This course examines the nature and dynamics of modern western society in the context of the historical process by which this type of society has emerged over the last several centuries. The aim of the course is to help students think about what kind of society they live in, what makes it the way it is, and how it shapes their lives. *Prerequisite: upper-division standing.*

**Soc/D 182. Ethnicity and Indigenous Peoples in Latin America (4)**

Course focuses on the growing relevance of ethnicity and the reassertion of Indian identity in contemporary Latin America. Issues related to these trends are examined in comparative perspective, paying special attention to changes in global conditions and in the socioeconomic, political, and cultural contexts of Latin American modernization. *Prerequisite: upper-division standing.*

**Soc/D 183. Minorities and Nations (4)**

We will study minority rights and aspirations as well as the logic and dynamic of nationalist movements in selected cases. We will conclude by examining the chances and challenges of a post-nationalist world. *Prerequisite: upper-division standing.*

**Soc/D 185. Globalization and Social Development (4)**

Social development is more than sheer economic growth. It entails improvements in the overall quality of human life, particularly in terms of access to health,

education, employment, and income for the poorer sectors of the population. Course examines the impact of globalization on the prospects for attaining these goals in developing countries. *Prerequisite: upper-division standing.*

**Soc/D 185XL. Foreign Language Discussion Section (1)**

Students will exercise advanced foreign language skills to discuss materials in Spanish in the correspondingly numbered English language foreign area course. This section is taught by the course instructor/professor; has no final exam and does not affect grade in parent course. *Prerequisite: must be coregistered with Soc/D 185.*

**Soc/D 187. African Societies through Film (4)**

Exploration of contemporary African urbanization and social change via film, including 1) transitional African communities, 2) social change in Africa, 3) Western vs. African filmmakers' cultural codes. Ideological and ethnographic representations, aesthetics, social relations, and market demand for African films are analyzed. *Prerequisite: upper-division standing.*

**Soc/D 187S. The Sixties (4)**

A sociological examination of the era of the 1960s in America, its social and political movements, its cultural expressions, and debates over its significance, including those reflected in video documentaries. Comparisons will also be drawn with events in other countries. *Prerequisites: upper-division standing.*

**Soc/D 188A. Community and Social Change in Africa (4)**

The process of social change in African communities, with emphasis on changing ways of seeing the world and the effects of religion and political philosophies of social change. The methods and data used in various village and community studies in Africa will be critically examined. *Prerequisite: upper-division standing.*

**Soc/D 188B. Chinese Society (4)**

The social structure of the People's Republic of China since 1949, including a consideration of social organization at various levels: the economy, the policy, the community, and kinship institutions. *Prerequisite: upper-division standing.*

**Soc/D 188D. Latin America: Society and Politics (4)**

Course focuses on the different types of social structures and political systems in Latin America. Topics include positions in the world economy, varieties of class structure and ethnic cleavages, political regimes, mobilization and legitimacy, class alignments, reform and revolution. *Prerequisite: upper-division standing.*

**Soc/D 188F. Modern Jewish Societies and Israeli Society (4)**

Contradictory effects of modernization on Jewish society in Western and Eastern Europe and the plethora of Jewish responses: assimilation, fundamentalism, emigration, socialism, diaspora nationalism, and Zionism. Special attention will be paid to issues of dis/continuity between Jewish societies and Israeli society. Simultaneously, we will scrutinize the influence of the Palestinian-Israeli conflict on Israeli society, state, and identity. *Prerequisite: upper-division standing.*

**Soc/D 188K. American Society (4)**

Comparative and historical perspectives on U.S. society. The course highlights "American exceptionalism:" did America follow a special historical path, different from comparable nations in its social relations, politics, and culture? Specific topics include class relations,

race, religion, and social policy. *Prerequisite: upper-division standing.*

**Soc/D 188XL. Foreign Language Discussion Section (1)**

Students will exercise advanced foreign language skills to discuss materials in the correspondingly numbered English language foreign area course. *Prerequisite: must be coregistered with parent course.*

**Soc/D 189. Special Topics in Comparative-Historical Sociology (4)**

Readings and discussion in selected areas of comparative and historical macro-sociology. Topics may include the analysis of a particular research problem, the study of a specific society or of cross-national institutions, and the review of different theoretical perspectives. Contents will vary from year to year. *Prerequisite: upper-division standing.*

**CLUSTER E: INDEPENDENT RESEARCH AND HONORS PROGRAM**

**Soc/E 194. Research Seminar in Washington, D.C. (4)**

(Same as PS 194, COGN 194, EARTH 194, HIST 193, USP 194.) Course attached to six-unit internship taken by students participating in the UCDC Program. Involves weekly seminar meetings with faculty and teaching assistant and a substantial research paper. *Prerequisites: department approval. Participating in UCDC Program.*

**Soc/E 196A. Honors Seminar: Advanced Studies in Sociology (4)**

This seminar will permit honors students to explore advanced issues in the field of sociology. It will also provide honors students the opportunity to develop a senior thesis proposal on a topic of their choice and begin preliminary work on the honors thesis under faculty supervision. *Prerequisite: acceptance into Department of Sociology Honors Program.*

**Soc/E 196B. Honors Seminar: Supervised Thesis Research (4)**

This seminar will provide honors candidates the opportunity to complete research on and preparation of a senior honors thesis under close faculty supervision. *Prerequisite: completion of Soc/E 196A.*

**Soc/E 197. Instructional Assistance and Research in Field Methods (4)**

While fulfilling apprentice-level instructional tasks as peer advisers in the Field Research Methods course (Soc/A 104), students will conduct their own research on selected issues/problems faced by field researchers. Instructional and research activities will be closely supervised by the course instructor. *Prerequisites: 3.5 in sociology, having excelled in Soc/A 104 (A or A+ grade); consent of course instructor; approval of sociology department chair.*

**Soc/E 198. Directed Group Study (4)**

Group study of specific topics under the direction of an interested faculty member. Enrollment will be limited to a small group of students who have developed their topic and secured appropriate approval from the departmental committee on independent and group studies. These studies are to be conducted only in areas not covered in regular sociology courses. *Prerequisites: junior standing and departmental approval required.*

**Soc/E 199. Independent Study (2 or 4)**

Tutorial: individual study under the direction of an interested faculty member in an area not covered by the present course offerings. Approval must be



secured from the departmental committee on independent studies. *Prerequisites: junior standing and departmental approval required.*

## GRADUATE

### Soc/G 201A. Classical Sociological Theory I (4)

A discussion of major themes in the work of Tocqueville and Marx. *Prerequisite: graduate standing in sociology.*

### Soc/G 201B. Classical Sociological Theory II (4)

A discussion of major themes in the work of Weber and Durkheim. *Prerequisite: graduate standing in sociology.*

### Soc/G 202. Contemporary Sociological Theory (4)

Themes important for social theory at the turn of the twenty-first century: Marxism (Gramsci, Althusser), Critical Theory (Adorno, Habermas), Interpretation (Geertz), Social Systems (Parsons), post-structuralism (Foucault), postmodernism, and social constructivism (Bourdieu). *Prerequisite: graduate standing in sociology.*

### Soc/G 203. Field Methods (4)

Research will be conducted in field settings. The primary focus will be on mastering the problems and technical skills associated with the conduct of ethnographic and participant observational studies. *Prerequisite: graduate standing in sociology.*

### Soc/G 204. Text and Discourse Analysis (4)

Techniques of gathering and analyzing transcripts of naturally occurring conversations, interviews, discourse in institutional settings, public political discourse, and text of historical materials. *Prerequisite: graduate standing in sociology.*

### Soc/G 205. Quantitative Methods I (4)

This course covers some of the elementary techniques used 1) to select random samples, 2) to detect statistical patterns in the sample data, and 3) to determine whether any patterns found in sample data are statistically significant. The course also stresses the benefits and drawbacks of survey and aggregate data and some common ways in which these data are used incorrectly. *Prerequisite: graduate standing in sociology.*

### Soc/G 206. Quantitative Methods II (4)

The course covers some of the more advanced techniques used 1) to select random samples, 2) to detect statistical patterns in the sample data, and 3) to determine whether any patterns found in sample data are statistically significant. The course also stresses the benefits and drawbacks of survey and aggregate data and some common ways in which these data are used incorrectly. *Prerequisite: graduate standing in sociology.*

### Soc/G 207. Comparative-Historical Methods (4)

A broad-based consideration of the use of historical materials in sociological analysis, especially as this facilitates empirically oriented studies across different societies and through time. *Prerequisite: graduate standing in sociology.*

### Soc/G 208. Faculty Research Seminar (2)

An introduction for entering graduate students to the range and variety of research and scholarly interest of the department's faculty. Through this introduction students will be better able to relate their own research interests and professional objectives to the ongoing work of faculty. *Prerequisite: graduate standing in sociology. (S/U grades only.)*

### Soc/G 212. Social Stratification (4)

The causes and effects of social ranking in various societies. Theories of stratification; the dynamics of informal social grouping; determinants of institutional power, and the nature of struggles for power; the distribution of wealth and its causes; the dynamics of social mobility; the effects of stratification on lifestyles, culture, and deviance. *Prerequisite: graduate standing in sociology.*

### Soc/G 213. Popular Culture (4)

The purpose of the course is two-fold: 1) to introduce students to a variety of theoretical perspectives on issues central to studies of popular culture, and 2) to survey disciplines outside of the field of sociology that have been contributing to the enormous intellectual growth of popular culture studies. *Prerequisite: graduate standing in sociology.*

### Soc/G 216. Sociology of Culture (4)

The history of the concept of culture; cultural pluralism in advanced industrialized societies; the differentiation of cultural institutions; cultural policy and social structure; culture as a property of social groups; conflict and accommodation over efforts to change and sustain traditional culture.

### Soc/G 217. Globalization, Culture, and Everyday Life (4)

This course explores the cultural, economic, and political processes which constitute globalization. Particular emphasis will be placed on understanding how consciousness and daily life practices are formed and transformed in a globalizing world. *Prerequisite: graduate standing in sociology.*

### Soc/G 222. Social Movements (4)

An examination of theories accounting for the causes and consequences of social movements, including a discussion of the strengths and weaknesses of such theories for understanding historically specific revolutions, rebellions, and violent and nonviolent forms of protest in various parts of the world. *Prerequisite: graduate standing in sociology.*

### Soc/G 226. Political Sociology (4)

This course discusses the relationship between state and society in a comparative perspective. The focus is on the interaction among states, domestic economic elites, and external economic and political processes in the determination of different developmental paths. Analytically, it includes topics such as characteristics and functions of the state in different types of society throughout history (with an emphasis on the varieties of capitalist and socialist state), the autonomy of the state and its causes in different settings, and developmental and predatory consequences of state activity. Readings will include both theoretical and empirical materials, the latter dealing mostly with nineteenth- and twentieth-century Europe and twentieth-century Latin America. *Prerequisite: graduate standing in sociology.*

### Soc/G 227. Ethnographic Film: Media Methods (6)

Ethnographic recording of field data in written and audiovisual formats, including film, video, and CD ROM applications. Critical assessment of ethnographies and audiovisual data in terms of styles, format, and approaches. Graduate students are required to submit a fifteen-page mid-term paper comparing a written and an audiovisual ethnography and a final video ethnography with a project abstract. *Prerequisites: graduate standing/Soc/L 1A, 1B or consent of instructor.*

### Soc/G 232. Advanced Issues in the Sociology of Knowledge (4)

The social construction of 'knowledge' and the social institutions in which these processes take place are examined. Topics include relationships between knowledge and social institutions, foundations of knowledge in society, knowledge and social interactions, and contrasting folk and specialized theories. *Prerequisites: graduate standing in sociology.*

### Soc/G 234. Intellectual Foundation of the Study of Science, Technology, and Medicine (4)

This course focuses on some classic methodological and theoretical resources upon which the sociology of science, technology, and medicine all draw. It gives special attention to relationships between knowledge and social order, and between knowledge and practice, that are common to science, technology, and medicine. *Prerequisites: graduate standing in sociology.*

### Soc/G 238. Survey of the Sociology of Scientific Knowledge (4)

An introduction to some enduring topics in the sociology of scientific knowledge and to some resources for addressing them. Attention is drawn to problems of accounting for scientific order and change, and to recurrent debates over the proper method for sociological accounts of science. *Prerequisite: graduate standing.*

### Soc/G 239. Race/Ethnicity, Gender and Labor Markets (4)

Exploration and analysis of the operation of race/ethnicity and gender in the U.S. labor market. Emphasis on understanding inequality in: labor force participation, unemployment, wage inequities, and occupational locations. *Prerequisites: graduate standing in sociology.*

### Soc/G 244. Sociology of Race and Ethnicity (4)

Analysis of enduring topics in the study of race and ethnicity, including stratification, discrimination conflict, immigration, assimilation, and politics. Other topics include racial and ethnic identity and the social construction of race and ethnic categories. A special focus is on the role of 'culture' and 'structure' for explaining race/ethnic differentiation. *Prerequisites: graduate standing in sociology.*

### Soc/G 245. Graduate Seminar in Gender and Work (4)

Examination and analysis of empirical research and alternative theoretical perspectives on gender and work. Special attention to occupational segregation. Other topics include the interplay between work and family; gender, work and poverty; gender and work in the third world. *Prerequisite: graduate standing in sociology.*

### Soc/G 249. Technology and the Human (4)

This course explores the ethical and political implications of technological interventions into human life. Approaches from science studies, the sociology of the body, and philosophy. Topics include transformations in domains of life such as work, health, childhood, and death.

### Soc/G 252. Research Practicum I (4)

In this seminar students work on a research project, which might have originated in a paper written for another course. The goal is to produce the first draft of a paper that will be submitted to an academic journal. *Prerequisite: graduate standing in sociology.*

### Soc/G 253. Research Practicum II (4)

In this seminar students revise an existing research paper (usually the one they wrote for Sociology 252)



for submission to an academic journal. Emphasis is placed on conceptual development, writing style and structure, and drawing links to the existing theoretical and empirical literature. *Prerequisite: graduate standing in sociology.*

**Soc/G 255A. Introduction to Science Studies (4)**  
(Same as Phil. 209A, HIGR 238, and COGR 225A.) Study and discussion of classic work in history of science, sociology of science, and philosophy of science, and of work that attempts to develop a unified science studies approach. Required for all students in the Science Studies Program. *Prerequisite: enrollment in Science Studies Program.*

**Soc/G 255B. Seminar in Science Studies (4)**  
(Same as Phil. 209B, HIGR 239, and COGR 225B.) Study and discussion of selected topics in the science studies field. Required for all students in the Science Studies Program. *Prerequisite: enrollment in Science Studies Program.*

**Soc/G 255C. Colloquium in Science Studies (4)**  
(Same as Phil. 209C, HIGR 240, and COGR 225C.) A forum for the presentation and discussion of research in progress in science studies, by graduate students, faculty, and visitors. Required of all students in the Science Studies Program. *Prerequisite: enrollment in the Science Studies Program.*

**Soc/G 258. Institutional Change in the Contemporary World; Latin American Societies in a Comparative Perspective (4)**  
This course explores institutional change in contemporary Latin America, and compares this area with other transitional societies. Issues include social consequences of economic liberalization, changing forms of inequality, dynamics of civil society, conceptions of citizenship, quality and future of democracy. *Prerequisite: graduate standing.*

**Soc/G 260. Sociology of Religion (4)**  
This seminar will examine major theories and debates in the sociology of religion. Possible topics include secularization, religion and immigration, and religion and politics. *Prerequisite: graduate standing in sociology.*

**Soc/G 263. Graduate Seminar in the Sociology of Art (4)**  
This seminar explores the production and interpretation of art forms in cross-cultural context. Processes of symbolic and economic exchange in art worlds will be examined from sociological and semiotic perspectives. Contemporary and popular art forms will be analyzed as types of cultural reproduction. Graduate

students will be required to submit a project abstract and final research paper of twenty-seven pages. *Prerequisite: graduate standing in sociology.*

**Soc/G 264. Economic Sociology (4)**  
This course provides an overview of the classical and current debates in the economic sociology literature. It presents theories of the rise of industrial economics and addresses how economic activities are constituted and influenced by institutions, culture, and social structure. *Prerequisite: graduate standing in sociology.*

**Soc/G 267. Sociology of Gender (4)**  
Course examines social construction of gender focusing on recent contributions to the field, including micro- and macro-level topics, i.e., social psychological issues in the development of gender, gender stratification in the labor force, gender and social protest, feminist methodologies. *Prerequisite: graduate standing in sociology.*

**Soc/G 269. The Citizenship Debates (4)**  
Will examine the controversies surrounding the construction of the modern citizen and the good society of the liberal outlook, and their alternatives in the communitarian, social-democratic, nationalist, feminist, and multiculturalist perspectives. *Prerequisite: graduate standing in sociology.*

**Soc/G 270. The Sociology of Education (4)**  
A consideration of the major theories of schooling and society, including functionalist, conflict, critical and interactional; selected topics in the sociology of education will be addressed in a given quarter, including the debate over inequality, social selection, cultural reproduction and the transition of knowledge, the cognitive and economic consequences of education. Major research methods will be discussed and critiqued. *Prerequisite: graduate standing in sociology.*

**Soc/G 274. Culture and Ethnicity (4)**  
An in-depth analysis of the role of culture in the construction and experience of ethnicity. Topics include: culture and ethnic stratification, culture and ethnic relations, ethnic politics and policy, 'identity politics,' multiculturalism, and cross-national comparison of policy protecting ethnic cultural rights. *Prerequisite: graduate standing in sociology.*

**Soc/G 284. Contemporary Biomedicine (4)**  
Develops central themes in medical sociology in order to understand twentieth- and twenty-first-century medical practice and research. Topics include author-

ity and expertise; health inequalities; managed care; health activism; biomedical knowledge production; and the construction of medical objects and subjects. *Prerequisite: graduate standing.*

**Soc/G 282. Immigration and Citizen (4)**  
Alternative theories of the relations of immigrants and host societies, and an examination on the debates on, and dynamic of, immigration expansion and restriction. Comparison of the bearing of liberal, communitarian, and ethnic citizenship discourses on the inclusion and exclusion of immigrants and their descendants. *Prerequisite: graduate standing in sociology.*

**Soc/G 283. The Making of Modern Medicine (4)**  
An examination of the intellectual, social, cultural, and political dimensions of the Transformation of Western medicine from 1750 to 1900, with a primary focus on Anglo-American developments. *Prerequisite: graduate standing.*

**Soc/G 285. Modernization and Globalization in East Asia (4)**  
Can East Asia modernize and globalize and still be distinct from the West? This course examines this question in multiple dimensions—political, cultural, and economic. Topics include human rights, democracy, economic organization, social institutions, and others. *Prerequisite: graduate standing.*

**Soc/G 290. Graduate Seminar (4)**  
A research seminar in special topics of interest to available staff, provides majors and minors in sociology with research experience in close cooperation with faculty. (S/U grades permitted.) *Prerequisite: graduate standing in sociology.*

**Soc/G 298. Independent Study (1-8)**  
Tutorial individual guides study and/or independent research in an area not covered by present course offerings. (S/U grades only.) *Prerequisite: graduate standing in sociology; departmental approval.*

**Soc/G 299. Thesis Research (1-12)**  
Open to graduate students engaged in thesis research. (S/U grades only.) *Prerequisite: graduate standing in sociology.*

**Soc/G 500. Apprentice Teaching (2-4)**  
Supervised teaching in lower-division contact classes, supplemented by seminar on methods in teaching sociology. (S/U grades only.) *Prerequisite: graduate standing in sociology.*