

# Sociology

The Department of Sociology at Johns Hopkins University concentrates on two broad areas, at both the graduate and undergraduate levels. One is cross-national, comparative research and the study of long-term, world-scale social change. The other is social inequality and the major institutions of this and other societies that directly affect individuals' stratification prospects and outcomes, namely, family, education, and work, as well as, more generally, class, race, and gender.

Faculty and student research is devoted to addressing important theoretical issues with rigorous empirical study. Results from these studies help advance general knowledge of society and contribute to the solution of social problems. Teaching is oriented to bringing to students the latest knowledge in the various subfields of the discipline and training them in rigorous analysis of social processes and issues. Examples of recent faculty research include a comparative study of social class, job conditions, and psychological functioning in Poland and Ukraine; a Baltimore-based study of high school dropouts and the early adult transition; a study of the effects of welfare reform on children and families; a study of world-historical patterns of labor unrest; a study of intergenerational support of teen mothering and the relationship of residence to social mobility; a study of the effect of public and private support on children of single-mother families and immigrant families in the U.S.; a study of the contribution of intelligence to HIV prevalence, crime, and underclass status; and a study of global inequalities and East Asian regional development.

More detailed information can be found on our Web site: <http://www.soc.jhu.edu/>.

## The Faculty

**Karl L. Alexander**, John Dewey Professor of Sociology: sociology of education, social stratification.

**Joel D. Andreas**, Assistant Professor: class, education and social reproduction, political sociology, social movements.

**Giovanni Arrighi**, Professor (Chair): economic sociology, historical sociology, world systems analysis, social theory, and comparative national development.

**Pamela R. Bennett**, Assistant Professor: stratification/mobility, education, and demography.

**Andrew J. Cherlin**, Professor, Benjamin H. Griswold III Professor of Public Policy: sociology of the family, demography, social policy.

**Stefanie A. DeLuca**, Assistant Professor: sociology of education, sociology of neighborhoods, life course studies.

**Doris R. Entwisle**, Research Professor: sociology of human development, socialization of cognitive behavior, methods in social science research.

**Robert A. Gordon**, Research Professor: small-group leadership, social deviance and policy, criminology, sociology of intelligence.

**Lingxin Hao**, Professor: sociology of the family, immigration, social policy, quantitative methodology.

**Melvin L. Kohn**, Professor: social structure and personality, cross-national comparative analysis, social class and stratification, sociology and social psychology of work.

**Katrina Bell McDonald**, Associate Professor: sociology of the family, race, class, and gender, the African-American population, psychosocial health.

**Stephen B. Plank**, Assistant Professor: education, quantitative methods, stratification.

**Beverly J. Silver**, Professor: historical sociology, world-systems analysis, labor and social movements, political sociology, international development.

## Emeritus

**John L. Holland**, Professor Emeritus: psychology and sociology of vocational decision-making and careers, evaluation of vocational interventions.

**Edward L. McDill**, Professor Emeritus: sociology of education, social psychology of adolescence, deviant behavior.

## Adjunct/Lecturers

**David M. Altschuler**, Adjunct Associate Professor (Institute for Policy Studies): de-institutionalization and community-based services, delinquency and criminal justice, voluntary organizations and philanthropy, social policy.

**Joyce Epstein**, Research Professor (Center for Social Organization of Schools): sociology of education, evaluation research, social psychology.

**Stephen Harris**, Lecturer (Public Defender for the State of Maryland, retired): criminal justice and corrections.

**Nettie E. Legters**, Adjunct Assistant Professor (Center for Social Organization of Schools): education, organizations-formal/complex.

**James McPartland**, Research Professor (Center for Social Organization of Schools): sociology of education, race relations, formal organizations.

**Sandra J. Newman**, Adjunct Professor (Institute for Policy Studies): policy analysis/public policy, urban sociology.

**Robert E. Slavin**, Adjunct Professor (Center for Social Organization of Schools): social psychology, educational psychology, field research methods, sociology of education.

**Magda von der Heydt**, Senior Lecturer: stratification/mobility, race/ethnic/minority relations.

**Lea Ybarra**, Adjunct Professor (Center for Talented Youth): immigration, social and political organizations.

## Joint Appointments

### Bloomberg School of Public Health

**Emily Agree**, Associate Professor: gerontology, demography.

**Nan M. Astone**, Associate Professor: demography, urban poverty, adolescence.

**William W. Eaton**, Professor: epidemiology of schizophrenia, research methods, sociology of mental disorders.

**Margaret E. Enslinger**, Professor: poverty, medical sociology, issues of transition over the life course.

**Thomas A. LaVeist**, Professor: medical sociology, mortality, health services, aging.

**Richard Miech**, Assistant Professor: mental health, stratification/mobility.

**Laura L. Morlock**, Professor: economic and social change, sociological theory, medical demography.

**Vicente Navarro**, Professor: health and social policy, international health, health care policy.

**Katherine Clegg Smith**, Assistant Professor: medical sociology, qualitative methodology, mass communication/public opinion.

**Amy Ong Tsui**, Professor: population, demography, fertility, family planning.

## Undergraduate Programs

### Major in Sociology

The undergraduate sociology major provides students with a grounding in sociological theory, methods, and social statistics. Beyond the core requirements, elective courses are offered on a range of important sociological themes including gender, families, race and ethnicity, immigration, social structure and personality, education, crime and deviance, health care, labor and social movements, comparative and international development, macro-historical and global social change.

### Requirements for a B.A. Degree

(See also General Requirements for Departmental Majors, page 46.)

The requirements for a major in sociology are as follows:

- Core Curriculum: 230.101 Introductory Sociology, 230.205 Introduction to Social Statistics, 230.202 Research Methods, 230.213 Social Theory, and either 230.322 Quantitative Research Practicum or 230.323 Qualitative Research Practicum.
- Six elective courses in sociology, at least four of which must be numbered 300 or above.
- Three elective non-sociology courses carrying an "S" designation in at least two other departments or programs are required. These may be at any level.

Core Curriculum courses may not be taken pass/fail, and four of the five must be passed with a grade of "C" or better (a grade of C- is permissible for one, but only one, core curriculum course). A grade of "C" or better is required of all elective courses.

Foreign language study through the intermediate level is required for the two Certificate Programs and for the Senior Honors Program (see below). Foreign language study is not required of other majors, but is strongly encouraged, especially for students considering graduate or professional study.

### Certificate Programs

Sociology majors may concentrate in one of the department's two main areas of expertise. The certificate program in Cross-National Sociology and International Development (CSID) is intended to serve undergraduate students with a special interest in the development of Third World regions and the social issues and problems arising out of growing global integration. The program focuses on issues of social inequality, stratification, and social change from a global, comparative, and historical perspective.

The certificate program in Social Inequality (SI) is intended to serve undergraduates with an interest in the role of social institutions such as the family, schools, and work in generating and mitigating inequality. The focus is on race, class and gender in the U.S. context.

### Additional requirements for students pursuing a Certificate:

- Three of the six Sociology elective courses and two of the major's three required elective courses outside Sociology must have a focus relevant to the certification program theme.
- Foreign language through the intermediate level (equivalent of two years).

- One semester of research experience in the form of Independent Research (230.506) or an equivalent research assistantship in the Department of Sociology, sponsored by sociology faculty.

### Honors Program in Sociology

The entrance requirements for the Honors Program are (1) a 3.5 GPA in all sociology core curriculum courses and at least two 300 level elective courses in sociology by the end of the junior year. Additionally, by the end of the senior year, foreign language study through the intermediate level (equivalent to two years) is required.

The Honors program requires completion of an Honors Thesis under the supervision of a department faculty member and enrollment in the yearlong Senior Honors Program (230.501/502). These requirements are in addition to the requirements for the major.

Students interested in pursuing one of the Certificate Programs or the Senior Honors Program MUST declare their intention to their faculty adviser by the end of their junior year. Additionally, all prerequisites for these programs MUST be fulfilled by the end of the junior year.

### James S. Coleman Award

This award was established by the Department of Sociology in 1994 in honor of Dr. James S. Coleman, first chair of the department. The award is for outstanding academic achievement by a senior majoring in sociology and is presented at graduation.

### Graduate Program

The department's graduate program is oriented toward the training of Ph.D.'s in sociology. Requirements for the Ph.D. are organized around a core curriculum, research apprenticeship experience, a one-semester teaching assistantship, and a dissertation. Beyond these requirements, students are free to tailor their graduate training under the supervision of their advisers. For those who request it, the M.A. degree is granted to students who have successfully completed at least one year in full-time residence and the core curriculum. This degree is granted as part of the doctoral training sequence.

### Admissions

Applicants should have a broad background in social science, especially sociology, economics, and psychology. Training in mathematics is encouraged. Applicants must submit scores on the GRE verbal and quantitative examinations, official transcripts of college work, three letters of recommendation, a statement of purpose, and a sample of written

work. International applicants must also submit TOEFL scores.

### Requirements for the Ph.D. Degree

#### Core Curriculum

- Social Theory I, 230.602, and Social Theory II, 230.603
- Sociological Analysis, 230.643
- Research Design and Data Collection, 230.601
- Quantitative/Qualitative Methods, a three course sequence: Introduction to Social Statistics (230.205); Regression Analysis (230.604) and a third course selected from among the following options:
  - a. Macro-Comparative Research Methods (230.650)
  - b. Categorical Data Analysis and Selected Topics (230.605)
  - c. Confirmatory Factor Analysis and Linear Structural-Equations Modeling (230.631)
  - d. Qualitative Research Methods in the Social Sciences (230.649)
- Proseminar, 230.608. This requirement is a Pass/Fail course that must be taken by all first year students. Faculty presentations introduce students to the substantive interests and research of the sociology faculty.

#### Electives

In addition to the core curriculum outlined above, the student must complete nine elective courses, up to four of which may be taken outside the department. Graduate-level courses in the department (i.e., those numbered 300-level and above) may be taken as electives without prior approval, as may substantive graduate-level courses in any of the other social science departments (social science departments are those that carry "S" credits at the undergraduate level, including the department of History). Methods/technical courses (e.g., statistics, computer science) outside the department and substantive courses in non-social science departments require prior written approval of the student's faculty adviser. Training in foundational skills at the introductory level (e.g., calculus, linear algebra) and foreign language study in general may not be counted as electives. Elective courses taken at divisions of the university that follow a quarter calendar system (e.g., the Bloomberg School of Public Health) are credited at a ratio of two quarter courses to one semester course.

Elective courses allow students to tailor the curriculum to their personal needs. Students ideally will take advantage of the opportunity to become acquainted with the range of expertise and research

styles represented on the faculty while also studying intensively in areas of personal interest.

### **Teaching Assistantships**

As part of their preparation for future academic work, graduate students are required to serve as a teaching assistant for at least one semester.

### **Foreign Language**

One of the requirements for the Ph.D. Degree in Sociology at Johns Hopkins University is a reading knowledge of a language other than English, and no student is exempt from this requirement. For a language to be eligible the student must show that 1) a body of social scientific literature exists in the language, or 2) the student needs to use this language to carry out dissertation fieldwork or archival research for the dissertation. The language test will evaluate comprehension of a social science document.

### **Residence**

The university requires a minimum of two consecutive semesters of full-time residence. However, at least six semesters of full-time residence is recommended by the department for completion of the Ph.D. During the first six semesters the student is expected to complete the core curriculum and electives, and participate in at least two different faculty-led research projects. By the end of the fourth year in the program, the student is expected to have written a dissertation proposal, and have defended it successfully before the appropriate examining committees.

### **Research Apprenticeship**

Students are required to develop practical research expertise through professional-level participation (data analysis, literature searches/reviews, non-routine data processing or coding, preparation and refinement of research instruments, and data and file management) in two different research projects under the supervision of two different investigators. The minimum period of apprenticeship required for each certification is one semester or the equivalent; however, no more than one research certification may be received for work performed during the student's first year of full-time graduate study in the department. The standard for certification is substantial research accomplishment as judged by the faculty supervisor.

### **Dissertation**

The student must propose and conduct original research that is presented in a dissertation suitable for publication, in whole or in part. The depart-

ment administers an oral examination that must be passed before the student is allowed to defend before a university dissertation committee. The student must then either defend the dissertation proposal at a University Graduate Board preliminary oral examination, or the completed dissertation at a Graduate Board final oral examination.

### **Special Programs**

The department offers two special programs that coordinate activities in its two areas of concentration. Doctoral students may affiliate with one or both of these programs at their discretion. These programs function as fields of doctoral specialization within the Department of Sociology.

#### **Program in Cross-National Sociology and International Development**

This program focuses on cross-national, comparative research and on long-term, world-scale social change. The goal of the program is to give students knowledge of the various theoretical perspectives in these areas, coupled with experience in data collection and analysis, and the acquisition of expertise in one or more substantive fields.

Many students conduct their dissertation research abroad on issues such as urbanization, labor migration, regional development, social structure and personality, health policies, and the informal economy. Comparative and historical research on long-term social structural change is also encouraged.

Requirements for the program include four courses: 230.611 Seminar in Comparative and World-Historical Sociology, and three electives chosen from an approved list. The four courses count toward the nine elective courses required for the Ph.D. All must be taken in the department.

#### **Program on Social Inequality**

The focus of the department's Program on Social Inequality is on the causes and consequences of social inequality for individuals' lives, the social processes that sustain it, and how social policies can reduce it. These questions are addressed in terms of class, gender, race, ethnicity, and immigration status/citizenship.

The Program is designed to train students in the sociological analysis of social inequality among individuals and groups. This training includes course work in areas such as social stratification, the sociology of the family, the sociology of education, sociology of immigration, social structure and personality, social policy, and research design and methods. It also includes research experience with faculty members who are studying aspects of social inequality.

Requirements of the program include the Seminar in Social Inequality (230.612) and three other electives (a list of department courses approved as electives for the PSI is maintained in the departmental office).

### **Joint Program: Doctorate in Sociology and Master's in Applied Mathematics and Statistics**

The Department of Sociology (Krieger School of Arts and Sciences), and the Department of Applied Mathematics and Statistics (Whiting School of Engineering), sponsor a joint program leading to a Ph.D. in sociology and an M.A. or M.S.E. in applied mathematics and statistics. The purpose of the joint program is to offer Sociology doctoral students an opportunity to acquire advanced statistical knowledge and applied research skills.

Interested Sociology students should apply to the joint program after being admitted to the Sociology Ph.D. program at Hopkins. Students who wish to apply to the joint program in Applied Mathematics and Statistics are required to submit a separate formal application packet.

Students who are interested in the joint program should first discuss it with their faculty adviser and then must obtain the permission of the Statistical Coordinator for the Department of Sociology. The completed application must be approved by the Statistical Coordinator in the Sociology Department

and the Academic Affairs Committee of the Applied Mathematics and Statistics Department.

### **Facilities**

Each resident graduate student is provided office or desk space to conduct his or her studies and research. In addition, the department has a computer lab with a network of computers and printers for graduate student use. Close working relationships exist with the Center for Social Organization of Schools and the Institute for Policy Studies, which provide excellent opportunities for research training. (For further information, see Research and Information Centers, page 513.)

### **Financial Aid**

The department strives to provide five years of financial aid for all students who are in good academic standing. However, to be eligible for financial aid in the fifth year, students must have passed the departmental oral defense of their dissertation proposal by September 1, following their fourth year in the Ph.D. program.

The department has a number of assistantships that are awarded each year to graduate students in the Ph.D. program. Opportunities are also available for graduate students to work as salaried research assistants with members of the sociology faculty and staff at associated research centers.

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## **Undergraduate Courses**

### **230.101 (S) Introductory Sociology**

The course introduces students to basic sociological concepts and perspectives, and applies them to a variety of topics including family, work, and the dynamics of class, gender, and racial/ethnic inequalities in the United States and globally.

Staff 3 credits

### **230.106 (S,W) Freshman Seminar: Education in the Media**

Several weeks will be spent systematically collecting major newspapers' coverage of schools for analysis of the contents of these articles using sociological tools and perspectives.

Plank 3 credits

### **230.150 (S) Issues in International Development**

This course introduces students to problems of inequality in wealth and welfare from a global, comparative, and historical perspective. The causes and consequences of inequalities among countries, as well as gender, class, ethnic, and regional stratification, are examined. Major theoretical perspectives on international development and global social change are studied and applied to an analysis of contemporary social issues.

Silver 3 credits

### **230.199 (S) Criminal Justice and Corrections**

An overview of the criminal justice system including court watching and riding with a police officer. Class includes guest visits, field trips, and term projects.

Harris 3 credits

### **230.202 (S) Research Methods for the Social Sciences**

The purpose of this course is to provide a sound introduction to the overall process of research and the specific research methods most frequently used by sociologists and other social scientists. The major topics covered include (1) scientific inquiry and the role of theory in research, (2) causation, (3) conceptualization and operationalization, (4) research design-including experiments, survey research, field research, and comparative research.

Hao 3 credits

### **230.205 (S,Q) Introduction to Social Statistics**

This course will introduce students to the application of statistical techniques commonly used in sociological analysis. Topics include measures of central tendency and dispersion, probability theory, confidence intervals, chi-square, ANOVA, and regression analysis. Hands-on computer experience with statistical software and analysis of data from various fields of social research.

McDonald 4 credits

**230.208 (S) Contemporary Perspectives in Race Relations**

This course surveys various current approaches to questions of American race, racism, and race relations. Its central objective is to provide an overview of the historical, political, economic, and cultural factors which have contributed to the race relations climate observed in the present day. The course also addresses sociological theorizing and research on racial issues.

McDonald 3 credits

**230.212 (S,W) - Race, Ethnicity, And Education In The United States.**

The goal of this course is to explore issues of race and ethnic minorities, such as school and residential segregation, academic tracking, language isolation, and peer group influences to understand their effects on learning opportunities. Students will be asked to think about the ways in which disadvantages faced by racial and ethnic minorities are alleviated or reproduced in schools.

Bennett 3 credits

**230.213 (S,W) Social Theory**

This course provides an introduction to classical sociological theories (with an emphasis on Marx, Weber, and Durkheim). Contemporary theoretical perspectives on social inequality, conflict, and social change are also explored. Emphasis is placed on understanding the theoretical constructs as well as on applying them in the analysis of current social issues.

Andreas 3 credits

**230.300 Contemporary Economic Sociology of Latin America**

This course will analyze the economic and social structures of Latin America from WWII onwards, giving emphasis to the actual problems of globalization. This course will offer a structural approach to the most recent stages of development, taking into account the internal and external factors. It will encompass the era of populism, military dictatorships, the period of democratization, and the present era of globalization.

von der Heydt

**230.304 (S) Social Organization and Social Control in Schools**

We will ask: "How do arrangements of tasks, rewards, roles, and opportunities in schools affect student learning, behavior, and sense of attachment?" and "In what ways are social control processes in schools related to the demands and dynamics of other institutions, particularly the family and the labor market?" Before addressing these questions, we will define social organization and social control, and describe the forms (both intended and unintended) they take in schools.

Plank 3 credits

**230.305 (S) Poverty and Welfare Policy**

Examines the scope, character, and causes of poverty, the major policies to address it, and the movement toward welfare reform. The roles of migration, race/ethnicity, and gender are considered.

Cherlin 3 credits

**230.306 (S) Economic Sociology**

Classical and contemporary theories of the interaction between economy and society. Hierarchies, market segmentation, embeddedness. Formal and informal economies in advanced and developing societies.

Arrighi 3 credits

**230.307 Sociology of Latin America**

This course will offer an overview of Latin America's reality through its economic, social, political and cultural dimensions. Latin American development will be analyzed as a historical process determined by intertwined internal socio-economic factors, however, within the constraints of the world economy.

von der Heydt

**230.309 (S) Introduction To Demography And Residential Segregation**

This course will introduce students to the basic concepts of demography, such as population processes and structure. The course will also undertake an in-depth examination of a particular social problem - the separation of race and ethnic groups in residential space - about which demography intersects with sociology. Students will explore the history of racial and ethnic segregation in the U.S., its patterns, causes (social class, discrimination, etc.), and consequences.

Bennett 3 credits

**230.310 (S,W) Becoming An Adult: Life Course Perspectives On School, Work, And Family Transitions**

While students may already be personally familiar with the subject matter, the course examines the sociological and psychological dimensions of this demographically dense period known as the transition to adulthood. Emphasizes life course theories of human development through readings of empirical work on adolescence, the transition to college, early employment and early family formation. Attention is paid to the ways class, gender, race and nationality influence the pathways, choices and outcomes of young people. A Statistics/Sociology background is helpful, but not required.

DeLuca 3 credits

**230.312 (S,W) Education and Society**

This course examines how educational institutions affect students' skills, values, and social mobility across generations. Research is reviewed that compares educational institutions according to their formal and interpersonal structures.

Alexander 3 credits

**230.313 (S) Space, Place, Poverty, and Race: Sociological Perspectives on Neighborhoods and Public Housing**

Is a neighborhood just a grouping of individuals living in the same place, or do neighborhoods have collective meanings and impacts on children and families? We will capitalize on research methodologies used to define and describe neighborhoods and their effects on economic and educational outcomes. These include case studies, census data, surveys, quasi/experimental data. Focus is on how research measures neighborhood effects and incorporates community level processes into models of social

causation (e.g., social capital/control, community efficacy, civic engagement). Also examined: patterns in residential mobility, segregation, and preferences within black and white populations; development of housing policy in the U.S.; programs to determine how neighborhoods affect issues of social importance. Statistics and public policy background is helpful but not required.

DeLuca 3 credits

### **230.316 (S) The African-American Family**

This course is an examination of sociological theories and studies of African-American families and an overview of the major issues confronting African-American family life. The contemporary conditions of black families are explored, as well as the historical events that have influenced the family patterns we currently observe. Special attention will be given to social policies that have evolved as a result of the prominence of any one perspective at a given point in time.

McDonald 3 credits

### **230.317 (S) Sociology of Immigration**

This course surveys sociological theories and research on immigration to the U.S. Theoretical approaches include theories of international migration, economic sociology, immigration, and assimilation. Research topics include the impact of U.S. immigration laws and policies on immigrant inflows and stocks, self-selection of immigrants, the impact of immigration on the native-born population and the U.S. labor market and economy, and the adaptation of the first and second generations. The course focuses on immigration since 1965 and its related controversies and debates.

Hao 3 credits

### **230.320 (S) Education and Inequality: Individual, Contextual, and Policy Perspectives**

This course examines classic and current debates in the sociology of education. Topics covered include the function and purpose of schooling in modern society; inequality and social mobility (as affected by labor market returns to school and the institutional mechanisms that affect status, such as tracking); social interactions in the classroom and student achievement; racial differences in achievement: the effort vs. ability debate; schools as organizations in the larger societal context; the function of community colleges; and the school to work transition. The relevance of education research to policy-making and school reform is emphasized throughout the course.

DeLuca 3 credits

### **230.321 (S) Revolution, Reform, and Social Inequality In China**

This course explores various aspects of social inequality in China during the Mao Zedong era and during the post-Mao reform era. We will examine inequality within villages, the rural/urban divide, urban inequality, education policies, and gender and ethnic relations. Each of these issue areas will be tackled analytically, but the aim is also to understand what it was/is like to live in China during and after the Mao era.

Andreas 3 credits

### **230.322 (S,Q) Quantitative Research Practicum**

This course provides "hands on" research experience applying sociological research tools and a sociological perspective to problems of substance. Quantitative methods will be emphasized, as applied to census data, survey data and/or archival data. Students will design and carry out a research project and write a research report. Introduction to Social Statistics (230.301) is a prerequisite.

Staff 3 credits

### **230.323 (S) Qualitative Research Practicum**

This course provides "hands on" research experience applying sociological research tools and a sociological perspective to problems of substance. Qualitative observational and/or interviewing methods will be emphasized. Students will design and carry out a research project and write a research report. Introduction to Social Statistics (230.205) is a prerequisite.

Staff 3 credits

### **230.328 (S,W) Sociology of Human Development**

A survey of sociological research and theory on life cycle stages from infancy through adulthood with emphasis on continuity and change. Topics will include sociology of birth and infancy, childhood and adolescence as a transition period for young adulthood, and the various stages of adulthood into old age. Major themes are life-course issues, especially the role of education.

Entwisle 3 credits

### **230.329 (S,W) Seminar In Work And Personality**

An intensive examination of the research literature on the relationship between work and personality, emphasizing such issues as the causal directionality of the relationships, conceptualization of job structure and of personality, processes by which job conditions affect off-the-job psychological functioning, the relationship between people's positions in the class structure and stratification hierarchy and their job conditions, and modification of job conditions.

Kohn 3 credits

### **230.333 (S,W) Quality and Inequality in American Education**

The tension between quality and equality in American education, as developed in the various writings of James S. Coleman, will be the focus of this course. Major works to be considered will include *The Adolescent Society*, *Equality of Educational Opportunity*, *Youth in Transition*, *Trends in School Segregation*, and *Public and Private High Schools*.

Alexander 3 credits

### **230.335 (S) Political Sociology**

Analyzes the relations of the state to society and economy in several nations which occupy distinctive positions in the world system, with special attention to the effects of different class structures and patterns of regional inequality on political protest, mobilization, and change.

Silver 3 credits

**230.341 (S) Medical Sociology**

This course introduces students to medical sociology, which is the application of the sociological perspective to health and health care.

Staff, Bloomberg School of Public Health 3 credits

**230.349 (S) Globalization and Social Movements**

An examination of major waves of social protest in the 20th century (including antiwar, feminist, labor and national liberation movements). The implications of world-historical patterns for understanding current dynamics will also be discussed.

Silver 3 credits

**230.350 Latin America and Latinos in the U.S.:****Historical Connections and Contemporary Issues**

This will discuss the historical and socio-political antecedent leading to Latin American immigration to the U.S., and the subsequent Latino immigration patterns that have emerged in this country. The course will focus on the impact of this immigration on Latino identity and culture, particularly in terms of language, traditions, gender and familial issues, and social and political organizations and movements. While this course is based on sociological analysis, it will be taught in an interdisciplinary fashion and will utilize film, music, and literature to supplement sociological readings.

Ybarra

**230.351 (S) The Historical Sociology of East Asia**

The East Asian region in pre-modern and early modern times. East Asian and European dynamics compared. Connections between “the rise of the West” and “the demise of the East.” Origins of the Chinese diaspora. Rebellions, wars, and revolutions. The reorganization of the region under U.S. hegemony. Japanese and Chinese business networks. The East Asian economic renaissance and the current crisis in world-historical perspective.

Arrighi 3 credits

**230.388 (S) Sociology of the Family**

A survey of the transformation of the social institution of the family in the U.S. and the world over the past half-century. Topics include family history, gender roles, variations by social class and by racial and ethnic groups, cohabitation, marriage, divorce, domestic violence, stepfamilies, aging, and public policy and the family.

Cherlin 3 credits

**230.390 (S) Theories of Social Change and Evolution**

This is a course on the historical development of human societies. Systematic comparisons are made between societies and intersocietal networks with emphasis on changes in the logic of social development. The course surveys general theories of social evolution and historical economic systems. The dynamics of political centralization/decentralization in the rise and fall of chiefdoms, states, empires, and modern hegemony are also compared.

Staff 3 credits

**230.391 (S) Theories of International Development**

Theories of political, economic, and social development. National development and the development of international systems. Although contemporary development and underdevelopment are emphasized, patterns of change in recent centuries are also examined in order to provide a comparative background for understanding recent developmental processes.

Silver, Arrighi 3 credits

**230.407 (S) Comparative Labor Movements Research Seminar**

Research-oriented course on the dynamics of labor and social movements from a global and comparative-historical perspective.

Silver 3 credits

**230.410 (S) Cross-National Research on Social Structure and Personality**

A critical examination of the research literature in this domain, with special attention to the logic of cross-national comparative analysis and to the methods used for assuring comparability of concepts and indices in cross-national research.

Kohn 3 credits

**230.450 (S) Macro-Comparative Research Methods**

This course covers basic methods of studying long-run, large-scale social change. Both qualitative and quantitative methods are covered.

Staff 3 credits

**230.502 (S) Senior Honors Program**

The requirement for the seminar is an honors thesis, due at the end of the second semester. The thesis may be a piece of research that the student does independently, or it may be a thoughtful and critical review of the work in a selected area.

Staff 3 credits

**230.504 Independent Study**

Students may request instructors to arrange reading or research courses fitting their particular needs and interests.

Staff 3 credits

**230.505 Independent Study (Summer)**

Staff 3 credits

**230.506 Independent Research**

Staff

**230.508 Internship**

Staff

**230.509 Independent Study (Intersession)**

Staff 3 credits

**230.510 Tutorial in Criminal Justice**

Harris 3 credits

## Cross-Listed

### 195.477-478 Introduction to Urban Policy: Seminar and Internship

This is a 6-credit, one-semester undergraduate course on urban problems and policy in the U.S. The weekly seminar considers the major challenges and opportunities facing cities, and the effectiveness of urban and related policies. Students also work at part-time internships in the City Council, a government agency, or community organization in Baltimore. Course requirements include two term papers—one for the seminar portion of the program, the other for the internship. Admission is by permission of the instructor. Undergraduates must take the seminar and internship concurrently. Graduate students may take the seminar only.

Newman 3 credits (seminar) 3 credits (internship)

## Graduate Courses

### 230.600 Introduction to Social Statistics

This course will introduce students to the application of statistical techniques commonly used in sociological analysis.

McDonald

### 230.601 Research Design

All research involves making strategic decisions. Often these decisions are implicit, but they ought to be explicit and well thought out, for they will have a major impact on the validity of the conclusions one can draw from the research. The decisions made in planning a study invariably involve tradeoffs, which in turn require a careful assessment of what are the central issues one wishes to address, and what issues can be left aside for future research. This course will introduce students to some of the critical choices one faces in designing research, so that the students are better equipped to understand and to evaluate the research they encounter and, in time, to plan their own research.

Kohn

### 230.602 Social Theory: Theories of Society

Intensive readings from classical theorists (Marx, Weber, and Durkheim) form the core of this course. Emphasis is placed on exploring the utility of social theory for formulating important sociological questions and conceptualizing social research.

Arrighi

### 230.603 Contemporary Social Theory

Contemporary theories of social interaction. Functionalism: Parsons and Merton. Critical sociology and conflict theory: Mills, Habermas, and Bourdieu. Symbolic interactionism: Mead, Blumer, and Goffman. Theories of rational choice: Homans, Blau, and Coleman. Ethnomethodology, standpoint theory, and postmodernism: Garfinkel, Smith, Foucault. Alternative solutions to the micro-macro "bridging problem."

Andreas

### 230.604 Regression Analysis

A seminar in multiple regression (least squares and logistic) with an introduction to computer applications. Limited to graduate students with a solid statistics background. Prerequisite: 230.205 or the equivalent.

Alexander

### 230.605 Categorical Data Analysis and Selected Topics

This course provides the students with a set of statistical tools to understand and interpret social science research dealing with categorical dependent variables and to prepare students to apply these models in their own research. The models covered in the course include logit, probit, and Poisson models. The selected topics include multi-level models and measurement models.

Hao

### 230.606 Issues in Economic Sociology

In-depth reading and discussion of classical and contemporary works in economic sociology. Typical issues examined include capitalism as historical social system; capital and markets as social structures; social networks, commodity chains, and product cycles; sociological perspectives on economic development.

Arrighi

### 230.607 Labor in the World System

A research seminar on the comparative-historical sociology of labor movements. The interrelationships between transformations in the labor process, labor markets, and patterns of working class formation and protest are examined; spatial and temporal convergences/divergences are analyzed.

Silver

### 230.608 Proseminar in Sociology

Individual one-hour presentations by faculty members will introduce students to the faculty's substantive interests and research styles.

Staff

### 230.609 Dissertation Seminar

A semester-long course designed to facilitate graduate students' formulation of a dissertation proposal. This course is designed for advanced graduate students actively preparing their dissertation proposals.

Staff

### 230.611 Seminar in Comparative and World-Historical Sociology

In this seminar we will read key texts in comparative sociology. The topics covered are cross-national sociology, comparative national development, comparing world-systems, the modern world-system, globalization, and social movements.

Arrighi, Silver

### 230.612 Seminar on Social Inequality

This seminar attempts a broad survey of sociological theorizing and research on social stratification and the role of social institutions in generating and mitigating inequality.

Staff

**230.614 Seminar on the Family**

A discussion-oriented seminar focused on major recent writings on the family, in both the developed and developing nations.

Cherlin

**230.615 Seminar on Panel Data Analysis**

The course covers advanced methods for panel data analysis, including discrete time models for continuous vs. categorical dependent variables, random vs. fixed effects, and static vs. dynamic processes. Applications of these models to sociological research will be illustrated.

Hao

**230.616 Researching Race, Class, and Gender**

This advanced graduate seminar reviews the major sociological works on race, class and gender. It is designed to assist dissertation-level students to flesh out specific points and counterpoints feeding debates among scholars in the field.

McDonald

**230.617 Seminar on Immigration**

In-depth reading and discussion of theories and research on immigration to the U.S. Theoretical issues include international migration, immigration, and assimilation. Research topics include the impact of U.S. immigration laws on immigrant inflows and stocks, self-selection of immigrants, the impact of immigration on the native-born population, and the adaptation of the first and second generations. The course focuses on immigration since 1965 and its related controversies and debates.

Hao

**230.620 Seminar on Women and Work**

A graduate seminar designed as a collective research experience to investigate the interdependent nature of gender, work, and family. Specifically, the course will examine market and nonmarket forces that affect women's employment trends and employment life trajectories; structural inequality in the society and its consequences for the workplace; how organizational settings affect the behavior of men and women at work; historical racial and ethnic differences in the meaning of work and participation in the paid and non-paid labor force; and the connectedness of women's employment to marriage and childbearing. Open to advanced undergraduates with permission of instructor.

McDonald

**230.622 Seminar on Limited Dependent Variable Models**

This course introduces students to techniques for the analysis of event histories and categorical data such as logistic regression, hazard models, and other censored and truncated regression models. Students will do exercises using sample data and statistical software.

Cherlin

**230.625 Seminar on Development**

This is a reading seminar on developmental processes at the global, regional, and national level. Students read

and discuss recent theoretical and empirical works on one or more of the following topics: the rise and demise of world systems; regional economies and civilizations; hegemonic cycles and world-scale processes of capital accumulation; core/periphery hierarchies and uneven development; transnational institutions and comparative national development.

Arrighi

**626.626 World Systems Analysis**

Selected topics in the study of long-term, world-scale social change.

Silver

**230.631 Confirmatory Factor Analysis and Linear Structural-Equations Modeling**

Non-mathematical introduction to the use of these advanced methods for dealing with measurement error and causal modeling. Emphasis will be given to examining underlying assumptions and critically evaluating the advantages and disadvantages of these methods. Participants will be expected to do analyses using own data or data provided by the instructor. Prerequisites: some knowledge of multiple regression analysis, some familiarity with computers.

Kohn

**230.643 Sociological Analysis**

An intensive analysis of a wide range of sociological studies, designed to acquaint the student with how sociologists deal with important theoretical issues, using a variety of methods and sources of data. Particular attention will be paid to the logical coherence of the studies and to the fit between data and interpretation.

Kohn

**230.649 Qualitative Research Methods in the Social Sciences**

This course provides in-depth familiarity with qualitative research methods, including ethnographic research, participant observation, and intensive interviewing. Alternative conventions in the elaboration of narratives are also explored. The course includes the application of relevant methods. Open to advanced undergraduates with permission of instructor.

McDonald

**230.650 Macro-Comparative Research Methods**

The course examines methods of studying long-term, large-scale social change. Both qualitative and quantitative methods are covered.

Silver

**230.651 Politics and Society**

This seminar surveys key texts that treat essential problems of political sociology including the rise of the modern state, the relationship between political and economic power, the nation-state model and nationalism, ideology and political contention, collective identity and action, the origins and nature of liberal democracy, and gender and the state.

Andreas

**230.655 Seminar on Sociology of Education**

Topics are selected to enable students to understand and extend or revise current theories and measurements of school effects. Topics may include the social organization of schools and classrooms, estimation of cumulative school impact; techniques for examining the interaction of school, individual and family characteristics; definition and measurement of nonacademic outcomes of schooling, formulation of factors which condition the influence of school desegregation; elaboration of attainment models; comparison of within- and between-school models; and study of school, family, and peer group influence processes.

Alexander, DeLuca, Plank

**230.656 Theoretical Perspectives on Education and Society**

Students are introduced to current theory and research regarding the role of schooling in modern society. Topics are selected to enable students to understand and extend

or revise current perspectives and measurements of the antecedents and nature of effects of education. Topics include classical theories on the functions of education (e.g., Durkheim, Weber, Waller, Dewey, and Marx), education and nation-building, education and the division of labor, differentiation and stratification in schools, and education and cultural and social reproduction.

Plank

**230.800 Independent Reading and Study**

Students may request instructors to arrange reading or research courses fitting particular needs and interests.

Staff

**230.802 Dissertation Research**

Staff

**230.804 Research Apprenticeship/Assistantship**

Staff