Sociology

The Department of Sociology strives to understand the origins and reproduction of social inequality, especially as it relates to issues of pressing public concern. Our particular areas of focus include race/ethnicity, gender, the sociology of work and the workplace, immigration, social movements and economic inequality.

Sociological analysis begins from theoretical perspectives that explain how the structures that organize and govern social systems emerge and change. Our curriculum and research emphasize an understanding of social processes that is well grounded in empirical data related to how societies actually function. We also seek to engage with social policies and social institutions to better understand the world in which we live and to help guide social change.

Re-established in 2015 after a hiatus of more than two decades, the department offers undergraduate major and minor programs with wide-ranging course offerings every semester. The curriculum provides students with research tools to examine critical social issues and to apply their understanding of sociology to activities outside of the university.

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Majors

The Major in Sociology

The major in sociology provides students with a rigorous understanding of the ways in which social relations and settings shape individual and group experiences and outcomes, with an emphasis on how various forms of inequality are created and propagated through time. Reflecting the diversity of social settings that motivate sociological inquiry, students will enroll in multiple introductory-level courses. We intend that these first courses will help students develop a sociological lens through which they can better understand the baseline determinants of inequality, social order and change. Because the discipline draws on diverse theoretical and methodological tools to engage with these core issues, required course work ensures that students develop expertise in classical and contemporary
requirements.) or better. (Courses taken on a pass/fail basis do not satisfy requirements must be completed with a letter grade of C- or better. The major requires the successful completion of 10 courses, distributed as specified below. Courses that satisfy major requirements must be completed with a letter grade of C- or better. (Courses taken on a pass/fail basis do not satisfy requirements.)

Requirements:
The major requires the successful completion of 10 courses, distributed as specified below. Courses that satisfy major requirements must be completed with a letter grade of C- or better. (Courses taken on a pass/fail basis do not satisfy requirements.)

a. **Introductory requirement** (6 credits total): Any two 200-level sociology courses (Students may substitute an upper-level sociology course for one of their two introductory courses with the written approval of their major adviser.)

b. **Theory requirement** (3 credits): SOC 3001 Social Theory

c. **Methods requirement** (6 credits): SOC 3030 Introduction to Research Methods and SOC 3050 Statistics for Sociology

Because SOC 3050 draws on specific sociological applications of statistical analyses, we strongly encourage students to enroll in our department's Statistics for Sociology course. However, with the written approval of their major adviser, students may substitute Math 2200, Math 3200, or a disciplinary statistics course from another social science for SOC 3050. Majors who receive approval to fulfill this requirement with a course from another department or university are required to take an additional upper-level sociology course in lieu of SOC 3050.

d. **Upper-level sociology electives** (15 credits): Any five 300- or 400-level seminar courses. An independent learning course (i.e., independent research or an internship) can fulfill one of these five elective course requirements.

e. **Capstone:** Majors will choose to complete any one of the following options:

i. **Capstone paper tied to an upper-level course** (at least 1 credit): Students electing this option may align the research paper with any upper-level sociology course taken during or prior to the semester in which they undertake this accompanying capstone paper. Capstone research papers typically are 10 to 15 pages in length and represent some application of course content to a related topic developed by the student in consultation with the instructor. Students interested in this option should register for the section of SOC 4900 Capstone Paper for Sociology Majors assigned to the relevant instructor, who will then do the following: (1) approve the capstone paper topic at the outset of the semester; (2) be available for consultation at all stages of the project; (3) assign a final grade for this 1-credit course; and (4) upon completion of the paper, certify the final product as fulfilling the capstone requirement. Students should schedule a meeting with the relevant instructor prior to or at the start of the semester (i.e., well before the add/drop period) to obtain the required approval for enrollment in SOC 4900 and to discuss the paper.

ii. **Internship** (at least 2 credits): Students electing to complete a field internship are able, in consultation with their internship adviser, to identify and select a position with an organization of their choosing. For help identifying options in St. Louis, we recommend that students reference the Gephardt Center's internship opportunities listings ([https://gephardtinstitute.wustl.edu/for-students/](https://gephardtinstitute.wustl.edu/for-students/)) as well as the Career Center's CAREERlink database ([https://careercenter.wustl.edu/tools/careerlink/Pages/Students.aspx](https://careercenter.wustl.edu/tools/careerlink/Pages/Students.aspx)). Over time, our department website will also provide resources for connecting with local organizations in need of student interns with a background in sociology. Capstone internships are intended to integrate and apply the knowledge gained in the classroom to community and organizational settings. As such, students are required to identify a faculty adviser of their choosing to approve and oversee the experience in consultation with the on-site internship manager. (Note that the internship adviser need not be the same as the student's major adviser.) To receive credit for the internship, students should first obtain approval for the proposed experience in advance of the internship start date from their selected faculty adviser, who will then provide the required permission to enroll in the adviser's assigned section of SOC 4910 Internship in Sociology. Students must complete and file an Internship Learning Agreement (PDF) ([http://bulletin.wustl.edu/undergrad/artsci/sociology/Learning_Agreement_Form_SOC_FL2019_.pdf](http://bulletin.wustl.edu/undergrad/artsci/sociology/Learning_Agreement_Form_SOC_FL2019_.pdf)) with the department no later than two weeks after the first day of the internship. The university stipulates 45 hours of work for each academic credit earned, so students will need to complete at least 90 internship hours — along with a series of reflective assignments arranged in consultation with their adviser — to fulfill the capstone requirement. Although only 2 credit units are required, students can register for up to 3 credit units, which would require a minimum of 135 internship hours to be completed.

iii. **Honors thesis** (6 credits): The sociology honors thesis program is a two-semester sequence that students complete during their final year of study. In the fall, students will enroll in the honors thesis seminar, which will aid them in developing their research questions
and their thesis proposals. In the spring, students will undertake independent research under faculty mentor supervision through an independent study-style course. Honors students must successfully defend their thesis in front of a faculty committee, and they will be expected to share their work by participating in department- and university-level research forums. Students who choose the thesis capstone option can apply 3 of their thesis credits toward their major elective requirement (part d in the list above). This means that, in addition to their thesis project, they would need to complete four (rather than five) additional 300- or 400-level seminar courses. Students must complete both fall and spring offerings of the honors sequence to receive this dual credit. To be eligible for Latin honors in sociology, students must complete an honors thesis. For more information about honors work in the department, please visit our Undergraduate FAQ & Policies page (https://sociology.wustl.edu/undergraduate-faq-policies/).

iv. In/Visible St. Louis (3 credits): This course collaboration between the Sam Fox School of Design & Visual Arts and the Department of Sociology provides a unique, hands-on opportunity to fulfill the capstone requirement in a formal classroom experience. As the class collectively works with St. Louis community partners to further their missions through student projects, those who enroll will learn about inequalities of power and place within the city and region. Although first-year and sophomore students may enroll in this course, only juniors and seniors will earn capstone credit for their work.

Minors

The Minor in Sociology

Requirements:

a. Introductory requirement (3 credits total): One 100- or 200-level sociology course
b. Theory requirement (3 credits): SOC 3001 Social Theory (offered every year)
c. Methods requirement (3 credits): Either SOC 3030 Introduction to Research Methods or SOC 3050 Statistics for Sociology
d. Additional upper-level sociology electives (6 credits): Any two 300- or 400-level courses

Courses taken pass/fail and courses in which a student earns less than a C- do not fulfill minor requirements.

Courses


L40 SOC 144 First-Year Seminar: Monumental Anti-Racism

As sources of national memory and identity, public monuments, place names, historical markers, and other elements of commemorative landscapes are potential sites of cultural violence (e.g., alienation, disrespect, and erasure) contributing to broader conflict and inequality; they are therefore important considerations in movements for equal opportunity and justice. Some contend that memory sites are “the new lunch counters,” where our racial politics are worked out. This course examines the racial politics of commemorative objects and practices as well as commemorative intervention as a strategy of anti-racist activism. We begin with an historical survey of various ways that racism has been inscribed on the commemorative landscape, and readings in history, political theory, cultural studies, and other fields will be used to gain insight into these contested commemorative objects, their development, and social significance. We then turn to a critical assessment of efforts to remove and recontextualize commemorative objects and to erect new objects commemorating neglected figures and issues. We consider how these reparative efforts relate to what political theorists call “remedies of recognition” and specifically how they might aid in advancing equal opportunity and justice. Through our study and engagement with contested commemorative landscapes (including local, national, and global cases), students will become familiar with the burgeoning interdisciplinary field of memory studies, diverse forms and sites of commemoration, local and global efforts to advance what has been termed “commemorative justice,” and the challenges being faced. Same as L90 AFAS 144

Credit 3 units. A&S: FYS A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: BA EN: H

L40 SOC 2010 The Roots of Ferguson: Understanding Racial Inequality in the Contemporary U.S.

An overview of sociological understandings of race, with a particular focus on race relations in the contemporary United States. The course begins by inquiring how sociologists understand racial distinctions, asking: What comprises a racial group? What constitutes a “group” in the social sense? The course then shifts to explore patterns of racial inequality in the U.S., particularly through investigating the intersections of economic, political, and racial stratification. After analyzing national trends in racial stratification, the course narrows its focus to particular regions and metropolitan areas, including St. Louis, to shed light on pressing public concerns such as the interrelationships between race and the criminal justice system. The course ends by looking beyond U.S. borders to compare the way that race is understood in other countries. Are there common patterns of racial classification shared by many societies? What makes the U.S. system of racial stratification distinctive?

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2020 Order and Change in Society

This course identifies and analyzes processes that create social order and forces that generate social change. What kinds of structures make social life coherent so that people can navigate a wide range of social settings? How do societies sometimes mobilize to alter the status quo, and what kinds of barriers limit those efforts to change social systems? This course engages with such core issues through a sociological lens. Specific topics
include: the emergence of social roles and status systems; how social networks matter in communities, schools, and other groups; and the performance, reproduction, and subversion of privilege and inequality.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2030 Social Movements
Social movements are collective efforts to produce political, economic, and/or cultural change. This course draws on a range of historical and contemporary case studies to analyze such collective actions by interrogating distinctive aspects of movements and their associated campaigns. Key questions include: when and where do movements occur, who participates and why, how do protest strategies and tactics develop, how do police and other movement targets react to challenges to the status quo, and how can we assess the direct and indirect impacts of contention?
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2110 Social Inequality in America
Americans face different challenges and opportunities that depend on a variety of characteristics, including race, class, gender, and sexual orientation. This class examines these intersecting categories from a sociological perspective - not simply as ways to classify people, but as social constructions that help to explain social inequality. Students will examine these systems in a variety of institutional contexts, such as popular culture, family life, education, the criminal justice system, and the labor force.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2510 Sociological Approaches to American Health Care
A sociological exploration of how health, illness, and health care delivery in the United States are influenced by the social structure in which they are embedded. With the backdrop of the ongoing crisis of health care in the United States and the controversy surrounding the Affordable Care Act, we focus on the intersections of diversity factors including such as race, social class, gender, and sexuality that predict risks in navigating the health care system. Professionals representing a variety of health-oriented settings who serve the needs of a diverse constituency will share their perspectives.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2511 Juvenile Justice in the Black Experience
This course examines the sociological past, present, and future of American juvenile justice, with a focus on the Black American experience. The course is organized in three parts. Part I surveys the late 19th- and early 20th-century development of the "parental state," including its institutional centerpiece (the juvenile court), its principle legal subjects ("dependents" and "delinquents"), and how these took shape alongside the contemporaneous rise of American Apartheid. Part II examines several key changes and challenges in contemporary juvenile justice, including the transformation of this institution in the wake of the Civil Rights Movement and the endurance of racialized juvenile social control in the post-Civil Rights period. Finally, Part III considers possible futures of youth justice in the United States and beyond as well as practical strategies for achieving equal protection within and beyond the law. For AFAS majors, this course counts as Area Requirement 2.
Same as L90 AFAS 251
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2520 Inequality By Design: Understanding Racial/Ethnic Health Disparities
This course critically examines health status and health care disparities among racial/ethnic minority groups in the United States. The course will utilize sociological, demographic, epidemiological, and psychological concepts to introduce students to racial/ethnic health disparities research. Students will be exposed to the descriptive demography and epidemiology of health indicators across population groups, as well as to the theories used to understand and explain racial/ethnic health disparities. In particular, the course will examine the ways in which multiple forms of interpersonal and institutional discrimination, neighborhood and community factors, and inequalities in socioeconomic status influence health behaviors, access to health care services, and health status outcomes across racial/ethnic groups. Concepts such as acculturation, patient preferences, provider congruence and cultural competence will also be explored in this course. Finally, students will be challenged to use the theories and frameworks introduced in this course to develop and present policy approaches to address racial/ethnic disparities in health and health care in the United States.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 2530 Punishment and Inequality
This course examines the institutions and policies that shape punishment in the United States, with a particular focus on mass incarceration. The U.S. incarceration rate has more than quadrupled since the early 1970s. In this course, students examine how the United States became the world's leader in incarceration and how racial and class disparities in imprisonment became so large. The course next investigates the consequences of incarceration, both in terms of its high rates and intense social concentration. The course concludes by assessing recent attempts to reform the criminal justice system.
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

L40 SOC 2580 Families and Social Inequality
Families have changed dramatically in recent decades in the United States. Dual-earner families, single parents, cohabiting families, and blended families are now common in the contemporary family landscape. The prevalence of increasingly diverse and complex family configurations varies substantially by social class, race and ethnicity, and gender. Men's and women's work and family lives have also become more similar over time, but gender inequalities in child care remain significant. Drawing on insights from sociology, demography, and economics, this course aims to understand the causes and consequences of social inequalities in family life. The course focuses primarily on the contemporary U.S. context, but also explores historical and cross-national variation in families. The course also considers the role of social policy in affecting inequalities.
Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC BU: BA EN: S
L40 SOC 2710 First-Year Seminar: Beyond the Melting Pot: Life in Immigrant America
This course uses a sociological lens to explore contemporary immigration to the United States. The more than 43 million immigrants living in the United States today come from across the globe. Their reasons for migrating to the United States are complex, as are the laws, policies, and social structures they must navigate before and after their arrival. In the first half of the course, students will get to know Mexican immigrants who split their lives between Brooklyn and their small hometowns in Mexico; fourth-generation Chinese Americans who are still asked, "Where are you from?"; and West Indian immigrants forced to confront a U.S. racial order where they are defined by their Blackness. In the second half of the course, students will learn about Iranian-American youth navigating life in post-9/11 America and the challenges of becoming a young adult when one learns that thus. Who are these immigrants? Why and how did they come here? How well are they and their children integrating into American society? Readings will be drawn from sociological research that opens windows into the lives of immigrants in America. Students will also conduct their own hands-on research to better understand life in immigrant America. Open to first-year students only. Credit 3 units. A&S: FYS A&S IQ: LCD, SSC, SC BU: BA, IS EN: S

L40 SOC 2910 Alternative Facts: An Introduction to the Social Construction of Reality
This course acts as an introduction to the concept of social construction: the idea that an "objective" reality is shaped by one's social positions and through social interactions. Recent political events and social conflicts highlight deep divisions in American society, raising critical questions about the media and objectivity (e.g., "alternative facts" and "fake news"), networks and segregation (e.g., who talks to whom), who gets to decide what is viewed as "truth," and the role of researchers and academia in combating (or contributing to) misinformation. This course explores these questions through a sociological lens. Students will use foundational sociological theories to learn how to recognize the existence of multiple realities, and they will consider the implications of social constructionism for key domains of everyday life, American politics, and the production of knowledge. Students will also evaluate the ways that cutting-edge technological innovations and academic research can -- or cannot -- help people distinguish facts from "alternative" facts. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3012 The Social Construction of Race
An examination of race, ethnicity, and racism from a sociological perspective to understand race as a socially-constructed phenomenon manifested in a wide range of social institutions. The course focuses on how race and racism impact contemporary social problems and public policy issues including immigration, affirmative action, education, media representation, and work. Students will learn to apply sociological analysis to understand current race-related events. This course has no specific prerequisites, but the completion of an introductory sociology course is recommended prior to enrollment. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3010 Individual and Community
What social, political, and cultural forces shape the individuality of people and yet make them part of not just one community but many, each of which is greater than the sum of the individuals that comprise it? What role do families and friends fill in this process? Students explore answers to these questions by reading theories and case studies that try to explain the foundations of individuals' sense of self and the interdependence and responsibilities of individuals, families, and communities to one another. Cases students read highlight (1) how family and communal experiences (like school) influence individuals and (2) how virtual (online) and non-virtual communities are structured and sustained as social entities. In addition to readings, the class will rely on guests from the "real world" as well as field trips into virtual and non-virtual communities. AMCS Majors may count this course for Fieldwork credit with permission of instructor; a supplemental assignment might be required. Same as L98 AMCS 301B Credit 3 units. A&S IQ: SSC, BD BU: BA, ETH, IS EN: S

L40 SOC 3030 Introduction to Research Methods
An overview of research methods commonly used to investigate sociological phenomena, including experiments, surveys, ethnographic field research, and analysis of existing data. The course explores general issues in sociological research, such as research design, conceptualization and measurement, reliability, validity, sampling, and ethical conduct. Students will also review applications of research methods in specific sociological studies and analyze how research results are communicated. This a core course within the Sociology program and is required of all Sociology majors; Sociology minors are encouraged to take this course to fulfill their Methods requirement within their course of study. The course has no specific prerequisites, but some familiarity with sociological analysis is recommended. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3050 Statistics for Sociology
An introduction to descriptive and inferential statistical techniques used in sociological research. Topics addressed include: probability distributions, data presentation and visualization, confidence intervals, hypothesis testing, and linear regression. Students will learn to design and evaluate statistical analysis drawn from sociological research and other social science data sources, such as polling and economic data. Students will use statistical software to complete lab assignments. Prerequisite: successful completion of an Introductory Sociology course or consent of the instructor. Credit 3 units. A&S IQ: NSM, AN Arch: NSM Art: NSM

L40 SOC 3001 Social Theory
An overview of major theoretical frameworks used by sociologists to understand social behavior and group patterns. This course explores classical theories, including those developed by Marx, Weber, and Durkheim, along with contemporary perspectives such as functionalist, interactionist, and conflict theories. Class discussions and writing assignments emphasize students' application of theory to understand current social experiences and structures. The course has no specific prerequisites, but students should be prepared for intensive study of challenging ideas and the application of these ideas in new contexts relevant to modern society. All Sociology majors and minors must complete this core course to fulfill degree requirements. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S
L40 SOC 3310 The New Inequality
An exploration of recent trends of economic inequality in the United States that have reached levels not seen since before the Great Depression. Students will examine factors that account for the decades-long increase in economic disparities, paying particular attention to patterns in educational attainment, political developments, and the role of technological change. Students will also compare recent movements in economic inequality and macroeconomic performance in the U.S. to other advanced industrialized nations. This course has no specific prerequisites but successful completion of an introductory Sociology course is recommended prior to enrollment. Credit 3 units. A&S IQ: SSC, SC, SD, WI Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3320 Getting Paid: A Sociological Investigation of Wages and Salaries
A Burger King worker in the United States today performs the same duties and requires the same skills as a Burger King worker in Denmark. However, the worker in Denmark earns two-and-a-half times as much money. Why? A full-time construction worker in the United States today earns $10,000 less per year (adjusted for inflation) than a worker with the same job in 1973. Construction work cannot be shipped overseas, so why the decline? What determines one's pay? Are people paid fairly? How might one know? This course seeks to answer these questions. Students will draw on a range of comparative, historical, and contemporary case studies to explore changes in the ways in which American workers get paid. Key areas of focus include: employer strategies to prevent workers from realizing their market value, the role Wall St. plays in influencing pay, and ongoing efforts to measure and reward individual productivity. The ultimate goal of the course is to upend students' taken-for-granted assumptions about pay-setting, and to provide students with a richer and more complex understanding of the contemporary world of wage and salary determination. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: ETH EN: S

L40 SOC 3350 Poverty and the New American City
This course is an exploration of the structural changes that are transforming the American urban landscape, especially for low-income populations. The course begins with a review of classic theories of urban poverty and considers their relevance in the modern context. Students will then analyze key political, economic, demographic, and geographic shifts in how urban poverty is organized and reproduced, including gentrification, immigration, social policy reform, and the credit crisis. Special attention will be devoted to exploring the social and political implications of changing urban policy approaches as well as the "suburbanization" of poverty. The course will conclude by discussing how urban poverty interfaces with broader social structures, including law, markets, and the state. Prerequisite: Successful completion of an introductory sociology course or permission of instructor. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3410 Gender in Society
This course acts as an introduction to the sociological study of gender. The primary focus of the course will be on U.S. society, but we will also discuss gender in an international context. From the moment of birth, boys and girls are treated differently. Gender structures the experiences of people in all major social institutions, including the family, the workplace, and schools. Students will explore how gender impacts lives and life chances. The central themes of the course are historical changes in gender beliefs and practices; socialization practices that reproduce gender identities; how race/ethnicity, class, and sexuality shape the experience of gender; and the relationship between gender, power, and social inequality. Prerequisite: Successful completion of an introductory sociology course or permission of instructor. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3510 Sick Society: Social Determinants of Health and Health Disparities in the United States
Improving the health of the U.S. population and reducing disparities in health are national priorities. To reach these goals, much research has sought to determine the factors that influence health status beyond health care quality and access. This course explores the broad area of study termed the "social determinants of health" while placing special emphasis on the exploration of health disparities in the United States. The course will examine the social conditions that relate to the health of populations, paying particular attention to how patterns of health vary by social class, race/ethnicity, and gender. The course will also consider mechanisms that produce and maintain these differences. In addition to sociology, students will draw upon the work of multiple disciplines, including public health, demography, anthropology, public policy, economics, and medicine to understand what makes our populations sick and what might make them better. The class will be taught through an active learning approach, with class discussions, small group work, presentations, and critical writing assignments being central to the learning process. Student participation through reading and discussions is essential for both the success of the class and individual student learning. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 352 Topics in Sociology: Growing Up Poor Across America — An Application of Sociological Reasoning to Data
This is an advanced seminar on poverty in America, with a special focus on applying and analyzing data pertaining to its study. The American Dream is built around the idea that anyone, regardless of their origins, can have a fair start in life. However, recent research shows that the promise of the American Dream is uneven across the nation. Poor children growing up in San Jose, Calif., are three times more likely to escape poverty than those in Charlotte, N. Car. What might be driving these geographic differences in opportunities for low-income youth? This course will investigate the factors that may influence these differences by working with engaging real-world data. Students will explore cutting-edge research on poverty and mobility in America to develop their own research questions. Students will also develop the computational and statistical skills to put their ideas into practice by learning to analyze data and construct data representations that communicate their findings.
effectively. The ultimate goal of this course is to learn to connect sociological reasoning and an understanding of poverty and inequality with data analysis. Prerequisite: Successful completion of an introductory sociology course or permission of instructor. Completion of or concurrent enrollment in SOC 3030 and/or an introductory statistics course (SOC 3050 or equivalent) is strongly encouraged.
Credit 3 units. BU: BA

L40 SOC 3660 Social Conflict
This course is a comparative and historical examination of conflict between social groups, including groups defined by race, ethnicity, and class. Course readings will combine classical and contemporary perspectives on collective conflict with in-depth analyses of historical and contemporary episodes. The course will discuss the various ways in which conflicts can manifest, including the formation and hardening of divisive attitudes; discriminatory lawmaking and criminal justice practices; riots and collective violence; residential segregation; and sustained social movement activity. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3710 Sociology of Immigration
This course reviews theoretical and empirical research on how and why people migrate across international borders, and the consequences of international migration for immigrants and natives in the United States. While immigration is one of the most controversial issues in the contemporary United States, these contentious debates are not new. Americans once voiced the same concerns about the economic and social impact of Southern and Eastern European immigrants that today are aimed at immigrants from Latin America, Asia, Africa, and the Caribbean. In this course, students will compare historical (1880-1920) and contemporary (1965-present) waves of immigration to the United States. In this, students will explore why and how people migrate; immigrant integration; the impact of immigration on native-born Americans; and how government policies — at the national, state, and local level — shape immigrant assimilation and what it means to be considered truly “American” in a social as well as a legal sense. Prerequisite: successful completion of an introductory Sociology course or consent of the instructor.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3910 Economic Realities of the American Dream
Exploration of the realities of economic life in the U.S. and how they correspond to the American Dream. Interdisciplinary perspectives from economics, sociology, and other areas of social inquiry. Emphasis on the consistency between empirical data and different concepts of the American Dream. Specific topics to include sources of economic growth and changing living standards, unemployment, impact of globalization on U.S. citizens, economic mobility, poverty and inequality, and social justice. Prerequisites: Econ 1011 and Econ 1021, or consent of the instructors.
Same as L11 Econ 348
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 3920 Philanthropy Lab
This course is designed to give students a theoretical and practical understanding of contemporary philanthropic efforts. First, the course will lay out the sociological and historical roots of philanthropy in the United States, including where philanthropic funds come from, how they are used, and the inherent tension between capitalism and philanthropy. The role of government in funding non-profits and new philanthropic tools, such as donor-advised funds, will also be reviewed. The course will also look at philanthropy’s role in addressing social issues, including new approaches that go beyond simply giving money — such as the growing interest in and need for advocacy among institutional givers. Attendance on the first day is required for secured enrollment in the course.
Credit 3 units. A&S IQ: SSC BU: BA, HUM EN: S

L40 SOC 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to the children of immigrants as an analytical subject. Our investigation looks into the 1.5- and second-generation youth of different cultural and ethnic backgrounds in the United States, with a considerable number of case studies focusing on Asian-American and Latinx populations. Discussion topics include migration and identity, ethnicity and race, bilingualism and biculturalism, family and school, youth culture, and other pressing issues, such as mental health. The seminar offers a theoretical lens into children of immigrants by introducing different research methodologies in the social sciences. Students are required to conduct an individual research project among a selected group of children of immigrants.
Same as L97 GS (IAS) 4036
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L40 SOC 4110 Applied Sociological Research
This course is an advanced seminar that aims to connect sociological reasoning with practical data analysis. Course instructors will select current issues in contemporary sociology and identify relevant data that students will use to explore a range of related research questions. The course develops computational and statistical skills in order to put sociological ideas into practice by learning to analyze and evaluate data, in addition to presenting study results in ways that communicate one’s research findings effectively. Topics and subject areas covered will vary by offering and instructor. Prerequisite: Successful completion of an introductory Sociology course
or consent of the instructor. Completion of — or concurrent enrollment in — Introduction to Research Methods (SOC 3030) and/or an introductory statistics course (SOC 3050 or equivalent) is strongly encouraged.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L40 SOC 4210 Land of Dollars: Race, Money, and the Politics of Equity
This course will explore how racialized meanings and structures shape the circulation and accumulation of money throughout the market economy.
Credit 3 units. A&S IQ: SSC, SC BU: BA

L40 SOC 4260 Memory for the Future
This seminar course will create spaces and practices of education, commemoration, and collaboration that rest on a dialogue between collectives impacted and implicated by these varied but related histories. The course leverages the concept of "multidirectional memory" to develop new forms of humanities education and practical public history. This concept emphasizes the productivity of commemorating different yet related histories of mass violence, such as the Holocaust, slavery, apartheid, and colonialism if and when they confront each other in the public sphere. The principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. By focusing on commemorative efforts through public memorials, monuments, and especially museums, this course will engage survivors, activists, institutional leaders, and scholars (students and faculty) in the development of educational materials, artistic representations, exhibitions, and other approaches to bringing the past into the present, supporting the efforts of local and regional venues to end racism, antisemitism, homophobia, and their related violence through multidirectional memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical and curatorial skills, students will work with several area institutions to apply their study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and work with one of several partners, including the St. Louis Holocaust Museum and Learning Center, the George B. Vashon Museum, the Missouri Historical Society, and the Reparative Justice Coalition of St. Louis. Same as L56 CFH 426
Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM

L40 SOC 4289 Neighborhoods, Schools, and Social Inequality
A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course will be informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course focus. Same as L12 Educ 4289
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 4289A Interdisciplinary Topics in the Humanities: Freedom | Information | Acts
Same as L93 IPH 450
Credit 3 units. A&S IQ: HUM, LCD, WI Arch: HUM Art: HUM EN: H

L40 SOC 4510 Race, Ethnicity, and Migration
This course will explore theoretical and empirical analyses of race, ethnicity and migration through a sociological lens, focusing on children of immigrants and later-generation descendants of migrants in the United States. Students will compare the experiences and outcomes of various racial and ethnic "groups," including whites/Europeans, Blacks/African-Americans, Latinos/Hispanics, and Asians, investigating how migration processes and patterns shape racial/ethnic group formations and inequalities. Examples of specific topics related to these issues include: assimilation; ethnic and racial identities; multiraciality; language; legality; intergroup relations; and education. This course will be taught in a seminar style where student engagement within class discussions is required and one's participation is central to the learning process.
Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC BU: BA, IS EN: S

L40 SOC 4515 Migration and Health
This course explores the complex relationship between migration and health. Topics include the immigrant health paradox; social determinants of health; access to health care; cultural competence in health care; and immigration enforcement and health. This seminar will be taught as an upper-level course intended for advanced sociology majors, advanced sociology minors, and graduate students. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.
Credit 3 units. A&S IQ: SSC, SC BU: BA

L40 SOC 4601 Historical Racial Violence: Legacies & Reckonings
There is growing awareness of the legacies of historical racial violence in the United States and a related increase in reckoning efforts. Area histories of enslavement, lynching, and other racial terror and dispossession relate to inequality, conflict, and violence in the same places today. These "haunting legacies" include heart disease and other health disparity, homicide rates, white supremacist mobilization, and corporal punishment in schools. Meanwhile, many communities and institutions are moving to acknowledge and address legacies of historical racial violence in various ways. This course combines seminar-style readings and writing on legacies of racial violence with a practicum component, where individual students or groups of students will conceptualize and develop interventions intended to clarify and disrupt legacies of racial violence, facilitating
contemporary reckoning. The practicum will explore and support a broad range of interventive efforts, including public policy measures, original research projects, archival development, commemorative efforts, and a related array of mediums, including visual art, design, film, digital projects, and other creative approaches.

Same as L90 AFAS 4601
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L40 SOC 4610 Seminar in Selected Topics in Learning & Memory: Collective Memory
This course provides an overview and analysis of phenomena of people remembering as part of a group — one’s country, one’s state, one’s university, one’s family. Collective memories are critical for one’s identity, for knowing who we are and how to interpret the world around us. We will consider narcissistic tendencies of group memories in specific contexts (e.g., the Russian vs. American interpretation of world events; views of Trump supporters vs. Clinton supporters on events in the U.S.). The course will range from humanistic, anthropological, psychological, and sociological perspectives on memory.
Prerequisites: Psych 100B and a course on human memory or permission of the instructor.
Same as L33 Psych 461
Credit 3 units.

L40 SOC 4810 Global Structures and Problems
This course examines social problems around the world and their relationship to globalization — that is, the increasing connectedness of social and economic life across borders. Students will investigate a range of these problems — such as environmental degradation, labor exploitation, human rights abuses, ethnic conflict, poverty, and inequality — and these issues’ links to both personal experiences and larger social structures. The course is premised on the idea that to understand current global social problems, one must understand the evolution of markets, states, civil society and social movements, gender hierarchies, ethnic categories, and global governance over the past century.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC, SSP BU: BA, IS EN: S

L40 SOC 4900 Capstone Paper for Sociology Majors
This course requires students to carry out an independent research and writing project pertaining to the material covered within the student’s choice of an associated 300- or 400-level class that they have successfully completed prior to this Capstone course — or such a course in which the student is currently enrolled. Student work will be supervised and evaluated by the faculty member who instructed or is instructing the course on which this paper is written. Registration may be concurrent with the associated course or after the course is completed. Successful completion of this paper satisfies the capstone requirement for the Sociology major. Students will normally enroll in the minimum one credit required to fulfill the capstone requirement, but students may register for up to three credits with the approval of their faculty supervisor. This course is open to Sociology majors only. Students should obtain faculty approval for their sponsorship and proposed paper topic well in advance of course registration. Students will register for the section assigned to their respective faculty supervisor. Prerequisite: approval of faculty supervisor and upper-level class standing at the time of enrollment.

L40 SOC 4901 Sociology Honors Thesis
The Honors Thesis program is a two-semester sequence of coursework that aids students in developing, designing, executing, and producing original research within the field of sociology. Successful completion of this sequence and the thesis product is required for a student to be eligible for Latin Honors in Sociology. In the fall term, students will participate in a seminar-style course centered upon research design and obtaining needed approvals for carrying out their proposed project. In the spring term, students will be supervised by faculty mentors in an independent study as they carry out their research, analyze their findings, construct the thesis document, and defend their work in a formal defense. Students may be required to share their work in additional venues, such as departmental symposiums or institution-wide undergraduate research events. Successful completion of both terms of coursework and completion of a defendable thesis paper satisfies the capstone requirement for the sociology major. Additionally, students may count three of the six-credit sequence’s hours toward the major’s upper-level requirements. Open to sociology majors only. Students who are interested in the thesis program should contact the department’s Director of Undergraduate Studies and/or the Academic Coordinator — as well as their planned faculty mentor(s) — prior to their planned enrollment. Prerequisite: consent of instructor and faculty mentor(s).
Credit 3 units. A&S IQ: SSC EN: S

L40 SOC 4910 Internship in Sociology
Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of sociological material. To fulfill the major’s capstone requirement, students must enroll in no less than 2 credit units and complete at least 90 approved hours at their internship site, in addition to constructing an academic product to be submitted to and evaluated by their faculty advisor. Specific academic and work requirements will be set by the faculty supervisor in consultation with the student’s supervisor at the organization where the internship work is completed. Students must complete and submit an Internship Learning Agreement prior to their course enrollment and no less than two weeks after beginning at their internship site. This course is open to sociology majors and minors only. Student should register for the section assigned to their faculty supervisor. Prerequisites: The completion and submission of the department's Internship Learning Agreement and the approval of faculty and internship site supervisors.
Credit variable, maximum 3 units.

L40 SOC 4920 Teaching Practicum in Sociology
Students may receive up to three units of credit for work assisting in course instruction, tutoring, and preparation of course materials under the supervision of a faculty member. Depending on the number of credits in which a student enrolls, they may be required to submit an academic product in addition to fulfilling one’s support role within the classroom. This course may only fulfill Sociology program requirements with the approval of one’s advisor and/or the Director of Undergraduate Studies. Students should register for the section assigned to their faculty supervisor. Students may enroll in the course more than once; however, students may only receive program credit for one semester.
Credit variable, maximum 3 units.
L40 SOC 4930 In\Visible St. Louis: People, Place, and Power in the Divided City
This course approaches the study of segregation and inequality in St. Louis as deeply relational and contextual — that is, embedded in a particular space and place and constituted through social-political relations. Students will be immersed in the history, theory and contemporary academic debates surrounding inequality, segregation, and social justice initiatives in urban cities across the United States. The course pairs this theoretical base (conceiving of segregation as multifaceted and durable, historical, spatial, and interpersonal) with intensive research experiences drawing on the methodological tools available across sociology, urban design, and architecture (archival research, data collection, mapping, diagramming, interviewing, field observation). Students will initiate collaborative research projects aligning with the needs of local organizations that serve the city's historically disadvantaged populations. Local guest speakers (scholars, community leaders, residents) will enhance students' classroom learning, as will site visits and other discussion formats. This interdisciplinary course bridges the Department of Sociology and the Sam Fox School of Design and Visual Arts, a collaboration supported by The Divided City initiative.
Same as I50 INTER D 4930
Credit 3 units. A&S IQ: SSC, SC BU: BA EN: S

L40 SOC 4950 Research in Sociology
Students will conduct independent research on a sociological topic as directed by a faculty member within the Department of Sociology. The student and the supervising professor will agree in writing on the course goals, requirements, readings, assignments, meeting schedule, and evaluation criteria. The written agreement must be submitted to the department's academic coordinator and approved by the director of undergraduate studies before registration will be authorized. Students may take the course for up to 3 credit units, and, with the approval of the supervising faculty member, the course may be repeated. However, this course may be taken for program credit no more than twice (for a maximum of 6 credit units), depending on the student's status as a major or minor.
Credit variable, maximum 3 units.