

Sociology

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Courses

Visit online course listings to view semester offerings for L40 SOC (<https://courses.wustl.edu/CourseInfo.aspx?sch=L&dept=L40&crslvl=1:4>).

L40 SOC 106 Social Problems and Social Issues

This course explores and analyzes contemporary American social problems and social issues using sociological tools. The sociological perspective provides the overarching framework for analyses of social issues, along with the application of sociological theory and research. Topics include aging, alcoholism, drug abuse, crime, violence, poverty, discrimination, health care, family, globalization, and environmental degradation. This course will be valuable to students pursuing graduate work and careers in sociology, medicine and health care, and social services. The content is also useful for MCAT, LSAT, and GRE preparations. No prerequisites.

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

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 sociolegal 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 they lack any legal status. 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 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 3002 Black Feminist Theory

What makes Black feminist theory unique? Whose theorizing is considered "theory" worthy of canonizing? What are the different strands of Black feminist thought? What has Black feminist thought contributed to academic and popular culture? Through engaging with primary text and producing your own text, students in this seminar will develop answers to these questions through exploration of (contemporary) Black feminist thought.

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

L40 SOC 3006 Global Health and Language

Long before COVID-19, scholars across the globe postulated that language in health care is one of the most significant, and yet underexplored, social determinants of health in underserved linguistically diverse communities. This new course attempts to harmonize work across the disciplines of Global Public Health and Applied Linguistics by analyzing studies that examine language acquisition and language use across contexts with populations that experience serious health disparities- immigrants, refugees, indigenous peoples, racial and ethnic minority groups- and the course offers corresponding implications for health equity. Broadly speaking, this course addresses global health literacy issues, in both spoken and written communications, and its relationship to public health. As part of the seminar, students will apply the theory and research they learn to help meet the local language health needs of a changing population of refugees and immigrants in St. Louis community.

Same as L97 GS 3006

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

L40 SOC 301B 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, SD Arch: SSC Art: SSC 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 is 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 320B Deviance and Society

In sociology, deviance is the term used to describe actions or identities that differ from group norms. It encompasses everything from serious crimes (e.g. murder) to non-criminal, but frowned upon, behavior (e.g. talking loudly at the movies). Why do certain actions and identities become labeled as deviant and others do not? In what ways do societal conceptions of deviance change over time? How do people labeled as deviant manage their deviant identities and deal with any associated stigma? In this course, we will think about and explore how sociology and related disciplines have approached the study of social deviance and consider what we can learn about societies by looking at the way they construct deviant identities and acts.

Credit 3 units. A&S IQ: SSC, SC

L40 SOC 3212 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 329 Sociology of Religion

Credit 3 units. A&S IQ: SSC, SC

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 351 Topics in Sociology

This is an intermediate- to advanced-level seminar focused on various topics and subject areas within -- and adjacent to -- the field of sociology. The themes and content of the course will vary by offering and instructor. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.
Credit 3 units.

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 3550 Sociology of Work

This course is an overview of the sociological understandings of work and, in particular, how work reduces or replicates inequality. It will cover classic and contemporary sociological theories of work; how work in the United States has changed over time; and how workers are matched to "good" and "bad" jobs. Threaded throughout the course is the exploration racial, gender, and class barriers to inclusion and advancement at work. Students will explore how organizational structures, policies, and practices can increase or decrease those barriers. 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 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 3810 Film and the City

What makes a city a city? Is there something unique about urban life, in comparison to the way life is lived in rural areas and small towns? Only recently has over half of the world's population started to live in urban centers. What issues, if any, might have arisen from this development? In this course, students will think about and explore how sociology and related disciplines have approached the study of cities. Students will read classic and contemporary theorists on urban life and consider how

cities shape the human experience. Then, they will apply what they learn to consider the city as portrayed in film. Movies will become the lab where students grapple with the good, the bad, the ugly, and also the beauty of cities.

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

L40 SOC 4036 Children of Immigrants: Identity and Acculturation

This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants. Attendance on the first day of class is mandatory to reserve class enrollment.

Same as L97 GS 4036

Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L40 SOC 411 Childhood and Society

Credit 3 units. A&S IQ: SSC, SC

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 4211 Race and Place

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

L40 SOC 4212 Work, Family, and Gender Inequality in the Contemporary U.S.

Despite dramatic increases in women's education and employment over the past century, progress toward gender equality in both the public and private sphere has slowed or stalled in recent decades. Drawing on research in sociology, economics, and demography, this course examines why gender inequality persists in the workplace and in family life. We focus primarily on the contemporary U.S. context but also draw on historical and cross-national comparisons. In addition, the course considers the role of cultural norms and work-family policy in shaping gender inequality.

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

L40 SOC 423 Political Sociology

In this course we will be discussing politics, the way that people interact with politics, and the way that politics shape our lives. Why do individuals participate in politics (e.g., vote) or become engaged in their communities (e.g., join a voluntary association, protest, etc.)? What role do our social connections play in political and civic engagement? What does political competition in the US look like today? What accounts for increasing political partisanship in the United States? Who has access to political institutions? How amenable is our political system to change? Who has the power to impact policy and institutions? How do shifts in political participation, civic engagement, and partisanship all shape policymaking? How does policy shape participation? In this class we will engage with these questions through course discussion, group work, class data collection and analysis, and more.

Credit 3 units. A&S IQ: SSC EN: S

L40 SOC 4260 Memory for the Future

The year-long Studioblab "Memory for the Future" (M4F) will create spaces and practices of humanities education, practical public history, and collaboration in the spirit of "multidirectional memory." This concept tries to address the interlinked histories and legacies of the Holocaust, slavery, apartheid, and colonialism and create opportunities for dialogue between communities impacted by and implicated in these forms of violence. Our principal aims are to explore, enrich, and sustain the global and local focus of "reparative memorial practices" in St. Louis. Focusing on commemorative efforts through public memorials, monuments and especially museums, M4F 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. We strive to support the efforts of local and regional initiatives and venues to end racism, antisemitism, and homophobia and their related violence through innovative and inclusive memory work. Alongside classroom-based instruction focusing on discussing scholarship and acquiring practical, curatorial, and pedagogical skills, students will work with area institutions and initiatives to apply their

study of multidirectional memory. This practicum is an integral part of the course and requires students to leave campus and regularly work with one of our partners (The Griot Museum of Black History, George B. Vashon Museum, St. Louis Kaplan Feldman Holocaust Museum, The Mildred Lane Kemper Art Museum, Reparative Justice Coalition of St. Louis, St. Louis Community Remembrance Project). Participants of the Studioloab are expected to attend regular weekly meetings and engage in self-directed and collaborative project work. We are also preparing study trips to regional sites of memory and education. The M4F Studioloab will convene at the Lewis Collaborative, a living-learning-commercial space at the west end of the Delmar Loop. All A&S graduate students and advanced undergraduates are invited to participate. Undergraduate enrollment by permission of the instructors. For History majors, this course fulfills the capstone requirement as an Advanced Seminar. As a year-long course, students are expected to enroll in both the fall and spring sections. For more information, please consult <https://www.m4f.community/>
Same as L56 CFH 426

Credit 4 units. A&S IQ: HUM, SC Arch: HUM Art: CPSC, HUM BU: HUM EN: H

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 foci. Enrollment note: Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289
Same as L12 Educ 4289

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

L40 SOC 4410 Borders and Boundaries of Belonging: Citizens, Immigrants, Refugees

This course examines ideas, policies, and practices around migration and inclusion in global comparison. We will focus heavily on key issues for inclusion, including access to the labor market, housing, education, language policy, and political rights. Throughout the course, we examine the role of INGOS, states, and municipal organizations in resettlement and inclusion. Students will have the chance to develop a project focused on a case of their choosing and hone writing skills for applied research settings.

Same as L97 GS 4410

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

L40 SOC 450A 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 450B Interdisciplinary Topics in the Humanities:

Same as L93 IPH 450A

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L40 SOC 451 Topics in Sociology: Politics and Polarization

Democracies are strengthened by diversity of participation. However, some events can create, further, and expose deep differences in trust about the legitimacy of political and social institutions. What binds people together, and what fosters trust in sociopolitical institutions after ruptures? In addition to theory, students will also gain skills in communicating research to broader audiences.

Credit 3 units. BU: BA

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 4511 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 4515 Migration and Health

This course explores the complex relationship between migration and health, with a focus on immigrant health in the United States. Topics include the immigrant health paradox, the impact of immigration enforcement on health and health behavior, access to health care, the health effects of migration on those left behind, and refugee health. Throughout the course, we will pay particular attention to the diverse mechanisms through which immigration and immigration status affect health. In addition to sociology, we will draw on scholarship from the fields of anthropology, demography, medicine, public health, and public policy. Prerequisite: Successful completion of an introductory sociology course or permission of instructor.

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

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 470 Interdisciplinary Topics: Data Signs — A Literary History of Information

Various interdisciplinary topics are explored that may include around the humanities, social sciences and data sciences.

Same as L93 IPH 470

Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L40 SOC 4720 Race, Reproduction, and Justice

Reproduction is biological, economic, political, and social. Of course, individuals reproduce, but when, how, why, and with whom we do (or do not) is also a matter of public policy and social concern. Drawing on readings from sociology, law and other fields we engage continually with these key questions: Why is reproduction an important site through which to understand sociology? How do statuses such as race, class, gender, sexuality, and ability influence people's reproductive possibilities? How have communities supported or resisted efforts at reproductive control? Why is reproductive justice central to these answers? We review theoretical pieces, empirical research, media and more to explore the answers. This course primarily focuses on the US but will expose students to global reproductive concerns. Class sessions include lecture, in-class discussion and online discussion, media analysis and other activities. This upper-level seminar presumes an understanding of the basic concepts in sociology such as sociological imagination and social construction.

Credit 3 units. A&S IQ: SSC, SC EN: S

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 4830 Global Racial Systems

This course will examine the history and contemporary expressions of racism around the world. Specifically, it aims to illuminate the entwinement of racist systems with capitalism, gender, science/knowledge production, and politics over time, focusing on global convergences and localized manifestations of such overlapping structures. The course aims to highlight the effects of global racism across spectrums of (dis)advantage as well as social movements, programs, and policies resisting racism and its effects.

Credit 3 units. A&S IQ: LCD, SSC, SC Arch: SSC Art: SSC 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.

Credit variable, maximum 3 units.

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 3 units of credit for work assisting in course instruction, tutoring, and preparation of course materials under the supervision of a faculty member. This course may fulfill sociology major requirements with the permission of one's advisor and/or the Director of Undergraduate Studies. Students may enroll in this course multiple times, but may only receive program credit once. Register for the section assigned to the faculty supervisor. Open only to students who have been approved and assigned to work as a departmental course assistant. Please contact the department's Academic Coordinator for additional details.

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.