Sociology

The Department of Sociology concentrates on two broad areas at the graduate and undergraduate levels: Global social change, which focuses on cross-national, comparative research; and social inequality, which primarily focuses on family, education, work, race, gender, policy, and immigration.

These concentrations trace back to the department's founding in 1959 by renowned American sociologist James Coleman. The department has since earned a reputation as one of most selective, personalized sociology departments in the U.S. Currently home to 12 faculty members, 41 graduate students, and roughly 30 undergraduates, the department offers a uniquely intimate scholarly atmosphere in which faculty and students interact and collaborate frequently.

Scholars in the department share a wide variety of interests and interdisciplinary partnerships. Students are given flexible parameters for their study, and several faculty members have been honored with joint appointments in other Johns Hopkins schools and divisions. The department shares a unique relationship with the Bloomberg School of Public Health, which offers faculty and students access to first-rate collaborations in fields such as population and demography, mental health and mental hygiene, and healthcare organization. The department is also proudly partnered with the Department of Applied Mathematics and Statistics and is committed to building and maintaining strong foundations in quantitative research methods.

Major in Sociology

A major in sociology offers undergraduates a variety of post-graduation opportunities. Graduates from the department have found positions in financial institutions, education, non-governmental organizations focusing on international development, research departments of major corporations, and local government social service agencies. Others continue to graduate school in sociology, public health, law, urban planning, and education. A major in sociology can also be combined with the pre-medical course sequence, resulting in a medical school candidate who is well versed in the hard science of the human body and the social science of the human experience. For more details, please visit http://soc.jhu.edu/undergraduate/.

Requirements for a B.A. Degree

The required courses for a major in sociology provide students with a fundamental understanding of sociological theory, methods, and social statistics. Beyond these core requirements, elective courses are offered on a range of important sociological themes, including gender and family, social structure and personality, education, race and ethnicity, immigration, political sociology, international development, and the evolution of a world social system. Requirements are listed below and on the Office of Academic Advising-Sociology Checklist.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AS.230.101</td>
<td>Introduction Sociology</td>
<td>3</td>
</tr>
<tr>
<td>AS.230.205</td>
<td>Introduction to Social Statistics</td>
<td>4</td>
</tr>
<tr>
<td>AS.230.202</td>
<td>Research Methods for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>AS.230.213</td>
<td>Social Theory</td>
<td>3</td>
</tr>
<tr>
<td>or AS.320</td>
<td>or Qualitative Research Practicum</td>
<td>3</td>
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<tr>
<td>or AS.325</td>
<td>or Global Social Change and Development Practicum</td>
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Six elective courses in sociology, at least four of which must be numbered 300 or above. Credits from one or two credit courses may be combined to satisfy this requirement, but no more than one of the six electives can be completed this way.

Three elective non-sociology courses carrying a Social and Behavioral Sciences designation in at least two other departments or programs are required. These may be at any level.

<table>
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<th>Total Credits</th>
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<td>13</td>
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A grade of C or better is required in all courses. For students who declared their major before fall 2012, one grade of C- is allowed in the core curriculum classes (none are allowed in the electives).

Foreign language study is strongly encouraged for majors, especially those considering graduate or professional study.

Senior Honors Program

The senior year Honors Program affords highly motivated and qualified students the opportunity to pursue, with faculty guidance, a research project of their own design. The Honors Program culminates in an honors thesis; a substantial work of original scholarship. Prerequisites and requirements for the program are as follows:

- All the requirements of a traditional major in sociology.
- Minimum 3.5 GPA in all sociology core curriculum courses.
- Declaration of intention to enroll in Senior Honors Program to faculty advisor by the end of the junior year.
- At least two 300-level courses in sociology by the end of the junior year.
- Foreign language study through the intermediate level (equivalent to four semesters) by the end of senior year.
- Enrollment in the year-long AS.230.502 Senior Honors Program.
- Completion and faculty approval of honors thesis.

For more information on the Senior Honors Program, contact your academic advisor.

Alpha Kappa Delta (AKD) Honor Society

In spring 2006, the Sociology department was awarded a chapter of the AKD sociology honor society. The chapter welcomed eleven new initiates that year, two faculty members, two new graduate students, and seven undergraduates.

AKD is an open, democratic, international society of scholars dedicated to the ideal of Athropon Katamanthanein Diakonesin or “to investigate humanity for the purpose of service.” AKD seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and other social and intellectual activities that will lead to improvement of the human condition.

AKD was founded at the University of Southern California in 1920 and affiliated with the Association of College Honor Societies in 1967. There are more than 97,000 lifetime members and over 600 chapters of the Society. These are persons with academic records showing excellence in sociology.
Initiates receive a chapter pin, a certificate of membership, and a membership activation form. Members who submit completed activation forms receive a one-year subscription to Sociological Inquiry, the official journal of the Society, the Alpha Kappa Delta Newsletter, election materials, and other services. In addition, the Society sponsors student paper contests, provides honoraria for initiation speakers, provides funds for student travel to regional sociological meetings, funds research symposia, sponsors a distinguished lecture series at the Annual Meeting of the American Sociological Association, and contributes annually to the ASA Minority Scholarship Fund. AKD members wear AKD honor cords at graduation ceremonies.

AKD chapters are important in the academic, professional, and social lives of student and faculty members. They provide opportunities for initiating and sharing activities in keeping with the purposes of the Society. Our local chapter affords the opportunity for faculty, graduate students, and undergraduate students to interact informally and to plan together events to enrich the intellectual and social life of the Department.

To be eligible for membership, majors must have at least junior year standing, an overall GPA of at least 3.0, a sociology GPA of at least 3.5, and have taken at least four courses in sociology.

Election to Alpha Kappa Delta is without regard to race, creed, or national origin. For more information, interested students should contact the AKD Faculty Chapter Representative: Karl Alexander (karl@jhu.edu), Katrina McDonald (kmcdon@jhu.edu), Stephen Plank (splank@jhu.edu).

**James S. Coleman Award**

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

The department’s primary educational goal is to train first-class sociology Ph.D.’s. The sociology graduate experience at Johns Hopkins is best characterized as a research apprenticeship - a careful blend of formal instruction, faculty-directed individual study, and supervised as well as self-initiated research. The department’s small size and specific concentrations yield a personalized course of study and close relationships with faculty members and fellow graduate students. The social climate is informal, and the mix of students and faculty, drawn from a wide variety of geographic and social backgrounds, constitutes a rewarding intellectual community.

The department also offers two certificate programs that allow students to concentrate their graduate course of study: Program on Global Social Change (PGSC) and Program on Social Inequality (PSI). Students may pursue certificates in either, both, or neither of the special programs, and credits earned while pursuing a certificate may also be used to fulfill Ph.D. requirements. For more details, please visit http://soc.jhu.edu/graduate/.

**Admissions**

Applicants must submit an application fee, personal statement, GRE scores, all college transcripts, at least two (preferably three) letters of recommendation, and a sample of written work. International applicants must also submit a TOEFL score and a financial statement (FS-1G Form: Graduate International Student Notification [F-1/J-1]). Applicants should have a broad background in social science, especially sociology, economics, and psychology. Training in mathematics is encouraged. The department gives greatest weight to an applicant’s demonstrated ability and past performance. For more details, please visit http://soc.jhu.edu/graduate/admissions/.

**Requirements for the Ph.D. Degree**

**Core Curriculum**

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<th>Course Code</th>
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<tr>
<td>AS.230.600</td>
<td>Introduction to Social Statistics</td>
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<tr>
<td>AS.230.602</td>
<td>Theories of Society</td>
</tr>
<tr>
<td>AS.230.603</td>
<td>Contemporary Social Theory</td>
</tr>
<tr>
<td>AS.230.606</td>
<td>Linear Models for the Social Sciences</td>
</tr>
<tr>
<td>AS.230.608</td>
<td>Proseminar in Sociology*</td>
</tr>
<tr>
<td>AS.230.643</td>
<td>Sociological Analysis</td>
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Students are also required to take one of the following three methods courses as part of their core course requirements: 4 credits
- AS.230.636 Research Designs for Causal Inference and Mixed Methods
- AS.230.649 Qualitative Research Methods
- AS.230.650 Macro-Comparative Research

**Total Credits**: 4

* This fall semester course is taken during the first year. Faculty presentations introduce students to the substantive interests, research and professional background of the sociology faculty. It is graded pass/fail.

To count toward degree requirements, core curriculum courses other than AS.230.815 Trial Research Paper I must be passed with a grade of B- or higher. After the core course requirement is satisfied, additional methods courses from the list above may be used to fulfill the nine-elective course requirement.

**Electives**

In addition to the core curriculum, graduate students must enroll in nine additional graduate-level courses, up to four of which may be taken outside of the department. All must be passed with a grade of B- or higher. While students are free to select these courses, the department strongly recommends that they be taken from diverse fields of specialization so as to maximize the breadth of exposure to core areas of sociology and other disciplines.

**Teaching Assistantships**

As part of their preparation for future academic work, graduate students are required to register for AS.230.811 Teaching Assistantship and serve as a teaching assistant for at least one semester.

**Foreign Language**

One of the requirements for the Ph.D. degree in sociology at Johns Hopkins University is a reading knowledge of a language other than English, and no student is exempt from this requirement. For a language to be eligible the student must show that

1. a body of social scientific literature exists in the language, or
2. the student must use this language to carry out dissertation field work or archival research for the dissertation.
The language test will evaluate comprehension of a social science document. Students are encouraged to complete the language requirement as soon as possible, but no later than the end of their third year.

Residence
A minimum of two consecutive semesters of full-time residence is mandatory for all degrees. However, at least six semesters of full-time residence is recommended by the department for completion of the core curriculum, electives, and completion of a research apprenticeship and a trial research paper. By the end of the fourth year in the program, the student is expected to have written a dissertation proposal and have defended it successfully before the appropriate examining committees.

Research Apprenticeship
AS.230.801 and AS.230.804

Students are required to develop practical research expertise through professional-level participation (data analysis, literature searches/reviews, non-routine data processing or coding, preparation and refinement of research instruments, and data/file management). This requirement is fulfilled by satisfactorily completing a Research Apprenticeship, which is required during the student’s first year of full-time graduate study in the department. The standard for certification is substantial research accomplishment as judged by the faculty supervisor.

Trial Research Paper
(AS.230.815, AS.230.816, AS.230.817)

The Trial Research Paper (TRP) affords students the experience of planning and executing a research project that leads to a scholarly paper. The TRP is expected to be a serious, complete work of scholarship, suitable for conference presentation or journal submission. By the end of the fall semester of their second year, students should invite a faculty sponsor to supervise the design and execution of the TRP project. A TRP proposal must be approved by the faculty sponsor by the end of the spring semester of the second year. By the end of the fall semester of the third year, the faculty sponsor must approve a draft of the paper which will then be reviewed by another department faculty member. The faculty sponsor, at her or his discretion, may extend this deadline to the end of the intersession period following the fall semester. The faculty reviewer will evaluate the paper and, if necessary, recommend revisions that should be made before the paper is certified. The faculty sponsor will determine required revisions and must certify a final TRP by the end of the spring semester of the third year.

Dissertation
The student must propose and conduct original research presented in a dissertation suitable for publication. The department administers an oral examination which must be passed before the student is allowed to defend before a university board. The dissertation must then be defended either at a Graduate Board preliminary oral examination, based on the dissertation proposal, or at a Graduate Board final oral examination, based on the completed dissertation.

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

Program on Global Social Change (PGSC)
This concentration of graduate study focuses on cross-national, comparative research and long-term, world-scale social change. The goal of the program is to give students knowledge of the various theoretical perspectives in these areas, experience in data collection and analysis, and expertise in one or more substantive fields.

The program does not focus on a particular geographic area, although faculty members have conducted extensive research on Latin America, Africa, Asia, the Middle East, and Eastern and Southeastern Europe. Instead of a geographical approach, the emphasis is on issues of development and social change that cut across different countries and world regions. Examples are globalization and regionalization, labor and development, city systems and urban primacy, social movements and revolutions, state violence, migration and labor force formation, family structure and change, social structure and personality, and national and international stratification. Students enroll in a sequence of courses and seminars and participate actively in ongoing faculty projects dealing with one or more of the above issues.

In addition, the interdisciplinary character of graduate education at Johns Hopkins offers students ample opportunity to enroll in courses or collaborate in research of faculty in other departments. Faculty associates of the program include distinguished scholars in anthropology, economics, geography, history, political science, and public health.

A graduate concentration is not required of Ph.D. students.

Program on Social Inequality (PSI)
This concentration of graduate study focuses on the causes and consequences of social inequality, the social processes that sustain it, and how social policies can reduce it. These questions are addressed in terms of class, gender, race, ethnicity, and immigration status/citizenship.

The program is designed to train students in the sociological analysis of social inequality among individuals and groups. This training includes course work in areas such as social stratification, the sociology of the family, the sociology of education, sociology of immigration, social structure and personality, social policy, and research design and methods. Students in the PSI program enroll in a sequence of courses and seminars and participate actively in ongoing faculty projects dealing with one or more of the above issues.

In addition, the interdisciplinary character of graduate education at Johns Hopkins offers students ample opportunity to enroll in courses or collaborate in research with faculty in other departments. Faculty associates of the program include distinguished scholars in anthropology, economics, geography, history, political science, and public health.

A graduate concentration is not required of Ph.D. students.
Joint Program: Doctorate in Sociology and Master’s in Applied Mathematics and Statistics

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

The joint program requirements include all the Ph.D. requirements in Sociology and the specially designed requirements for an M.A. or M.S.E. in Applied Mathematics and Statistics. For Sociology Ph.D. requirements, see the Sociology Ph.D. Students Handbook. Applied Mathematics and Statistics courses may substitute for AS.230.600 Introduction to Social Statistics and AS.230.604. Two options for fulfilling the requirements are available for an M.A. or M.S.E. in Applied Mathematics and Statistics. For both options, students are required to meet the Applied Mathematics and Statistics department’s computing requirement (fulfilled through EN.550.413 Applied Statistics and Data Analysis), the purpose of which is to ensure that students are able to effectively use computers to solve mathematical problems.

Note: All Joint Program students are required to complete Responsible Conduct of Research (RCR) training, which is in addition to the HIPPA training required for the sociology Ph.D.

For more information, please visit http://soc.jhu.edu/graduate/jointprogram/.

Facilities

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

Financial Aid

The department strives to provide five years of financial aid for all students who are in good academic standing. Eligibility for financial aid in the fifth year ordinarily requires successful oral defense of the dissertation proposal by May 31, following their fourth year in the Ph.D. program.

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

For current faculty and contact information go to http://soc.jhu.edu/directoryindex/faculty/

Faculty

Chair
Karl L. Alexander

John Dewey Professor of Sociology; sociology of education, social stratification.

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

Lingxin Hao
Sociology of the family, public policy, immigration, social inequality, sociology of education, quantitative methodology.

Katherine Newman
James B. Knapp Dean of the Krieger School of Arts & Sciences, Professor; Sociology of poverty and the working poor.

Beverly J. Silver
Historical capitalism, comparative and world-historical research methods, global inequality and development, labor and social movements.

Associate Professors
Joel Andreas
Post 1949 Chinese society, transitions to and from socialism, industrial democracy, education and class reproduction.

Stefanie A. DeLuca
Sociology of education, sociology of neighborhoods, life course studies.

Ho-Fung Hung
Global political economy, contentious politics, nationalism, and social theory.

Katrina Bell McDonald
Sociology of the family, gender/ethnic identity, race and social class.

Stephen B. Plank
Sociology of education, statistical and research methods, stratification.

Assistant Professors
Rina Agarwala
International development, gender, labor, migration, globalization, India.

Michael Levien
Political and developmental sociology.

Professor Emeritus
Melvin L. Kohn
Academy Professor in The Academy at JHU/KSAS; social structure and personality, cross-national comparative analysis, social class and stratification, sociology and social psychology of work.

Research Professor
Emily Agree
Gerontology demography.

Doris R. Entwisle
Sociology of human development, socialization of cognitive behavior, methods in social science research.

Adjunct/Lecturers
Joyce Epstein
Johns Hopkins University - 2013-2014

Research Professor (Center for Social Organization of Schools); sociology of education, evaluation research, social psychology.

Kelly Gebo
Adjunct Assistant Professor (School of Medicine); medical sociology and mental health.

Huei-ying Kuo
Senior Lecturer/Assistant Research Scientist; Chinese diasporic business networks, Japanese and British imperialism, as well as Chinese nationalism in East and Southeast Asia.

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

Timothy Nelson
Senior Lecturer/Assistant Research Scientist; low income non-custodial fathers, congregational studies, African-American religion.

Magda von der Heydt
Senior Lecturer (Latin American Studies Program); socio-economic history of Latin America, developmental processes.

Joint Appointments
David M. Altschuler
Adjunct Associate Professor (Institute for Policy Studies) Bloomberg School of Public Health; de-institutionalization and community-based services, delinquency and criminal justice, voluntary organizations and philanthropy, social policy.

Nan M. Astone
Associate Professor, Bloomberg School of Public Health; demography, urban poverty, adolescence.

Stanley Becker
Professor, Bloomberg School of Public Health; demography.

William W. Eaton
Professor, Bloomberg School of Public Health; epidemiology of schizophrenia, research methods, sociology of mental disorders and mental hygiene.

Margaret E. Ensminger
Professor, Bloomberg School of Public Health; poverty, family, adolescence, social structure and individual lives, substance use, criminal behavior, life course.

Thomas A. LaVeist
Professor, Bloomberg School of Public Health; medical sociology, mortality, health services, aging.

Lori Leonard
Associate Professor, Bloomberg School of Public Health; global health, anthropology, ethnography, reproductive health, adolescents, women’s health.

Vicente Navarro
Professor, Bloomberg School of Public Health; health and social policy, international health, health care policy.

Director, Adjunct Professor (Institute for Policy Studies) Bloomberg School of Public Health; policy analysis, housing policy for vulnerable populations, long-term care policy.

Marc Stein
Assistant Professor, School of Education; neighborhoods, school choice, academic achievement.

Visiting Faculty
Paul Attewell
Professor (CUNY, New York).

For current course information and registration go to https://isis.jhu.edu/classes/

Courses
AS.230.101. Introduction Sociology. 3 Credits.
Introduces students to basic sociological concepts and perspectives, and applies them to a variety of topics including family, work, and the dynamics of class, gender, and racial/ethnic inequalities in the United States and globally.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

AS.230.108. Freshman Seminar: Disability & Society. 3 Credits.
This seminar is designed to introduce students to, and examine the medical and human state of disability. It is structured to give students basic insight into how disability is defined, experienced, and understood in modern society, and to provide an introduction to the study of disability. We will look historically at the circumstances surrounding the oppression of individuals with disabilities. We will also explore how cultural depictions of disability in popular culture, films, television, music, literature, and the internet media form and reinforce disability stereotypes. Throughout this course, we will also analyze the benefits and detriments of government policies created to level opportunities for individuals with disabilities. Finally, we will also look at present bioethical issues related to disability including selective abortion, genetic testing, growth limitation, and cochlear implantation. Dean’s Prize Freshman Seminar
Instructor(s): C. Villenas
Area: Social and Behavioral Sciences.

AS.230.109. Hot Topics in Education. 3 Credits.
This course examines current school reform initiatives and the controversies surrounding them through a sociological lens. Freshmen only.
Instructor(s): K. Alexander
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.112. Freshmen Seminar on Race & Education. 3 Credits.
The goal of this course is to explore issues of race and ethnicity in American education. We begin by studying the landmark Supreme Court case, Brown V. Board of Education, and related school segregation and resegregation issues. Through lectures, discussions, and films, students will become familiar with various sociological lens through which the educational issues facing blacks, Asians, Latinos, and American Indians are analyzed. Cross-listed with the Center for Africana Studies.
Instructor(s): P. Bennett
Area: Social and Behavioral Sciences
Writing Intensive.
AS.230.114. Labor and Globalizations. 3 Credits.
Themes include the impact of global processes such as immigration and capital mobility on the nature of work and employment in different parts of the world, and how local protest has shaped global social change.
Area: Social and Behavioral Sciences.

AS.230.123. Trust and Altruism: Existence and Forms in Theory and Practice. 3 Credits.
Trust is often cited as necessary to the successful functioning of small groups, formal organizations, and democratic society. Altruism is a concept that is debated regarding its very existence - whether there is a sociological, biological, or other basis for saying it exists. Through interdisciplinary readings - primarily from sociology but also evolutionary biology, psychology, and philosophy - we will consider theories of trust and altruism, as well as claims about other mechanisms that can secure mutually beneficial cooperation. Case studies from families, education, neighborhood ecology, and on-line communities are featured. Freshmen only.
Instructor(s): S. Plank
Area: Social and Behavioral Sciences.

AS.230.127. Freshmen Seminar: Social Interaction. 3 Credits.
This course introduces students to ways of seeing social interaction, from mundane acts like conversation and riding the bus to extraordinary events like riots, escape panics and battlefield atrocities. The course will employ a “hands on” approach in which students will DO and not just read about sociology. Locations in and around campus will serve as laboratories to observe (and instigate) interactions for analysis.
Freshman Only.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

AS.230.129. Social Science Research Methods Practicum. 3 Credits.
Taught by a sociologist and a political scientist, this interdisciplinary course gives students hands-on training with several social scientific research methods. Both quantitative and qualitative methods will be introduced, including survey, secondary data analysis, participant observation, path dependency, and event-structure analysis. Students will be expected to consider the strengths and weaknesses of each method, including the types of validity threats associated with each.
Area: Social and Behavioral Sciences.

AS.230.140. Introduction to Globalization. 3 Credits.
This course will offer a broad introduction to the social, economic and political dimensions of globalization. Themes include theories of globalization, the impact of global processes such as immigration and capital mobility on work and family, and how local protest has shaped global social change.
Instructor(s): N. Aschoff
Area: Social and Behavioral Sciences.

AS.230.145. Social Problems in Contemporary China. 3 Credits.
This course will introduce students to contemporary Chinese society in the era of reform through examination of major social problems. We will examine issues such as: urban-rural divisions and the hukou system; urbanization and the plight of millions of peasant workers migrating into China’s cities; changing class structure and the lives of the new urban underclass such as laid-off state workers; the one-child policy and its impacts on women, children, and society in China; education and gender inequality; land disputes and rural protests; corruption and stalled political reforms; government media control and contesting cyber-space; pollution and emerging environmental movement; ethnic conflicts; and challenges faced with China’s medical care and public health system. The course will also discuss the impact of the rise of China, and its past, current, and possible future development paths in the region and the world. Through lectures, discussions, group projects, and documentary films, students will get a bird’s eye view of contemporary Chinese society, and gain some insights on the problems of balancing economic growth and social development. Cross-listed with East Asian Studies
Instructor(s): L. Zhang
Area: Social and Behavioral Sciences.

AS.230.150. Issues in International Development. 3 Credits.
This course will provide an undergraduate level introduction to the study and practice, as well as the successes and failures, of international development. Students will be introduced to the various theoretical frameworks used to explain underdevelopment. Students will also explore the practice of development since the 1950s by examining specific strategies employed in Latin America, South Asia, East Asia, and Africa. Using a variety of country-specific case studies, students will have the opportunity to apply the theoretical and practical frameworks learned in the class to assess the successes and failures of real-life cases. Fulfills Economics requirement for GSCD track students only.
Cross listed with International Studies (IR). Freshmen and sophomores only.
Instructor(s): R. Agarwala
Area: Social and Behavioral Sciences.

AS.230.166. Chinese Migration in Modern World History 1500’s-2000’s. 3 Credits.
This interdisciplinary course applies theories of economic sociology to examine the effects of Chinese overseas migration on modern world economy from the sixteenth century to the contemporary era. It examines the contribution of overseas Chinese to the development of capitalism in the following junctures: the East-West economic integration in the pre-modern era, China’s modern transformation after the Opium War (1839-1842), the making of US national economy in the early twentieth century, as well as the postwar economic miracles in the Pacific Rim, among others. Cross-listed with History and East Asian Studies.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences.
AS.230.175. Chinese Revolutions. 3 Credits.
This course introduces the origins, operation and impacts of five major revolutions in modern China between 1850 and 1950. These include the Taiping Rebellion, the republican revolutions, federalist and southern automatic movements, labor strikes as well as peasant rebellions. It draws on the existing historiography that examines China’s transition from an empire to a republic, impacts of western and Japanese influences to China, as well as the continuity and change of Chinese social organizations. Cross list with International Studies and East Asian Studies. Fulfills IS History requirement.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.199. Criminal Justice & Correction. 3 Credits.
An overview of the criminal justice system including court watching and riding with a police officer (optional). Class includes guest visits, field trips, and term projects.
Instructor(s): S. Harris
Area: Social and Behavioral Sciences.

The purpose of this course is to provide a sound introduction to the overall process of research and the specific research methods most frequently used by sociologists and other social scientists. Required for IS GSCD track students.
Instructor(s): L. Hao
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.203. Intro Latin American Societies. 3 Credits.
This course is designed as an introduction to Latin America’s societies for beginners. The course is organized thematically, providing a survey of Latin America through its historical, economic, social, political and cultural dimensions. We will analyze the pre-Columbian civilizations and the legacy of colonialism to understand the origins of the multiethnic societies and then focus on the contemporary development. It will offer fundamental background information to build a solid base for further specialization in a region or a theme.
Area: Social and Behavioral Sciences.

AS.230.205. Introduction to Social Statistics. 4 Credits.
This course will introduce students to the application of statistical techniques commonly used in sociological analysis. Topics include measures of central tendency and dispersion, probability theory, confidence intervals, chi-square, anova, and regression analysis. Hands-on computer experience with statistical software and analysis of data from various fields of social research. Required for IS GSCD track students.
Prerequisites: Statistics Sequence Restriction: Students who have completed EN.550.111 OR EN.550.113 may not enroll.
Instructor(s): D. Pasciuti
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.208. Introduction to Race and Ethnicity. 3 Credits.
This course offers an historical overview of race and ethnicity in American society, and the processes that have led to ethnic and racial boundaries. We explore the social dynamics of racial/ethnic hostility and racial/ethnic protest movements. In addition, we examine how race and ethnicity have been used to justify segregation, domination and genocide, but also to create a sense of community, shared responsibility and belonging. Cross-listed with Africana Studies
Instructor(s): K. McDonald
Area: Social and Behavioral Sciences.

AS.230.213. Social Theory. 3 Credits.
This course provides an introduction to classical sociological theories (with an emphasis on Marx, Weber, and Durkheim). Contemporary theoretical perspectives on social inequality, conflict, and social change are also explored. Emphasis is placed on understanding the theoretical constructs as well as on applying them in the analysis of current social issues. Required for IS GSCD track students.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.224. Migration and Social Change in China. 3 Credits.
This course, titled “Migration and Social Change in China: A Global Perspective,” assists students to understand rapid social change in China and globalization of production through the window of the massive rural-urban migration. While focusing on migrant labor, the course will raise and discuss a wide range of issues, including rural development, rural-urban inequality, government policy, public health, environmental degradation, capital relocation and global commodity chain.
Area: Social and Behavioral Sciences.

AS.230.225. Population, Health and Development. 3 Credits.
This course will cover the major world population changes in the past century as well as the contemporary situation and projections for this century. Topics include rapid population growth, the historical and continuing decline of death and birth rates, contraceptive methods as well as family planning and child survival programs, population aging, urbanization, population and the environment and the demographic effects of HIV/AIDS
Instructor(s): S. Becker
Area: Social and Behavioral Sciences.
AS.230.228. Colonialism in Asia and Its Contested Legacies. 3 Credits.
This seminar examines the theories and historiography of colonialism in Asia, with special focus on the development of British Straits Settlements and Hong Kong as well as Japanese Taiwan. We will review the competing discourses about the impact of colonial dominations in these areas from the 1800s to the present-day. In the beginning of the era, the British built up the economic linkage between Hong Kong and Penang, Malacca as well as Singapore to sustain its dominance throughout the “Far East.” In the middle of the period, the expanding Japanese empire developed Taiwan as a foothold to compete with the British interests in South China and Southeast Asia. Hong Kong and the Straits Settlements, especially Singapore, became the contested terrain where two colonial powers vied for their influences in the region. The competition was not only about trade, but about the construction of a new East Asian regional order after the end of the Chinese hegemony. In the end of the period, the intervention of the US power in postwar Asia facilitated the retreat of the colonial establishments, British and Japanese ones included. The course that compares the colonial establishments and discourses on colonial legacies among the three areas points out that colonialism constituted an inalienable part of Asian history. Cross listed International Studies (CP) and East Asian Studies. Fulfills History requirement for IS GSCD track students only. Instructor(s): H. Kuo Area: Social and Behavioral Sciences Writing Intensive.

AS.230.237. Sociology and Film. 3 Credits.
Do films merely mirror society, or do they in fact shape societal experience? This class will investigate these questions through a filmic analysis of sociological issues. We will consider both narrative and documentary films and use them to engage in sociological questions of class, race, and gender. We will discuss what the historical and current trends in film making and film subject say about society, and how these trends may in turn influence society. Instructor(s): E. Talbert Area: Humanities, Social and Behavioral Sciences.

AS.230.240. Introduction to Environmental Sociology. 3 Credits.
The first part of the course will critically examine the major theoretical perspectives on environmental sociology including nature as a social construction, ecological Marxism and ecological modernization. The second part of the course will examine key aspects of the relationship between society and the environment including risk perception, the environmental effects of economic globalization, the distribution of environmental goods and bads, population growth, environmental movements, and debates about state-led environmental protection. Instructor(s): A. Bonini Area: Social and Behavioral Sciences Writing Intensive.

AS.230.244. Race and Ethnicity in American Society. 3 Credits.
Race and ethnicity have played a prominent role in American society and continue to do so, as demonstrated by interracial and interethnic gaps in economic and educational achievement, residence, political power, family structure, crime, and health. Using a sociological framework, we will explore the historical significance of race and its development as a social construction, assess the causes and consequences of intergroup inequalities and explore potential solutions. Instructor(s): Staff Area: Social and Behavioral Sciences.

AS.230.245. Inequality & Social Policy in U.S.A.. 3 Credits.
In the US and other industrialized countries, problems of income inequality and poverty have taken a sharp turn for the worst in recent years. The purpose of the course is to give students an opportunity to learn about the causes of this increasing inequality and poverty in US cities like Baltimore, and to explore the potential for public policies to rectify these problems. Students will read about the main theoretical and empirical perspectives on the issues; examine the relationship between inequality and class, gender and race; study the history and present shape of social policy in the US; and explore the consequences of particular initiatives for the status of the urban poor. Instructor(s): A. Livingstone Area: Social and Behavioral Sciences.

AS.230.255. Men and Women in Society. 3 Credits.
This course will explore what it means to be male or female through academic writings, fiction, and film. It will examine how genders are defined by individuals, cultures, and institutions, and how those meanings shape everyday life for men and women. Power, inequality, and intersections with race-ethnicity, class, and sexuality will be a primary focus. Theories of gender addressed will include those related to masculinity, social psychology, feminism, and intersectionality. Though the course will primarily consider the United States, gender in other countries and cultures will also be addressed. Cross-listed with WGS. Instructor(s): K. McDonald Area: Social and Behavioral Sciences.

AS.230.260. Political Sociology. 3 Credits.
This course explores the interaction between political power and social forces in macro-comparative and international perspectives, focusing on how political institutions (such as states, political parties, and international governing bodies) are shaped by actions of different social groups (such as classes, ethnic groups, social movements), and vice versa. The class will cover the historical emergence of sovereign nation-state as the most salient political organization across the world, as well as its evolution into the form as we know it today. The class will also discuss the array of challenges that modern nation-states are facing under globalization and restructuring of world order following the end of Cold War. Cross-listed with Political Science. Instructor(s): H. Hung Area: Social and Behavioral Sciences.

AS.230.265. Research Tools and Technologies for the Social Sciences. 3 Credits.
This course will introduce students to a range of digital technologies that are critical for conducting social scientific research in the 21st century. Students will develop competency in the use of computer programs for statistical analysis, database management, the creation of maps and timelines, and the presentation of research reports. The research tools and technologies will be taught using examples from ongoing social science faculty research projects at Johns Hopkins on global inequality and international development. Required for GSCD track students. Instructor(s): S. Karatasli Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.
AS.230.285. Maritime East Asia. 3 Credits.
This course examines the transnational connections among merchants and migrants in the waters of East and Southeast Asia from a historical and comparative perspective. In this class, we will explore how diplomatic ties, trade and migration between the thirteenth and eighteenth centuries contributed to the making of cosmopolitan cities such as Quanzhou, Macau, Nagasaki, Fort Zeelandia (Formosa), Malacca, Singapore and Batavia. The course will also address the role that transnational trade and migration networks played in the incorporation of East and Southeast Asia into the Western-led capitalism in the nineteenth century. The course will close with an examination of how the legacies of the long-standing transnational maritime connections continue to shape contemporary inter-state competition and negotiation in the region. Key concepts to be introduced include tribute trade system, rice economy, pan-Asianism, and ASEAN free trade zone. Cross listed with East Asia Studies.
Instructor(s): H. Kuo
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.302. Class Stratification & Personality. 3 Credits.
230.302 (S) CLASS, STRATIFICATION, AND PERSONALITY (3) Kohn Limit 30 Juniors/Seniors only or instructor's consent. This intensive examination of the research literature, much of it based on survey research carried out by the instructor and his international collaborators, on the relationships of social class and social stratification with personality. The course will examine the links between people's positions in the class structure and the stratification hierarchy of their society and their more proximate conditions of life, particularly their job conditions, and how these conditions, in turn, affect (and are affected by) such basic dimensions of personality as intellectual flexibility, self-directedness of orientation, and feelings of well-being or distress. The research has been conducted principally in the United States, Japan, Poland when it was socialist, Poland and Ukraine during their transitions from socialism to nascent capitalism, and (in the instructor's current research) China during its very different transformation. Cross-listed with Psychological & Brain Sciences.
Instructor(s): M. Kohn
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.303. Sociology of Disability. 3 Credits.
This course introduces students to themes within the sociology of disability by critiquing traditional notions of disability, an exploring how societal institutions influence the classification, significance, and experiences of disability. Cross-listed with Public Health Studies.
Instructor(s): C. Villenas
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.304. Social Organization and Social Control in Schools. 3 Credits.
We will ask: “How do arrangements of tasks, rewards, roles, and opportunities in schools affect student learning, behavior, and sense of attachment?” and “In what ways are social control processes in schools related to the demands and dynamics of other institutions, particularly the family and the labor market?” Before addressing these questions, we will define social organization and social control, and describe the forms (both intended and unintended) they take in schools.
Instructor(s): S. Plank
Area: Social and Behavioral Sciences.

AS.230.309. Segregation & Social Inequality. 3 Credits.
This course presents an in-depth study of racial and ethnic residential segregation and its relationship to social inequality. Through various theoretical perspectives, students will explore the history and contemporary patterns of residential segregation in the United States. In doing so, students will learn about the persons, organizations, and social phenomena that contribute to neighborhood segregation, such as homeowner associations, federal and local governments, developers, as well as differences between groups in racial preferences and socioeconomic status. Through lectures, readings, discussions, and films, students will gain insight into the causes of segregation, as well as its social, economic, and demographic consequences. Cross listed with the Center for Africana Studies.
Instructor(s): P. Bennett
Area: Social and Behavioral Sciences.

AS.230.310. Becoming An Adult. 3 Credits.
While students may already be personally familiar with the subject matter, the course examines the sociological and psychological dimensions of this demographically dense period known as the transition to adulthood. Emphasizes life course theories of human development through readings of empirical work on adolescence, the transition to college, early employment and early family formation. Attention is paid to the ways class, gender, race and nationality influence the pathways, choices and outcomes of young people. A Statistics/Sociology background is helpful, but not required.
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.312. Education & Society. 3 Credits.
This course examines how educational institutions affect students' skills, values, and social mobility across generations. Research reviewed that compares educational institutions according to their formal and interpersonal structures. This course examines how educational institutions affect students' skills, values, and social mobility across generations. Research reviewed that compares educational institutions according to their formal and interpersonal structures. Restricted to juniors and seniors only.
Instructor(s): K. Alexander
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.313. Space, Place, Poverty & Race: Sociological Perspectives on Neighborhoods & Public Housing. 3 Credits.
Is a neighborhood just a grouping of individuals living in the same place, or do neighborhoods have collective meanings and impacts on children and families? We will capitalize on research methodologies used to define and describe neighborhoods and their effects on economic and educational outcomes. These include case studies, census data, surveys, quasi/experimental data. Focus is on how research measures neighborhood effects and incorporates community level processes into models of social causation (e.g., social capital/control, community efficacy, civic engagement). Also examined: patterns in residential mobility, segregation, and preferences within black and white populations; development of housing policy in the U.S.; programs to determine how neighborhoods affect issues of social importance. Statistics and public policy background is helpful but not required.
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences
Writing Intensive.
AS.230.314. International Development. 3 Credits.
"Recent and long-term trends in the distribution of wealth, status, welfare and power will be analyzed in light of theories of national and international development."
Instructor(s): B. Silver
Area: Social and Behavioral Sciences.

AS.230.316. African American Family. 3 Credits.
This course is an examination of sociological theories and studies of African-American families and an overview of the major issues confronting African-American family life. The contemporary conditions of black families are explored, as well as the historical events that have influenced the family patterns we currently observe. Special attention will be given to social policies that have evolved as a result of the prominence of any one perspective at a given point in time.
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences.

AS.230.317. Sociology of Immigration. 3 Credits.
This course surveys sociological theories and research on immigration to the U.S. Theoretical approaches include theories of international migration, economic sociology, immigration, and assimilation. Research topics include the impact of U.S. immigration laws and policies on immigrant inflows and stocks, self-selection of immigrants, the impact of immigration on the native-born population and the U.S. labor market and economy, and the adaptation of the first and second generations.
Instructor(s): L. Hao
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.318. State and Society in Modern India. 3 Credits.
This course examines the complex, at times conflicting, relationship that has emerged between Indian seats of power from above and Indian expressions of society from below. Attention will be placed on the period between 1947 to the present.
Instructor(s): R. Agarwala
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.320. Education & Inequality: Individual, Contextual, and Policy Perspectives. 3 Credits.
Instructor(s): S. Deluca
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.321. Revolution, Reform and the Social Inequality of China. 3 Credits.
This course explores various aspects of social inequality in China during the Mao Zedong and the post-Mao reform eras. We will examine inequality within villages, the rural/urban divide, urban inequality, education and health policies, and gender and ethnic relations. Each of these issue areas will be tackled analytically, but the aim is also to understand what it was/is like to live in China during and after the Mao era. The course is designed for both undergraduate and graduate students. Cross-listed with East Asian Studies and International Studies (CP).
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.322. Quantitative Research Practicum. 3 Credits.
This course provides "hands on" research experience applying sociological research tools and a sociological perspective to problems of substance. Quantitative methods will be emphasized, as applied to census data, survey data and/or archival data. Students will design and carry out a research project and write a research report. Juniors and seniors only. Sophomores require instructor's permission. Recommended Course Background: AS.230.205, AS.230.202
Instructor(s): S. Plank
Area: Quantitative and Mathematical Sciences, Social and Behavioral Sciences.

AS.230.323. Qualitative Research Practicum. 3 Credits.
This course provides "hands on" research experience applying sociological research tools and a sociological perspective to problems of substance. Qualitative observational and/or interviewing methods will be emphasized. Students will design and carry out a research project and write a research report. This course fulfills the "research practicum" requirement for the Sociology major.
Instructor(s): K. McDonald
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.324. Gender and International Development. 3 Credits.
This course employs a comparative perspective to examine the gendered impact of international development experiences and policies. Students will discuss the historical evolution of how the concept of gender has been constructed, conceptualized, and integrated into international development theory and practice. The course will also examine how greater international development. In particular, we will examine structural theories of poverty reduction, individual theories of power and processes of stratification at the household and family level. Specific issue areas will include the globalization, class and work political participation and social movements.
Instructor(s): R. Agarwala
Area: Social and Behavioral Sciences

AS.230.325. Global Social Change and Development Practicum. 3 Credits.
This course provides "hands on" research experience in the field of global social change and development. Students will participate in a collaborative research project analyzing the causes and consequences of the recent upsurge of protest around the world in comparison with previous historical waves of social unrest. The course fulfills the "research practicum" requirement for Sociology majors and is required for the GSCD track.
Prerequisites: Prereq: AS.230.265 or permission of Instructor.
Instructor(s): B. Silver
Area: Social and Behavioral Sciences.

AS.230.333. Quality/Inequality in United States Educatons. 3 Credits.
Instructor(s): K. Alexander
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.334. The City in Time and Space: Historical Sociology of the Urban World. 3 Credits.
Area: Social and Behavioral Sciences.

AS.230.337. Global Crises: Past and Present. 3 Credits.
Instructor(s): B. Silver
Area: Social and Behavioral Sciences.
AS.230.338. Comparative Sociology of Religious Fundamentalism. 3 Credits.
The rising tide of global religious fundamentalism in the last three decades has challenged the basic tenets of all theories of progress, and attracted significant popular and scholarly attention. This course combines theoretical material with comparative analyses of selective case studies to investigate and question the basic dichotomies that underlie our understanding of religious fundamentalism: cultural versus political, Western versus non-Western, modern versus anti-modern, and reactionary versus revolutionary.
Instructor(s): L. Bushra
Area: Social and Behavioral Sciences.

AS.230.340. Sociology of Privilege. 3 Credits.
This course examines how privilege—as a system of advantage based on race, class, gender, and sexuality—operates in social institutions including family, education, occupation, wealth, housing, migration, and media.
Area: Social and Behavioral Sciences.

AS.230.341. Medical Sociology. 3 Credits.
This course introduces students to medical sociology, which is the application of the sociological perspective to health and health care. Major topics include stress, social epidemiology, and the social organization of health care. Cross-listed with Public Health Studies.
Instructor(s): E. Agree
Area: Social and Behavioral Sciences.

AS.230.343. Political Sociology of Latin America. 3 Credits.
This course provides an overview of Latin America through its historical, economic, social, and political dimensions. Emphasis will be given to the analysis of social structures: class, race and ethnicity, and the contemporary social movements. The course begins with an overview of the pre-Columbian civilizations and colonial legacies that gave rise to the multiethnic societies and the ethnic conflicts which characterize contemporary Latin America. Cross-listed with Program in Latin American Studies and International Studies (CP)
Instructor(s): M. von der Heydt-Coca
Area: Social and Behavioral Sciences.

AS.230.344. Health and Society in Contemporary China. 3 Credits.
This class examines the social and health consequences of systemic transformations in China, including collapse of the urban work-unit system, resurgence of infectious disease, and implementation of the One-Child Policy. Dean's Teaching Fellowship; Cross-listed with East Asian Studies, Public Health and International Studies.
Instructor(s): R. Core
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.346. Economic Sociology of Latin America. 3 Credits.
This course will offer an overview of Latin America's economic reality as an intertwined process of economic and political domestic factors within the constraints of the world economy. Latin American development will be analyzed from a historical perspective. The first half of the semester the course will focus on the analysis of the economic developmental patterns starting in the middle of the 19th century to the populist era in the middle of the 20th century. In the second half of the semester, we will analyze in depth the contemporary neoliberal approach to development. Globalization is the force that drives economic, social and political processes in Latin America. The course will include case studies as well the social conflicts generated by the increasing polarization of the society. Students will be exposed to important sociological theories. Fulfills Comparative Politics and/or History requirement for International Studies. Fulfills Economics for GSCD students.
Instructor(s): M. von der Heydt-Coca
Area: Social and Behavioral Sciences.
AS.230.356. Contemporary African Social Movements. 3 Credits.
This course is a survey of contemporary social movements in sub-Saharan Africa. The course will begin with an introduction to social movement theory. Subsequent weeks will each focus on a different type of movement (e.g. independence movements, labor movements, women's movements, environmental movements, etc.) The limited coverage of African issues in the US media tends to focus on either catastrophes or on development projects that are driven by international NGOs and the governments of northern countries. Through this course, students will gain a clear understanding of the broad range of actions that African civil society is using to address social problems throughout the continent. Materials used will include academic analysis of movements, writings by movement participants themselves, and films. The course will also introduce students to the most widely used social movement theories. Because these theories have been largely developed by social scientists in northern countries, the students will be asked to assess their applicability to African movements. Through this critical application of social theory, students will investigate the specific possibilities and constraints facing social and political actors in contemporary Africa. Cross listed with Dean's Teaching Fellowship, International Studies (CP) and Africana Studies.
Instructor(s): B. Scully
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.357. The West in the East. 3 Credits.
Area: Social and Behavioral Sciences.

AS.230.359. Research Seminar on Global Social Protest. 3 Credits.
This course will be run as a collective research working group in which we will design and carry-out a research project on the current upsurge of social unrest around the world, from the Arab Spring to Occupy Wall Street, from the anti-austerity movements roiling Europe to the wave of workers' protests taking place in China (including the factories where Ipods, Ipad and Iphones are assembled). We are currently witnessing an unusual worldwide clustering of major protest movements that will have important consequences for the shape of social and political institutions in the twenty-first century. We will design and carry-out a research project aimed at documenting the spread and characteristics of this global wave as well as exploring its causes and consequences. The first part of the class will be devoted to research design (determining our central research questions, hypotheses, and data collection procedures); the remainder of the class will be devoted to data collection and analysis. This course is suitable for students who are interested in an empirical and theoretical introduction to the dynamics of global social protest as well as in gaining hands-on research experience on a topic of contemporary social and political relevance.
Instructor(s): B. Silver; S. Karatasli
Area: Social and Behavioral Sciences.

AS.230.360. Globalization, Labor and the State in East Asia. 3 Credits.
The course will examine the relationship between labor, state policies, and globalization in China, South Korea and Japan in comparative perspective. We will look at debates about the role of developmentalist states on economic and social development, as well as transformation in the nature of work and labor relations in the three countries.
Instructor(s): L. Zhang
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.361. Class and Culture. 3 Credits.
This course examines the intersection of social class and culture—both the popular culture of movies, TV, music, etc., and “culture” in the anthropological sense as the shared way of life of a people. The course is divided into three main sections: 1) concepts of class, culture and the ways in which they interact; 2) cultures of each major class within American society, beginning with the “Old” and “New Money” classes, the “New Class” of intelligentsia, the much-invoked Middle Classes, the shrinking Working Class, and continuing through the poverty-stricken Lower Classes; 3) issues of cultural consumption and production and their role in reproducing the class structure.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

AS.230.362. Migration & Development. 3 Credits.
This course focuses on the relationship between international migration and development. The course first introduces theories of international migration, immigrant integration, and international development. Building on this foundation, we then examine how immigrants interact with their homeland and how sending country governments tap their diaspora to improve development outcomes. Cross-listed with International Studies (CP, IR). Fulfills Economics requirement for IS GSCD track students only.
Instructor(s): L. Hao; R. Agarwala
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.365. Labor and Globalization. 3 Credits.
The course will focus on the ways in which contemporary processes of globalization (including the current crisis) are transforming the nature of work and employment, using a wide range of local case studies from Africa, Asia, Europe, Latin America and North America. Themes include changes in business organization that impact labor (e.g., automation, outsourcing, subcontracting) and the role of inter- and intra-national labor migration. We will also look at present-day forms of workers’ protest (open and hidden, local and transnational) and how these are shaped by and are shaping global social change. Cross-listed with International Studies
Instructor(s): B. Silver; L. Zhang
Area: Social and Behavioral Sciences.

AS.230.366. From Habeas Corpus to Eminent Domain: Urban Development and Urban Planning in Comparative-Historical Perspective. 3 Credits.
This course offers a broad survey of urban development in the United States by examining both the intended and unintended consequences of urban planning. Using a comparative-historical framework, issues of power, conflict, representation, participation, and planning within urban development and the American city will be addressed and critiqued with specific reference to Baltimore. Cross listed with International Studies (AP). Fulfills History requirement for IS GSCD track students only.
Instructor(s): D. Pasciuti
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.372. Social Protest in Contemporary China. 3 Credits.
This class introduces popular resistance in post-1978 China, examining its socioeconomic, political, and cultural background, various types of protests by multiple social groups, and outcomes of protests. Cross listed with Dean's Teaching Fellowship.
Instructor(s): Y. Li
Area: Social and Behavioral Sciences
Writing Intensive.
AS.230.376. Sociology of Religion. 3 Credits.
This course addresses two primary questions: What social elements influence the varieties of religious belief, organization and action? What are the consequences of these forms of religious expression for both individuals and for society? In addition to readings and exams, students will also attend two different religious services over the course of the semester.
Instructor(s): T. Nelson
Area: Social and Behavioral Sciences.

AS.230.380. Poverty and Social Welfare Policy. 3 Credits.
This course examines the causes and consequences of U.S. poverty and explores strategies for addressing it, with some comparisons to other rich nations. We cover the major theoretical explanations scholars have advanced to explain the persistence of poverty and inequality including labor markets, residential segregation, welfare policy, family structure, and the criminal justice system. Within each topic area, students are introduced to contemporary policy approaches aimed at alleviating poverty, and evaluations of these approaches.
Instructor(s): K. Edin
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.384. Global Urbanism: Planet of Slums or World Cities?. 3 Credits.
Cities are at the forefront of a range of global governance challenges. This course will address the relationship between development and the political and economic structure of the world economy in the built environment of the city. By drawing upon both classical texts about cities (do they still work for us, what can they account for) and on a diverse literature on cities and slums, we will focus our attention to the contemporary challenges faced in cities both in the more developed and in the developing world. Through a variety of disciplinary perspectives we will try to understand the underlying social and economic changes and the profound transformations under way throughout the global urban world. Fulfills IR or CP requirement for International Studies students and Political Sociology (IR or CP) for GSCD track. (Formerly AS.191.349)
Instructor(s): D. Pasciuti
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.388. Sociology Of The Family. 3 Credits.
Sociological perspectives on contemporary family life, including marriage and divorce, cohabitation, single parenthood, same sex partnerships, children’s well being, balancing work and family responsibilities, domestic violence, and government policy toward families.
Instructor(s): A. Cherlin
Area: Social and Behavioral Sciences.

AS.230.391. Theories of International Development. 3 Credits.
This course will cover major theoretical approaches to the study of development. We will begin with foundational political economic texts (including those of Adam Smith, Karl Marx, and Karl Polanyi). After setting the historical context of decolonization, we will then proceed to cover major theoretical approaches to the study of development in the past sixty years, including: modernization theory, dependency and world systems analysis, state-centered approaches, neo-institutionalism, the capabilities approach, political-ecology, post-development, feminism, the Washington consensus, social capital, experimental economics, and contemporary sociological reconstructions of Marx, Smith and Polanyi. Cross listed with International Studies (IR); fulfills IS Economics requirement for GSCD track students only.
Instructor(s): M. Levien
Area: Social and Behavioral Sciences.

AS.230.396. Politics and Society. 3 Credits.
This seminar surveys texts that treat key problems of political sociology including the rise of the modern state, the relationship between political and economic power, the origins and nature of liberal democracy, the nation-state and nationalism, states and war, states and welfare, sources of authority, ideology and political contention, social movements, and social revolutions. Fulfills Comparative Politics requirement for International Studies.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.399. Economic Development in Comparative Perspective. 3 Credits.
This course reviews the evolution of the literature on economic development over the past half-century and evaluates its strengths and weaknesses in light of developmental experiences in Africa, Asia and Latin America. Course lectures are by Dr. Brian Van Arkadie, an economist with decades of experience in the international development field including as a consultant for the World Bank, the United Nations Development Program and to numerous governments ranging from Tanzania and Uganda to Egypt and Vietnam.
Instructor(s): B. Silver; B. Van Arkadie
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.415. Social Problems in Contemporary China. 3 Credits.
In this course we will examine contemporary Chinese society, looking at economic development, rural transformation, urbanization and migration, labor relations, changes in class structure and family organization, health care, environmental problems, governance, and popular protest. The course is designed for both graduate and undergraduate students. Undergraduates must have already completed a course about China at Hopkins. Cross-listed with East Asian Studies.
Instructor(s): J. Andreas
Area: Social and Behavioral Sciences
Writing Intensive.

AS.230.500. Independent Study. 0 - 4 Credit.
Instructor(s): A. Cherlin; H. Hung; K. Alexander; L. Hao; M. Levien.

AS.230.501. Research Assistantship. 3 Credits.
Instructor(s): H. Hung; K. McDonald.

AS.230.502. Senior Honors Program. 0 - 3 Credit.
Instructor(s): Staff.

AS.230.506. Independent Research. NULL Credits.
Instructor(s): Staff.
AS.230.507. Internship. 1 Credit.
Instructor(s): J. Andreas; K. Alexander.

AS.230.508. Internship. 1 Credit.
Instructor(s): H. Hung; K. Alexander; Staff.

AS.230.597. Independent Research. 3 Credits.
Instructor(s): K. Alexander; L. Hao; P. Bennett; S. Deluca; S. Plank.

AS.230.598. Summer Internship. 1 Credit.
Instructor(s): Staff.

AS.230.599. Independent Study. 3 Credits.
Instructor(s): K. McDonald; P. Bennett; Y. Ma.

AS.230.600. Introduction to Social Statistics.
This course will introduce students to the application of statistical techniques commonly used in sociological analysis. Topics include measures of central tendency and dispersion, probability theory, confidence intervals, chi-square, anova, and regression analysis. Hands-on computer experience with statistical software and analysis of data from various fields of social research.
Instructor(s): D. Pasciuti.

This course is designed to support and foster the ability of students to think *critically, theoretically, and empirically *about issues of design in sociological research. There are four main areas we will focus on in the course: 1) Understanding causal inference and the objectives of social science; 2) Learning the types of validity in research designs; 3) Becoming familiar with the elements of research design, such as treatment, observation and assignment; 4) Comparing and contrasting experimental and quasi-experimental designs and their applications for the study of social processes and social problems. The course will give a general overview of sociological research designs, but we will critically examine research in a few specific areas, such as education and urban sociology, for the sake of consistent, coherent examples. Sociology/Statistics background is helpful, but not required.
Instructor(s): S. Deluca.

AS.230.602. Theories of Society.
Intensive readings from classical theorists (including Marx, Weber, and Durkheim) form the core of this course. Emphasis is placed on exploring the utility of social theory for formulating important sociological questions and conceptualizing social research.
Instructor(s): B. Silver.

AS.230.603. Contemporary Social Theory.
This course will explore several important traditions in contemporary social theory, including structural-functionalism, micro-interactionism, exchange and rational choice, post-structuralism, discourse and narrative analysis, and efforts by recent theorists to extend, synthesize, supplement, and revise Marx and Weber's explanations of inequality, group conflict, and macro-level social change, including world systems analysis.
Instructor(s): J. Andreas.

A seminar in multiple regression (least squares and alternative estimation procedures) with a focus on sociological problems and software applications. Extensions to hierarchical linear models will be included. Graduate students should have completed AS.230.600 or the equivalent. Undergraduates only admitted with instructor's permission, and AS.230.205 or equivalent. Recommended Course Background: AS.230.205, AS.230.600 or equivalent.
Instructor(s): Staff.

AS.230.605. Categorical Data Analysis.
This course provides the students with a set of statistical tools to understand and interpret social science research dealing with categorical dependent variables and to prepare students to apply these models in their own research. The models covered in the course include logit, probit, Poisson, and log-linear models, as well as multi-level models of categorical dependent variables.
Instructor(s): L. Hao.

This course introduces the main tools of categorical and panel data analysis. Categorical data analysis deals with categorical dependent variables. The first 7 weeks of the course introduce models for dichotomous, multiple-category, and count dependent variables, including logit, probit, ordered logit, multinomial logit, poisson, and negative binomial models. Week 7 covers procedures for constructing data and handling missing data. The last 6 weeks introduce discrete-time models for panel data analysis along three lines: continuous vs. Categorical dependent variables, random-vs. Fixed-effects models and static vs. Dynamic models. This course uses the statistical packages stata.
Instructor(s): L. Hao
Area: Social and Behavioral Sciences.

This is an intensive reading seminar on working class formation from a comparative, historical and global perspective, including theoretical and empirical (case study) readings on changes over time in labor process, labor markets, and labor movements. We will build on a range of local case studies to establish spatial and temporal patterns, and discuss the connections between these global patterns and the dynamics of historical capitalism.
Instructor(s): B. Silver; L. Zhang.

AS.230.608. Proseminar In Sociology.
Individual one-hour presentations by faculty members will introduce students to the faculty's substantive interests and research styles.
Instructor(s): K. Alexander.

Instructor(s): M. Kohn.

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

AS.230.611. World-Historical Sociology.
In this seminar we will read key texts in comparative sociology. The topics covered are cross-national sociology, comparative national development, comparing world-systems, the modern world-system, globalization, and social movements.
Instructor(s): H. Hung.

AS.230.612. Seminar on Social Inequality.
This seminar attempts a broad survey of sociological theorizing and research on social stratification and the role of social institutions in generating and mitigating inequality.
Instructor(s): K. Alexander.

A discussion-oriented seminar focused on major recent writings on the family, in both the developed and developing nations.
Instructor(s): A. Cherlin.
Instructor(s): L. Hao.

AS.230.616. Researching Race, Class, & Gender.
This advanced graduate seminar is designed to help graduate students sort out whether they are headed for careers as race, gender, or class specialists. We will review major sociological work in these sub-fields and work to determine what common elements of these publications makes them a stand out in the discipline. Then students will be asked to craft projects of their own.
Instructor(s): K. McDonald.

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

This course covers hazard models (also called survival analysis), treatment effects models such as propensity score analysis, censored regression models, and statistical approaches to address endogeneity. It is offered in alternate years with AS.230.606, Categorical and Panel Data Analysis.
Instructor(s): A. Cherlin.

This course engages students in the study of educational inequality through in depth readings on poverty, culture, the family, neighborhoods and public policy.
Instructor(s): S. Deluca.

This seminar offers a graduate level introduction to the theoretically guided study of national development. The first part of the course analyzes the development theories that dominated the first four decades of the development effort. The second half of the course examines more recent perspectives that have attempted to fill the intellectual void left by the demise of the development paradigm. Throughout the seminar, discussions and readings will focus on the intellectual history of the development theories: What are the relevant questions to ask and what are the appropriate units of analysis for the study of social and political change? What forces have propelled transformations across the world? What explanatory power do the theories hold for our future?
Instructor(s): R. Agarwala.

Instructor’s permission required. Selected topics in the study of long-term, world-scale social change.
Instructor(s): B. Silver; R. Korzeniewicz; W. Martin.

AS.230.630. Research in International Development.

Instructor(s): M. Kohn.

AS.230.632. Research on International Development II.
Instructor Permission Required. Research-oriented seminar on selected topics in international development. Course work will include various activities including the writing of review essays, critical analysis of key texts, symposium participation, and the collection and incorporation of new evidence realted to specific theses on global inequality and development.

TBD
Instructor(s): B. Silver; C. Nealon.

AS.230.634. 21st Century Capitalism II.
Permission of instructor required.
Instructor(s): B. Silver; C. Nealon.

AS.230.635. PGSC Research Seminar.
Working seminar focusing on new research in the field of comparative and world-historical sociology. Sociology graduate students or permission of instructor.
Instructor(s): B. Silver; H. Hung.

This course is designed to help students think critically, theoretically, and empirically about issues in design of sociological research that aims to answer causal questions and incorporate mixed methods approaches. Specifically, we will focus on: 1) Understanding causal inference and the objectives of social science; 2) Learning the types of validity in research designs; 3) Becoming familiar with the elements of experimental research design, such as treatment, observation and assignment; 4) Comparing and contrasting experimental and quasi-experimental designs and their applications for the study of social processes and social problems; 5) Understanding designs that employ mixed methods to answer questions of social and policy importance.
The course will give a general overview of the challenges of causal inference, but we will focus on research in a few specific areas, such as education and urban sociology, for the sake of consistent, coherent examples. Sociology/Statistics background is helpful, but not required.
Instructor(s): S. Deluca.

AS.230.638. 21st Century Capitalism IV.
Instructor(s): B. Silver; C. Nealon.

This course is designed to help students understand the important theoretical and empirical considerations required to design, collect and analyze sociological data in urban settings. Emphasis will be given to the practical aspects of fieldwork and data collection, as well as the benefits and challenges of mixed methods research designs. The significance of research for public policy will also be highlighted. The workload for each semester will vary, usually tackling one or more of the following aspects of conducting research in urban settings: moving from theoretical puzzles to research questions; designing interview guides; designing human subjects/IRB protocols; preparing logistics for fieldwork; interview training; actual interviewing in the field; writing field notes; analyzing data from interviews; writing papers from qualitative data; blending GIS, qualitative and quantitative data to answer questions. Admission is granted by permission from instructor only.
Instructor(s): S. Deluca.
An intensive analysis of a wide range of sociological studies, designed to acquaint the student with how sociologists deal with important theoretical issues, using a variety of methods and sources of data. Particular attention will be paid to the logical coherence of the studies and to the fit between data and interpretation. 
Instructor(s): H. Hung 
Area: Social and Behavioral Sciences.

AS.230.645. PSI Research Seminar.  
Seminar focusing on new research in the study of social inequality, with an emphasis on education, neighborhoods, race, family dynamics, health and social policy. Sociology graduate students or permission of instructor. 
Instructor(s): S. Deluca.

AS.230.647. Agrarian Change.  
This course will explore questions related to historical and contemporary trajectories of agrarian change. It begins with classical theoretical debates on the distinctiveness of peasancies and their prospects under capitalism. It will then turn to major themes of agrarian change in the twentieth century: modes of production, class polarization and differentiation, peasant wars, moral economies, everyday resistance, collectivization and decollectivization, food regimes, and depesantization. It will conclude with new themes in agrarian change, with a particular emphasis on contemporary forms of land dispossession and repossession. The course will be structured as a reading-intensive research seminar. 
Instructor(s): M. Levien.

This course provides in-depth familiarity with qualitative research methods, including ethnographic research, participant observation, and intensive interviewing. Alternative conventions in the elaboration of narratives are also explored. The course includes the application of relevant methods. 
Instructor(s): K. McDonald 
Area: Social and Behavioral Sciences 
Writing Intensive.

AS.230.650. Macro-Comparative Research.  
The course examines methods of studying long-term, large-scale social change. Both qualitative and quantitative methods are covered. 
Instructor(s): B. Silver.

This seminar surveys key problems of political sociology including the rise of the modern state, the origins and nature of liberal democracy, the relationship between political and economic power, the nation-state model and nationalism, ideology and political contention, collective identity, and collective action. 
Instructor(s): J. Andreas.

AS.230.652. Macrocomparative Research Methods II.  
The course examines methods of studying long-term, large-scale social change. Time and space in social science research, narration and explanation, statistical and historical approaches.

AS.230.655. Sociology Of Education.  
Topics are selected to enable students to understand and extend or revise current theories and measurements of school effects. Topics may include the social organization of schools and classrooms, estimation of cumulative school impact; techniques for examining the interaction of school, individual and family characteristics; definition and measurement of nonacademic outcomes of schooling, formulation of factors which condition the influence of school desegregation; elaboration of attainment models; and study of school, family, and peer group influence processes. 
Instructor(s): K. Alexander.

This course presents an in-depth study of racial and ethnic residential segregation and its relationship to social inequality. Through various theoretical perspectives, students will explore the history and contemporary patterns of residential segregation in the United States. In doing so, students will learn about the persons, organizations, and social phenomena that contribute to neighborhood segregation, such as homeowner associations, federal and local governments, developers, as well as differences between groups in racial preferences and socioeconomic status. Through both classics in urban sociology and contemporary works, students will gain insight into the causes of segregation, as well as its social, economic, and demographic consequences. 
Instructor(s): P. Bennett.

AS.230.660. Social Structure and Personality.  
An intensive examination of the research literature on the relationships of position in the social structure (particularly the class structure and the social stratification hierarchy) with personality, based primarily on research conducted by the instructor and his collaborators in the United States, Japan, Poland when it was socialist, Poland and Ukraine during their transitions from socialism to nascent capitalism, and (currently) China during its very different transformation. 
Instructor(s): M. Kohn.

AS.230.800. Independent Study.  
Sec. 01 - Alexander Sec. 02 - Staff Sec. 03 - Cherlin Sec. 04 - Hao Sec. 05 - Staff Sec. 06 - McDonald Sec. 07 - Plank Sec. 08 - Andrews Sec. 09 - Staff Sec. 10 - DeLuca Sec. 11 - Silver Sec. 12 - Agarwala 
Instructor(s): Staff.

Sec. 01 – Alexander Sec. 02 – Hung Sec. 03 – Cherlin Sec. 04 – Hao Sec. 05 – Staff Sec. 06 – McDonald Sec. 07 – Plank Sec. 08 – Andrews Sec. 09 – Staff Sec. 10 – DeLuca Sec. 11 – Silver Sec. 12 – Agarwala 
Instructor(s): Staff.

Sec. 01 – Alexander Sec. 02 – Hung Sec. 03 – Cherlin Sec. 04 – Hao Sec. 05 – Staff Sec. 06 – McDonald Sec. 07 – Plank Sec. 08 – Andrews Sec. 09 – Staff Sec. 10 – DeLuca Sec. 11 – Silver Sec. 12 – Agarwala 
Instructor(s): Staff.

Sec. 01 – Alexander Sec. 02 – Hung Sec. 03 – Cherlin Sec. 04 – Hao Sec. 05 – Staff Sec. 06 – McDonald Sec. 07 – Plank Sec. 08 – Andrews Sec. 09 – Staff Sec. 10 – DeLuca Sec. 11 – Silver Sec. 12 – Agarwala 
Instructor(s): Staff.

Instructor(s): Staff.
**AS.230.811. Teaching Assistantship.**
Sec. 01 – Alexander Sec. 02 – Hung Sec. 03 – Cherlin Sec. 04 – Hao Sec. 05 – Staff Sec. 06 – McDonald Sec. 07 – Plank Sec. 08 – Andreas Sec. 09 – Staff Sec. 10 – DeLuca Sec. 11 – Silver Sec. 12 – Agarwala Sec. 13 – Agree Sec. 14 – Staff
Instructor(s): Staff.

**AS.230.815. Trial Research Paper I.**
Instructor(s): Staff.

**AS.230.816. Trial Research Paper II.**
Instructor(s): Staff.

**AS.230.817. Trial Research Paper III.**
Instructor(s): Staff.

**AS.230.820. Sociology Research Practicum.**
This course is for graduate students in the PhD program in Sociology to obtain graduate credit for work off campus that provides training and the development of skills in teaching and/or research. Before the practicum is begun, the graduate student must identify a sponsoring faculty member or seek permission from the student’s faculty advisor. The faculty member or adviser must sign a form that certifies that graduate credit will be granted, verifies the nature of the work to be performed by the student and explains how the practicum helps to fulfill the degree requirement. Once completed, the sponsoring faculty member or adviser submits a grade of pass or fail for the student. This course may be used for Curricular Practical Training (CPT).
Instructor(s): Staff.

**AS.360.247. Introduction to Social Policy: Baltimore and Beyond. 3 Credits.**
How can we address pressing social problems, such as inner city poverty, inequality in educational attainment among children from different backgrounds, and disparities in access to health care? Social policy refers to the programs, legislation and governmental activities that regulate access to important social, financial and institutional resources needed by members of a society to address these concerns. Social policy also aims to reduce inequality, especially in the areas of education, health, income, housing, neighborhoods, and employment. The study of social policy is interdisciplinary, and this course will introduce students to the basic concepts in economics, political science, and sociology relevant to the study of social problems and the programs designed to remedy them. We will cover issues of national policy importance, as well as issues specifically affecting Baltimore City and the metropolitan region. This course is open to all students, but will be require d for the new Social Policy Minor. The course is also recommended for students who are interested in law school, medical school, programs in public health, and graduate school in related social science fields. Cross list with Sociology, Economics and Political Science.
Freshman, Sophomore and Juniors only.
Instructor(s): A. Sheingate; B. Morgan; S. Deluca
Area: Social and Behavioral Sciences
Writing Intensive.

**Political Science**

**AS.190.653. Organizations.**
Graduate students only. "Organizations are the fundamental building blocks of economic, social and political life. This course will examine how different disciplines (sociology, economics, political science) approach the problem of explaining how organizations operate, as well as exploring the structure and development of a very wide range of organizations (firms, interest groups, charitable foundations, universities, militaries, bureaucracies, international organizations, and professions)."
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

**AS.191.206. Violence and World Orders. 3 Credits.**
This class explores the relationship between two central concepts of International Relations: violence and world order. Some broad questions we will attempt to answer include: What is the role of violence in maintaining or producing certain world orders, both contemporary and historical? How do blatant and more hidden forms of violence work together to foreclose certain possibilities for social, political, and economic existence? How do different logics of violence produce hierarchies of gender, race, citizenship and class? What violence pasts and/or presents are concealed by contemporary ways of thinking about world order? We will explore diverse literatures from International Relations and political theory that addresses these questions. Readings will include contemporary work from International Relations theory as well as Franz Fanon, Michel Foucault, Judith Butler, Achille Mbembe and others. Assignments will include several analytic essays.Cross-listed with Sociology.
Instructor(s): L. Wilcox
Area: Social and Behavioral Sciences.

**AS.191.349. Global Urbanism: Planet of Slums or World Cities. 3 Credits.**
This course will address the relationship between development and the political and economic structure of the world economy in the built environment of the city. By drawing upon both classical texts about cities (do they still work for us, what can they account for) and on a diverse literature on cities and slums, we will focus our attention to the contemporary challenges faced in cities both in the more developed and in the developing world. Through a variety of disciplinary perspectives we will try to understand the underlying social and economic changes and the profound transformations under way throughout the global urban world.
Instructor(s): D. Pasciuti
Writing Intensive.

**AS.191.375. Thinking Organizationally about Politics. 3 Credits.**
Alitchison Students Only.
Instructor(s): S. Teles
Area: Social and Behavioral Sciences.

**Public Policy**

**AS.195.477. Intro To Urban Policy. 3 Credits.**
Perm. Req’d. 195.477 & 195.478 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering
Instructor(s): S. Newman
Area: Social and Behavioral Sciences
Writing Intensive.
**AS.195.478. Urban Policy Internship. 3 Credits.**

195.478 & 195.477 must be taken together by undergraduates Cross-listed with Political Science, Sociology, Public Health Studies, and Geography and Environmental Engineering

Instructor(s): S. Newman

Writing Intensive.

**East Asian Studies**

**AS.310.204. Rural Development in Asia. 3 Credits.**

We will examine the transformation of the Asian countryside from the beginning of the twentieth century up until the present by looking at agrarian structure, economic and social development, collectivization and decollectivization, rural industrialization, agribusiness, sustainable agriculture, and rural unrest. Course materials combine theoretical readings with empirical case studies. While theoretical readings examine global processes involving Asia and elsewhere, case studies cover several Asian countries, with an emphasis on China and India.

Instructor(s): B. Gurel

Area: Humanities, Social and Behavioral Sciences

Writing Intensive.

**Program in Latin American Studies**

**AS.361.357. Development in Latin America Today: Theories and Practices. 3 Credits.**

The course examines a new wave of development theories and projects that have emerged in Latin America in response to changes such as the empowerment of indigenous movements, the rise of China, the contestation of U.S. hegemony and the current global crisis. Theoretical questions are examined in light of real case studies and reports from the United Nations. Cross-listed with Sociology

Instructor(s): F. Filomeno

Area: Humanities, Social and Behavioral Sciences.

**Center for Africana Studies**

**AS.362.111. Introduction to African American Studies. 3 Credits.**

This course is an introduction to the origins and emergence of African American Studies as an academic discipline in the American academy. The course is centered on the social realities of people of African descent living in the United States.

Instructor(s): K. McDonald

Area: Humanities, Social and Behavioral Sciences

Writing Intensive.

**AS.362.175. Freshman Seminar: Remembering the Black Power Movement. 3 Credits.**

This course critically examines trends, developments, contradictions, and dilemmas related to the Black Power Movement for black identity and self-determination in the late 1960s and 1970s.

Instructor(s): F. Hayes

Area: Humanities, Social and Behavioral Sciences

Writing Intensive.