

Sociology 1: Introduction to Sociology

Spring 2017, Dartmouth College
Mon/Wed/Fri, 10:10-11:15 am
X-hour: Thurs 12:15-1:05 pm
Classroom: 007 Steele Hall

Instructor: Dr. Kimberly B. Rogers
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Course Description. The sociological perspective helps us to understand connections between self and society, order and conflict, and continuity and change. It reveals how social forces shape our own life and the lives of those around us, in ways that are often hidden or overlooked. This course will help you to develop your “sociological imagination” – understanding individual experiences in the context of broader social structures. The course will also provide a broad overview of and introduction to the field of sociology. You will learn what sociology is, how sociologists do research, and the key theories and concepts that guide the discipline. We will explore a variety of different topics of interest to sociologists, including race, class, gender, family, culture, deviance, health, and social networks.

Course Format. While you can expect a brief lecture each week, participation is an important part of this class. You are expected to come to class having completed the assigned reading and prepared to apply what you learned in discussion groups and hands-on exercises designed to strengthen your sociological imagination. You will complete written reflections on the material each week, including reflections on specific course readings prior to class and longer weekly reflections that draw linkages between different concepts and readings. You will submit four sociological imagination assignments over the course of the term, which require you to apply sociological principles to your own life, life at Dartmouth, and other real-world issues while collecting or working with data. In lieu of a final exam, you will submit a learning portfolio that synthesizes and reflects on your learning in the course. We will only use x-hour if we need to schedule a make-up class meeting.

Learning Goals:

- Gain familiarity with major sociological theories, concepts, and subject areas
- Gain basic knowledge of sociological research methods and their strengths and weaknesses
- Develop an awareness of the relationship between personal biographies (including your own) and broader historical and structural trends; learn to exercise your “sociological imagination”
- Develop data literacy, ability to interpret and evaluate sociological research and findings
- Apply sociological theories and concepts to real-world issues
- Reflect on your growth as a learner and the development of your ideas over the term

The required textbook for this course will be available for purchase at Wheelock Books. It is also on reserve at Baker-Berry Library. Additional readings are available on our course Canvas site: <http://canvas.dartmouth.edu>.

Required textbook:

Grusky, David B. and Szonja Szelényi (eds). 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (2nd edition). Westview Press. ISBN: 978-0813344843.

COURSE REQUIREMENTS

Reflection Journal (40%)

You will complete written reflections on the assigned readings throughout the term (worth 5% of your grade per week). This will include two main types of writing: reflections on specific course readings prior to class and longer weekly reflections that draw linkages between different concepts and readings.

Reflections on Course Readings. Your reflections on course readings will take a form known as QCCQ – *quotation, concept, comparison, question* (Rusche and Jason 2011). You will select a (2-4 sentence) *quotation* from each reading that captures one of its main arguments; summarize, in your own words, the *concept* or idea the quotation captures; make a *comparison* between this reading and another reading from the unit; and pose a critical thinking *question* to that can be used in class to generate discussion. These are due Sundays at 11:59 pm each week in the term, for the readings we will discuss in class the upcoming week. While it is good practice to complete a QCCQ reflection for each of the assigned readings, you are required to complete at least two of these reflections each week. These entries will be worth 2% of your final grade per week.

Weekly Reflections. Each week, you will write a 500-word reflection that draws linkages between different concepts and readings in the unit, in response to a prompt I will post for you on Canvas. These reflections are designed to help you identify and understand major themes in our reading for the week. Entries will be worth 3% of your final grade per week, graded on the following scale: 3=outstanding, 2=satisfactory, 1=limited, 0=unsatisfactory/no entry. Weekly reflections are due Fridays by 11:59 pm.

Cornell Notes. This style of note-taking not only describes the content of the material covered, but also incorporates reflections on your learning in the course as it progresses. Three main types of reflections are particularly useful: *personal notes* (reactions to the material based on your personal beliefs, values, or experiences), *methodological notes* (what did and did not work well about your approach to the material, how you can improve on your methods in the future), and *theoretical notes* (major themes that emerge across the content, linkages you notice between different concepts and theories). Write reflections on the fly, or as soon as possible after class.

I will not ask you to submit these notes as you write them, but you will need them to complete your final portfolio assignment, so make sure you develop a practice of tracing your thoughts in this way throughout the term. I suggest you flag your reflections as PN, MN, or TN so they are simpler to locate when constructing your portfolio. If you prefer to hand-write your notes, you can find a print template on Canvas. If you prefer to type your notes, you can use the review pane in Word, and add your reflections as comments on sections of text.

Sociological Imagination Assignments (40%)

On four occasions over the term, you will complete hands-on assignments designed to strengthen your sociological imagination. These assignments will require you to apply sociological principles to your own life, life at Dartmouth, and other real-world issues while collecting or working with data. They will be worth 40% of your grade total (10% each) and will require you to discuss and apply what you are learning in class in a deeper way. You can find detailed instructions for each of these assignments on Canvas. Sociological imagination assignments will be due every other Wednesday by 11:59 pm, on the weeks listed in the course schedule below.

Final Portfolio (20%)

Your final portfolio will have three parts: a reflection on the course learning objectives, a reflection on the ideas you've developed over the term, and supporting evidence for the claims made in these two reflections, drawn from your written work in the course. First, you will reflect on each of the learning objectives for the course – those listed in the syllabus, plus an additional learning goal you will set for yourself at the start of the term – answering several questions about each. What did I learn? How did I learn? Why did I learn? What do I have yet to learn?

Afterward, you will reflect on the major ideas and themes developed in your own writing over the term. In each written reflection, you will identify readings, activities, assignments, and practices that were important to your learning. You will compile and cite evidence from your written work in the course, including your Cornell notes, written responses to class activities, reflection journal entries, and sociological imagination assignments. This assignment will be due during finals week, and is worth 20% of your final grade in the course.

Final Grade

Your final numeric grade in the course will be determined by your reflections on course readings and weekly reflection papers (40%), your performance on the sociological imagination assignments (40%), and your final portfolio (20%). Your numeric grade will be converted into a letter grade using the scale below. A description of the quality of work necessary to receive a certain letter grade in the course is available [here](#).

A	95-100	B+	89-91.99	B-	80-82.99	C	73-76.99	D	60-69.99
A-	92-94.99	B	83-88.99	C+	77-79.99	C-	70-72.99	E	0-59.99

COURSE POLICIES

Academic Responsibility

Dartmouth College is a community of scholars and learners committed to academic and personal honesty, responsibility, and respect for others. All students should conduct themselves in accordance with the Dartmouth community standards, particularly the [academic honor principle](#). Cheating, plagiarism, use of the same work in multiple courses, and unauthorized collaboration will not be tolerated. Minor violations of the honor principle may result in loss of credit or failure for a given piece of work or in the course. Major violations may result in suspension or expulsion from the College. [Writing and research support](#) are available through the Institute for Writing and Rhetoric.

Class Conduct

The materials we will read and class discussions we will undertake this semester deal with issues that may in some cases be sensitive and personal to students in the class. These materials are important in helping us to expose the ways in which inequalities of power, status, and resources affect social life, come to understand our own experiences and the experiences of others through a sociological lens, and develop a class dialogue about how we can work to overcome inequalities and understand our own privilege.

All students are expected to have a voice in our class dialogue. Class participation is about thinking carefully, listening, and posing questions to others as much as it is about sharing your ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. To help us accomplish this goal, ***laptops and tablets may be used in class expressly for note-taking, and must be disconnected from the internet unless we are using it for a class activity. No cell phones may be used in class.*** Violations of this policy will impact your final grade in the course.

The tone with which we engage one another is also extremely important, and should come from a place of mutual respect and understanding. You are free to disagree with the views raised in the material or by others in the class, but must do so with a reasoned critique based on a complete consideration of their argument. Your own argument should be supported by sociological evidence rather than personal opinion or anecdotes. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are expected to treat one another and me with respect at all times.

Absences

Attendance and participation are important parts of this course. My expectations for participation are described above, in the section on Class Conduct. Chronic unexcused absences will cause a significant loss of points from your course grade. You can miss up to 3 class meetings without penalty, no questions asked. ***Any more than three absences over the course of the term will cause you to lose a third of a letter grade from your final grade for each class missed (e.g., A to A-, A- to B+...).*** It is your responsibility to keep up with any material that you miss because of an absence, including announced changes to the schedule. Class policies on late and missed work are outlined in more detail below. If you expect to miss class meetings because of athletic team participation, religious observances, or some other reason, please arrange a meeting with me at the start of the term, and bring documentation of the expected conflicts.

Late Work Policy

Lots of unexpected things will come up over the course of the semester. To make sure you don't wind up in a difficult position, plan ahead: start your assignments early and finish them well in advance of the deadline. Speak with me at the beginning of the semester if you anticipate any circumstances that might affect your ability to get your work in on time. Reflection journal entries are designed to help you prepare for in-class activities and reinforce what you've learned each week. ***They will not be accepted late.*** Sociological imagination assignments that come in after the deadline will be ***penalized one letter grade per day; those that are more than 5 days late will receive a zero.*** The same is true for your final portfolio. If the deadline has arrived and your work is incomplete, it's best to turn in whatever you have finished.

Extensions will only be given on graded assignments if the deadline was missed because of extreme circumstances beyond your control. For example: severe illness requiring a doctor's visit or hospitalization, death in the family, or college-excused events (which must be approved ahead of time). Generally not feeling well, forgetting about the deadline, having computer problems, needing to help your friend or family member with something, scheduling conflicts with interviews, appointments, or exams in other classes, etc. are not considered extreme circumstances. If you believe you're eligible for an extension, ***it is your responsibility to notify me before missing the deadline, and explain in writing why you feel your circumstances warrant an exception.*** Students who have been granted accommodations by Student Accessibility Services should arrange to meet with me early in the term so we can plan ahead.

Canvas and Course Assignments

Canvas and email are important forms of communication for this class; be sure to check both regularly to stay informed. Readings and assignments that are not in the required textbook will be posted on Canvas, which can be accessed at: <https://canvas.dartmouth.edu>. Canvas is also the main forum by which most of your assignments will be submitted. If you have any difficulties accessing the site, or are unsure of how to use its necessary features, please contact me as soon as possible. Confusion about the use of Canvas is not a valid excuse for the late submission of assignments.

Re-Grading of Assignments

If you believe that I have made an error in grading an assignment, please provide me with a written explanation of why your grade should be changed, not to exceed one page, along with a clean (unmarked) copy of the work in question. Based on your rationale and my careful examination of your work, *your grade may go up, go down, or remain the same*. You have one week from the date the assignment is returned to you to request that it be re-graded.

Accommodations

Students requiring academic accommodations, modifications, or auxiliary aids should contact [Student Accessibility Services](#) at either Student.Accessibility.Services@Dartmouth.edu or 603-646-9900. Once your accommodations have been established with SAS, we should arrange a private meeting early in the semester to discuss how I can best support you in the course.

Student Wellness

I recognize that the academic environment at Dartmouth is challenging, that our terms are intensive, and that classes are not the only demanding aspect of your life. There are a number of resources available to you on campus to support your wellness, including your [undergraduate dean](#), [counseling services](#), and the [Student Wellness Center](#). I encourage you to take advantage of these resources, and to speak with me if you need support in the class.

CLASS SCHEDULE AND READINGS

Week 1: Thinking Sociologically

Monday, March 26	Mills, <i>The Sociological Imagination</i> Schwalbe, <i>Making Sense of the World Differently</i>
Wednesday, March 28	Giddens et al., <i>Asking and Answering Sociological Questions</i>
Friday, March 30	Durkheim, <i>The Social Element of Suicide</i> (Group 1) Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> (Group 2) Marx and Engels, <i>Manifesto of the Communist Party</i> (Group 3) DuBois, <i>Double-Consciousness and the Veil</i> (Group 4)
Due this week	Personal Learning Goal for the Course

Week 2: Stratification and Poverty

Monday, April 2	Davis and Moore, <i>Some Principles of Stratification</i> (IR, 16-19) Blau and Duncan, <i>The Process of Stratification</i> (IR, 527-540)
Wednesday, April 4	Ehrenreich, <i>Nickel and Dime</i> (IR, 136-146) Newman and Chen, <i>The Missing Class</i> (IR, 147-152)
Friday, April 6	Edin and Kefalas, <i>Unmarried with Children</i> Shaefer et al., <i>Understanding the Dynamics of \$2-a-Day Poverty in the United States</i>
Additional reading	Weber, <i>Class, Status, Party</i> (IR, 56-67) Tumin, <i>Some Principles of Stratification: A Critical Analysis</i>
Due this week	QCCQ #1 and Weekly Reflection #1 Sociological Imagination Assignment #1

Week 3: Capital and Wealth

Monday, April 9	Bourdieu, <i>The Forms of Capital</i> MacLeod, <i>Ain't No Makin' It</i> (IR, 567-583)
Wednesday, April 11	Lareau, <i>Unequal Childhoods</i> (IR, 648-659) Calarco, <i>Coached for the Classroom</i>
Friday, April 13	Mills, <i>The Power Elite</i> (IR, 100-111) Harrington, <i>How Wealthy People Protect Their Money</i> Keister and Lee, <i>The One Percent</i>
Additional reading	Lareau and Weininger, <i>Cultural Capital in Educational Research</i>
Due this week	QCCQ #2 and Weekly Reflection #2

Week 4: Race and Racism

Monday, April 16	Omi and Winant, <i>Racial Formation in the United States</i> (IR, 222-227) Bonilla-Silva and Forman, <i>I Am Not a Racist But...</i> Rosenbloom and Way, <i>Experiences of Discrimination in an Urban High School</i>
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Wednesday, April 18	Wilson, <i>The Declining Significance of Race</i> (IR, 282-295)
	Oliver and Shapiro, <i>Black Wealth/White Wealth</i> (IR, 296-303)
Friday, April 20	Western, <i>Incarceration, Unemployment, and Inequality</i> (IR, 208-213)
	Pager, <i>Race, Crime and Finding Work in an Era of Mass Incarceration</i> (IR, 260-268)
Additional reading	Pager and Shepherd, <i>The Sociology of Discrimination</i>
Due this week	QCCQ #3 and Weekly Reflection #3
	Sociological Imagination Assignment #2

Week 5: Gender and Family

Monday, April 23	West and Zimmerman, <i>Doing Gender</i>
	Ridgeway, <i>Framed Before We Know It</i>
Wednesday, April 25	Correll et al., <i>Is There a Motherhood Penalty?</i> (IR, 365-377)
	England, <i>Devaluation and the Pay of Comparable Male & Female Occupations</i> (IR, 421-425)
Friday, April 27	Hochschild, <i>The Time Bind</i> (IR, 326-331)
	Jacobs and Gerson, <i>The Time Divide</i> (IR, 345-350)
	Simon, <i>The Joys of Parenthood, Reconsidered</i>
Additional reading	Eagly and Karau, <i>Role Congruity Theory of Prejudice Toward Female Leaders</i>
Due this week	QCCQ #4 and Weekly Reflection #4

Week 6: Social Norms and Expectations

Monday, April 30	Collins, <i>Black Feminist Thought in the Matrix of Domination</i>
	McIntosh, <i>White Privilege: Unpacking the Invisible Knapsack</i>
	Coston and Kimmel, <i>Seeing Privilege Where It Isn't</i>
Wednesday, May 2	Cooley, <i>The Looking-Glass Self</i>
	Goffman, <i>The Presentation of Self in Everyday Life</i>
Friday, May 4	Hochschild, <i>The Managed Heart</i>
	Garfinkel, <i>Studies of the Routine Grounds of Everyday Activities</i>
Additional reading	Hochschild, <i>Emotion Work, Feeling Rules, and Social Structure</i>
Due this week	QCCQ #5 and Weekly Reflection #5
	Sociological Imagination Assignment #3

Week 7: Deviance and Social Control

Monday, May 7	Scott and Lyman, <i>Accounts</i>
	Marvasti, <i>Being Middle Eastern American</i>
Wednesday, May 9	Rosenhan, <i>On Being Sane in Insane Places</i>
	Thoits, <i>Emotional Deviance and Mental Disorder</i>
Friday, May 11	Link and Phelan, <i>Stigma Power</i>
	Berger, <i>The Meaning of Social Control</i>
Additional reading	McLeod, <i>Why and How Inequality Matters</i>
Due this week	QCCQ #6 and Weekly Reflection #6

Week 8: Health and Well-Being

Monday, May 14	Mullahy et al., <i>Health, Income, and Inequality</i> (IR, 622-631) Williams and Sternthal, <i>Understanding Racial-Ethnic Disparities in Health</i>
Wednesday, May 16	Pearlin, <i>The Sociological Study of Stress</i> Thoits, <i>Stress and Health</i>
Friday, May 18	Conrad and Barker, <i>The Social Construction of Illness</i> Street Jr., <i>Information-Giving in Medical Consultations</i>
Additional reading	Phelan and Link, <i>Is Racism a Fundamental Cause of Inequalities in Health?</i>
Due this week	QCCQ #7 and Weekly Reflection #7 Sociological Imagination Assignment #4

Week 9: Networks, Contagion, and Social Movements

Monday, May 21	Granovetter, <i>The Strength of Weak Ties</i> (IR, 589-593) Lin, <i>Social Networks and Status Attainment</i> (IR, 594-596) Burt, <i>Structural Holes</i> (IR, 597-601)
Wednesday, May 23	Fowler and Christakis, <i>Dynamic Spread of Happiness in a Large Social Network</i> Cacioppo et al., <i>The Structure and Spread of Loneliness in a Large Social Network</i>
Friday, May 25	Boyd and Crawford, <i>Critical Questions for Big Data</i> Matias, <i>Were All Those Rainbow Profile Pictures Another Facebook Study?</i>
Additional reading	Lin, <i>A Network Theory of Social Capital</i>
Due this week	QCCQ #8 and Weekly Reflection #8

Final portfolio due by 11:59 pm on Saturday, June 2
