

Department of Sociology
Dartmouth College
Fall 2019

Course: Introduction to Sociology (Sociology 1)

Time: MWF 8:50-9:55
Thursday 9:05-9:55 (X-hour)

Instructor: John Campbell
306C Blunt Hall
Office phone: 646-2542

Office Hours: Monday 1:00-3:00 (or by appointment)

Email: I will try to answer email queries as soon as I can. However, given the rather large amount of email I receive, I can make no guarantees how fast that will be. For the same reason, my responses may be rather short. Please do not take offense.

Course Description: What is society? How have societies developed historically? How do they distribute wealth, income and other resources? How do they organize political authority and economic power? How do they coordinate work? How do they socialize people to “fit in” with those around them? How do they produce culture? This course provides answers to these and other questions in ways that provide an introduction to the field of sociology. It focuses on a broad range of theory and research showing how sociologists think about and study these questions. In many cases, the topics covered in the course reflect the research interests and course offerings of faculty in the sociology department at Dartmouth.

Required Texts: Listed below are the required books for the course. They on reserve at Baker-Berry Library and can be purchased on-line. There are also several additional required articles. These are listed in the syllabus below and posted on the course’s Canvas website.

John Campbell. 2018. American Discontent: The Rise of Donald Trump and Decline of the Golden Age. New York: Oxford University Press.

Gerald Davis. 2016. The Vanishing American Corporation: Navigating the Hazards of a New Economy. Oakland: Berrett-Hoehler.

Katherine Kellogg. 2011. Challenging Operations: Medical Reform and Resistance in Surgery. Chicago: University of Chicago Press.

Shamus Rahman Khan. 2011. Privilege: The Making of an Adolescent Elite at St. Paul’s School. Princeton: Princeton University Press.

Kevin Leicht and Scott Fitzgerald. 2014. Middle Class Meltdown in America. New York: Routledge.

William Julius Wilson. 2009. More Than Just Race: Being Black and Poor in the Inner City. New York: Norton.

General Course Requirements: All students are expected to attend lectures, do the reading and take the exams.

Attendance Policy: Class attendance will not be taken. Beware, however, that about half of the questions on each exam will be based on lecture material.

PowerPoint Slides: PowerPoint slides from the lectures are posted on the Canvas site and are updated periodically throughout the term and serve as guides to the lectures but are not equivalent to lecture notes. The slides you find on Canvas the day of the lecture may be slightly different from those I use in class that day (and later update on Canvas) because I often fiddle with the lecture just before class. I apologize in advance for whatever inconvenience this may cause.

Examinations: There will be three multiple choice exams including the final exam. The exam dates are listed below in the syllabus. The exams are not intended for you to demonstrate your command of facts per se but rather to make logical connections between facts, theories, concepts and other information presented in the course. In short, exams are designed to make you *think* rather than simply *regurgitate* memorized material. (NB: I strongly encourage you to form small study groups prior to the exams to review your lecture notes and readings and make up practice questions to ask each other.)

Make-up Policy: As a general rule there will be NO make-up exams. In extraordinary circumstances a make-up may be possible if (1) you know in advance that you will be unable for extraordinary reasons to take the exam, and you make arrangements with the instructor at least one week before the scheduled exam date, or (2) you are seriously ill and have confirmation from either a dean or physician that this prevented you from taking the exam. The instructor reserves the right to refuse permission for a make-up exam if he feels it is not warranted. Notably, having other exams scheduled during the same week is not an acceptable reason for requesting a make-up exam. (Note that instructors are not permitted to grant make-ups for a final exam unless the student also receives approval from their class dean. But the final decision is still made by the instructor.)

Grading: Your grade will be based on the total number of points earned in the course. At the end of the term everyone's point totals will be calculated, the distribution of these individual point totals will be calculated, and initial cutting points between letter grades will be assigned. The overall class grade point average (GPA) will then be calculated. If the class GPA is too low (less than about 3.0), then cutting points will be adjusted as necessary to bring the class GPA up to an acceptable level. If the initial class GPA is higher than about 3.0, the cutting points will not be adjusted. Once the final cutting points have been determined, then each person will be assigned a final letter grade. If an individual's total point score falls just below a cutting point, they may be bumped up to the next letter grade if they have shown significant improvement over the three exams.

The class GPA ends up being about 3.0. This consists roughly of about 34% of students in the A/A-range; 37% of students in the B+/B/B- range; 26% of students in the C+/C/C- range; and 3% of students in the D or E range.

Exam #1	80 points/40 questions
Exam #2	80 points/40 questions
Exam #3	80 points/40 questions (Note: The third exam may be cumulative.)
Extra credit	0-12 points

Extra Credit: Extra credit is available for those who are interested in earning it by completing the assignment described at the end of the syllabus. *This assignment is NOT required for the course; it is voluntary!* Depending on the quality of the assignment turned in, students may earn up to 12 points (an extra 5% of the points available in the course). These will be added to your total points at the end of the term.

Honor Principle: Examinations will be conducted in accord with the principles of academic honor detailed in <http://www.dartmouth.edu/judicialaffairs/honor/index.html>.

Students with Disabilities: Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall, Suite 125, 646-9900). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential.

Staying Healthy at Dartmouth: The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>).

Religious Observances: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Reading Assignments: The reading assignments for the course are listed below. It is expected that you will have done the reading by the time class meets on the date for which the assignment is listed in the syllabus. ***There is a lot of reading so you should keep up with it as we go along.*** Otherwise you will be faced with an extraordinary amount of reading the night before the exam. ***A series of “focal points” to help guide your reading are listed after each group of lectures relevant to a particular book or set of articles.*** (NB: I strongly encourage you to take notes on the readings, i.e., short summaries of each book chapter or article, which will help focus your attention as you read. This will also expedite studying for the exams.)

MCAT Preparation: Students taking the MCAT are now expected to be familiar with material from sociology and psychology and are advised to take an introductory course in sociology as partial preparation for that portion of the exam. Much of what we cover in this course is listed in The Official Guide to the MCAT (4th edition), chapters 9 and 12, as material that may be covered on the exam. For example, we will cover the following concepts and theories about them that are mentioned in The Official Guide to the MCAT: macro- and micro-sociology, social structure, institutions, norms, social inequality, social stratification, social mobility, poverty, prejudice, discrimination, race, gender, ethnicity, class, status, prestige, power, inclusion and exclusion, meritocracy, anomie, alienation, culture, cultural capital, social capital, human capital, sanctions, anomie, alienation, organizations, bureaucracy, organizational environments, networks, groups, roles, role conflict, socialization, self, self-identity, interpersonal interaction, presentation of self, impression management, front and back region behavior, symbolic interactionism, functionalism, conflict theory, exchange theory, rational choice theory.

Note, however, that scientific reasoning, which is also a part of the MCAT, will be illustrated in readings and lectures, but that no formal introduction to research methods, variables, hypothesis testing, etc. will be offered in this course. The term is too short to include that. Nor will we formally address data collection methods (e.g., reliability, validity, sampling) although you will read and hear about examples of various sociological methods (e.g., surveys, ethnography, historical, interviews, statistical analysis, etc.) and research designs (e.g., longitudinal, cross-sectional, experimental, cross-national). The same goes for data interpretation (e.g., graphs, charts, tables, statistics). Much of this material is covered in courses on either statistics or research methods, which the sociology department offers regularly.

Course Outline:

Part I. What is Sociology?

Sep 16 Introduction to the Course

Part II. The Development of Modern Society and the Foundations of Sociology

Sep 18 Marx's Conflict Sociology

Karl Marx & Friedrich Engels. "Bourgeois and Proletarians" from Manifesto of the Communist Party, first published 1848. (On Canvas website)

Sep 20 Durkheim's Functionalist Sociology

Emile Durkheim. "Precontractual Solidarity" from The Division of Labor in Society, first published in 1893. (On Canvas website)

Sep 23 Weber's Historical Comparative-Historical Sociology

Max Weber. "The Origin of Modern Capitalism" from General Economic History, first published in 1920. (On Canvas website)

Focal points: How do Marx, Durkheim and Weber explain the development of modern societies? What are their theories of history? How does each one explain how order is maintained in modern societies? What affect does modern society have on the individual living in it?

Part III. The Heart of the Matter: Inequality

Sep 25 Economic Inequality

Kevin Leicht & Scott Fitzgerald. Middle Class Meltdown in America. (Begin reading.)

Sep 27 Economic Inequality: Theories of Inequality and Stratification

Kevin Leicht & Scott Fitzgerald. Middle Class Meltdown in America. (Continue reading.)

Sep 30 Racial Inequality

Kevin Leicht & Scott Fitzgerald. Middle Class Meltdown in America. (Finish reading.)

Focal points: What is the middle-class meltdown? How has the distribution of income and wealth changed since the 1970s? How do middle-class families survive economically in today's world? Is the plight of middle-class families their own fault or due to structural factors beyond their control? Are these things different for different racial and ethnic groups?

Oct 2 Racial Inequality

William Julius Wilson. More Than Just Race. (Begin reading)

Oct 3 **X-HOUR** Gender Inequality

William Julius Wilson. More Than Just Race. (Continue reading.)

Oct 4 Gender Inequality

William Julius Wilson. More Than Just Race. (Continue reading.)

Oct 7 Exam Review

William Julius Wilson. More Than Just Race. (Finish reading.)

Focal points: What is the declining significance of race? What is the feminization of poverty? What is the relationship between family structure and poverty? What does Wilson mean when he says that structural factors cause racial inequality and poverty? Do poor African-Americans subscribe to traditional American values? What is the relationship between culture and poverty in poor neighborhoods?

Oct 9 **EXAM #1**

Part IV. Analyzing Social Institutions

Oct 11 **NO CLASS**

Oct 14 The Economy

Gerald Davis. 2016. The Vanishing American Corporation. (Read parts I & II carefully.)

Oct 16 The Economy

Gerald Davis. 2016. The Vanishing American Corporation. (Skim parts III and IV.)

Focal points: How is the economy organized? How has it changed since the 1970s? How are economies affected by states? How have corporations changed? How has this affected people's careers? How might this affect your career after graduating from Dartmouth?

Oct 18 The State and Politics

John Campbell. 2018. American Discontent. (Begin reading)

Oct 21 The State and Politics

John Campbell. 2018. American Discontent. (Continue reading)

Oct 23 The State and Politics: Film "Obama's Deal"

John Campbell. 2018. American Discontent. (Finish reading)

FOR THOSE WHO CHOOSE TO DO IT, EXTRA CREDIT PAPERS ARE DUE IN CLASS.

Focal points: How do politics work in America? To what extent do average citizens rather than business interests or other interest groups influence politics? How important is money and wealth in American politics? How have racial, economic and ideological factors led to increasing polarization in American politics?

Oct 24 **X-HOUR** The Schools

Shamus Khan. Privilege. (Begin reading.)

Oct 25 Schools

Shamus Khan. Privilege. (Continue reading.)

Oct 28 Exam Review

Shamus Khan. Privilege. (Finish reading.)

Focal points: What is cultural capital? How is it transmitted to students at St. Paul's? What form does the cultural capital being transmitted at St. Paul's take; what are its most important features? Is the transmission of cultural capital accepted without question at St. Paul's or is there resistance to its transmission? How does the experience of St. Paul's differ for students of different races and genders? Is St. Paul's like Dartmouth?

Oct 30 **EXAM #2**

Part V. Analyzing Organizations

Nov 1 **NO CLASS**

Nov 4 Bureaucracy
Katherine Kellogg. Challenging Operations. (Begin Continue reading.)

Nov 6 Organizational Fields & Isomorphism
Katherine Kellogg. Challenging Operations. (Continue reading.)

Nov 8 The Labor Process
Katherine Kellogg. Challenging Operations. (Finish reading.)

Focal points: What is a bureaucratic organization? How are organizations affected by their surrounding environments? Do common environmental pressures cause organizations in a field to conform to each other? How do macro-level (external) factors affect change in organizations? How do micro-level (internal) factors affect change in organizations? How does power affect organizational change? What's the relationship between a social movement and organizational change?

Part VI. Analyzing Interpersonal Interaction

Nov 11 Symbolic Interaction
George Herbert Mead. 1934. "The Self." Pp. 135-52 in Mind, Self and Society.
University of Chicago Press. (On Canvas website)

Nov 13 Presentation of Self
Erving Goffman. 1959. "Performances." Pp. 17-76 in The Presentation of Self in Everyday Life. Anchor Books. (On Canvas website)

Nov 15 Production of Culture
Gary Alan Fine. 2012. "The Dynamics of Idioculture." Pp. 34-51 in Tiny Publics.
Russell Sage Foundation. (On Canvas website)

Nov 18 Exam Review

Focal points: What is the "self"? How is it formed? How do people present their "self" to other people? Why does Goffman call the presentation of self a performance? What is an idioculture? How is it formed? Are there other ways in which culture is formed? What insights have Goffman and Fine taken from Mead?

Nov 24 EXAM #3 Sunday, 8:00 am

Sociology 1
Introduction to Sociology
Fall 2019

**EXTRA CREDIT ASSIGNMENT:
WHERE DO YOU LIVE? HOW DOES IT COMPARE TO THE REST OF THE USA?**

For those who want to, you may complete the following assignment for extra credit. It is NOT required for the class. It is voluntary!

Sociology involves data collection and analysis. There is a tremendous amount of data at our fingertips thanks to on-line data bases. This extra-credit assignment requires you to use two of these data bases—the U.S. Census Bureau and OpenSecrets.Org, the latter which reports data from a variety of sources, notably the U.S. Federal Election Commission. The purpose of this assignment is for you to use these data bases to gather data on the *county* (not country!) in which you most recently lived before coming to Dartmouth and compare it to the national average on a variety of demographic, economic and political factors. (If you never lived in the United States before coming to Dartmouth, speak with the instructor and he will help you choose a county to study.) Once you have gathered the data, you will write a brief two-page double-spaced analysis of the data. **Turn in these two pages AND your data table, which is described below.** This assignment requires no statistical training. It involves two parts described below.

Due Date: No later than **Wednesday, October 23, in class!** I am happy to accept your assignment earlier if you prefer.

Grading: The assignment will be graded “exceptional” (you receive 12 points), “acceptable” (you receive 6 points) or “unacceptable” (you receive 0 points). 12 points is equivalent to 5% of the total points available in the course.

Part I: Data Collection

Below you will find a table with three columns. The first column (on the left) is a list of topics for which you will collect data. The second column (in the middle) is blank. You will collect data on the items in column 1 for your county and enter them in column 2. Then you will compare the county data in column 2 with the data I have provided in column 3 (on the right), which includes averages, percentages, and other information for the United States as a whole. The data you will collect are for the county in which you lived most recently before coming to Dartmouth (or, if you never lived in the United states, a county you pick in consultation with the instructor).

The data for income, race, poverty, age, education and the economy can be found at <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>. The data for politics and elections can be found at <https://www.opensecrets.org/outsidespending/> and <https://www.opensecrets.org/members-of-congress/>. You will have to look around these websites for the data in question, but it should not be too difficult to find.

Part II: Data Analysis

Once you have filled in the table, compare the data you collected for your county against the data I have provided for the United States. Then, recognizing that your data are limited, in a few paragraphs—no more than 2 double-spaced pages—answer the following three sets of questions:

1. *Your county: How “typical” is your county compared to the United States?*
 - a. Are people in your county richer or poorer than the U.S. average?
 - b. Are people in your county similar in racial and ethnic composition to the U.S. average?
 - c. Are people in your county older or younger than the U.S. average?
 - d. Are people in your county educated more or less than the U.S. average?
2. *Your congressional representative: How important politically does money seem to be for your congressional representative?*
 - a. Did your representative raise more or less money than others in the 2016 election campaign?
 - b. Who is your county’s representative most indebted to for funding their 2016 electoral campaign? Business? Labor? Banks? Or what?
 - c. Is your county’s representative better or worse off financially than the average American?
3. *Implications: Whose interests does your congressional representative seem to represent?*
 - a. Given your data, does it seem that your county’s congressional representative is likely to represent the interests of the average citizen in your county?
 - b. Given your data, does it seem that your county’s congressional representative is likely to represent the interests of the average American citizen?

The Deliverable: Turn in your two-page double-spaced (stapled in the upper-left hand corner) answer to the questions above *AND* your data table. **Assignments are due in class no later than Wednesday, October 23.**

Table 1: County vs. National Statistics

	Your County	USA
Income: Median household income		\$57,652
Male median income (full-time employment)		\$50,859
Female median income (full-time employment)		\$40,760
Race: (% of total population)		
White (not Hispanic/Latino)		61.5
Hispanic/Latino		17.6
African American		12.3
American Indian/Native Alaskan		0.7
Asian		5.3
Native Hawaiian/Other Pacific Islander		0.2
Some other race		0.2
Two or more races (mixed race)		3.1
Poverty:		
% individuals below poverty level		14.6%
% families below poverty level		10.5%
Age: Median age		37.8 years
Education: % high school graduate or higher		87.3
Economy: Largest economic sector in terms of number of employees		Education, health care, social assistance (23.1%)
Politics: Members of Congress Representing Your County		
House of Representatives		
Senator (senior)		
Senator (junior)		
Elections: For your Representative's 2018 campaign...		
Total campaign money raised		\$568,929 (average for all House campaigns)
Total campaign money raised from <i>political action committees</i> (PACs)		\$139,424 (average for all House campaigns)
Total campaign money raised from <i>individuals</i>		\$365,093 (average for all House campaigns)
Top 5 contributors		Sheldon & Miriam Adelson (\$123.2m) Michael Bloomberg (\$95.1m) Thomas & Kathryn Steyer (\$73.8m) Richard & Elizabeth Uihlein (\$39.9m) Donald Sussman (\$27.5m)
Top 5 industries contributing		Securities/investment (\$407.7m) Retired (\$406.0m) Real estate (\$200.4m) Lawyers/law firms (\$186.8m) Miscellaneous Finance (\$179.1m)
Representative's net worth		\$900,000 (average for all members of House)