

Sociology 1: Introduction to Sociology

Spring 2024, Dartmouth College
Mon/Wed/Fri, 12:50-1:55 pm
X-hour: Tues 1:20-2:10 pm
Class Location: Carson 60

Professor: Kimberly B. Rogers
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Office Hours: Online by appointment; schedule at <https://calendly.com/kbrogers>

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. We will only use x-hours 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

The required textbook for this course is available for purchase online. Free digital access to this book is available [here](#). You must establish a [VPN](#) connection to access these materials if you are off campus. A hard copy is on reserve at Baker-Berry Library. All other readings are available on Canvas: <http://canvas.dartmouth.edu>. If you encounter financial challenges related to this class, please let me know.

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 (50%)

You will complete weekly reflection papers on the assigned readings each week (45%), identify and track a personal learning goal for the course, and complete three course-related surveys (5%).

Weekly Reflections. At the end of each week, you will submit a 500-word reflection paper 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. You can think of them as a response to a single exam essay question, since we will not have exams in this course. To receive full credit, your paper will need to demonstrate strong knowledge and understanding of the assigned reading and our in-class discussions for the week. ***Weekly reflections are due each Sunday by 11:59 pm and will cover material we have already discussed in class.*** These entries are worth 5% of your final grade in the course each (45% total).

Learning Goal and Course Surveys. The final 5% of your reflection journal grade will come from creating a personal learning goal for the course in Week 1 and completing course-related surveys in Week 1, Week 5, and Week 10. This information will help me place you into discussion groups, tailor the course design to students' goals and learning needs, and assess how things are going in the course. The Week 5 and Week 10 surveys will also assess your progress on your personal learning goal for the course.

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 various kinds of social science data. Sociological imagination assignments will be worth 30% of your grade total and will require you to apply and discuss what you are learning in class at a deeper level. You can find detailed instructions for each of these assignments on Canvas. They will be due every other Wednesday by 11:59 pm on the weeks listed in the course schedule below.

Class Participation (10%)

While you can expect occasional lectures, participation is an important part of this class. You are expected to come to class prepared, which includes completing the assigned reading prior to the class meeting in which it will be discussed. You are also expected to be an active and respectful participant in your discussion groups and our broader class discussions and activities. ***The class will incorporate brief, unscheduled activities at the start of class such as minute papers and quizzes on the assigned reading to make sure students are coming prepared.*** These will be factored into your participation grade alongside discussion group and broader class participation. Class participation will be worth 10% of your final grade in the course. I have provided a rubric on Canvas that explains how your class participation grade will be calculated. ***Chronic unexcused absences will negatively affect your participation grade.***

Final Grade

Your final grade in the course will be determined by reflection journal entries (50%), sociological imagination assignments (40%), and class participation (10%). 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 Dartmouth community standards, particularly the [academic honor principle](#). Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. 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 lead to suspension or expulsion from the College.

There are limitations on the permissible use of generative AI tools in producing graded work for this class. Use of these tools will be considered academically dishonest and a violation of Dartmouth's academic honor principle unless the following conditions are met: (1) any assignment submitted for grading or credit is the authors' original work, not copied or paraphrased from outside sources; (2) any and all use of generative AI in producing submitted work is transparent and properly cited or otherwise declared—failure to fully and accurately disclose this usage is a form of academic dishonesty; and (3) you personally verify the accuracy of any content included in your work, including references and citations—i.e., access and review all sources cited rather than relying on an AI-generated summary. If you have any uncertainty about these guidelines, please discuss them with me before submitting anything for grading.

Academic dishonesty often occurs when students feel pressure to perform and that they do not have the tools to achieve their goals. If you are falling behind or feeling overwhelmed, please come chat with me. [Writing and research support](#) are available to you through the Writing Center. [Peer tutoring and academic coaching](#) are available through the Academic Skills Center.

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 status, power, 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. Good 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. The tone with which we engage one another is extremely important and should come from a place of mutual respect and understanding. You are free to disagree with 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 personal attacks will not be tolerated. You are expected to treat one another and me with respect at all times.

Absences

Participation is an important part of this course. My expectations for participation are described in the sections above on Class Participation and Class Conduct. ***Chronic unexcused absences will cause a significant loss of points from your participation grade.*** If you are already aware of circumstances that will affect your ability to participate in the course regularly or occasionally (e.g., due to participation on an athletic team, religious observances), please arrange a meeting with me at the start of the term so we can plan ahead. If circumstances arise during the term that prevent you from attending class or keeping up with the course material (e.g., serious illness, family emergency), please get in touch with me as soon as possible so we can make plans to keep you on track in the course. Absences such as these will be excused, while voluntary absences (e.g., for personal travel, to attend campus events) will not. Class policies on late and missed work are outlined in more detail below.

Late Work Policy

Please speak with me at the beginning of the term if you anticipate any circumstances that might affect your ability to get your work in on time and reach out if such a situation arises along the way. My standard policy on late work is as follows. 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.*** You will receive ***one 24-hour extension on any class assignment of your choosing,*** no questions asked. You should notify me via email if and when you plan to use your extension. Reasonable allowances will be made for extenuating circumstances, as long as we connect about these matters at the start of the term or as soon as you are able on the specific occasions when conflicts arise. Students granted accommodations by Student Accessibility Services should arrange to meet with me early in the term so we can plan ahead.

Course Format and Resources

Course materials will be made available and assignments will be submitted via [Canvas](#). Office hours are by appointment only and will be held via [Zoom](#). You can sign up for an appointment using [Calendly](#). A free digital copy of our [textbook](#) is available, but you will need to establish a [VPN](#) connection to access it if you are off campus. If you have any difficulties installing or accessing these resources or are unsure of how to use their necessary features, please contact me as soon as possible.

Learning Fellows

This class will have learning fellows (LFs), undergraduate students who work alongside the professor to help students learn. LFs facilitate group activities and discussions during class, while bringing their own experiences and understanding to the learning environment. They will help you interact positively with each other, engage more deeply with the course material, and get answers to your questions about the course material and assignments. They will not grade or give feedback on your coursework.

Re-Grading of Assignments

If you believe 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. 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, please arrange a private meeting with me early in the term to discuss how I can best support you in the course.

The formal guidance from SAS is that students with condition flares are eligible to receive occasional (generally no more than 3 per term), brief (1-2 days long) accommodations on their work, as long as they notify their professor and copy SAS on each occasion when they need accommodation. To ensure equity, these accommodations should not fundamentally alter any essential learning requirements in a course or program of instruction or be implemented retroactively. Once I know you are facing a flare, we can discuss the specific assignments affected and come to an agreement about any needed adjustments.

Campus Resources

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 campus resources available to support your needs. For concerns about health and wellness, you may reach out to the [Dartmouth Health Service](#) (603-646-9400 or Secure Message in DartHub), [Counseling Services](#) (603-646-9442), and the [Student Wellness Center](#). For academic needs, you may contact your [undergraduate dean](#) (603-646-2243), [Student Accessibility Services](#) (603-646-9900), and the [Academic Skills Center](#) (603-646-2014). Those with visa-related concerns may reach out to the [Office of Visa and Immigration Services](#) (603-646-3474). I encourage you to take advantage of these resources, and to speak with me if you need support in the class.

Please note that faculty and staff are required by law to report certain matters to relevant parties on campus, including disclosures of sexual or gender-based harassment, sexual assault, relationship and interpersonal violence, and stalking. You can find more information about confidential versus non-confidential resources and support options [here](#).

CLASS SCHEDULE AND READINGS

Week 1: Thinking Sociologically

Monday, March 25	Mills, <i>The Sociological Imagination</i> Schwalbe, <i>Making Sense of the World Differently</i>
Wednesday, March 27	Giddens et al., <i>Asking and Answering Sociological Questions</i>
Friday, March 29	Durkheim, <i>The Social Element of Suicide</i> (Group 1) Weber, <i>The Protestant Ethic and the Spirit of Capitalism</i> (Group 2) Marx, <i>Classes in Capitalism and Pre-Capitalism</i> (IR, 36-47) (Group 3) DuBois, <i>Double-Consciousness and the Veil</i> (Group 4)
Due this week	Personal Learning Goal and Pre-Course Survey QCCQ #1 and Weekly Reflection #1

Week 2: Stratification and Poverty

Monday, April 1	Davis and Moore, <i>Some Principles of Stratification</i> (IR, 16-19) Tumin, <i>Some Principles of Stratification: A Critical Analysis</i>
Wednesday, April 3	Desmond, <i>Why Poverty Persists in America</i> Keister and Southgate, <i>Social Mobility</i>
Friday, April 5	Newman and Chen, <i>The Missing Class</i> (IR, 147-152) Shaefer et al., <i>Understanding the Dynamics of \$2-a-Day Poverty in the United States</i>
Optional Reading	Weber, <i>Class, Status, Party</i> (IR, 56-67)
Due this week	QCCQ #2 and Weekly Reflection #2 Sociological Imagination Assignment #1

Week 3: Capital and Wealth

Monday, April 8	Bourdieu, <i>The Forms of Capital</i> MacLeod, <i>Ain't No Makin' It</i> (IR, 567-583)
Wednesday, April 10	Lareau, <i>Unequal Childhoods</i> (IR, 648-659) Jack, <i>(No) Harm in Asking</i>
Friday, April 12	Mills, <i>The Power Elite</i> (IR, 100-111) Harrington, <i>How Wealthy People Protect Their Money</i>
Optional Reading	Lareau and Weininger, <i>Cultural Capital in Educational Research</i>
Due this week	QCCQ #3 and Weekly Reflection #3

Week 4: Race and Racism

Monday, April 15	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>
Wednesday, April 17	Oliver and Shapiro, <i>Black Wealth/White Wealth</i> (IR, 296-303) Addo et al., <i>Parental Wealth, Race, and Student Loan Debt</i> Small et al., <i>Banks, Alternative Institutions, and Racial Inequality in U.S. Cities</i>

Friday, April 19 *Western, Incarceration, Unemployment, and Inequality* (IR, 208-213)
Pager, *Race, Crime and Finding Work in an Era of Mass Incarceration* (IR, 260-268)
Optional reading Pager and Shepherd, *The Sociology of Discrimination*

Due this week QCCQ #4 and Weekly Reflection #4
Sociological Imagination Assignment #2

Week 5: Gender and Family

Monday, April 22 West and Zimmerman, *Doing Gender*
Lee and McCabe, *Who Speaks and Who Listens*

Wednesday, April 24 Correll et al., *Is There a Motherhood Penalty?* (IR, 365-377)
England, *Devaluation and the Pay of Comparable Male & Female Occupations* (IR, 421-425)

Friday, April 26 Hochschild, *The Time Bind* (IR, 326-331)
Jacobs and Gerson, *The Time Divide* (IR, 345-350)
Thébaud and Pedulla, *When Do Work-Family Policies Work?*

Optional reading Ridgeway, *Framed Before We Know It*

Due this week QCCQ #5 and Weekly Reflection #5
Mid-Course Survey

Week 6: Social Norms and Expectations

Monday, April 29 Collins, *Black Feminist Thought in the Matrix of Domination*
McIntosh, *White Privilege: Unpacking the Invisible Knapsack*
Coston and Kimmel, *Seeing Privilege Where It Isn't*

Wednesday, May 1 Goffman, *The Presentation of Self in Everyday Life*
Pitcan et al., *Performing a Vanilla Self*

Friday, May 3 Hochschild, *The Managed Heart*
Cox, *Correcting Behaviors and Policing Emotions*

Optional reading Hochschild, *Emotion Work, Feeling Rules, and Social Structure*

Due this week QCCQ #6 and Weekly Reflection #6
Sociological Imagination Assignment #3

Week 7: Deviance and Social Control

Monday, May 6 Scott and Lyman, *Accounts*
Marvasti, *Being Middle Eastern American*

Wednesday, May 8 Rosenhan, *On Being Sane in Insane Places*
Thoits, *Emotional Deviance and Mental Disorder*

Friday, May 10 Link and Phelan, *Stigma Power*
Berger, *The Meaning of Social Control*

Optional reading McLeod, *Why and How Inequality Matters*

Due this week QCCQ #7 and Weekly Reflection #7

Week 8: Health and Well-Being

Monday, May 13	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 15	Pearlin, <i>The Sociological Study of Stress</i> Thoits, <i>Stress and Health</i>
Friday, May 17	Conrad and Barker, <i>The Social Construction of Illness</i> Street Jr., <i>Information-Giving in Medical Consultations</i>
Optional reading	Phelan and Link, <i>Is Racism a Fundamental Cause of Inequalities in Health?</i>
Due this week	QCCQ #8 and Weekly Reflection #8 Sociological Imagination Assignment #4

Week 9: Networks, Contagion, and Big Data

Monday, May 20	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 22	McCabe, <i>Friends with Academic Benefits</i> Gauthier et al., <i>Social Networks, Racial/Ethnic Disparities, and COVID-19</i>
Friday, May 24	Boyd and Crawford, <i>Critical Questions for Big Data</i> Li, <i>Addressing the Biases Plaguing Algorithms</i>
Optional reading	Lin, <i>A Network Theory of Social Capital</i>
Due this week	QCCQ #9 and Weekly Reflection #9

Week 10: Course Wrap-Up

Monday, May 27	Memorial Day, College Holiday (<i>no class</i>)
Wednesday, May 29	Course Wrap-Up
Due this week	Post-Course Survey