

Sociology 65: The Social Psychology of Inequality

Spring 2024, Dartmouth College
Monday/Wednesday, 3:30-5:20 pm
X-hour: Monday, 5:30-6:20 pm
Class Location: Blunt 007

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

Course Description. Sociological social psychology examines the relationship between individuals and the larger social systems in which they are embedded, such as interactions, groups, institutions, and cultures. This course will introduce key social psychological concepts (e.g., status, power, justice, stigma, identity, cultural meanings, socialization) and use them to explore how inequality is created, reproduced, and resisted. We will study how inequality operates in different social and institutional contexts (e.g., work, family, schools, neighborhoods) for members of different social groups (e.g., race, class, gender, age, nationality, health), and consider how inequalities can be intersectional. Students who wish to enroll in this course should have previously completed an introductory course in sociology – either Socy 1 (*Introduction to Sociology*) or Socy 2 (*Social Problems*). This requirement may be waived for students who have taken certain other sociology courses; contact the instructor to find out if you are eligible.

Course Format. This course has an experiential learning component. Dartmouth has community partners throughout the Upper Valley that work to address different forms of social inequality. With support from the [Dartmouth Center for Social Impact](#), students in the course will apply the concepts learned in class to real issues faced by a community partner, completing a research portfolio that includes a literature review and field research on a matter of concern for the organization. In lieu of quizzes or exams, students will complete weekly written reflections on the material throughout the term that draw linkages between concepts and readings and participate in full class and small group discussions of the assigned material. We will not meet during X-hour, but you may wish to use this time to meet with your team to work on the components of your research portfolio.

Learning Objectives. By the end of the course, you will: (1) become familiar with social psychological concepts and their relevance to inequality; (2) understand how these concepts operate across different social and institutional contexts, and for members of different social groups; (3) independently read and critique the academic literature, producing thoughtful weekly reflections; (4) construct a literature review that applies a core concept introduced in the course to a social problem addressed by one of Dartmouth's community partners in the Upper Valley; (5) carry out field research on behalf of this community partner, observing social psychological concepts in action; (6) produce a final report that connects your literature review and field research, reflecting on what you have learned about the problem of inequality and its possible solutions from a social psychological perspective.

Course Materials. The required textbook for this course 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.

McLeod, Jane D., Edward J. Lawler, and Michael Schwalbe (eds). 2014. *Handbook of the Social Psychology of Inequality*. New York: Springer. ISBN: 978-9401773485.

COURSE REQUIREMENTS

Research Portfolio (40%)

This course involves a social impact practicum with Dartmouth's [Center for Social Impact](#). Dartmouth has community partners throughout the Upper Valley that work to address different forms of social inequality. You will apply the concepts learned in class to real issues faced by a community partner (e.g., housing security, healthcare access, violence prevention), completing a research portfolio that includes a literature review, field research on a matter of concern for the organization, and a final deliverable. Community partners will vary from year to year, but will include organizations like: Dismas House, Upper Valley Haven, LISTEN Community Services, COVER Home Repair, WISE, Twin Pines Housing, and Vital Communities. The specifics of your field research experience will also vary by year and depend on the goals of your community partner. You can find more information about our partnerships for this term on Canvas.

You will be matched with a community partner in Week 1, then complete background research on the organization by Week 2 (5% of your final grade). Beginning in Week 2, you will conduct field research on a matter of concern to your community partner. This may require site visits during which you may make observations, take field notes, or conduct qualitative interviews. Alternatively, it may involve working with existing data or resources provided by your partner organization. By Week 5, your team will write and submit a literature review that applies concepts from class and presents knowledge from the academic literature to offer insights about the issue faced by your partner organization (10%). You will submit notes on your field research so far in Week 7 (5%). By Week 9, your team will submit a formal report on your field research (10%). You will submit the final draft of the deliverable you developed on behalf of your community partner (and relevant evaluation criteria) during finals week (10%).

Your individual grade on these assignments will be based on a combination of: (1) the grade earned by your group, and (2) your contribution to the group's work, determined by my observations and confidential group evaluations. For example, if your group earns 90% on an assignment, but your contribution is graded as 80%, you would only be eligible for 80% of your group's points (individual grade = $90 \cdot .8 = 72\%$). ***You should submit a confidential group evaluation to Canvas by the deadline for each of these assignments.***

Weekly Reflection Papers (50%)

You will write a 1,000-word reflection paper each week in response to a prompt that I will post for you on Canvas. As there are no quizzes or exams in this course, these reflections will be used to assess your understanding of the major themes and concepts covered each week – the content of your assigned and selected readings, in-class discussions of the material, and any connections between this material and your research project for the course. While you are welcome to submit them sooner, ***weekly reflections are due each Sunday by 11:59 pm and will cover material already discussed in class.*** They are worth 50% of your final grade in the course (5% each).

Class Discussions (10%)

A significant portion of our time in class will be structured around small group and full class discussions of the assigned reading. The effectiveness of these discussions is a shared responsibility. You are expected to complete the assigned reading before class and come prepared to share your thoughts

about the material with others. You will read and respond to a set of foundational readings each week (see [Course Schedule](#) for more information). Starting in Week 2, you will be responsible for presenting one reading per week during class discussion, including its key findings and how it illustrates the implications of social psychological concepts and processes for inequality. You may choose this reading from the reading lists provided on Canvas or select an appropriate reading yourself. ***To receive credit, you must submit reference information for your chosen source and brief notes on the piece to Canvas before the start of Wednesday's class meeting.*** Failure to do so will negatively impact your discussion grade in the course. Consistent, active participation in class discussions, including discussion of your chosen weekly readings in Weeks 2-10, and timely submission of reference information/notes on your chosen readings will account for 10% of your final grade in the course.

Final Grade

Your final numeric grade in the course will be determined by the components of your research portfolio submitted throughout the term (40%), weekly written reflections (50%), and participation in class discussions of the material (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

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. With this goal in mind, ***you are welcome to use devices in class, but only for note-taking or other class-related activities. Violations of this policy will impact your participation grade.*** The tone with which we engage one another is also extremely important; your comments in class should come from a place of mutual respect and understanding. 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

As participation is an important part of this course, ***chronic unexcused absences will cause a significant loss of points from your participation grade, as will routinely showing up to class late or leaving early.*** 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, college-excused events, 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 (e.g., serious illness, family emergency), please get in touch with me ASAP so we can make plans to keep you on track in the course.

I recognize that we continue to face challenging circumstances, and that you may find yourself in a situation that makes it difficult to attend class or keep up with the course material. If such a situation arises, please reach out to me as soon as possible so we can find a solution. I'm happy to work with you if you reach out. 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. ***You will lose 10% of the points on an assignment for each day it comes in after the deadline. Assignments that are submitted more than 5 days late will receive a zero.*** If the deadline has arrived and your work isn't complete, it's best to turn in whatever you have finished.

All students will receive ***one 24-hour extension on any class assignment of their choosing***, no questions asked. You should notify me via email if/when you plan to use your extension. Reasonable allowances will be made for extenuating circumstances. 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](#). If you have difficulties installing/accessing these resources or are unsure of how to use their necessary features, please contact me as soon as possible.

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 Student.Accessibility.Services@Dartmouth.edu or 603-646-9900. Once your accommodations have been established with SAS, I encourage you to 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](#) (603-646-9414). For academic needs, you may contact your [undergraduate dean](#) (603-646-2243), the [Academic Skills Center](#) (603-646-2014), and [Student Accessibility Services](#) (603-646-9900). Students 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](#).

COURSE SCHEDULE

Week 1: Introduction to Sociological Social Psychology

- 3/25 Review syllabus and community partnership options
Santiago-Ortiz, From Critical to Decolonizing Service Learning
- 3/27 Crawford and Novak, "What is Sociological Social Psychology?"
McLeod, Hallett, and Lively, "Toward an Integrated Social Psychology of Inequality"
- 3/29 **Report Community Partner Preferences**
- 3/31 **Weekly Reflection #1**

****Each Wednesday during Weeks 2-4, each student will present one reading related to both the week's topics and the theme of their research project. You may choose a reading from the relevant SIP reading list, provided on Canvas, or locate your own as long as it addresses the week's topics and your SIP theme. To receive credit, submit reference information for your chosen source and brief notes on the piece to Canvas before the start of Wednesday's class meeting.**

Week 2: Status, Power, and Resources

- 4/1 Ridgeway and Nakagawa, "Status" (HSPI, Chapter 1)
Hallett, "Between Deference and Distinction"
- 4/3 Thye and Kalkhoff, "Theoretical Perspectives on Power and Resource Inequality" (HSPI, Chapter 2)
- 4/5 **Background Research on Community Partner**
- 4/7 **Weekly Reflection #2**

Week 3: Categorization, Stigma, and Justice

- 4/8 Wilkins, Mollborn, and Bó, "Constructing Difference" (HSPI, Chapter 6)
Link, Phelan, and Hatzenbuehler, "Stigma and Social Inequality" (HSPI, Chapter 3)
- 4/10 Hegtvedt and Isom, "Inequality: A Matter of Justice?" (HSPI, Chapter 4)
- 4/14 **Weekly Reflection #3**

Week 4: Self, Identity, and Emotions

- 4/15 Callero, "Self, Identity, and Social Inequality" (HSPI, Chapter 12)
Schwalbe and Shay, "Dramaturgy and Dominance" (HSPI, Chapter 7)
- 4/17 Foy et al., "Emotions and Affect as Source, Outcome, and Resistance to Inequality" (HSPI, Chapter 13)
- 4/19 **Literature Review**
- 4/21 **Weekly Reflection #4**

****Each Wednesday during Weeks 5-10, each student will present one reading related to the week's topics. You may choose a reading from the relevant topical reading list on Canvas or locate your own as long as it applies concepts from sociological social psychology to the week's topics. To receive credit, submit reference information for your chosen source and brief notes on the piece to Canvas before the start of Wednesday's class meeting.**

Week 5: Socialization, Family, and Schools

- 4/22 Mortimer and McLaughlin, "Theoretical and Substantive Approaches to Socialization and Inequality in Social Psychology" (*HSPI*, Chapter 11)
Lively, Oslawski-Lopez, and Powell, "Inequality Within and Between Families" (*HSPI*, Chapter 16)
- 4/24 Schneider, Judy, and Burkander, "Schools" (*HSPI*, Chapter 17)
- 4/28 [Weekly Reflection #5](#)

Week 6: Work, Neighborhoods, and Crime

- 4/29 DiTomaso and Parks-Yancy, "The Social Psychology of Inequality at Work" (*HSPI*, Chapter 18)
Quillian, "Social Psychological Processes in Studies of Neighborhoods and Inequality" (*HSPI*, Chapter 19)
- 5/1 Matsueda and Grigoryeva, "Social Inequality, Crime, and Deviance" (*HSPI*, Chapter 27)
- 5/3 [Documentation of Field Research](#)
- 5/5 [Weekly Reflection #6](#)

Week 7: Sex, Gender, and Sexuality

- 5/6 Kroska, "The Social Psychology of Gender Inequality" (*HSPI*, Chapter 20)
Mize, "What Social Psychology Can Contribute to the Study of Sex, Gender, and Sexualities"
- 5/8 Schrock, Sumerau, and Ueno, "Sexualities" (*HSPI*, Chapter 25)
- 5/12 [Weekly Reflection #7](#)

Week 8: Race, Class, and Intersectionality

- 5/13 Samson and Bobo, "Ethno-Racial Attitudes and Social Inequality" (*HSPI*, Chapter 21)
Milkie, Warner, and Ray, "Current Theorizing and Future Directions in the Social Psychology of Social Class Inequalities" (*HSPI*, Chapter 22)
- 5/15 Howard and Renfrow, "Intersectionality" (*HSPI*, Chapter 5)
- 5/17 [Formal Report on Field Research](#)
- 5/19 [Weekly Reflection #8](#)

Week 9: Health, Age, and the Life Course

- 5/20 McLeod, Erving, and Caputo, "Health Inequalities" (*HSPI*, Chapter 28)
- 5/22 Falletta and Dannefer, "The Life Course and the Social Organization of Age" (*HSPI*, Chapter 24)
- 5/26 [Weekly Reflection #9](#)

Week 10: Resisting Inequality

- 5/27 Memorial Day, College Holiday (*no class*)
- 5/29 Snow and Owens, "Social Movements and Social Inequality" (*HSPI*, Chapter 26)
- 6/2 [Weekly Reflection #10](#)

****Final Deliverable due Sunday, June 2 at 5:00 pm****