Sociology 1: Introduction to Sociology

Spring 2016, Dartmouth College
Mon/Wed/Fri, 10:00-11:05 am
X-hour: Thurs 12:00-12:50 pm
Classroom: 028 Silsby Hall

Instructor: Dr. Kimberly B. Rogers
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Office: 109 Silsby Hall
Phone: 603-646-8212

This course is designed to provide a broad overview of and introduction to the field of sociology. We will discuss 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. While you can expect a brief lecture each week, participation will be 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, hands-on exercises, and written assignments.

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 a “sociological imagination” – understanding individual experiences in the context of broader social structures. Your progress in the course will be assessed through class participation, weekly journal entries, and hands-on assignments designed to strengthen your sociological imagination as you apply what you have learned in class to real-world issues. You will write a final paper that examines your own life through a sociological lens.

Learning Goals:

• Understand the similarities and differences between sociology and other social sciences
• Develop an awareness of the relationship between personal biographies (including your own) and broader historical and structural trends; learn to exercise your “sociological imagination”
• Gain familiarity with major sociological theories, concepts, and subject areas
• Gain basic knowledge of sociological research methods and their strengths and weaknesses
• Develop data literacy, ability to interpret and evaluate sociological research and findings
• Apply sociological theory and concepts to real-world issues

The required textbook for this course will be available for purchase at the Dartmouth Bookstore and 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:

COURSE REQUIREMENTS

Class Participation

Class participation will count for 10% of your final grade. Your participation grade will reflect your attendance of and preparation for class, including active participation in class discussions and activities. It will also reflect your adherence to the guidelines set forth in the sections on Academic Responsibility, Class Conduct, and Absences below. Please review these guidelines carefully to ensure that you understand my expectations and how you will be graded. We will only use x-hour if we need to schedule a make-up class meeting.

Reflection Journal

Each week, you will make a brief online journal entry – a short reflection on the assigned reading or a simple activity. You will make 10 journal entries over the course of the term, worth a total of 30% of your grade. Each entry will be graded out of 3 points (3=outstanding, 2=satisfactory, 1=limited, 0=unsatisfactory/no entry). Guidelines will be posted in the assignment instructions on Canvas. The first journal entry, a brief survey about yourself and your goals for the course, will be due on our first day of class. Entries 2 through 10 will be due no later than 11:59 pm each Saturday.

Sociological Imagination Assignments

On four occasions during 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. More information about each assignment will be available on Canvas as the deadline approaches. Sociological imagination assignments will be due every other Wednesday by 11:59 pm, on the weeks listed in the course schedule below.

Final Paper

Your final paper for the course, due during finals week, will follow the basic structure of a “What I Learned” piece in Contexts, a quarterly magazine published by the American Sociological Association (see Canvas for examples). This is not a research paper. You are not expected to collect data, review literature we haven’t covered in class, or include a formal reference list. Rather, you should apply one or more of the theories or concepts we learned in the class this term to your life in a thoughtful way, discussing specific articles and authors. The paper should be written in the first person, describing some aspect of your own life experience through a sociological lens, and may be no longer than 1200 words in length. I’ll recommend the best paper in the class for publication in Contexts. Pay close attention to your word count: I will automatically deduct a letter grade if you go over the word limit. Since the word limit for this assignment is imposed by the magazine, papers longer than 1200 words will be ineligible for consideration at Contexts.
**Final Grade**

Your final numeric grade in the course will be determined by your class attendance and participation (10%), weekly entries in your reflection journal (30%), and your performance on the sociological imagination assignments (40%) and final paper (20%). Your numeric grade will be converted into a letter grade using the scale below.

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COURSE POLICIES

Academic Responsibility

Dartmouth College is a community of scholars and learners committed to the principles of 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 essential components of this course. My expectations for participation are described above, in the section on Class Conduct. Chronic absences will cause a significant loss of points from your participation grade, as will routinely showing up to class late or leaving early. 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 anticipate missing class meetings because of athletic team participation, religious observances, or some other reason, please arrange a meeting with me at the start of the semester, 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, so we can make the most of our time together. **They will not be accepted late.** The same is true for assignments and activities that take place during class time and count toward your participation grade. I often start the class with an activity, so make sure to arrive on time to avoid losing points. Sociological imagination assignments that come in after the deadline will be **penalized one letter grade per day.** 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 (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 are 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](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.
CLASS SCHEDULE AND READINGS

Week 1: Thinking Sociologically

Monday, March 28  
Mills, *The Sociological Imagination*  
Schwalbe, *Making Sense of the World Differently*

Wednesday, March 30  
Giddens et al., *Asking and Answering Sociological Questions*

Friday, April 1  
Durkheim, *The Social Element of Suicide* (Group 1)  
Weber, *The Protestant Ethic and the Spirit of Capitalism* (Group 2)  
Marx and Engels, *Manifesto of the Communist Party* (Group 3)  
DuBois, *Double-Consciousness and the Veil* (Group 4)

Due this week  
Reflection Journal Entry #1 and #2

Week 2: Stratification and Poverty

Monday, April 4  
Davis and Moore, *Some Principles of Stratification* (IR, 16-19)  
Blau and Duncan, *The Process of Stratification* (IR, 527-540)

Wednesday, April 6  
Ehrenreich, *Nickel and Dimed* (IR, 136-146)  
Newman and Chen, *The Missing Class* (IR, 147-152)

Friday, April 8  
Edin and Kefalas, *Unmarried with Children*  
Shaefer et al., *Understanding the Dynamics of $2-a-Day Poverty in the United States*

Additional reading  
Weber, *Class, Status, Party* (IR, 56-67)  
Tumin, *Some Principles of Stratification: A Critical Analysis*

Due this week  
Reflection Journal Entry #3  
Sociological Imagination Assignment #1

Week 3: Capital and Wealth

Monday, April 11  
Bourdieu, *The Forms of Capital*  
MacLeod, *Ain’t No Makin’ It* (IR, 567-583)

Wednesday, April 13  
Lareau, *Unequal Childhoods* (IR, 648-659)  
Calarco, *Coached for the Classroom*

Friday, April 15  
Mills, *The Power Elite* (IR, 100-111)  
Harrington, *How Wealthy People Protect Their Money*  
Keister and Lee, *The One Percent*

Additional reading  
Lareau and Weininger, *Cultural Capital in Educational Research*

Due this week  
Reflection Journal Entry #4

Week 4: Race and Racism

Monday, April 18  
Omi and Winant, *Racial Formation in the United States* (IR, 222-227)  
Bonilla-Silva and Forman, *I Am Not a Racist But…*  
Rosenbloom and Way, *Experiences of Discrimination in an Urban High School*
Wednesday, April 20  Wilson, *The Declining Significance of Race* (IR, 282-295)  
Oliver and Shapiro, *Black Wealth/White Wealth* (IR, 296-303)  
Friday, April 22  Western, *Incarceration, Unemployment, and Inequality* (IR, 208-213)  
Additional reading  Pager and Shepherd, *The Sociology of Discrimination*  
Due this week  Reflection Journal Entry #5  
Sociological Imagination Assignment #2  

**Week 5: Gender and Family**

Monday, April 25  West and Zimmerman, *Doing Gender*  
Ridgeway, *Framed Before We Know It*  
Wednesday, April 27  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 29  Hochschild, *The Time Bind* (IR, 326-331)  
Jacobs and Gerson, *The Time Divide* (IR, 345-350)  
Simon, *The Joys ofParenthood, Reconsidered*  
Additional reading  Eagly and Karau, *Role Congruity Theory of Prejudice Toward Female Leaders*  
Due this week  Reflection Journal Entry #6  

**Week 6: Social Norms and Expectations**

Monday, May 2  McIntosh, *White Privilege: Unpacking the Invisible Knapsack*  
Coston and Kimmel, *Seeing Privilege Where It Isn’t*  
Pedulla, *The Positive Consequences of Negative Stereotypes*  
Wednesday, May 4  Goffman, *The Presentation of Self in Everyday Life*  
Garfinkel, *Studies of the Routine Grounds of Everyday Activities*  
Friday, May 6  Hochschild, *The Managed Heart*  
Ariely, *Are We In Control Of Our Own Decisions?*  
Additional reading  Hochschild, *Emotion Work, Feeling Rules, and Social Structure*  
Due this week  Reflection Journal Entry #7  
Sociological Imagination Assignment #3  

**Week 7: Deviance and Social Control**

Monday, May 9  Rosenhan, *On Being Sane in Insane Places*  
Thoits, *Emotional Deviance and Mental Disorder*  
Wednesday, May 11  Lucas and Phelan, *Stigma and Status*  
Thoits, *Resisting the Stigma of Mental Illness*  
Friday, May 13  Link and Phelan, *Stigma Power*  
Berger, *The Meaning of Social Control*  
Additional reading  McLeod, *Why and How Inequality Matters*  
Due this week  Reflection Journal Entry #8
Week 8: Health and Well-Being

Monday, May 16  
Mullahy et al., *Health, Income, and Inequality* (IR, 622-631)  
Williams and Sternthal, *Understanding Racial-Ethnic Disparities in Health*

Wednesday, May 18  
Pearlin, *The Sociological Study of Stress*  
Thoits, *Stress and Health*

Friday, May 20  
Conrad and Barker, *The Social Construction of Illness*  
Street Jr., *Information-Giving in Medical Consultations*

Additional reading  
Phelan and Link, *Is Racism a Fundamental Cause of Inequalities in Health?*

Due this week  
Reflection Journal Entry #9  
Sociological Imagination Assignment #4

Week 9: Networks, Contagion, and Social Movements

Monday, May 23  
Granovetter, *The Strength of Weak Ties* (IR, 589-593)  
Lin, *Social Networks and Status Attainment* (IR, 594-596)  
Burt, *Structural Holes* (IR, 597-601)

Wednesday, May 25  
Fowler and Christakis, *Dynamic Spread of Happiness in a Large Social Network*  
Cacioppo et al., *The Structure and Spread of Loneliness in a Large Social Network*

Friday, May 27  
Boyd and Crawford, *Critical Questions for Big Data*  
Matias, *Were All Those Rainbow Profile Pictures Another Facebook Study?*

Additional reading  
Lin, *A Network Theory of Social Capital*

Due this week  
Reflection Journal Entry #10

Final paper due by 11:59 pm on Saturday, June 4