

Sociology 65: The Social Psychology of Inequality

Winter 2018, Dartmouth College
Tuesday/Thursday, 2:25-4:15
X-hour: Wednesday 4:35-5:25
Classroom: Reed 108

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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 offset 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 chosen community partner, completing a research portfolio that includes a literature review and field research on a matter of concern for the organization. Students will also complete weekly written reflections on the material throughout the term, in lieu of quizzes or exams. This will include reflections on specific course readings prior to class, free reflections during class time, and longer weekly reflections that draw linkages between concepts and readings. We will not meet during X-hour unless it is necessary to reschedule a regular class meeting for this time.

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 speaks across 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.

There are no required textbooks for this course, but you may find the optional book below helpful. It is available for purchase at Wheelock Books and on reserve at Baker-Berry. All required readings are available on our course Canvas site: <http://canvas.dartmouth.edu>.

Optional textbook:

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 (50%)

This course involves a social impact practicum, in conjunction with Dartmouth's [Center for Social Impact](#). Dartmouth has community partners throughout the Upper Valley that work to offset different forms of social inequality. You will apply the concepts learned in class to real issues faced by a chosen community partner (e.g., housing security, healthcare access, violence prevention), completing a research portfolio that includes a literature review and field research on a matter of concern for the organization. Community partners will vary from year to year, but will include organizations like: Dismas House, The Haven, LISTEN Community Services, COVER Home Repair, Drugs Over Dinner, WISE, Twin Pines Housing, Child and Family Services, the Aging Resource Center (DHMC), and Good Neighbor Health Clinic. The specifics of your field research experience will also vary by year and depend on the goals of your chosen community partner.

You will choose a community partner in Week 1, and complete background research on the organization in Week 2 (5% of your final grade). In Week 4, you will 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 chosen partner (10%). Before Week 6, you will complete field research on the matter of concern to your community partner. This will require site visits during which you will make observations, take field notes, and perhaps even conduct qualitative interviews. You will submit the notes from your site visit in Week 6 (5%). In Week 8, you will submit a formal report on your field research (10%). Your final project for the course, due during finals week, is a research portfolio including a revision of your literature review and the formal report on your field research, as well as a written reflection that speaks across the two, reflecting on what you have learned about the problem of inequality and its possible solutions from a social psychological perspective (20%).

Reflection Journal (50%)

You will complete weekly written reflections on the material throughout the term, in lieu of quizzes or exams (worth 5% of your grade per week). This will include three different types of writing: reflections on specific course readings prior to class, free reflections during class time, and longer weekly reflections that draw linkages between concepts and 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 course; and pose a critical thinking *question* to that can be used in class to generate discussion. These are due before the start of Tuesday's class each week. Free reflections will take place during class; I will ask you to reflect on an idea or discussion and free write for a set period of time. Longer weekly reflections will be due on Sunday each week in the term. These reflections should be approximately 1,000 words in length, and consider the relationship of between what you read that week and the topics discussed in class, as well as how the concepts covered that week can be applied to the issue of concern for your community partner.

Final Grade

Your final numeric grade in the course will be determined by the components of your research portfolio (50%) and reflection journal (50%) submitted throughout the term. 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 the principles of academic and personal honesty, responsibility, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of the Dartmouth community, students are expected to adhere to these principles at all times, in both their academic and non-academic endeavors. All students should conduct themselves in accordance with the regulations set forth in the [student handbook](#), particularly those relating to 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 academic regulations may result in loss of credit or failure for a given piece of work or in the course. Major violations of these regulations may result in suspension or expulsion from the College.

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 laptops and tablets in class, but only for note-taking or other class-related activities. No cell phones may be used in class. 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

Attendance and participation are essential components of this course. Chronic absences will cause a significant loss of points from your grade, as will routinely showing up to class late or leaving early. You can miss up to three of our regular Tuesday/Thursday class meetings without penalty, no questions asked. ***Any more than three absences over the course of the semester 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 and come to class prepared. Class policies on late and missed work are outlined in more detail below. If you anticipate having to miss class meetings (e.g., due to athletic participation, college-excused events, religious observances), 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 term. To make sure you don't wind up in a difficult position, plan ahead: start your assignments early and finish them in advance of the deadline. Speak with me early in the term if you anticipate any circumstances that might affect your ability to get your work in on time. ***Reflection journal entries of all types will receive a zero if they come in after the deadline. Assignments related to your research portfolio will lose one letter grade for each day they are late; those that are 5 or more 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.

Extensions will only be given on graded assignments if they are missed because of extreme circumstances beyond your control, such as 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, oversleeping, forgetting about the deadline, having computer problems, or needing to help your friend or family member with something will not be considered extreme circumstances. If you believe you are eligible for an extension, ***it is your responsibility to notify me before missing the deadline.*** Students who have been granted accommodations by Student Accessibility Services should arrange to meet with me early in the semester 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. Course readings and assignments will be posted on [Canvas](#). Canvas is also the main forum by which most of your assignments will be submitted. If you have 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 late submission of assignments.

Re-Grading of Assignments

If you believe there has been an error in the grading of 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 either up or down.*** You have one week from the date the assignment is returned to you to request that it be re-graded.

Accommodations

Students desiring academic accommodations, modifications, or auxiliary aids should contact [Student Accessibility Services](#) at Student.Accessibility.Services@Dartmouth.edu or 603-646-9900. Once you've established your accommodations 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: Introduction

- 1/4 Anderson and Snow, "Inequality and the Self"
[QCCQ #1](#)
- 1/7 [Choose a Community Partner](#)
[Weekly Reflection #1](#)

Week 2: Status, Power, and Resources

- 1/9 Ridgeway, "Why Status Matters for Inequality"
Hallett, "Between Deference and Distinction"
[QCCQ #2](#)
- 1/11 Molm et al., "Conflict and Fairness in Social Exchange"
[Background Research on Community Partner](#)
- 1/14 [Weekly Reflection #2](#)

Week 3: Culture, Stigma, and Justice

- 1/16 Kay et al., "Inequality, Discrimination, and the Power of the Status Quo"
[QCCQ #3](#)
- 1/18 Link and Phelan, "Stigma Power"
Hegtvedt and Johnson, "Justice Beyond the Individual"
- 1/21 [Weekly Reflection #3](#)

Week 4: Self, Identity, and Emotions

- 1/23 Schwalbe et al., "Generic Processes in the Reproduction of Inequality"
Hunt, "Identities and Inequalities"
[QCCQ #4](#)
- 1/25 Hochschild, "Emotion Work, Feeling Rules, and Social Structure"
[Literature Review](#)
- 1/28 [Weekly Reflection #4](#)

Week 5: Socialization, Family, and Schools

- 1/30 One reading from *Socialization* list
[QCCQ #5](#)
- 2/1 One reading each from *Family* and *Schools* lists
- 2/4 [Weekly Reflection #5](#)

Week 6: Work, Neighborhoods, and Crime

- 2/6 One reading from *Work* list
[QCCQ #6](#)
- 2/8 One reading each from *Neighborhoods* and *Crime* lists
[Documentation of Field Research](#)
- 2/11 [Weekly Reflection #6](#)

Week 7: Sex, Gender, and Sexuality

- 2/13 Two readings from *Sex and Gender* list
[QCCQ #7](#)
- 2/15 One reading from *Sexuality* list
- 2/18 [Weekly Reflection #7](#)

Week 8: Race, Class, and Immigration

- 2/20 One reading each from *Race* and *Class* lists
[QCCQ #8](#)
- 2/22 One reading from *Immigration* list
[Formal Report on Field Research](#)
- 2/25 [Weekly Reflection #8](#)

Week 9: Health, Age, and the Life Course

- 2/27 Two readings from *Health* list
[QCCQ #9](#)
- 3/1 One reading from *Life Course* list
- 3/4 [Weekly Reflection #9](#)

Week 10: Resisting Inequality

- 3/6 Two readings from *Resistance* list
[QCCQ #10](#)
[Weekly Reflection #10](#)

****Final Research Portfolio due Sunday, March 11 at 3:00 pm****

COURSE READINGS

Assigned Readings, Weeks 1-4

- Anderson, Leon and David A. Snow. 2001. "Inequality and the self: Exploring connections from an interactionist perspective." *Symbolic Interaction* 24: 395-406.
- Hallett, Tim. 2007. "Between deference and distinction: Interaction ritual through symbolic power in an educational institution." *Social Psychology Quarterly* 70: 148-71.
- Hegtvedt, Karen A. and Cathryn Johnson. 2000. "Justice beyond the individual: A future with legitimation." *Social Psychology Quarterly* 63: 298-311.
- Hochschild, Arlie R. 1979. "Emotion work, feeling rules, and social structure." *American Journal of Sociology* 85: 551-75.
- Hunt, Matthew O. 2003. "Identities and inequalities: Exploring links between self and stratification processes." Pp. 71-84 in *Advances in Identity Theory and Research*, edited by P. Burke, T. Owens, R. Serpe, and P. Thoits. New York: Kluwer Academic/Plenum Publishers.
- Kay, Aaron C., Danielle Gaucher, Jennifer M. Peach, Kristin Laurin, Justin Friesen, Mark P. Zanna, and Steven J. Spencer. 2009. "Inequality, discrimination, and the power of the status quo: Direct evidence for a motivation to see the way things are as the way they should be." *Journal of Personality and Social Psychology* 97: 421-34.
- Link, Bruce G. and Jo Phelan. 2014. "Stigma power." *Social Science and Medicine* 103: 24-32.
- Molm, Linda D., Jessica L. Collett, and David R. Schaefer. 2006. "Conflict and fairness in social exchange." *Social Forces* 84: 2331-52.
- Ridgeway, Cecilia L. 2013. "Why status matters for inequality." *American Sociological Review* 79: 1-16.
- Schwalbe, Michael, Sandra Godwin, Daphne Holden, Doug Schrock, Shealy Thompson and Michele Wolkomir. 2000. "Generic processes in the reproduction of inequality: An interactionist analysis." *Social Forces* 79: 419-52.

Socialization

- Bradbury, Bruce, Miles Corak, Elizabeth Washbrook, and Jane Waldfogel. 2012. "Inequality in early childhood outcomes." Pp. 87-119 in *From Parents to Children: The Intergenerational Transmission of Advantage*, edited by J. Ermisch, M. Hantti, and T. Smeeding. New York: Russell Sage.
- Calarco, Jessica M. 2014. "Coached for the classroom: Parents' cultural transmission and children's reproduction of inequalities." *American Sociological Review* 79: 1015-37.
- Eccles, Jacquelynne S. 2009. "Who am I and what am I going to do with my life? Personal and collective identities as motivators of action." *Educational Psychologist* 44: 78-89.
- Eccles, Jacquelynne S. 2003. "Extracurricular activities and adolescent development." *Journal of Social Issues* 59: 865-89.
- Fine, Gary A. 2004. "Adolescence as cultural toolkit: High school debate and the repertoires of childhood and adulthood." *Sociological Quarterly* 45: 1-20.
- Fine, Gary A. and Michaela DeSoucey. "Joking cultures: Humor themes as social regulation in group life." *Humor* 18: 1-22.
- Hughes, Diane, James Rodriguez, Emilie P. Smith, Deborah J. Johnson, Howard C. Stevenson, and Paul Spicer. 2006. "Parents' ethnic-racial socialization practices: A review of research and directions for future study." *Developmental Psychology* 42: 747-70.
- Martin, Karen A. 1998. "Becoming a gendered body: Practices of preschools." *American Sociological Review* 63: 494-511.

Roksa, Josipa and Daniel Potter. 2011. "Parenting and academic achievement: Intergenerational transmission of educational advantage." *Sociology of Education* 84: 299-321.

Families

- Benard, Stephen and Shelley J. Correll. 2010. "Normative discrimination and the motherhood penalty." *Gender and Society* 24: 616-46.
- Cotter, David, Joan Hermsen, and Reeve Vanneman. 2011. "The end of the gender revolution? Gender role attitudes from 1977 to 2008." *American Journal of Sociology* 117: 259-89.
- Hochschild, Arlie. 2005. "On the edge of the time bind: Time and market culture." *Social Research* 72: 339-54.
- Lively, Kathryn J., Lala Carr Steelman, and Brian Powell. 2010. "Equity, emotion, and the household division of labor response." *Social Psychology Quarterly* 73: 358-79.
- Moore, Mignon R. "Gendered power relations among women: A study of household decision making in black, lesbian stepfamilies." *American Sociological Review* 73: 335-56.
- Powell, Brian, Catherine Blozendahl, Claudia Geist, and Lala Carr Steelman. 2010. "Who counts as a family?" Pp. 16-36 in *Counted Out: Same Sex Relations and American Definitions of Family*. New York: Russell Sage Foundation.
- Pfeffer, Carla. 2010. "'Women's work'? Women partners of transgender men doing housework and emotion work." *Journal of Marriage and Family* 72: 165-83.
- Raley, Sara, Suzanne M. Bianchi, and Wendy Wang. 2012. "When do fathers care? Mothers' economic contribution and fathers' involvement in child care." *American Journal of Sociology* 117: 1422-59.
- Ridgeway, Cecilia L. and Shelley J. Correll. 2004. "Motherhood as a status characteristic." *Journal of Social Issues* 60: 683-700.

Schools

- Appel, Markus and Nicole Kronberger. 2012. "Stereotypes and the achievement gap: Stereotype threat prior to test taking." *Educational Psychology Review* 24: 609-35.
- Entwisle, Doris R., Karl L. Alexander and Linda S. Olson. 2005. "First grade and educational attainment by age 22: A new story." *American Journal of Sociology* 110: 1458-1502.
- Eccles, Jacquelynne S. and Robert W. Roeser. 2011. "Schools as developmental contexts during adolescence." *Journal of Research on Adolescence* 21: 225-41.
- Engberg, Mark E. and Gregory C. Wolniak. 2010. "Examining the effects of high school contexts on postsecondary enrollment." *Journal of Higher Education* 51: 132-53.
- Hassrick, Elizabeth M. and Barbara Schneider. 2009. "Parent surveillance in schools: A question of social class." *American Journal of Education* 115: 195-225.
- Jussim, Lee, Stephanie Madon, and Celina Chatman. 1994. "Teacher expectations and student achievement: Self-fulfilling prophecies, biases, and accuracy." Pp. 303-34 in *Applications of Heuristics and Biases to Social Issues*, edited by L. Heath et al. New York: Springer.
- Kim, Doo Hwan and Barbara Schneider. 2005. "Social capital in action: Alignment of parental support in adolescents' transition to postsecondary education." *Social Forces* 84: 1181-1206.
- Lareau, Annette. 1987. "Social class differences in family-school relationships: The importance of cultural capital." *Sociology of Education* 60: 73-85.
- Lee, Jung-Sook and Natasha Bowen. 2006. "Parent involvement, cultural capital, and the achievement gap among elementary school children." *American Educational Research Journal* 43: 193-218.

Tyson, Karolyn, William Darity, Jr., and Domini R. Castellino. 2013. "It's not a "black thing": Understanding the burden of acting white and other dilemmas of high achievement." *American Sociological Review* 70: 582-605.

Work

- Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." *American Economic Review* 94: 991-1013.
- Castilla, Emilio J. 2008. "Gender, race, and meritocracy in organizational careers." *American Journal of Sociology* 113: 1479-526.
- DiTomaso, Nancy, Rochelle Parks-Yancy, and Corinne Post. 2011. "White attitudes toward equal opportunity and affirmative action." *Critical Sociology* 37: 615-29.
- Elliott, James R. and Ryan A. Smith. 2004. "Race, gender, and workplace power." *American Sociological Review* 69: 365-86.
- Hogg, Michael A. 2001. "A social identity theory of leadership." *Personality and Social Psychology Review* 5: 184-200.
- Kreiner, Glen E., Blake E. Ashforth, and David M. Sluss. 2006. "Identity dynamics in occupational dirty work: Integrating social identity and system justification perspectives." *Organization Science* 17: 619-36.
- McDonald, Steve, Nan Lin and Dan Ao. 2009. "Networks of opportunity: Gender, race, and, job leads." *Social Problems* 56: 385-402.
- Pager, Devah and Lincoln Quillian. 2005. "Walking the talk? What employers say versus what they do." *American Sociological Review* 70: 355-80.
- Rosette, Ashleigh S., Geoffrey J. Leonardelli, and Katherine W. Phillips. 2008. "The White standard: Racial bias in leader categorization." *Journal of Applied Psychology* 93: 758-77.
- Smith, Ryan A. 2005. "Do the determinants of promotion differ for White men versus women and minorities? An exploration of intersectionalism through sponsored and contest mobility processes." *American Behavioral Scientist* 48: 1157-81.
- Tsui, Anne S., Terri D. Egan and Charles A. O'Reilly III. 1992. "Being different: Relational demography and organizational attachment." *Administrative Science Quarterly* 37: 549-79.
- Wingfield, Adia H. 2010. "Are some emotions marked "whites only"? Racialized feeling rules in professional workplaces." *Social Problems* 57: 251-68.

Neighborhoods

- Bobo, Lawrence and Camille L. Zubrinsky. 1996. "Attitudes on residential integration: Perceived status differences, mere in-group preference, or racial prejudice?" *Social Forces* 73: 883-909.
- Emerson, Michael O., Karen J. Chai and George Yancey. 2001. "Does race matter in residential segregation? Exploring the preferences of White Americans." *American Sociological Review* 66: 922-35.
- Farley, Reynolds, Charlotte Steeh, Maria Krysan, Tara Jackson and Keith Reeves. 1994. "Stereotypes and segregation: Neighborhoods in the Detroit area." *American Journal of Sociology* 100: 750-80.
- Firebaugh, Glenn and Matthew B. Schroeder. 2009. "Does your neighbor's income affect your happiness?" *American Journal of Sociology* 115: 805-31.
- Harding, David J. 2007. "Cultural context, sexual behavior, and romantic relationships in disadvantaged neighborhoods." *American Sociological Review* 72: 341-64.

- Krysan, Maria, Mick P. Couper, Reynolds Farley, and Tyrone A. Forman. 2009. "Does race matter in neighborhood preferences? Results from a video experiment." *American Journal of Sociology* 115: 527-59.
- Quillian, Lincoln and Devah Pager. 2001. "Black neighbors, higher crime? The role of racial stereotypes in evaluations of neighborhoods crime." *Social Science Research* 31: 197-229.
- Sampson, Robert J. 2008. "Moving to inequality: Neighborhoods effects and experiments meet social structure." *American Journal of Sociology* 114: 189-231.
- Sampson, Robert J. and Stephen W. Raudenbush. 2004. "Seeing disorder: Neighborhood stigma and the social construction of "broken windows"." *Social Psychology Quarterly* 67: 319-42.

Crime

- Bartusch, Dawn J. and Ross L. Matsueda. 1996. "Gender, reflected appraisals, and labeling: A cross-group test of an interactionist theory of delinquency." *Social Forces* 75: 145-76.
- Foster, Holly and John Hagan. 2007. "Incarceration and intergenerational social exclusion." *Social Problems* 54: 399-433.
- Giordano, Peggy C., Stephen A. Cernkovich, and Jennifer L. Rudolph. 2002. "Gender, crime, and desistance: Toward a theory of cognitive transformation." *American Journal of Sociology* 107: 990-1064.
- Giordano, Peggy C., Ryan D. Schroeder and Stephen A. Cernkovich. 2007. "Emotions and crime over the life course: A neo-Median perspective on criminal continuity and change." *American Journal of Sociology* 112: 1603-61.
- Harding, David J. 2009. "Violence, older peers, and the socialization of adolescent boys in disadvantaged neighborhoods." *American Sociological Review* 74: 445-64.
- Heimer, Karen. 1997. "Socioeconomic status, subcultural definitions, and violent delinquency." *Social Forces* 75: 798-833.
- Heimer, Karen and Ross L. Matsueda. 1994. "Role-taking, role-commitment, and delinquency: A theory of differential social control." *American Sociological Review* 59: 365-90.
- Kreager, Derek A., Ross L. Matsueda, and Elena A. Erosheva. 2010. "Motherhood and criminal desistance in disadvantaged neighborhoods." *Criminology* 48: 221-58.
- Matsueda, Ross L. 1992. "Reflected appraisals, parental labeling, and delinquent behavior: Specifying a symbolic interactionist theory." *American Journal of Sociology* 97: 1577-1611.
- Quillian, Lincoln and Devah Pager. 2010. "Estimating risk: Stereotype amplification and the perceived risk of criminal victimization." *Social Psychology Quarterly* 73: 79-104.
- Steen, Sara, Rodney L. Engen, and Randy R. Gainey. 2005. "Images of danger and culpability: Racial stereotyping, case processing, and criminal sentencing." *Criminology* 43: 435-68.

Sex and Gender

- Adler, Patricia A., Steven J. Kless, and Peter Adler. 1992. "Socialization to gender roles: Popularity among elementary school boys and girls." *Sociology of Education* 65: 169-87.
- Correll, Shelley J. 2004. "Constraints into preferences: Gender, status, and emerging career aspirations." *American Sociological Review* 69: 93-113.
- Dozier, Raine. 2005. "Beards, breasts, and bodies: Doing sex in a gendered world." *Gender and Society* 19: 297-316.
- England, Paula. 2010. "The gender revolution: Uneven and stalled." *Gender and Society* 24: 149-66.

- Foschi, Martha. 1996. "Double standards in the evaluation of men and women." *Social Psychology Quarterly* 59: 237-54.
- Grazian, David. 2007. "The girl hunt: Urban nightlife and the performance of masculinity as collective activity." *Symbolic Interaction* 30: 221-43.
- Kane, Emily W. 2006. "'No way my boys are going to be like that!': Parents' responses to children's gender nonconformity." *Gender and Society* 20: 149-76.
- Kollock, Peter, Philip Blumstein, and Pepper Schwartz. 1985. "Sex and power in interaction: Conversational privileges and duties." *American Sociological Review* 50: 34-46.
- Messner, Michael A. 2000. "Barbie girls versus sea monsters: Children constructing gender." *Gender and Society* 14: 765-84.
- Milkie, Melissa A. 1999. "Social comparison, reflected appraisals, and mass media: The impact of pervasive beauty images on black and white girls' self-concepts." *Social Psychology Quarterly* 62: 190-210.
- Pascoe, C. J. 2005. "'Dude you're a fag': Adolescent masculinity and fag discourse." *Sexualities* 8: 329-46.
- Ridgeway, Cecilia L. 2008. "Framed before we know it: How gender shapes social relations." *Gender and Society* 23: 145-60.

Sexuality

- Armstrong, Elizabeth A., Laura T. Hamilton, Elizabeth M. Armstrong, and J. Lotus Seeley. 2014. "Good girls: Gender, social class, and slut discourse on campus." *Social Psychology Quarterly* 77: 100-22.
- Boyle, Kaitlin M. and Ashleigh E. MacKenzie. 2015. "Resolving negative affect and restoring meaning: Deflection produced by unwanted sexual experiences." *Social Psychology Quarterly* 78: 151-72.
- Green, Adam Isaiah. 2011. "Playing the (sexual) field: The interactional basis of systems of sexual stratification." *Social Psychology Quarterly* 74: 244-66.
- Hamilton, Laura. 2007. "Trading on heterosexuality: College women's gender strategies and homophobia." *Gender and Society* 21: 145-72.
- Kreager, Derek A. and Jeremy Staff. 2009. "The sexual double standard and adolescent peer acceptance." *Social Psychology Quarterly* 72: 143-64.
- Pfeffer, Carla A. 2014. "'I don't like passing as a straight woman': Queer negotiations of identity and social group membership." *American Journal of Sociology* 120: 1-44.
- Rupp, Leila J., Verta Taylor, Shiri Regev-Messalem, Alison C.K. Fogarty, and Paula England. 2013. "Queer women in the hookup scene: Beyond the closet?" *Gender and Society* 28: 212-35.
- Simon, Robin, Donna Eder, and Cathy Evans. 1992. "The development of feeling norms underlying romantic love among adolescent females." *Social Psychology Quarterly* 55: 29-46.

Race/Ethnicity

- Alba, Richard, Rubén Rumbaut and Karen Marantz. 2005. "A distorted nation: Perceptions of racial/ethnic group sizes and attitudes toward immigrants and other minorities." *Social Forces* 84: 901-19.
- Altheide, David L. 2004. "Consuming terrorism." *Symbolic Interaction* 27: 289-308.
- Cheryan, Sapna and Galen V. Bodenhausen. 2000. "When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status." *Psychological Science* 11: 399-402.

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