

## Sociology 65: The Social Psychology of Inequality

Spring 2026, Dartmouth College  
Tuesday/Thursday 2:25-4:15 pm  
X-hour: Wednesday 5:30-6:20 pm  
Class Location: Silsby 119

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 applied 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 social inequality; (2) apply these concepts to explain the emergence and persistence of inequalities across different social and institutional contexts and for members of different social groups; (3) evaluate and synthesize readings to develop evidence-based interpretations of social inequality problems and processes in class discussions and written work; (4) construct a literature review that applies a core concept introduced in the course to a social problem of interest to a community partner organization in the Upper Valley; (5) carry out applied research that responds to the goals and needs of your community partner, observing social psychological concepts in action; and (6) communicate the findings of your literature review and applied research in an integrated final report that is cohesive, accessible, and useful to your community partner.

**Course Materials.** The required textbook for this course is on 2-hour 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 (45%)*

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, applied research on a matter of concern for the organization, and a final deliverable. Community partners will vary from year to year as will the specifics of your applied research experience, which depend on the goals of your community partner. This may require site visits during which you may make observations, take field notes, or conduct qualitative interviews or it may involve working with existing data or resources provided by your partner organization. You can learn more about our partnerships for this term on Canvas.

You will be matched with a community partner and complete background research on the organization by Week 2 (5% of your final grade). You will review academic literature and conduct applied research on a matter of concern to your community partner beginning in Week 3. You will submit a detailed outline of your research portfolio (literature review, applied research, deliverable) in Week 5, including a list of tasks that need to be completed and clear action plan for each task (5%). We will meet to discuss your progress and plans during Weeks 6-7. You will informally present and receive/provide peer feedback on your research during class in Week 8 (5%). You will formally present your research portfolio to your partner organization during the final class meeting of the term (10%). The final draft of your research portfolio will be due during exam week and must include the final set of evaluation criteria for the deliverable that you co-developed with your partner organization (20%). Full instructions and evaluation criteria for each assignment are available on Canvas.

Your individual grade on group 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 will submit a confidential group evaluation to Canvas by the deadline for each of these assignments. Students who do not complete the evaluation by the deadline will receive a 10% deduction from their individual assignment grade after any adjustments based on my observations and peer evaluations.

### *Weekly Reflection Papers (45%)*

You will write a 1,000-word reflection paper each week in response to a series of writing prompts. 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 45% of your final grade in the course (5% each). Full instructions and evaluation criteria are available on Canvas.

### *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 outside reading per week during class discussion. In Weeks 2-4, you will present a reading that connects the week's topics with the theme of your research project. In Weeks 5-9, you will present a reading that uses concepts, theories, or frameworks from sociological social psychology to explain inequalities related to the week's topics. To receive credit, you must submit structured reading notes on your chosen source using the template provided on Canvas before the start of each Thursday's class meeting and present your reading during Thursday's class.

Consistent, active participation in class discussions (including discussion of your chosen weekly readings in Weeks 2-9 and timely submission of structured notes on your chosen readings) will account for 10% of your final grade in the course. The evaluation criteria for class participation and instructions on how to properly select, take notes on, and present the outside readings are available on Canvas.

### ***Final Grade***

Your final numeric grade in the course will be determined by the components of your research portfolio submitted throughout the term (45%), weekly written reflections (45%), 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](#). In accordance with these guidelines, you must demonstrate an excellent mastery of the course material, excellent performance in oral and written analysis, synthesis, and critical expression, a high degree of originality and/or creativity, and an ability to work independently with unusual effectiveness to earn an A in this course.

A	96-100	B+	88-91.99	B-	80-83.99	C	73-76.99	D	60-69.99
A-	92-95.99	B	84-87.99	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.

It is my expectation is that you will independently produce any written work you submit for this course. Cheating, plagiarism, use of the same work in multiple courses, and unauthorized collaboration will not be tolerated. Failure to comply with these policies will be considered academically dishonest and a violation of Dartmouth's academic honor principle. 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. *I consider certain uses of generative AI in producing written work for this class a violation of Dartmouth's academic honor principle.* Details on this policy are provided below in the Artificial Intelligence Policy section.

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 speak with me. [Peer tutoring and academic coaching](#) are available through the Academic Skills Center. [Writing and research support](#) are available to you through RWIT.

## *Artificial Intelligence Policy*

I consider unauthorized and undisclosed use of generative AI in producing work for this class a violation of Dartmouth's academic honor principle. Please review my policies below to learn how and when it is acceptable to use these tools in the course.

1. ***Acceptable uses of generative AI in this course are limited.*** You may only use these tools only for the purposes listed below. If you are unclear whether a certain use of generative AI is acceptable, reach out in advance of using it to produce a written assignment.
  - a. Checking your writing for grammar, spelling, and punctuation errors;
  - b. Brainstorming ideas or outlining an assignment (but **not** producing drafts);
  - c. Getting advice on style or organization (but **not** directly revising your writing);
  - d. Properly formatting your reference list (be sure to check the output for mistakes).
2. ***Any use of generative AI in producing work for this course must be disclosed.*** All assignments must include an AI Use Statement, even if you did not use generative AI. Assignment instructions will provide the required format. Each student must submit an AI Use Statement with every assignment by the deadline, whether the work is completed individually (e.g., reflection papers) or as part of a group (e.g., research portfolio assignments). For group assignments, this statement should describe only your own use, not that of your group members. Assignments that do not include an appropriate AI Use Statement will be considered incomplete and subject to the penalties below:
  - a. First omission: no penalty if submitted within 48 hours of deadline; otherwise -5%
  - b. Second omission: -5%
  - c. Subsequent omissions: -10%
  - d. Repeated failure to include the statement may result in additional penalties. Undisclosed use of generative AI, if detected, will be treated as a violation of the academic honor principle.
3. ***Under no circumstances may you directly copy content produced by generative AI into your written work, even if the source of this content is disclosed.*** This is problematic for reasons outlined below, runs counter to our course learning goals, and is not an acceptable use of generative AI in the course.
4. ***It is your responsibility to clarify any confusion about these policies with me before submitting an affected assignment.*** Unauthorized and undisclosed uses of generative AI are not permitted in this course. Misunderstanding the authorized uses and/or disclosure expectations does not exempt you from this policy.

There are several good reasons to be selective and intentional in your use of generative AI tools. First, they have [significant and growing environmental costs](#) relative to getting your information from the source. Second, undisclosed use of generative AI in producing written work constitutes [plagiarism](#), as it presents words you did not produce as if they are your own. Third, generative AI often produces incomplete, inaccurate, unoriginal, outdated, and/or biased output. Any information these tools provide must be checked against reliable, current sources, examined for potential bias and unintended reuse of copyrighted material, and developed to reflect your unique voice and perspective on the issue to avoid these pitfalls. Fourth, overreliance on generative AI can [limit how much you get out of your education](#) (e.g., development of important decision-making, critical thinking, analytical reasoning, and academic writing skills). The responsibility for using these tools wisely ultimately falls to you.

## *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 as soon as possible so we can make plans to keep you on track in the course. 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. 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*

The required book for this course is on 2-hour course reserve at Baker-Berry Library. 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 or 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](mailto: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

- 3/31 Review syllabus and community partnership options  
Ubri et al., "The Community-Engaged Research Framework"
- 4/2 Crawford and Novak, "What is Sociological Social Psychology?"  
McLeod, Hallett, and Lively, "Toward an Integrated Social Psychology of Inequality"
- 4/2 [Rank Research Team Preferences](#)
- 4/5 [Weekly Reflection #1](#)

**\*\*Each Thursday during Weeks 2-4, you are expected to share one outside scholarly reading that connects the week's topics with the theme of your research project. You will identify these readings on your own. Submit structured reading notes before the start of class using the template provided and come prepared to present the reading during class. Full instructions are available on Canvas.**

### Week 2: Categorization, Stigma, and Justice

- 4/7 Wilkins, Mollborn, and Bó, "Constructing Difference" (HSPI, Chapter 6)  
Link, Phelan, and Hatzenbuehler, "Stigma and Social Inequality" (HSPI, Chapter 3)
- 4/9 Hegtvedt and Isom, "Inequality: A Matter of Justice?" (HSPI, Chapter 4)
- 4/9 [Background Research](#)
- 4/12 [Weekly Reflection #2](#)

### Week 3: Status, Power, and Resources

- 4/14 Ridgeway and Nakagawa, "Status" (HSPI, Chapter 1)  
Hallett, "Between Deference and Distinction"
- 4/16 Thye and Kalkhoff, "Theoretical Perspectives on Power and Resource Inequality" (HSPI, Chapter 2)
- 4/16 [Community Partner Meeting](#)
- 4/19 [Weekly Reflection #3](#)

### Week 4: Self, Identity, and Emotions

- 4/21 Callero, "Self, Identity, and Social Inequality" (HSPI, Chapter 12)  
Schwalbe and Shay, "Dramaturgy and Dominance" (HSPI, Chapter 7)
- 4/23 Foy et al., "Emotions and Affect as Source, Outcome, and Resistance to Inequality" (HSPI, Chapter 13)
- 4/26 [Weekly Reflection #4](#)

**\*\*Each Thursday during Weeks 5-9, you are expected to share one outside scholarly reading that uses concepts, theories, or frameworks from sociological social psychology to explain inequalities related to the week's topics. You may choose a reading from the relevant topical reading list on Canvas or locate an appropriate source on your own. Submit structured reading notes before the start of class using the template provided and come prepared to present the reading during class. Full instructions are available on Canvas.**

### **Week 5: Socialization, Family, and Schools**

- 4/28 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)
- 4/30 Schneider, Judy, and Burkander, "Schools" (*HSPI*, Chapter 17)
- 4/30 [Research Portfolio Outline](#)
- 5/3 [Weekly Reflection #5](#)

**\*\*Schedule a group meeting with Prof. Rogers in Weeks 6-7 to get feedback on your portfolio outline.**

### **Week 6: Work, Neighborhoods, and Crime**

- 5/5 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)
- 5/7 Matsueda and Grigoryeva, "Social Inequality, Crime, and Deviance" (*HSPI*, Chapter 27)
- 5/10 [Weekly Reflection #6](#)

### **Week 7: Sex, Gender, and Sexuality**

- 5/12 Kroska, "The Social Psychology of Gender Inequality" (*HSPI*, Chapter 20)  
Mize, "What Social Psychology Can Contribute to the Study of Sex, Gender, and Sexualities"
- 5/14 Schrock, Sumerau, and Ueno, "Sexualities" (*HSPI*, Chapter 25)
- 5/17 [Weekly Reflection #7](#)

### **Week 8: Race, Class, and Intersectionality**

- 5/19 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)
- 5/21 Howard and Renfrow, "Intersectionality" (*HSPI*, Chapter 5)
- 5/21 [Informal Presentations and Peer Feedback](#)
- 5/24 [Weekly Reflection #8](#)

### **Week 9: Health, Age, and the Life Course / Resisting Inequality**

- 5/26 McLeod, Erving, and Caputo, "Health Inequalities" (*HSPI*, Chapter 28)  
Falletta and Dannefer, "The Life Course and the Social Organization of Age" (*HSPI*, Chapter 24)
- 5/28 Snow and Owens, "Social Movements and Social Inequality" (*HSPI*, Chapter 26)
- 5/31 [Weekly Reflection #9](#)

### **Week 10: Course Wrap-Up**

- 6/2 [Final Presentations](#)
- 6/7 [Final Research Portfolio](#)