



Dr. Shaonta' Allen
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Office: Blunt Hall 308A
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SOCY [TBD] FALL 2026
Course Time: TBD
X-Hour: TBD
Location: TBD

SOCY/AAAS [TBD]: BLACK SOCIOLOGY



Course Description:

The discipline of sociology explores the reciprocal relationship between individuals and society to reveal how behaviors among communities at the micro-level generate macro-level social institutions. This course on Black Sociology centers African American social and cultural life. Beginning with an interrogation of the discipline's origin story at historically Black college and universities, the course will examine the various ways that sociological theories and methods have been used to make sense of Black life throughout American history and across the diaspora. Focusing on topics such as gender, ethnicity, class, culture, religion, and politics, each week students will gain an understanding of the intricate ways race is constructed in the lives of Black people and how these constructions can both oppress and empower Black communities as they move through society. In all, this course will examine the diverse ways of living, being, and knowing that exist within Black social worlds including intraracial conflicts, sources of solidarity, and efforts to produce social change.

Course Distributives:

- Social Analysis (SOC)
- World Culture: Culture and Identity (WCult: CI)

Learning Outcomes:

Upon completion of this course, you will be able to:

- Define Black Sociology and distinguish its objectives from mainstream sociology
- Articulate the contributions of classical and contemporary Black sociological thinkers
- Understand the prominent theoretical frameworks and research methods affiliated with the Black sociological tradition
- Consider the major social forces that have and continue to shape the Black social experience
- Analyze sociological readings, generate critical thinking questions based on those readings, and discuss sensitive topics respectfully
- Apply sociological concepts and theories to contemporary issues
- Enhance skills related to analytical writing and public speaking
- Identify and research a contemporary scholarly debate within Black Sociology
- Engage in Public Sociology by generating a critical factsheet

Texts and Materials:

- *The Death of White Sociology: Essays on Race and Culture*, edited by Joyce Ladner
- *The New Black Sociologists: Historical and Contemporary Perspectives*, edited by Marcus A. Hunter
- *Black Feminist Sociology: Perspectives and Praxis*, edited by Zakiya Luna and Whitney N. Laster Pirtle
- Additional articles and book chapters (provided on canvas)

Reading assignments are listed below in the course schedule. All readings supplementing the assigned books will be made available online through the course website on Canvas. Additional readings may be assigned throughout the semester and, in that case, will be made available to you as well. *It is expected that you will have done the reading(s) by the time class meets on the date for which the assignment is listed in the syllabus.* There is a lot of reading; you must keep up with it as we go along to be successful in this course! Furthermore, you will likely find it helpful to take notes as you read.

Course Structure:

My approach to teaching involves utilizing culturally-responsive pedagogical techniques to ensure all students have the opportunity to develop their critical thinking, effective writing, and practical research and analytic skills. Culturally-responsive learning centers students' cultural experiences and advocates for them to be incorporated into all aspects of the learning process. Specifically, I draw on active and applied learning strategies. These strategies provide students with opportunities to apply theories and paradigms to real-world experiences and encourage students to reflect on course activities to deepen and extend the ways they think and learn. I structure my courses this way with the hope of engendering excitement about establishing new mechanisms of understanding. This course will draw on a variety of educative modalities including lectures, discussions, small group work, active learning, web-based learning, and experiential learning, among others.

The weekly class sessions will include the following components:

- Lectures with Multimedia
- Group Discussion of Assigned Readings
- Small Group & Whole Group Activities
- In-Class Writing

Assignments & Assessments:

Assignment	Points Possible	Percentage
Rapid Response Reading Reviews (6)	300 points (50 pts/each)	30%
Discussion Leader (1)	100 points	10%
Critical Fact Sheet (1)	200 points	20%
Presentation (1)	100 points	10%
Book Review Essay (1)	200 points	20%
Participation	100 points	10%
TOTAL	1000 points	100%

• ***Rapid Response Reading Reviews:*** To ensure that you are keeping up with the assigned readings and lecture materials, you will complete six rapid response reading review assessments throughout the term. These assessments will be based on all assigned readings, course lectures, in-class activities, and discussions. You will be expected to analyze the main arguments made and situate them within broader conversations among Black sociological thinkers. These assessments will primarily be comprised of short answer questions. Additionally, they will be timed and completed online through the course canvas site.

• ***Discussion Leader:*** One time during the term you will be required to facilitate a class conversation by serving as a discussion leader along with 1 or 2 of your classmates. It will be each leader's responsibility to 1) identify a chapter from our assigned books that relates to the weekly topic, 2) compose a peer review of that chapter, 3) present an overview of your assessment of that chapter to the class, and finally, 4) curate a few discussion questions related to the chapter. Discussion leaders are expected to come to class having completed the assigned readings for that week and having compiled additional materials such as images/videos/quotes/etc. (if necessary) to generate conversation and analysis. Discussion leaders are encouraged to link course concepts to larger class contexts and current events. Discussion Leaders will submit their discussion outline (including each of their peer reviews of selected chapters and an outline of their discussion questions/prompts and/or activities) prior to the start of the class session.

• ***Critical Factsheet & Presentation:*** At the end of the term, you will create a fact sheet summarizing a scholarly debate within Black Sociology. Factsheets combine the analysis of a formal essay with the creative format of an infographic. This assignment allows students to focus on an area of interest, summarizing both sides of the debate and offering theoretical and methodological interventions. Additional details about this assignment will be provided on the course canvas site.

- ***Book Review:*** As the final assignment of the course, you will select a recently published book covering a topic under the scholarly umbrella of Black Sociology. You are encouraged to collaborate with me in your learning experience by tailoring this assignment to a topic or issue you desire to learn more about and it does not have to be the same topic as the critical factsheet, although this would be acceptable. This review will require you to offer a comprehensive analysis and critique of a recent study within Black Sociology. Selected books should be published at a university press or by some other academic adjacent entity and should be submitted to me prior to the end of week 3. A detailed rubric will be provided.

- ***Attendance & Participation:*** Attendance is vital to adequately understanding class content and assigned materials. Missing class not only detracts from your own academic experience, but also deprives your classmates of your insights. As such, you are expected to attend each class session. At the end of each lecture, you will be responsible for signing the attendance sheet to ensure that you'll receive points for attending class that day (please note that excessively arriving to class late will detract from your attendance and participation grade). However, signing the attendance sheet alone is not sufficient. To earn participation points you must attend class *and* participate, that is, engage in course discussions and activities. There will be plenty of opportunities to participate during each course session. I will frequently incorporate talking points into the lectures to stimulate your thoughts on a particular topic. Also, it is expected that you will take detailed notes while completing the assigned readings and generate open-ended discussion questions on the readings. This practice will often bring you to class with thoughts or questions that can be used to help facilitate discussion and I will occasionally call on students to pose their questions to the class. Finally, there will be required office hour attendance at various points throughout the term and this will also factor into students' participation grade.

Collegiate classrooms are places of inspiration and analytic opportunity but also, at times, can be spaces of contention and disagreement. If you are ever angered or made uncomfortable by anything brought up in discussion, feel free to address the contention during the class meeting or meet with me privately about it. I am committed to maintaining a learning environment that is respectful of all participants, so intolerance in any form will not be condoned (see the Department of Sociology's Diversity & Inclusion policy below).

Grading:

Drawing on Dartmouth's [grade descriptions](#), letter grades will be assigned according to the following grading scale:

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	C	73-76.9%
A-	92-94.9%	C-	70-72.9%
B+	89-91.9%	D+	67-69.9%
B	83-88.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	E	Below 60%

Course Schedule:

Week 1: Overview & Background

- Tuesday- *Introductions & Course Overview*
 - Sociology Hesitant- W. E. B. Du Bois (9pgs)
 - Introduction to *The Death of White Sociology*- Joyce Ladner (11pgs)
- Thursday- *Historicizing Black Sociology*
 - “Race and Ideology: An Essay in Black Sociology”- Robert Staples (28pgs)
 - “The Atlanta Sociological Laboratory 1896-1924: A Historical Account of the First American School of Sociology”- Earl Wright II (11pgs)

Week 2: Black Social Theory

- Tuesday- *Classical Black Social Theory*
 - Du Boisian Sociology After Du Bois: Frazier, St Clair Drake, and the Global and Comparative Study of Race and Empire”- Ali Meghji (12pgs)
 - “Ida B. Wells-Barnett as an anticolonial theorist on crime and punishment”- AunRika Tucker-Shabazz and Veda Hyunjin Kim (14pgs)
 - Select Readings from *Black Feminist Sociology*
- Thursday- *Afro-Pessimism & Social Death*
 - Introduction to *Slavery and Social Death*- Orlando Patterson (16pgs)
 - Afropessimism and The Ruse of Analogy: Violence, Freedom Struggles, and The Death of Black Desire- Frank B. Wilderson I (27pgs)

Week 3: Black Feminist Sociology

- Tuesday- *Black Feminism vs. Womanism*
 - “What’s in a Name? Womanism, Black Feminism, and Beyond”- Patricia Hill Collins (9pgs)
 - Excerpts from “Talking Back: Thinking Feminist, Thinking Black”- bell hooks
- Thursday- *Critical Race Feminism*
 - Select Readings from *Black Feminist Sociology*
 - Select Readings from *New Black Sociologists*
- Friday- Deadline to select book for Book Review assignment

Week 4: Methods & Black Sociology

- Tuesday- *Black Epistemology*
 - “Toward a Definition of White Logic and White Methods”- Eduardo Bonilla-Silva and Tukufu Zuberi (25pgs)
 - “Black Sociology: Toward a Theoretical Analysis of Systems of Oppression and Social Power”- Kalasia Ojeh (20pgs)
- Thursday- *Black Methods*
 - “A Call for Counter-Public Sociology”- Rahsaan Mahadeo (22pgs)
 - Select Readings from *Black Feminist Sociology*
 - Select Readings from *New Black Sociologists*

Week 5: Blackness Beyond Race: Ethnicity & Class

- Tuesday- The Black Bourgeoisie
 - “The Roots of the Black Bourgeoisie”- E. Franklin Frazier (14pgs)

- “Kin Support of the Black Middle Class: Negotiating Need, Norms, and Class Background”- Jasmine Hill (19pgs)
- Wednesday- Mid-Term Course Evaluations Due
- Thursday- Black Ethnicity
 - “An Introduction to African-Centered Sociology: Worldview, Epistemology, and Social Theory”- Karanja K. Carroll (14pgs)
 - “Diasporic Consciousness: Theorizing Black Pan-Ethnic Identity and Intra-racial Politics”- Candis W. Smith (25pgs)

Week 6: Black Culture: Colorism, Food, & the Digital

- Tuesday- *Colorism*
 - “Color in Context: Three Angles on Contemporary Colorism”- hephzibah v. strmic-pawl, Vanessa Gonlin, and Steve Garner (15pgs)
 - “The Disaggregation of Platform Labor: Theorizing Skin Tone Work in the Black Influencer Beauty Economy”- Ta’Les Love (15pgs)
- Thursday- *Black Cultural Studies*
 - “Black Memes Matter: #LivingWhileBlack With Becky and Karen”- Apryl Williams (14pgs)
 - ““We will not perish; we’re going to keep flourishing”: Race, Food Access, and Geographies of Self-Reliance”- Ashanté M. Reese (18pgs)

Week 7: Black Religion

- Tuesday- *The Black Church*
 - “Is the Black Church Dead?: Religious Resilience and the Contemporary Functions of Black Christianity”- Shaonta’ Allen (21pgs)
 - “Love Thy Neighbour? Religion And Ethnoracial Boundaries Among Second-Generation West African Youth”- Dialika Sall (24pgs)
- Thursday- *Beyond the Black Church*
 - “The Spirit of Critical Race Theory- Glenn Bracey (15pgs)
 - “Marketing the Image of the Modern Muslim Woman in the Age of Black Lives Matter”- Kayla Wheeler (18pgs)

Week 8: Black Sexual Politics

- Tuesday- *Gendered Politics*
 - “Beyond the Cool Pose: Black Men and Emotion Management Strategies”- Brandon Jackson (14pgs)
 - “Instagram Vixens: The Racialized Sexual Scripts of Erotic Labor Online”- Melissa Brown (18pgs)
- Thursday- *Sexual Politics*
 - “Unspooling Identity: An Intersectional Expansion of Stigma Response Strategies”- Terrell J. Winder (13pgs)
 - “Uses of the Erotic: The Erotic as Power”- Audre Lorde (8pgs)
 - “Why We Get Off: Moving Towards a Black Feminist Politics of Pleasure”- Joan Morgan (10pgs)

Week 9: Black Social Movements & Liberation

- Tuesday- Black Activism & Resistance
 - “The Black Feminist Roots of Scholar-Activism: Lessons from Ida B. Wells-Barnett”- Shaonta’ Allen (13pgs)

- “Engaging With the Past: How #Blacklivesmatter Points Us to Our Predecessors and Calls Us to Hope”- Jelani Ince (8pgs)
- “So You’re Thinking about Becoming an Abolitionist”- Mariama Kaba (25pgs)
- Thursday- Black Liberation & Black Public Sociology
 - “I can’t tell you what freedom is ’cause I’ve never seen it”: Addressing the Omission of Liberation Narratives in Sociology- Shaonta’ E. Allen (26pgs)
 - “Liberation Theory and Praxis”- Masica Jordan Alston, Angela S. Henderson, and Stephanie Strianse (12pgs)
 - “Augustus Granville Dill: A Case Study in the Conceptualization of a Black Public Sociology”- Marcus A. Brooks and Earl Wright II (15pgs)

Week 10: Critical Factsheet Presentations & the Future of Black Sociology
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- Tuesday- Future of Black Sociology
 - “Black Advantage Vision: Flipping the Script: on Racial Inequality Research”- Mary Pattillo- (35pgs)
 - Select Readings from *New Black Sociologists*
 - Critical Factsheet Presentations & Discussion
- Thursday- **Final draft of Critical Factsheets Due by 11:59pm EST**

Finals Week & Grades:

- Sunday- Book Review Essay Due by 11:59pm EST

Course Policies

- *Professor Availability and Office Hours*- Office hours will be held before our class sessions on Tuesdays and Thursdays from 1pm- 2pm. I am also available by appointment and I encourage you to make at least one appointment with me throughout the term. If you would like to meet with me outside of these hours, please send me an email to inquire about my additional availability. Should you have any questions regarding the course throughout the semester, feel free to contact me via email. I guarantee a response within 72 business hours. Please note that you must use your Dartmouth email account to ensure that your message is received.
- *Late Assignments*- It is expected that you will submit assignments prior to the indicated due date. Assignments submitted after their deadlines will be given a grade of zero. In extraordinary circumstances a late assignment will be accepted if (1) you know in advance that you will be unable to meet the deadline and you make alternative arrangements with me at least one week ahead of time, or (2) you experience an unprecedented situation and meet with me about the extenuating circumstance.
- *Canvas*- At times throughout the semester you may be required to complete or submit assignments online via the course Canvas site. When this is the case, it is your responsibility to ensure that your assignment has been posted successfully. If your assignment is not posted when I attempt to grade it, I will assume it was not submitted and the onus will be on you to prove otherwise.
- *Diversity and Inclusion*- The Dartmouth Sociology Department is committed to building a welcoming and inclusive atmosphere in which every member of the department can thrive. We strive to incorporate diverse perspectives, experiences, and inquiry in our departmental and classroom spaces (See our full DEI initiative [here](#)).

It is my goal, as the instructor, to create a comfortable, safe environment where students of all identities can feel empowered to discuss sensitive and controversial materials. This course will be dealing with contemporary and contentious topics thus it is essential for students to help foster an academic atmosphere encouraging respectful dialogue. Students are encouraged to challenge one another (and me), but only if such challenges are offered in a manner that is respectful and considerate of a diversity of opinions. In an attempt to make the classroom a “safe space” for dialogue, students making comments that are disrespectful, derogatory, purposefully disruptive or otherwise non-conductive to an academic setting will be asked to leave.

- *Student Accessibility and Accommodations*- Students requesting disability-related accommodations and services for this course are required to register with *Student Accessibility Services* (SAS; [Apply for Services webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about

whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

- *COVID-19 & Other Infectious Diseases*- You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19 or other infectious disease. For the health and safety of our class community, please do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home. When you have tested positive for COVID or any other infectious disease, notify me via email and we will establish a plan to ensure you do not fall behind in the class. We have the technological resources for students to zoom into class in cases where they may be sick. Please remember that free COVID-19 antigen tests and face masks are available to you as a student and can be found at a number of [locations on campus](#). See information on [tests and masks](#).
- *Inclement Weather*- When inclement weather threatens the safety of the Dartmouth community an emergency closing will be declared. In this or any other case where I am not able to safely commute to campus, I will communicate my expectations for how class will be held via email and Canvas (I will likely switch to a virtual zoom format).
- *Academic Misconduct*- Dartmouth takes a strong stance against academic misconduct (see full Academic Honor Principle [here](#)). Academic Misconduct includes, but is not limited to, plagiarism, cheating, and fabrication.
 - *Plagiarism*: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
 - *Cheating*: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
 - *Fabrication*: Unauthorized falsification or invention of any information or citation in an academic exercise.
 - *Generative AI (e.g., ChatGPT)*: Students are welcome to utilize generative AI tools like ChatGPT to inform their thinking and studying for this course. However, these tools should not be used for graded assignments. In cases where these tools were used to generate ideas that were later submitted as part of a graded assignment, the student must properly cite the tool as an academic reference as well as provide a detailed summary of how the AI tool was used (e.g., what prompt was provided, the nature of the initial output, how the output was leveraged by the student, etc.) Any violation of this

policy is a violation of the Dartmouth Academic Honor Principle and will be reported to the Committee on Standards.

To be clear: going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, using ChatGPT or any other AI software, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you work together on an assignment when it is not allowed, it is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct will be reported. Remember – ignorance is NOT a defense.

Other Community Guidelines

- *Land Acknowledgement:* We acknowledge the colonial origin of Dartmouth College, founded for the education of Native American youth and occupying the lands of the Abenaki and other Algonquin peoples. All the work that takes place here rests on the forceful appropriation of their lands by European settlers. You can read more about this history in Colin Calloway's open-access book, [The Indian History of an American Institution: Native Americans and Dartmouth](#) (2010). I hope that readers will also seek to learn more about the sources of their research materials, their buildings, and the current and past stewards of the lands where they live. Consider how to be in better relation with Indigenous Peoples. If the idea of land acknowledgement is new and unfamiliar, [this guide](#) and [this article](#) are helpful starting points (From [Dr. Michelle Warren](#), Dartmouth College).
- *Title IX:* At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our [Principles of Community](#). We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.
 - The Sexual Respect [Website](#) provides a wealth of information on your rights and obligations with regard to sexual respect and resources that are available to all in our community. Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator Kristi.Clemens@Dartmouth.edu and deputies if appropriate.
 - 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. Confidential resources are also available [here](#).
- *Religious Observances:* Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

- *Access to Additional Campus Resources:* There are a number of campus resources available this term to support your needs during your time at Dartmouth. While the situation is constantly evolving, many offices are prepared to meet with you via phone or Zoom.
- For concerns about health and wellness, you may reach out to:
 - Dartmouth Health Service- (<https://students.dartmouth.edu/healthservice/>)
 - Counseling Services- (<https://students.dartmouth.edu/healthservice/counseling/about>)
 - Student Wellness Center- (<https://students.dartmouth.edu/wellnesscenter>)
- For academic needs, you may reach out to:
 - Undergraduate Dean- (<https://students.dartmouth.edu/undergraduatedeans/>)
 - Academic Skills Center- (<https://students.dartmouth.edu/academicskills/>)
 - On-Campus Employment- Students with concerns related to campus employment may connect with the Student Employment Office (<https://www.dartmouth.edu/seo/>). ○ Visa services- Those with visa-related concerns may reach out to the Office of Visa and Immigration Services (<https://ovis-intl.dartmouth.edu/>). OVIS also provides general support, resources, and referrals for legal assistance to DACA and undocumented students. See more [here](#).

I encourage you to take advantage of these resources, and to speak with me if I can support your success in the course in any other way.

****This syllabus is subject to change throughout the term. Students will be notified of any changes via E-mail and Canvas****