

SOCY1- Introductory Sociology

Fall 2024

Professor: Casey Stockstill, PhD

Office: 301E Blunt Alumni Center

Classroom: Fairchild 101

Office Hours: Mondays and Wednesday, 1-2pm drop-in, in-person; on Zoom by appointment request only.

Course Description

At its core, sociology is about connecting individual problems with broader social issues. For example, when you decided what clothing to put on today, your choice was both constrained and enabled by gender norms, age norms, and even globalization and capitalism.

So, how can sociology be useful to you? Sociology can help you: (1) gain greater insight into how your lived experience fits into broader patterns; (2) learn how to assess opinions in light of empirical evidence; and (3) imagine how society might be different. At the end of the quarter, I hope you will have become used to seeing how experiences often thought of as “personal” are also deeply social.

Course Goals

- Understand the interpersonal, institutional, and structural processes that shape social life
- Connect sociological theories to your own experiences and to current social issues
- Practice clear, concise, and critical writing

Classroom Environment

We will often discuss personal, and potentially uncomfortable, topics in class. My goal is not to make everyone totally comfortable—I wish that were possible. Instead, my goal is to keep the classroom civil and productive so that we can learn even while being uncomfortable. As such, racist, sexist, or otherwise offensive language will not be tolerated. I will call out such language to keep our classroom a productive learning space.

Communication

Please first check the syllabus for logistical information. If you need further help, contact me. I am always available to discuss course content with you. Please try to attend office hours if possible, otherwise contact me for an appointment. I will aim to respond to your emails within 48 business hours (M-F, 9am-5pm).

Class Components

Lectures

I encourage you to take notes on paper. I do permit laptops and tablets as note-taking resources. Online shopping, social media, or even doing work for other classes are not permitted as they distract those around you. Cell phones are not allowed in lecture. If I see your phone, you get a zero for participation that day.

Class Participation

Class participation is graded via in-class exercises we do. These are usually graded pass-fail. If you are not present in class, you cannot do the in-class exercise or receive those participation points. The gradebook drops the three lowest participation scores. I use this to account for “life needs” that may cause you to miss a class or two.

Readings

Instead of a textbook, I chose some shorter texts to introduce you to an aspect of social life and some original sociological articles. These are available on Canvas. You must also devote some of your out-of-class preparation time to reading your book club book. That said, please complete the readings listed for each date before each day’s lectures. My lectures will sometimes partially reference the readings. However, exams will cover the reading fully. You cannot pass the exams without keeping up with the reading and engaging in the lectures.

Book Clubs – Teenage Experiences in the United States

I will place you in one book club group for the quarter. Together, your group will read two books on youth experiences in the United States.

Exams

We have two multiple-choice exams. Exam 1 covers material up until that exam. Exam 2 covers material from after Exam 1. Though they are multiple-choice, the exams will require you to apply concepts from class to new examples. Exams are not open note.

Required Books

Pascoe, CJ. 2023. *Nice is Not Enough: Inequality and the Limits of Kindness at American High*. University of California Press. ISBN: 9780520396753. \$27

Sandelson, Jasmin. 2023. *My Girls: The Power of Friendship in a Poor Neighborhood*. University of California Press. ISBN: 9780520388901. \$27

Grading

Item	% of total grade
Exam #1	30
Exam #2	35
Book Review #1	8
Book Club #1 Attendance & Reflection	2.5
Book Club Review #2	12
Book Club #2 Attendance & Reflection	2.5
Class Participation	10
Total	100

Final grades will be assigned using the following point distribution:

- 94.0-100% = A
- 90.0-93.99% = A-
- 87.0-89.99% = B+
- 84.0-86.99% = B
- 80.0-83.99% = B-
- 77.0-79.00% = C+
- 74.0-76.99% = C
- 70.0-73.99% = C-
- 60.0-69.00% = D
- 60% or below = E

Grade disputes, grade bumps, and late work

You may request a regrade on writing assignment grades up to one week after they are returned. Please note that a regrade may result in a higher, similar, or lower grade. I will accept late work up to 72 hours past the deadline. However, I'll deduct 10% from your final grade on the assignment for each 24 hours that the assignment is late. I do not "bump" or "round" grades for equity reasons.

Topic Overview

Week	Date	Topic	
1	Monday	Sep 16	Introductions/Read the Syllabus
	Wednesday	Sep 18	Research Methods I
	Friday	Sep 20	Research Methods II
2	Monday	Sep 23	Culture
	Wednesday	Sep 25	Socialization
	Friday	Sep 27	Daily Interaction
3	Monday	Sep 30	Groups & Networks
	Wednesday	Oct 2	Deviance I
	Friday	Oct 4	Deviance II
4	Monday	Oct 7	Book Clubs
	Wednesday	Oct 9	Author Q&A
	Friday	Oct 11	Social Class
5	Monday	Oct 14	Exam 1
	Wednesday	Oct 16	Racial Categories
	Friday	Oct 18	Racial Ideology
6	Monday	Oct 21	Gender
	Wednesday	Oct 23	Housing Segregation
	Friday	Oct 25	Neighborhood Effects
7	Monday	Oct 28	Book Club
	Wednesday	Oct 30	Author Q&A
	Friday	Nov 1	Education
8	Monday	Nov 4	Health I
	Wednesday	Nov 6	Health II
	Friday	Nov 8	Labor Markets I
9	Monday	Nov 11	Labor Markets II
	Wednesday	Nov 13	Families
	Friday	Nov 15	Religion
10	Monday	Nov 18	Social Change
Final	TBD	TBD	Exam 2

Week 1

Introduction – Monday, Sep 16

Read the syllabus.

Methods – Wednesday, Sep 18

Giddens, Anthony, Duneier, Mitchell, Applebaum, Richard P. and Deborah Carr. 2009. "Asking and Answering Sociological Questions." Pp 27-37 and 40-48. *Introduction to Sociology. Seventh Edition.* New York: W.W. Norton & Co.

Methods – Friday, Sep 20

No reading (perhaps begin reading *Nice is Not Enough*).

Week 2

Culture – Monday, Sep 23

Becker, Howard S. 2005. "Culture: A Sociological View," pp. 196-201 in *The Meaning of Sociology: A Reader*, edited by Joel M. Charon. 8th Edition. Upper Saddle River, NJ: Pearson.

Peterson, Richard A. 2002. "Roll Over Beethoven, There's a New Way to be Cool." *Contexts* 1(2): 34-39.

Socialization – Wednesday, Sep 25

Lareau, Annette. 2016. "Unequal Childhoods." Pps 241-252 in McGann, Kimberly. *SAGE Readings for Introductory Sociology.* Sage Publications.

Harvey, Peter Francis. 2022. "'Make Sure You Look Someone in the Eye': Socialization and Classed Comportment in Two Elementary Schools." *American Journal of Sociology* 127(5):1417–59.

Daily Interaction – Friday, Sep 27

Goffman, Erving. 1959. "Introduction" & "Performances." Pp. 17-25 in *The Presentation of Self in Everyday Life.* New York, The Overlook Press.

Week 3

Groups & Networks – Monday, Sep 30

McPherson, Miller, Lynn Smith-Lovin, and Matthew Brashears. 2008. "The Ties that Bind Are Fraying." *Contexts* 7(3): 32-36.

McCabe, Janice. 2016. "Friends with Academic Benefits." *Contexts.* 15(3), 22–29.

Deviance I – Wednesday, Oct 2

Chambliss, William J. 1973. "The Saints and Roughnecks," 11(1)-24-31.

Deviance II – Friday, Oct 4

Flores, Jerry. 2013. "'Staff Here Let You Get Down': The Cultivation and Co-optation of Violence in a California Juvenile Detention Center." *Signs: Journal of Women in Culture and Society* 39(1):221-241. <https://doi.org/10.1086/670771>

Week 4

Book Club #1 *Nice is Not Enough*– Monday, Oct 7

book reviews due Sunday, Oct 6 at 11:59pm

Visit from CJ Pascoe – Wednesday, Oct 9

Social Class – Friday Oct 11

Halpern-Meehin, Sarah, Laura Tach, Jennifer Sykes, and Kathryn Edin. 2016. "A Hand Up for Low-Income Families." *Contexts* 15(2):52–57.

Wright, Erik O. and Joel Rogers. 2010. "Class," pp. 195-204 in *Contemporary American Society: How it Really Works.* New York: WW Norton.

Week 5

Exam 1– Monday, Oct 14

Exam in-class.

Racial Categories – Wednesday, Oct 16

Zerubavel, Eviatar. 1996. “Lumping and Splitting: Notes on Social Classification.” *Sociological Forum* 11(3):421–33. Pages 421-428.

Racial Ideology– Friday, Oct 18

Foy, Steven and Rashawn Ray. 2020. “March Madness and college basketball’s racial bias problem.” *Brookings Commentary*.

Week 6

Gender– Monday, Oct 21

Sweet, Paige L. 2019. “The Sociology of Gaslighting.” *American Sociological Review* 84(5):851–75.

Segregation – Wednesday, Oct 23

Farley, John E. and Gregory D. Squires. 2005. “Fences and Neighbors: Segregation in 21st Century America.” *Contexts* 4(1)33-39.

Neighborhood Effects– Friday, Oct 25

Desmond, Matthew. “Forced Out: For Many Poor Americans, Eviction Never Ends.” *The New Yorker* Feb 8. <https://www.newyorker.com/magazine/2016/02/08/forced-out>

Week 7

Book Club #2 *My Girls* – Monday, Oct 28

book reviews due Sunday, Oct 27 at 11:59pm

Visit by Jasmin Sandelson – Wednesday, Oct 30

Education – Friday, Nov 1

Ladson-Billings, Gloria. 2006. “From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools.” *Educational Researcher* 35(7):3–12.

Week 8

Health I– Monday, Nov 4

Hatzenbuehler, Mark L., Jo C. Phelan, and Bruce G. Link. 2013. “Stigma as a Fundamental Cause of Population Health Inequalities.” *Public Health* 103:813–21.

Health II – Wednesday, Nov 6

Geronimus, Arline T., Margaret Hicken, Danya Keene, and John Bound. 2006. “‘Weathering’ and Age Patterns of Allostatic Load Scores among Blacks and Whites in the United States.” *American Journal of Public Health* 96(5):826–33.

Labor Markets I - Friday, Nov 8

Gerstel, Naomi and Dan Clawson. 2015. “Normal Unpredictability and the Chaos in Our Lives.” *Contexts* 14(4):64–66.

Week 9

Labor Markets II – Monday, Nov 11

Chin, Margaret M. 2016. “Asian Americans, Bamboo Ceilings, and Affirmative Action.” *Contexts* 15(1):70–73.

Rivera, Lauren and Andrés Tilcsik. 2017. “How Subtle Class Cues Can Backfire on Your Resume.” *Harvard Business Review*. <https://hbr.org/2016/12/research-how-subtle-class-cues-can-backfire-on-your-resume>

Families – Wednesday, Nov 13

Collins, Caitlin. 2021. “Is Maternal Guilt a Cross-National Experience?” *Qualitative Sociology* 44:1–2.

Coontz, Stephanie. 2016. “The Way We Weren’t: The Myth and Reality of The Traditional Family.” Pps 133-141 in McGann, Kimberly. 2016. *SAGE Readings for Introductory Sociology*. Sage Publications

Religion – Friday, Nov 15

Collins, Randall. 1992. “The Sociology of God,” pp. 30-59 in *Sociological Insight: An Introduction to Non-Obvious Sociology*. 2nd Edition. Oxford: Oxford University Press.

Week 10

Social Change – Monday, Nov 18

Meyer, David S. 2003. “How Social Movements Matter.” *Contexts* 2(4):30-35.

Finals

Exam #2 – during finals period

IMPORTANT INFORMATION

Accommodations: Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; <https://students.dartmouth.edu/student-accessibility/students/where-start/apply-services>; student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request an accommodation email be sent to me in advance of the need for accommodations. *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, they should contact the SAS office. All inquiries and discussions will remain confidential.

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 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](#).

Religious Observances: 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 before the end of the second week of the term to discuss appropriate accommodations.

There are a number of campus resources available this term 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](#). For academic needs, you may contact your [undergraduate dean](#) (603-646-2243), [Student Accessibility Services](#) (603-646-9900), and the [Academic Skills Center](#) (603-646-2014). Students with concerns related to campus employment may connect with the [Student Employment Office](#) (603-646-3641). Those 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](#).