

**SOC 0010**  
**Social Forces: An Introduction to Sociology**  
SPRING 2022

**Instructor:** Dan Hirschman

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**Lecture Time:** 10:30-11:50am, Tuesdays & Thursdays

**Lecture Location:** Kassar House Fox Auditorium

**Office Hours:** 9:00am-11:00am Wednesdays, by [appointment](#) & on Zoom (in-person by request).

**TAs:** [Alejandra Irene Cueto Piazza](#), [Dan Kitson](#), [Suvina Singal](#), [Jonathan Tollefson](#), & [Ieva Zumblyte](#).

**Section Information:**

- C01: 10-10:50am, Fridays, on Zoom
- C02: 11-11:50am, Fridays, on Zoom
- C03: 1-1:50pm, Fridays, on Zoom
- C04: 2-2:50pm, Fridays, on Zoom
- C05: 9-9:50am, Fridays, on Zoom
- C06 3-3:50pm, Fridays, on Zoom

## Overview

Soc 0010 offers an introduction to the field of sociology. Sociology is often defined as “the science of society” but this definition doesn’t really explain very much. Sociology is a messy field. Sociology is not defined by a single object of study nor a single methodology. Sociologists study the past and the present, rich countries and poor countries, political revolutions and small group interactions, solidarity and discrimination, and the relationships between all of the above. To do so, sociologists make use of varied kinds of data: censuses and household surveys, online experiments, historical archives, ethnographic observations, in-depth interviews, and more.

In Soc 0010, we will focus on three topics or themes that sociologists are especially interested in understanding, and that together roughly constitute the boundaries of the field: *social construction*, *social inequality*, and *social change*. In each unit, we will focus on a few specific sites to understand these dynamics.

In the first unit of the course, on social construction, we’ll ask: What is society made of? Why does society have the kinds of people, organizations, institutions, and governments that it does? How else might society be organized? In this unit, we’ll look at the construction

of gender, sexuality, class, and race with a focus on childhood in the contemporary United States.

In the second unit of the course, on social inequality, we'll ask: Who benefits? How does the construction of society — the kinds of people, organizations, institutions, and governments that we have — shape who gets what? What are the hierarchies and how far apart are the haves and have-nots? What kinds of people get slotted where? In this unit, we'll focus primarily on race, racism and class inequality in the contemporary United States, examining these topics in the contexts of criminal justice, higher education, and employment.

In the third and final unit of the course, on social change, we'll ask: How do all of these aspects of society sometimes change? Why do they usually stay the same? Here, we'll look at the relationship between social movements and new technologies in the context of mass movements that emerged across the world in the early 2010s (including the Arab Spring and Occupy Wall Street) and how they relate to older social movements like the American Civil Rights Movement. We will also discuss how social ideologies uphold existing social arrangements and provide one source of resistance against social movements striving for change. In our final week, we will connect all of these themes together to highlight what sociology can contribute to understanding climate change by looking at how climate change is constructed as a problem, how climate change reflects and exacerbates social inequalities, and how the climate movement (and countermovement) struggle to alter (or maintain) our current disastrous trajectory.

In place of an overview textbook or a survey of classic readings, the class will emphasize cutting edge scholarship by contemporary sociologists. Along the way, we will be guided by essays from sociologist Tressie McMillan Cottom. Professor McMillan Cottom's *Thick: And Other Essays* was a finalist for the National Book Award, and the chapters apply the sociological lens to a variety of contemporary questions around politics, economics, race, and gender.

Together, these readings offer a wide-ranging, if not complete, introduction to sociology. We hope that by reading and discussing them, you will learn new ways to understand and contextualize aspects of your own life and of the social worlds you inhabit.

## **Class Format**

Each week of class will consist of four components:

1. In-person lectures. These lectures will be recorded via lecture capture and posted afterwards. The content from these lectures is required but attendance is not.
2. Course readings, listed on the syllabus below.
3. A discussion board on Canvas. We will provide short prompts for each week after the first and ask that you respond to the week's prompt by Thursday evening.
4. Synchronous online discussion sections led by your TA that will take place during your

section time slot on Friday. These discussions will be informed by the questions and comments you posted on Canvas.

Additionally, the class will have three main writing assignments due over the course of the term.

## Compassion

In March 2020, at the beginning of the COVID pandemic, Brown University Professor Nicole Gonzalez Van Cleve [wrote](#) to her students:

Right now, many of you are balancing a lot of things. . . Our classes are moving online. We are worried about our relatives. Some of us are vulnerable. Others are far away from family or in a foreign country.

. . .

I urge you to please *breathe* and put all of your coursework into perspective. During this public health crisis, you should not stress about class. Instead, use the time in your books as a temporary way to escape the anxiety. Just take a break from all the worry. Allow your brain to think, to be creative, and daydream about new questions and solutions. . .

We are, hopefully, nearing the end of that public health crisis. But the past year has been grueling and filled with tragedy and hardship. And other crises, many heightened by the pandemic, remain. The need for radical compassion has only grown. As Professor Van Cleve wrote in a follow-up [essay](#):

This pandemic has a way of opening up people’s eyes to many terrible injustices and inequalities that too often go unnoticed. However, we, sociologists, *have* noticed, studied and written. It seems unimaginable that we would be silent about this work. If something could be called “sociological malpractice,” it would be bearing witness to social injustice and inequality and not doing anything to try to expose it or change it. If we are a discipline of *radical compassion*, then that orientation must be part of our disciplinary commitment; Not part of the margins of our profession, but part of the very definition of what it means to be a sociologist.

We hope you approach this semester through a lens of compassion: for yourself, for your fellow students, and for the teaching team. We will endeavor to do the same and have tried to design the course with this principle in mind.

## Requirements

*Respect:* There are many ways to interpret the course readings in class and many competing views on the topics we will discuss, and I hope we will debate many contrasting viewpoints.

We will be covering issues relevant to current contentious debates. To facilitate good discussion, please keep in mind that we are debating theories and evidence rather than each other as individuals. Please keep the difference in mind so that we can engage in useful and respectful discussion. We aim to treat all students with respect, and ask that you treat us and each other with respect as well.

Respect for each other is not the same thing as treating all viewpoints as equally valid. Sociology is an empirical subject, and some ideas and views are inconsistent with the collective body of evidence gathered and analyzed by the discipline. For example, as we will discuss in our unit on social inequality, overwhelming evidence documents the continued role of racism in producing disparities in health, education, employment, policing, and incarceration. The view that racism no longer exists is inconsistent with that evidence.

That said, although there are many points of consensus in sociology, there are also large zones of disagreement. For example, scholars disagree about what kinds of racism matter most (individual, organizational, institutional, systemic), about how much racism operates separately from other systems like patriarchy and capitalism, and about how racism has changed over the past centuries, with scholars mobilizing evidence to argue for contrasting positions. Sociology is a messy, heterogeneous field and even within areas of broad consensus, there are multiple opinions and competing perspectives. The teaching team will do our best to make it clear when we are presenting the consensus of the field and when we are presenting one of many perspectives and understandings that emphasize different aspects of what we know about how society works.

We all come to this class with different life experiences and are starting from different places. Sociology is a social science and we will approach our discussions through that lens. In doing so, we will combine respect for each other as human beings with discussions of ideas and arguments rooted in social scientific theories and evidence.

*Attendance & Participation:* Attendance at lecture is optional and all content will be recorded and made available online. Attendance at discussion sections is required. Apart from doing the readings and listening to or attending the lectures, attending these discussions is the most important way to get more out of the class. That said, we recognize that this semester will likely bring with it many disruptions. As such, each student may miss up to three sections without affecting their grade. (These are absences in addition to excused absences, that is, an absence where a student has a Dean's note or Doctor's note or similar documentation of an inability to participate in class.)

For each week after the first, you will have the opportunity to write a short paragraph with about the week's lectures and readings, following a prompt that we provide. Your response memo should include a few sentences summarizing or analyzing some aspect of the reading, and then conclude with one or two sentences that identify specific topics you would like to discuss in section or specific questions you have about the course readings or lectures. These responses will be graded simply "satisfactory" (meaning you substantively responded to the prompt) or "not". Additionally, you will have the opportunity to respond to your classmate's questions or comments. To receive a "Pass" on participation, you must complete at least 7 of the initial prompts "satisfactorily." We encourage you to complete more of the prompts

if you find them useful to you, but doing so will not affect your final grade.

*Deadlines and Late Work:* Any paper turned in by the last day of the semester (May 20) will be graded without penalty. There are no late penalties for the papers in this course. The paper deadlines are there to help you space out your work over the course of the term, and to help the teaching team plan the grading process. Papers that are turned in by the associated deadline will be graded promptly. Papers that are turned in significantly after the associated deadline may take longer to grade and may receive less detailed comments but, again, will not be penalized.

The discussion memos must be turned in by 8pm (Eastern time) on the Thursday before the associated sections in order to give the teaching team time to incorporate your questions into our plan for the discussion section.

*Paper Writing Assignments:* The course has three paper writing assignments, one for each unit of the course. Each assignment will consist of a 3-4 page paper (750-1000 words). For each paper, you will have the option to choose to write:

1. An “op-ed” (an opinion article of the sort that would be published in the *Brown Daily Herald*, *Providence Journal*, or *The New York Times*).
2. A book review (of the sort that would be published in an academic journal like *Contemporary Sociology*).
3. An analysis of a contemporary event or debate rooted in sociological theory and evidence.

Each paper will require you to engage with a key concept from that unit and with the readings from that unit. We will provide more details about the assignments before the first paper is due. We encourage you to try writing one paper from each genre but you are not required to do so.

*Optional Alternative Writing Assignment:* One of our goals for this course is for each student to have the opportunity to explore some of those topics within sociology that most excite them. As such, each student may substitute one of the three writing assignments with a review of a recent sociology book that covers topics of interest. Students that wish to make this substitution must get approval from their TA before the due date associated with the paper they wish to substitute. A list of some possible books is appended at the end of this syllabus.

## Grading

We are entering our third year of pandemic and everyone’s running on empty. To recognize this reality, we have tried to create a flexible grading policy that encourages you to engage with the assignments in ways that are useful to you. You will receive five grades during the course: one for attendance at section, one for participation in section (judged by the

response memos) and one each for the three paper writing assignments. The grade breakdown is follows:

- Section Attendance: 20%
- Participation (Response Memos): 20%
- Paper 1: 20%
- Paper 2: 20%
- Paper 3: 20%

As a reminder, you are required to turn in seven response memos to get full credit, and to attend all but three sections. Of these five grades, we will drop from consideration your lowest such that the remaining four grades are effectively weighted at 25% each. You could thus, for example, receive a perfect grade in the class without turning in one of the papers if you received full credit on the remaining four grades. We will translate the final score into grades following the usual system (A: 90-100, B: 80-89, C:70-79, No Credit: 0-69).

*Grade Appeals:* Your papers will be graded by your TA following standards determined jointly by myself and your TA. If you have a question about your grade, please consult one of us during office hours and we will be happy to provide a more detailed explanation and feedback to help you improve your work for future assignments or classes.

If you feel that an *error* has been made, you may appeal your grade to me within *one week* of receiving your grade. To appeal your grade, you must provide a written explanation of the error you believe has been made and then I will re-grade the assignment in consultation with your TA. Please be advised that there is no guarantee that I will raise your grade; in fact, it is possible that after a careful reevaluation I may lower your grade.

## Administrative Issues & Support for Learning

*Accommodations for Learning:* Brown University is committed to full inclusion of all students. Please inform me and your TA early in the term if you have a disability or other condition that might require accommodations or modification of any of these course procedures. You may speak with us by email, before or after class, or during office hours. For more information, please contact [Student Accessibility Services](#) (phone: 401-863-9588, email: [SAS@brown.edu](mailto:SAS@brown.edu)).

*Academic and Personal Support:* Brown has many resources available to support you. The best starting place for accessing these resources is the Dean of the College's office. You can find more information about the Dean of the College's office [here](#), or you can email the Deans directly at [college@brown.edu](mailto:college@brown.edu). If you're not sure where to turn, start there, as the Deans are in charge of helping you navigate the array of resources available at Brown, including tutoring services and general academic study skills coaching. The Deans can also provide "Dean's Notes" that function a bit like a doctor's note for non-personal health related issues (for example, if a family member gets sick and you miss coursework as a result, a Dean can issue a Dean's Note to inform your professors about the situation without having to get into details). Additional support is available via the Counseling and Psychological

Services (“CAPS”) office. Information about CAPS is available [here](#), and you can contact them directly at [counseling@health.brown.edu](mailto:counseling@health.brown.edu). CAPS is typically very fast and usually has meetings available within one day.

*Email Policy:* Please include “SOC 0010” in the subject line of any email regarding the course. Doing so makes it easier for us to recognize course emails and process them quickly. We will try to respond to email within 24 hours during the week. If you do not receive a response within 48 hours, please send a follow-up email. Emails sent on Friday or during the weekend may be answered on the following Monday or Tuesday. We expect emails to be respectful.

*Writing Expectations:* The University has many resources to help you with your writing, starting with the [Writing Center](#). In addition, we are happy to offer feedback on the mechanics of writing a clear and well-argued paper.

*Academic Integrity:* Plagiarism and other forms of academic misconduct are unacceptable. Information on the University’s academic integrity policy is available [here](#). Any student who plagiarizes will fail the course and will receive any other sanctions imposed by the University.

*Hidden Curriculum:* Sociologists who study education have identified a “hidden curriculum” that exists alongside the formal, explicit rules and requirements at each level of education. Indiana University Professor Jessica Calarco [offers](#) one definition of this hidden curriculum as “the knowledge and skills that matter for student success but aren’t explicitly taught.” For example, many students do not know that office hours are a place to make connections with professors and find out about research opportunities, in addition to being a place to ask for help with the course material. Although all students have to learn the hidden curriculum to succeed, students from more highly-educated families often have an easier time picking up this curriculum at each level of education, and thus the hidden curriculum works to reinforce social inequality.

We will do our best to make our policies as clear, transparent, and fair as possible in order to minimize this process within the course. We are also happy to discuss topics beyond the narrow confines of the course, especially in office hours or via email. Because these processes work to disadvantage students who don’t even know what they don’t know, you may also want to check out formal resources that try to make some of this hidden curriculum explicit, such as David Johnson and Jennifer Price’s book, [Will This Be on the Test?: What Your Professors Really Want You to Know about Succeeding in College](#). The book discusses topics ranging from unwritten classroom expectations, to building relationships with faculty, asking for letters of recommendation (required for most graduate and professional programs), and more generally understanding how colleges work.

## Required Texts

The majority of the course readings come from five books, listed below. These books are available from the Brown library (and should be available on the course’s [online course reserves](#)), and are also all available as relatively affordable paperbacks (by the standards of

academic books) as well as ebooks. The books are listed in the order that you will need them, and I have provided links to the publisher's page from which you can usually find links for other online sites to buy them (including ebook and used copies). Additional readings are available as pdfs on the Course Canvas site. I may recommend additional short articles from newspapers, magazines, etc. to complement the more scholarly texts on the syllabus and showcase their relevance to contemporary events. We will discuss the readings in both lecture and section. I recommend you do your best to complete the readings before the lecture with which they are associated, but you may find it useful to skim the readings before lecture and then read them more deeply before section. We will also discuss some strategies for getting the most out of reading academic books and articles.

- McMillan Cottom, Tressie. 2019. *Thick: And Other Essays*. (\$16 new)
- Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. (\$30 new, less used)
- Van Cleve, Nicole Gonzalez. 2016. *Crook County: Racism and Injustice in America's Largest Criminal Court*. (\$18 new)
- Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. (\$17 new)
- Tufekci, Zeynep. 2021. 2nd edition. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. (\$16 new)

## Course Outline

### Week 1: Course Overview

Lecture on 1/27, section on 1/28.

- Read the syllabus!
- McMillan Cottom, Tressie. 2019. "In the Name of Beauty." Pp. 37-69 in *Thick*.

## *Unit 1: Social Construction*

### Week 2: Social Construction (Sex & Gender Part 1)

Lectures on 2/1 & 2/3, section on 2/4.

- Gansen, Heidi M. 2017. "Reproducing (and Disrupting) Heteronormativity: Gendered Sexual Socialization in Preschool Classrooms." *Sociology of Education* 90(3):255-72.
- Brown-Saracino, Japonica, D'Lane Compton, and Jeffrey Nathaniel Parker. 2021. "Changing Social Context and Queer Recruitment Panics." *Contexts* 20(3):63-65.



- Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. (Chapters 1-2 and Appendix A, especially chapter 2.)

### **Week 3: Social Construction (Sex & Gender Part 2)**

Lectures on 2/8 & 2/10, section on 2/11.

- Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. (Chapters 3-7, especially 4-6.)
- Kazyak, Emily, Kelsy Burke, Rosalind Kichler, and Lora McGraw. 2021. “‘Pee in Peace’ or ‘Make Everyone Uncomfortable’: Public Perceptions of Transgender Rights.” *Socius* 7:1-16.

### **Week 4: Social Construction (Race, Class, & Gender in Childhood)**

Lectures on 2/15 & 2/17, section on 2/18.

- Streib, Jessi, Miryeh Ayala, and Colleen Wixted. 2017. “Benign Inequality: Frames of Poverty and Social Class Inequality in Children’s Movies.” *Journal of Poverty* 21(1):1-19.
- McMillan Cotton, Tressie. 2019. “Black Girlhood, Interrupted.” Pp. 147-165 in *Thick*.
- Musto, Michela. 2019. “Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence.” *American Sociological Review* 84(3):369-93.
- Laurison, Daniel, Dawn Dow, and Carolyn Chernoff. 2020. “Class Mobility and Reproduction for Black and White Adults in the United States: A Visualization.” *Socius* 6:1-3.

**Note: No lecture on 2/22 (long weekend)!**

### **Week 5: Social Construction (Racial Labels & Boundaries)**

Lecture on 2/24, section on 2/25.

- Hirschman, Charles. 2004. “The Origins and Demise of the Concept of Race.” *Population and Development Review* 30(3):385-415. (Especially pages 385-399.)
- Sims, Jennifer Patrice, Whitney Laster Pirtle, and Iris Johnson-Arnold. 2020. “Doing Hair, Doing Race: The Influence of Hairstyle on Racial Perception across the US.” *Ethnic and Racial Studies* 43(12):2099-2119.

- McKay, Dwanna L. 2021. “Real Indians: Policing or Protecting Authentic Indigenous Identity?” *Sociology of Race and Ethnicity* 7(1):12-25.
- Mora, G. Cristina, Reuben Perez, and Nicholas Vargas. 2021. “Who Identifies as ‘Latinx’? The Generational Politics of Ethnoracial Labels.” *Social Forces*. 1-25.

## Paper 1 Due 2/28

### *Unit 2: Social Inequality*

#### **Week 6: Social Inequality (Racism, Poverty, and the Law Part 1)**

Lectures on 3/1 & 3/3, section on 3/4.

- Pager, Devah. 2004. “The Mark of a Criminal Record.” *Focus* 23(2):44-46.
- McMillan Cottom, Tressie. 2019. “The Price of Fabulousness.” Pp. 134-146 in *Thick*.
- Rondini, Ashley C. 2021. “Meso-Level Racism in Medicine.” *Contexts* 20(3):57-59.
- Van Cleve, Nicole Gonzalez. 2016. *Crook County: Racism and Injustice in America’s Largest Criminal Court*. (Preface, Introduction, Chapters 1-2.)
- Bonilla-Silva, Eduardo. 2018. “The Central Frames of Color-Blind Racism.” Pp. 53-76 in *Racism Without Racists*. 5th edition.

#### **Week 7: Social Inequality (Racism, Poverty, and the Law Part 2)**

Lectures on 3/8 & 3/10, section on 3/11.

- Van Cleve, Nicole Gonzalez. 2016. *Crook County: Racism and Injustice in America’s Largest Criminal Court*. (Chapter 3-5, Conclusion, Appendix.)
- Watkins-Hayes, Celeste, and Elyse Kovalsky. 2017. “The Discourse of Deservingness.” Pp 193-220 in *The Oxford Handbook of the Social Science of Poverty*. Vol. 1, edited by D. Brady and L. M. Burton. Oxford University Press.

#### **Week 8: Social Inequality (Race, Class, & Higher Ed Part 1)**

Lectures on 3/15 & 3/17, section on 3/18.

- McMillan Cottom, Tressie. 2019. “Dying to be Competent.” Pp. 70-89 in *Thick*.
- McMillan Cottom, Tressie. 2019. “Black is Over (Or, Special Black).” Pp. 113-133 in *Thick*.

- Hamilton, Laura T., Kelly Nielsen, and Veronica Lerma. 2021. “Tolerable Suboptimization: Racial Consequences of Defunding Public Universities.” *Sociology of Race and Ethnicity* 7(4):561-78.
- Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. (Introduction and Chapter 1.)

## **Week 9: Social Inequality (Race, Class, & Higher Ed Part 2)**

Lectures on 3/22 & 3/24, section on 3/25.

- Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. (Chapters 2-3, Conclusion.)
- Rivera, Lauren A. 2012. “Hiring as Cultural Matching: The Case of Elite Professional Service Firms.” *American Sociological Review* 77(6):999-1022.

## **Paper 2 Due 3/28**

**Note: No class on 3/29, 3/31, or 4/1 (spring break)!**

## ***Unit 3: Social Change***

### **Week 10: Social Change (Movements and Technology Part 1)**

Lectures on 4/5 & 4/7, section on 4/8.

- McMillan Cottom, Tressie. 2019. “Girl 6.” Pp. 166-189 in *Thick*.
- Morris, Aldon. 2021. “From Civil Rights to Black Lives Matter.” *Scientific American*. Available [here](#).
- Tufekci, Zeynep. 2018. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. (Preface, Introduction, Chapters 1-4.)

### **Week 11: Social Change (Movements and Technology Part 2)**

Lectures on 4/12 & 4/14, section on 4/15.

- Daniels, Jessie. 2018. “The Algorithmic Rise of the ‘Alt-Right’.” *Contexts* 17(1):60-65.
- Tufekci, Zeynep. 2018. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. (Chapters 5-9, Epilogue.)

## Week 12: Social Change (Ideologies of Order)

Lectures on 4/19 & 4/21, section on 4/23.

- Underhill, Megan R. 2018. "Parenting during Ferguson: Making Sense of White Parents' Silence." *Ethnic and Racial Studies* 41(11):1934-51.
- McMillan Cottom, Tressie. 2019. "Know Your Whites." Pp. 90-112 in *Thick*.
- Carian, Emily K., and Amy L. Johnson. 2020. "The Agency Myth: Persistence in Individual Explanations for Gender Inequality." *Social Problems*.
- Moor, Liz, and Sam Friedman. 2021. "Justifying Inherited Wealth: Between 'the Bank of Mum and Dad' and the Meritocratic Ideal." *Economy and Society* 1-25.
- Scarborough, William J. and Joanna R. Pepin. 2021. "People are Not as Consistent in Their Social Ideologies as We Think: Changing Views on Gender and Race, 1977-2018." Council on Contemporary Families. Available online at <https://contemporaryfamilies.org/changing-views-gender-and-race-1977-to-2018-brief-report>.

## Week 13: Climate Change & Conclusion

Lectures on 4/26 & 4/28, section on 4/29.

- Norgaard, Kari Marie. 2018. "The Sociological Imagination in a Time of Climate Change." *Global and Planetary Change* 163:171-76.
- Brulle, Robert and Riley Dunlap. 2021. "A Sociological View of the Effort to Obstruct Action on Climate Change." *Footnotes*. Available online at <https://www.asanet.org/sociological-view-effort-obstruct-action-climate-change>.
- McCright, Aaron M., and Riley E. Dunlap. 2000. "Challenging Global Warming as a Social Problem: An Analysis of the Conservative Movement's Counter-Claims." *Social Problems* 47(4):499-522.
- Norgaard, Kari Marie. 2012. "Climate Denial and the Construction of Innocence: Reproducing Transnational Environmental Privilege in the Face of Climate Change." *Race, Gender & Class* 19(1/2):80-103.
- Taylor, Dorceta. 2021. "Race, Diversity, and Transparency in Environmental Organizations." *Footnotes*. Available online at <https://www.asanet.org/race-diversity-and-transparency-environmental-organizations>.
- McMillan Cottom, Tressie. 2019. "Thick." Pp. 10-36 in *Thick*.

## Paper 3 Due 5/2

## Appendix: Possible Books for the Alternative Writing Assignment

Note: This list is meant to give you an idea of the scope of sociology and to suggest some possibilities. It is not exhaustive! If there's a topic you are excited about that you do not see represented here, let us know and we will try to find an appropriate recent sociological text where you can explore that topic.

- Armstrong, Elizabeth and Laura Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*.
- Brayne, Sarah. 2020. *Predict and Surveil: Data, Discretion, and the Future of Policing*.
- Calarco, Jessica. 2018. *Negotiating Opportunities: How the Middle Class Secures Advantages in School*.
- Clair, Matthew. 2020. *Privilege and Punishment: How Race and Class Matter in Criminal Court*.
- Clerge, Orly. 2019. *The New Noir: Race, Identity, and Diaspora in Black Suburbia*.
- Elliott, Rebecca. 2021. *Underwater: Loss, Flood Insurance, and the Moral Economy of Climate Change in the United States*.
- Friedman, Sam and Daniel Laurison. 2019. *The Class Ceiling: Why it Pays to be Privileged*.
- Guhin, Jeff. 2020. *Agents of God: Boundaries and Authority in Muslim and Christian Schools*.
- Hagerman, Margaret. 2018. *White Kids: Growing Up with Privilege in a Racially Divided America*.
- Hoang, Kimberly Kay. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work*.
- Korver-Glenn, Elizabeth. 2021. *Race Brokers: Housing Markets and Segregation in 21st Century Urban America*.
- Lewis, Amanda and John Diamond. 2015. *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*.
- Metzl, Jonathan. 2019. *Dying of Whiteness: How the Politics of Racial Resentment Is Killing America's Heartland*.
- Miller-Idriss, Cynthia. 2020. *Hate in the Homeland: The New Global Far Right*.
- Norgaard, Kari Marie. 2019. *Salmon and Acorns Feed Our People: Colonialism, Nature, and Social Action*.
- Pedulla, David. 2020. *Making the Cut: Hiring Decisions, Bias, and the Consequences of Nonstandard, Mismatched, and Precarious Employment*.

- Ravenelle, Alexandra. 2019. *Hustle and Gig: Struggling and Surviving in the Sharing Economy*.
- Ray, Ranita. 2017. *The Making of a Teenage Service Class: Poverty and Mobility in an American City*.
- Reyes, Victoria. 2019. *Global Borderlands: Fantasy, Violence, and Empire in Subic Bay, Philippines*.
- Ribas, Vanessa. 2015. *On the Line: Slaughterhouse Lives and the Making of the New South*.
- Schradie, Jen. 2019. *The Revolution That Wasn't: How Digital Activism Favors Conservatives*.
- Sherman, Rachel. 2017. *Uneasy Street: The Anxieties of Affluence*.
- Silva, Jennifer M. 2019. *We're Still Here: Pain and Politics in the Heart of America*.
- Sobieraj, Sarah. 2020. *Credible Threat: Attacks Against Women Online and the Future of Democracy*.
- Sullivan, Esther. 2018. *Manufactured Insecurity: Mobile Home Parks and Americans' Tenuous Right to Place*.
- Wade, Lisa. 2017. *American Hookup: The New Culture of Sex on Campus*.