

**SOC 1101**  
**Introduction to Sociology**  
**SPRING 2024**

**Instructor:** Dan Hirschman

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**Lecture Time:** 11:15am-12:05pm, Mondays & Wednesdays

**Lecture Location:** Uris Hall G01

**Office Hours:** Mondays, 230-4pm, by appointment [here](#). On Zoom by default, in-person in Uris 328 by request.

**TAs:** [SteVon Felton](#), [Nan Feng](#), [Brian Haggard](#), [Hao Liang](#), [Álvaro Padilla Pozo](#), & [Shelley Yan](#).

**Section Information:**

All sections meet on Fridays beginning with the first Friday of the term (1/26) and ending with the last Friday of the term (5/3).

- DIS201: 11:15am - 12:05pm, Statler Hall 441 with Brian.
- DIS202: 10:10am - 11:00am, Uris Hall G26 with Álvaro.
- DIS203: 11:15am - 12:05pm, Malott Hall 207 with Shelley.
- DIS204: 1:25pm - 2:15pm, Goldwin Smith Hall 122 with Nan.
- DIS205: 11:15am - 12:05pm, Uris Hall G26 with SteVon.
- DIS206: 12:20pm - 1:10pm, Statler Hall 441 with Brian.
- DIS207: 2:30pm - 3:20pm, Statler Hall 441 with Hao.
- DIS208: 10:10am - 11:00am, Malott Hall 203 with Shelley.
- DIS209: 10:10am - 11:00am, Ives Hall 109 with Hao.
- DIS210: 12:20pm - 1:10pm, Goldwin Smith Hall G24 with Nan.
- DIS211: 9:05am - 9:55am, Uris Hall G26 with Álvaro.
- DIS212: 2:30pm - 3:20pm, Uris Hall G26 with SteVon.

## Overview

Soc 1101 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 1101, 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 workplaces and new technologies in the context of the surveillance and automation of commercial truck drivers in the United States, as well as collective mobilization for (or against) social change in the form of social movements. 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 sociologists 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.
2. Course readings, listed on the syllabus below.

3. Response memos 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. Discussion sections led by your TA. 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 and a final exam.

## 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. . .

Although the public health crisis has not ended, it has receded somewhat. But the past few years have still 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.

*Readings:* Each week is associated with a collection of readings. We expect you to complete the readings before the Friday section associated with that week. The lectures and readings will reinforce each other, and you may find you prefer to complete the readings before or after the associated lectures. We will discuss tips and tricks for reading academic sources early in the semester.

*Attendance:* Attendance at lecture and discussion section is required. That said, we recognize that this semester will likely bring with it many disruptions. As such, each student may miss up to five lectures and three sections without affecting their grade. (These are absences in addition to excused absences, that is, an absence where a student has documentation of an inability to participate in class such as a doctor's note.) For all questions regarding attendance, please communicate with your TA.

*Response Memos:* For each week after the first, you will have the opportunity to write a short paragraph with about the week's 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. You will be graded on your 10 best responses (that is, you only need 10 “satisfactory” responses to receive full credit). 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.

*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). Each paper will require you to engage with key concepts from and readings from that unit. We will provide more details about the assignments before the first paper is due.

*Final Exam:* The course will have a single, 2-hour exam during the final exam period. This exam will consist entirely of multiple choice questions. We will provide example questions over the course of the term.

*Deadlines and Late Work:* Each paper has a deadline with an automatic one-week extension. These 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 deadline will be graded promptly. Papers that are turned in significantly after the deadline may take longer to grade and may receive less detailed comments but will not be penalized. If you unable to meet the extended deadline, please contact your TA as early as possible to explain your circumstances and we will try to accommodate them. Papers turned in after the extended deadline will be penalized 10 percentage points (e.g. a 90 would become an 80).

The response memos must be turned in by 6pm (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.

## Grading

The grade breakdown is as follows:

- Lecture Attendance: 10%
- Section Attendance: 10%
- Response Memos: 10%
- Paper 1: 20%
- Paper 2: 20%
- Paper 3: 20%
- Final Exam: 20%

As a reminder, you are required to turn in ten satisfactory response memos to get full credit, and to attend all but five lectures and three sections.

You may notice that these grades sum to 110%. To attempt to minimize the effect on your grade of one bad day or week, we will half-drop your lowest of the three paper grades and the final exam (that is, it will contribute only 10% of your final grade).

We will then translate the final score into grades following the usual system (A+ = 99-100, A = 93-98, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, Below 60 = F).

*Grade Appeals:* Your papers will be graded by your TA following standards determined jointly by the teaching team. If you have a question about your grade, please consult your TA during office hours and they 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

*Academic Integrity:* Students in the course are encouraged to discuss course material and assignments with each other. However, anything you submit for credit should represent your own work. Plagiarism and other forms of academic misconduct are unacceptable. Information on the University's academic code is available [here](#). Any student who plagiarizes will fail the course and may face other sanctions imposed by the University. Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.<sup>1</sup>

To ensure development and mastery of the foundational concepts and skills, the use of generative artificial intelligence (AI) tools such as ChatGPT is prohibited in this course. If you are unsure of any policy or any assignment-specific directions — including whether or not a particular tool is considered generative AI — please consult your TA prior to using the technology or completing your assignment.<sup>2</sup>

*Accommodations for Learning:* Cornell University is committed to full inclusion of all students. Please inform 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 your TA after class, by email, or during office hours. For more information, please contact [Student Disability Services](#) (phone: 607-254-4545, email: [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu)).

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<sup>1</sup>This paragraph adopts language from Erin York Cornwell's Soc 5010 syllabus, as well as language provided by Cornell for discussing Turnitin.

<sup>2</sup>This paragraph adopts language from Cornell's [guidance](#) on the use of Generative AI in courses.

*Academic and Personal Support:* Cornell has many resources available to support you. These include the [Dean of Students](#) (your best starting place if you are not sure where to turn), and the [Learning Strategies Center](#). Additional support is available via the Counseling and Psychological Services (“CAPS”) office. Information about CAPS is available [here](#). CAPS is typically very fast and usually has meetings available within one day.

*Email Policy:* Please include “SOC 1101” 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. Please direct all email communications to your TA (unless you need to discuss a sensitive issue with the professor). 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 Centers](#). Our grading in this course will not emphasize writing quality, but it can be hard to separate writing quality from the quality of the underlying ideas and arguments. We will discuss writing expectations in more detail before the first paper.

*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. 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 instructors 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.

*Cell Phones and Laptops:* Students using laptops or cellphones for purposes other than notetaking will be asked to leave and be counted as absent for the class. Research shows that using a laptop during class can impede both your own learning *and* the learning of students around you (see, e.g., [Sana et al. 2013](#), and [Dynarski 2017](#)). You will need to use an internet-connected device for attendance purposes during class. Beyond that, we

encourage you to take notes by hand, or to take notes on a laptop but taking care not to check other sites or programs during class.

## Required Texts

Many of the course readings come from five books, listed below. These books are available from the Cornell Academic Materials Program, and are also all available as relatively affordable paperbacks and ebooks. The books are listed in the order that you will need them. 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.

- McMillan Cottom, Tressie. 2019. *Thick: And Other Essays*.
- Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*.
- Ray, Victor. 2022. *On Critical Race Theory*.
- Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*.
- Levy, Karen. 2023. *Data Driven: Truckers, Technology, and the New Workplace Surveillance*.

## Course Outline

### *Unit 1: Social Construction*

#### **Week 1: Course Overview & Intro to Social Construction**

Lecture on 1/22 and 1/24, section on 1/26.

- Read the syllabus!
- McMillan Cottom, Tressie. 2019. “In the Name of Beauty.” From *Thick*.
- Conrad, Peter, and Kristin K. Barker. 2010. “The Social Construction of Illness: Key Insights and Policy Implications.” *Journal of Health and Social Behavior* 51(1\_suppl):S67–79.

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

Lectures on 1/29 & 1/31, section on 2/2.

- 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 2/5 & 2/7, section on 2/9.

- Meadow, Tey. 2018. *Trans Kids: Being Gendered in the Twenty-First Century*. (Chapters 3-7, especially 4-6.)
- Meadow, Tey. 2023. “Transgender Youth Are Under Attack: The Work of Response.” *Sociological Forum* 38(4):1486-93.

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

Lectures on 2/12 & 2/14, section on 2/16.

- Streib, Jessi, Miryrea 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.
- Ray, Victor. 2022. “Intersectionality” from *On Critical Race Theory*.
- McMillan Cottom, Tressie. 2019. “Black Girlhood, Interrupted.” From *Thick*.
- Musto, Michela. 2019. “Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence.” *American Sociological Review* 84(3):369-93.

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

Lecture on 2/19 & 2/21, section on 2/23.

- Hirschman, Charles. 2004. “The Origins and Demise of the Concept of Race.” *Population and Development Review* 30(3):385-415. (Only pages 385-399.)
- Ray, Victor. 2022. “Introduction” and “The Social Construction of Race” from *On Critical Race Theory*.
- McKay, Dwanna L. 2021. “Real Indians: Policing or Protecting Authentic Indigenous Identity?” *Sociology of Race and Ethnicity* 7(1):12-25.
- Huang, Tiffany J. 2023. “What We Talk About When We Talk About Ethnicity: Hispanic Self-Classification and Appraisal in an Online College Forum.” *Sociology of Race and Ethnicity* 9(4):502-17.

**Note: No lecture on 2/26 (February break)!**

**Paper 1 Due 2/27**

## ***Unit 2: Social Inequality***

### **Week 6: Social Inequality (Inequality by the Numbers)**

Lecture on 2/28, section on 3/1.

- Pager, Devah. 2004. “The Mark of a Criminal Record.” *Focus* 23(2):44-46.
- England, Paula. 2010. “The Gender Revolution: Uneven and Stalled.” *Gender & Society* 24(2):149-66.
- Pfeffer, Fabian T., and Alexandra Killewald. 2019. “Intergenerational Wealth Mobility and Racial Inequality.” *Socius*. Make sure to look at the animations [here](#) and [here](#)!
- 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.
- McMillan Cottom, Tressie. 2019. “The Price of Fabulousness.” From *Thick*.

### **Week 7: Social Inequality (Structural Racism & Colorblind Racism)**

Lectures on 3/4 & 3/6 section on 3/8.

- Ray, Victor. 2022. “Structural Racism” and “Colorblind Racism” from *On Critical Race Theory*.
- Western, Bruce, and Becky Pettit. 2010. “Incarceration & Social Inequality.” *Daedalus* 139(3):8-19.
- Kramer, Rory, Brianna Remster, and Camille Z. Charles. 2017. “Black Lives and Police Tactics Matter.” *Contexts* 16(3):20-25.
- Pérez, Raúl. 2017. “Racism without Hatred? Racist Humor and the Myth of ‘Colorblindness.’” *Sociological Perspectives* 60(5):956-74.
- Rondini, Ashley C. 2021. “Meso-Level Racism in Medicine.” *Contexts* 20(3):57-59.

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

Lectures on 3/11 & 3/13, section on 3/15.

- McMillan Cottom, Tressie. 2019. “Dying to be Competent” and “Black is Over (Or, Special Black).” From *Thick*.
- Ray, Victor. 2022. “Racialized Organizations.” From *On Critical Race Theory*.

- 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 (From Higher Ed to the Labor Market)**

Lectures on 3/18 & 3/20, section on 3/22.

- 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.
- Streib, Jessi. 2023. “America’s Hidden Equalizing Machine.” *Contexts* 22(2):12-17.

## **Paper 2 Due 3/26**

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

## **Week 10: Social Change (Social Movements & Racial Progress)**

Lectures on 3/25 & 3/27, section on 3/29.

- Morris, Aldon. 2021. “From Civil Rights to Black Lives Matter.” *Scientific American*. Available [here](#).
- Phelps, Michelle S., Anneliese Ward, and Dwjuan Frazier. 2021. “From Police Reform to Police Abolition? How Minneapolis Activists Fought to Make Black Lives Matter.” *Mobilization* 26(4):421-41.
- Ray, Victor. 2022. “Racial Progress,” “Interest Convergence,” “Identity Politics,” and “Conclusion.” From *On Critical Race Theory*.

**Note: No class on 4/1, 4/3, or 4/5 (spring break)!**

## **Week 11: Social Change (Technology and Work)**

Lectures on 4/8 & 4/10, section on 4/12.

- Levy, Karen. 2022. *Data Driven*. Chapters 1-6.

## **Week 12: Social Change (Algorithms, Surveillance, and Automation)**

Lectures on 4/15 & 4/17, section on 4/19.

Note: On 4/17, Professor Karen Levy will visit the class!

- Levy, Karen. 2022. *Data Driven*. Chapters 7-8 and Appendices.
- Brayne, Sarah. 2017. “Big Data Surveillance: The Case of Policing.” *American Sociological Review* 82(5):977-1008.
- Daniels, Jessie. 2018. “The Algorithmic Rise of the ‘Alt-Right’.” *Contexts* 17(1):60-65.
- Alegria, Sharla, and Catherine Yeh. 2023. “Machine Learning and the Reproduction of Inequality.” *Contexts* 22(4):34-39.

## Week 13: Social Change (Ideologies of Order)

Lectures on 4/22 & 4/24, section on 4/26.

- McMillan Cottom, Tressie. 2019. “Know Your Whites.” From *Thick. Thick*.
- Carian, Emily K., and Amy L. Johnson. 2022. “The Agency Myth: Persistence in Individual Explanations for Gender Inequality.” *Social Problems* 69(1):123-42.
- Scarborough, William J. and Joanna R. Pepin. 2022. “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://thesocietypages.org/ccf/2022/01/04/people-are-not-as-consistent-in-their-social-ideologies-as-we-think-changing-views-on-gender-and-race-1977-2018/>.
- Nelson, Ingrid A., Hannah J. Graham, and Natalie L. Rudin. 2023. “Saving Face While (Not) Talking about Race: How Undergraduates Inhabit Racialized Structures at an Elite and Predominantly White College.” *Social Problems* 70(2):456-73.
- Diefendorf, Sarah, and C. J. Pascoe. 2023. “In the Name of Love: White Organizations and Racialized Emotions.” *Social Problems*.

## Week 14: Climate Change

Lectures on 4/29 & 5/1, section on 5/3.

- Norgaard, Kari Marie. 2018. “The Sociological Imagination in a Time of Climate Change.” *Global and Planetary Change* 163:171-176.
- 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>.

## **Week 15: Conclusion**

Lecture on 5/6.

- McMillan Cottom, Tressie. 2019. "Thick." From *Thick*.
- Sweet, Paige L. 2019. "The Sociology of Gaslighting." *American Sociological Review* 84(5):851-75.

## **Paper 3 Due 5/7**