

Appendix A: Organization of Course Topics and Assigned Readings

Week 1: Thinking Sociologically

- Mills, *The Sociological Imagination*
- Schwalbe, *Making Sense of the World Differently*
- Giddens et al., *Asking and Answering Sociological Questions*
- Assigned to read one excerpt then review and present in class:
 - Durkheim, *The Social Element of Suicide*
 - Weber, *The Protestant Ethic and the Spirit of Capitalism*
 - Marx and Engels, *Manifesto of the Communist Party*
 - DuBois, *Double-Consciousness and the Veil*

Week 2: Stratification and Poverty

- Davis and Moore, *Some Principles of Stratification*
- Blau and Duncan, *The Process of Stratification*
- Ehrenreich, *Nickel and Dimed*
- Newman and Chen, *The Missing Class*
- Edin and Kefalas, *Unmarried with Children*
- Shaefer et al., *Understanding the Dynamics of \$2-a-Day Poverty in the United States*
- Also discussed in class:
 - Weber, *Class, Status, Party*
 - Tumin, *Some Principles of Stratification: A Critical Analysis*

Week 3: Capital and Wealth

- Bourdieu, *The Forms of Capital*
- MacLeod, *Ain't No Makin' It*
- Lareau, *Unequal Childhoods*
- Calarco, *Coached for the Classroom*
- Mills, *The Power Elite*
- Harrington, *How Wealthy People Protect Their Money*
- Keister and Lee, *The One Percent*
- Also discussed in class:
 - Lareau and Weininger, *Cultural Capital in Educational Research*

Week 4: Race and Racism

- Omi and Winant, *Racial Formation in the United States*
- Bonilla-Silva and Forman, *I Am Not a Racist But...*
- Rosenbloom and Way, *Experiences of Discrimination in an Urban High School*
- Wilson, *The Declining Significance of Race*
- Oliver and Shapiro, *Black Wealth/White Wealth*
- Western, *Incarceration, Unemployment, and Inequality*
- Pager, *Race, Crime and Finding Work in an Era of Mass Incarceration*
- Also discussed in class:
 - Pager and Shepherd, *The Sociology of Discrimination*

Week 5: Gender and Family

- West and Zimmerman, *Doing Gender*
- Ridgeway, *Framed Before We Know It*
- Correll et al., *Is There a Motherhood Penalty?*
- England, *Devaluation and the Pay of Comparable Male & Female Occupations*
- Hochschild, *The Time Bind*
- Jacobs and Gerson, *The Time Divide*
- Simon, *The Joys of Parenthood, Reconsidered*
- Also discussed in class:
 - Eagly and Karau, *Role Congruity Theory of Prejudice Toward Female Leaders*

Week 6: Social Norms and Expectations

- Collins, *Black Feminist Thought in the Matrix of Domination*
- McIntosh, *White Privilege: Unpacking the Invisible Knapsack*
- Coston and Kimmel, *Seeing Privilege Where It Isn't*
- Cooley, *The Looking-Glass Self*
- Goffman, *The Presentation of Self in Everyday Life*
- Hochschild, *The Managed Heart*
- Garfinkel, *Studies of the Routine Grounds of Everyday Activities*
- Also discussed in class:
 - Hochschild, *Emotion Work, Feeling Rules, and Social Structure*

Week 7: Deviance and Social Control

- Scott and Lyman, *Accounts*
- Marvasti, *Being Middle Eastern American*
- Rosenhan, *On Being Sane in Insane Places*
- Thoits, *Emotional Deviance and Mental Disorder*
- Link and Phelan, *Stigma Power*
- Berger, *The Meaning of Social Control*
- Also discussed in class:
 - McLeod, *Why and How Inequality Matters*

Week 8: Health and Well-Being

- Mullahy et al., *Health, Income, and Inequality*
- Williams and Sternthal, *Understanding Racial-Ethnic Disparities in Health*
- Pearlin, *The Sociological Study of Stress*
- Thoits, *Stress and Health*
- Conrad and Barker, *The Social Construction of Illness*
- Street Jr., *Information-Giving in Medical Consultations*
- Also discussed in class:
 - Phelan and Link, *Is Racism a Fundamental Cause of Inequalities in Health?*

Week 9: Networks, Contagion, and Social Movements

- Granovetter, *The Strength of Weak Ties*
- Lin, *Social Networks and Status Attainment*
- Burt, *Structural Holes*
- Fowler and Christakis, *Dynamic Spread of Happiness in a Large Social Network*
- Cacioppo et al., *The Structure and Spread of Loneliness in a Large Social Network*
- Boyd and Crawford, *Critical Questions for Big Data*
- Matias, *Were All Those Rainbow Profile Pictures Another Facebook Study?*
- Also discussed in class:
 - Lin, *A Network Theory of Social Capital*

Excerpts were 5-10 pages in length, with approximately 50 pages of reading assigned per week. Many of these excerpts were from the following reader:

Grusky, David B. and Szonja Szelényi (eds). 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (2nd edition). Boulder, Colorado: Westview Press. ISBN: 978-0813344843.

Appendix B: Writing Prompts for Weekly Reflection Papers

Reflection 1. Explain one of the theories of class stratification covered in class this week (Marx, Weber, Davis & Moore, or Blau & Duncan), then use it to interpret one or more of the figures below. What story do the data tell about wealth, income, occupations, or education? How would the chosen theory explain the trends shown? Submitted in Week 2.

Reflection 2. Identify and briefly explain the three forms of capital laid out by Bourdieu, then discuss the findings of one of the pieces you read for this week (either MacLeod, Lareau, or Calarco) using Bourdieu's ideas about cultural capital. Submitted in Week 3.

Reflection 3. Explain Omi and Winant's basic argument about race - what it is, what it is not, and what it means to say that we can think of race as a socio-historical process. Then use their ideas about race, racial formation, and/or racial "projects" to explain the findings of one of the articles you read for Wednesday or Friday of this week (either Wilson, Oliver and Shapiro, Western, or Pager). Submitted in Week 4.

Reflection 4. How do your readings for this week describe the tension between family and/or parenthood roles and occupational and/or workplace roles? How does gender factor into each set of roles? How does it shape the relationship between work and family? Submitted in Week 5.

Reflection 5. How do social norms and expectations affect our behavior and emotions during social encounters? How does this depend on our social position or role? What are the consequences when norms are breached? Discuss using Goffman, Hochschild, and Garfinkel. Submitted in Week 6.

Reflection 6. How do your readings for this week define deviance and stigma, and explain their relationship to social control? Use one of the examples covered in our reading this week to illustrate (either the Marvasti or Thoits article). Submitted in Week 7.

Reflection 7. Discuss three social sources of inequalities in physical and mental health, and use examples from your readings for this week to illustrate. In what sense are illness and medical knowledge socially constructed? Submitted in Week 8.

Reflection 8. Define one of the network concepts you learned about in class this week (e.g., network structure, tie strength, contagion, structural holes, social capital), then explain how this feature of networks shapes individual-level experiences or outcomes using an example covered in one of your readings for Monday or Wednesday (Granovetter, Lin, Burt, Fowler and Christakis, or Cacioppo et al.). Submitted in Week 9.

Appendix C: Descriptions of Sociological Imagination Assignments

Assignment 1. Students constructed a family tree extending to their great-grandparents for each side of their family, gathering as much information as possible about social trends across the generations (e.g., marriage, parenting, education, occupation, politics, religion) through research (e.g., reviewing Census data or obituaries), their own memory, or informal interviews with family members. Students were asked to reflect on consistencies and change across the generations, consider how they fit into or diverge from the trends identified, and note any changes that accompany important historical events in their family or society. They were encouraged to think of gaps in knowledge due to war, migration, estrangement, absence of records, and so forth as empirical patterns worthy of reflection. Submitted in Week 2.

Assignment 2. Students compared survey results on educational inequality in the United States (e.g., variation in college enrollment rates, completion rates, financial aid by race, class, gender) from the National Center for Educational Statistics and the Pell Institute with local institutional data to evaluate how inequality at their own college follows or deviates from national patterns. They were also asked to consider how national and institutional trends relate to their own educational experiences and the experiences of their family members, discussed in the first sociological imagination assignment, tracing a single form of inequality across all levels of analysis (societal, institutional, personal). Submitted in Week 4.

Assignment 3. Students reviewed material from the college archives (e.g., newspaper articles, personal correspondence, official records, pictures) about campus life at some historical moment, comparing what they found to evidence on the experiences of present-day students. The goal of this assignment was to show how structural or historical circumstances affected students' past experiences at the college and consider how this has changed or remained the same over time. Students were allowed to focus on any aspect of campus life they found interesting, but their chosen topic had to pertain to race, ethnicity, class, gender, sexuality, or some other theme with clear sociological relevance. Submitted in Week 6.

Assignment 4. After a primer on qualitative research ethics and procedures, students conducted two or more observations of social interactions in a public setting on campus (e.g., library, dining hall, gym). They wrote field notes on their observations and completed a sociological analysis of the interactions observed. To get full credit for this assignment, students were required not only to describe but explain the social behavior they observed, providing a sociological interpretation of their data (i.e., focusing on the social structural drivers of behavior rather than individual personality traits, private motives, or their own personal opinion). Submitted in Week 8.

Appendix D: Descriptions of Simulation Exercises and Select In-Class Activities

Simulating stratification with Monopoly. This activity was adapted from Coghlan and Huggins (2004). Five students played a game of Monopoly while 1-2 students observed and took field notes. Upon selecting player tokens, players were assigned to social class quintiles. Starting property and assets were distributed unequally based on current Census income and wealth data. Students also received unequal amounts of income when they passed go, stratified based on these data. At the end of the game, they completed a reflection sheet on their experience, and this was combined with observer notes for a final reflection on the game. Ending assets and property for each player were compared to starting assets to examine which players experienced upward or downward social mobility across groups, and which maintained their class position. The activity took place during Week 2.

Perceptions of job candidates by race and criminal record. Students gathered data and reviewed findings showing the impact of race and criminal record on hiring and salary decisions, building on research by Pager and Quillian (2005). Students were given copies of materials for a survey-based experiment which included a vignette job description, application form, resume, and a series of brief survey questions asking about the candidate's likelihood of being hired, promoted, and seeking recommendations for their starting salary. Data were collected and entered on campus during class, and students reviewed and discussed results at the start of the next class period. The assignment illustrates the differences between what people say (as in survey-based research) and what they do (as in audit studies of actual employer behavior), and helps students understand how racial bias in hiring can be fueled by perceptions of offender hireability. The activity took place during Week 4.

Simulating intersectional inequality with Halo. This activity was adapted from Allen (2014). After reviewing the assigned readings on intersectionality and completing a handout to locate themselves on different axes of inequality (e.g., race, class gender, sexuality, physical ability), students moved through a series of stations. Two pairs of students played two versions of the same stage ("The Silent Cartographer") of the video game *Halo: Combat Evolved Anniversary* side by side while other students observed and took notes. One team played on Easy difficulty while the other played on Legendary mode with all "skulls" activated. Skulls have unique and intersecting effects on game play, making ammunition more costly or less effective, giving enemies more health, weapons, or a greater range of impact, and so forth. Afterward, students reviewed two brief pieces on inequality (Scalzi's "Straight White Male: The Lowest Difficulty Setting There Is" and Allen's "The Other Difficulty Mode: What Halo Can Tell Us About Identity and Oppression") and discussed the difference between difficulty settings and skulls, their experiences in the game, and the linkages to particular groups' real-world experiences. In closing, each group reviewed an assigned privilege checklist describing unearned advantages along a particular axis of inequality, and considered how this unidimensional view of inequality would change by taking an intersectional view. The activity took place during Week 6.

Breaching social norms by doing nothing in public. This activity was adapted from Halnon (2001). Students went out on campus during class to complete this activity. They were instructed as follows: "Go to a public space on campus where you expect there to be lots of people around, and where there is a norm of "doing something" (e.g., the library, dining hall, gym, etc.). Find a

spot by yourself (i.e., without other people from our class) and stand there completely still for five minutes. Don't take out your phone or "do" anything – don't fidget, lean, sit, or use any equipment (e.g., benches, chairs, or walls) that would justify doing nothing. Just clear your mind, and stand there without moving, like a somewhat relaxed statue. Stare blankly ahead and give no obvious indication of thought or emotion. Do not make eye, facial, or body movement or engage in conversation. If someone approaches you and asks: "What are you doing?" you may only say "I am doing nothing." While you stand there, take notice of other people's reactions to you, and your own feelings. Return to the classroom when 5 minutes have passed." After returning to the classroom, students wrote about their experiences during the activity, reporting how they felt, what they thought about, how others reacted to them, and how their experience related to our course readings on norms, accounts, and breaching. The activity took place during Week 7.

Understanding the social construction of mental illness. Students looked through the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* in teams, identifying diagnostic criteria for mental illness that may depend on the social and cultural context of a person's behavior. Their findings were discussed in relation to Thoits' (2012) argument that people who display the same symptoms may be classified as either ill or well depending on historical, socio-cultural, and professional conventions about the boundaries between normality and abnormality as well as clinicians' personal background. The revision history of the DSM was also discussed, including how these revisions have been influenced by the interests of powerful political and economic actors. The activity took place during Week 7.

Simulating health disparities with RePlay Health. This activity was adapted from Kaufman et al. (2015). Teams of 10 students play as residents of a fictional town; each student was assigned an identity with particular health conditions, risks, behaviors, and insurance status. During each round, each student was given a chance to throw a beanbag at a target five times to earn income. Between beanbag tosses, event cards were drawn at random that affect players' health unequally, depending on the risk factors in their wallets. As their health declines, students had to stand further away from beanbag targets, making it harder for them to earn income. They can visit healthcare providers to get better but have to skip beanbag tosses to do so, and more effective healthcare providers require insurance. Every five tosses, teams voted to enact one of several possible healthcare policies, for instance curbing citizen risk factors (e.g., passing a tobacco tax), motivating positive health behavior (e.g., adding walking trails, starting a farmer's market), or making healthcare interventions (e.g., adding community health workers or passing universal health care). After the policy is passed, a new round begins. The game ends after five such rounds. Players tally up their income and earn bonus points for being healthy and the town with the most points wins. Afterward, students participated in a discussion, considering who ended the game with good vs. bad health and high vs. low earnings, which wallet characteristics seemed to have the biggest effects on health and productivity, whether the policy interventions were effective and for whom, and the linkages back to our course readings about health disparities. The activity took place during Week 8.

Mapping social network paths. Each student provided data on their friendships with all other students in the class, and the instructor constructed a network graph of all connections in the class, including representations of major concepts reviewed in the material (e.g., directed ties, transitivity, mutuality). Using this diagram as a reference, students attempted to move a poker

chip to someone they didn't know in the course as efficiently as possible, using only their existing connections. The activity took place during Week 9.

Knowledge construction on Wikipedia. Groups of students examined the revision history for a controversial Wikipedia page, exploring how the seamless appearance of knowledge on the main page for this topic obscured a contested reality. They identified key points of contention and the mechanisms used to resolve them. They reviewed adjudication methods and sanctions issued by the site, among other means used to decide which perspectives were best reflected on the site. The activity took place during Week 9.

Appendix E: Guidelines for Final Portfolio Assignment

Reflection on Learning Objectives. I set six learning objectives for the course, which you can find on the first page of our syllabus. You also set a personal goal for the course at the start of the term. You will write a 500-word essay on each of these seven goals, which should respond to each of the questions below.

- What did you learn?
 - What did the course teach you with regard to this learning objective?
 - How did your learning in this area grow and change over the term?
- How did you learn?
 - Which readings, activities, or assignments were especially beneficial to your learning in this area? Which aspects of your personal biography, beliefs, skills, or habits were beneficial?
 - Were there particular readings, activities, or assignments that did not resonate with you or teach you much in this area? Did your personal biography, beliefs, skill limitations, or habits hold you back in any way?
- Why did you learn?
 - Do your answers to the questions above teach you anything about yourself as a learner? Why did the items discussed above help or hinder your learning?
 - What steps have you already taken / could you take in the future to improve your learning in this area?
- What do you have yet to learn?
 - Were there aspects of your learning in this area that did not reach their full potential through your work in this course? Interests, questions, or ideas you would like to follow up on in the future?
 - What next steps could you take to learn more?

Reflection on the Development of Ideas. After completing your reflection on the course learning objectives, you will write a final 1000-word essay reflecting on the ideas and interests you developed through the course.

- What major ideas, themes, and threads do you find in your own writing or the pieces of reading you most enjoyed or learned from in this course?
- How did these ideas develop over the course of the term? Were particular readings, activities, assignments, or practices especially important in this process?
- Which aspects of this course have helped you to see an issue from a new perspective or challenged your deeply held beliefs? Which have most affirmed your beliefs?
- Which activities and assignments were most comfortable or productive for you? Which were more of a challenge? Why?

References

- Allen, Samantha. 2014. "Video Games as Feminist Pedagogy." *The Journal of the Canadian Game Studies Association* 8: 61-80.
- Coghlan, Catherine L. and Denise W. Huggins. 2004. "'That's Not Fair!' A Simulation Exercise in Social Stratification and Structural Inequality." *Teaching Sociology* 32: 177-87.
- Grusky, David B. and Szonja Szelényi (eds). 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (2nd edition). Boulder, Colorado: Westview Press.
- Halnon, Karen B. 2001. "The Sociology of Doing Nothing: A Model "Adopt a Stigma in a Public Place" Exercise." *Teaching Sociology* 29: 423-38.
- Kaufman, Geoff, Mary Flanagan, Max Seidman, and Simone Wien. 2015. "RePlay Health: An Experiential Role-Playing Sport for Modeling Healthcare Decisions, Policies, and Outcomes." *Games for Health Journal* 4(4). doi: 10.1089/g4h.2014.0134.
- Pager, Devah and Lincoln Quillian. 2005. "Walking the Talk: What Employers Say Versus What They Do." *American Sociological Review* 70: 355-80.
- Thoits, Peggy A. 2012. "Emotional Deviance and Mental Disorder." Pp. 201-222 in *Emotions Matter: A Relational Approach to Emotions*, edited by Dale Spencer, Kevin Walby, and Alan Hunt. Toronto, Ontario: University of Toronto Press.