

Term Information

Effective Term Autumn 2022
[Previous Value](#) Spring 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

- (1) Change course numbering from 3463 to 2463.
- (2) Submit the new 2463 course for the "Race, Ethnicity, and Gender" Foundation of the new GE.
- (3) Make the course Distance Learning eligible.

What is the rationale for the proposed change(s)?

We are adjusting this course so that it is more foundational and aligns more closely with the new GE goals for the "Race, Ethnicity, and Gender" foundation. We would also like to make it available as an online course because it is integral to the Diversity Certificate, and we are trying to make it possible for students to complete the certificate fully online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

By restructuring the course and making it more foundational, it affects our curriculum map (see below). The course was targeted toward 3rd year students, it will now be targeted toward first and second year students. It will also affect our upper division level stratification course (5463), which we will adjust accordingly.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2463
Previous Value	3463
Course Title	Social Inequality: Race, Class, and Gender
Previous Value	Social Stratification: Race, Class, and Gender
Transcript Abbreviation	Social Inequal
Previous Value	Social Strat
Course Description	The study of social inequality with a focus on inequalities by race/ethnicity, gender, and class.
Previous Value	The study of social inequality with a focus on inequalities by class and status, race and ethnicity, and gender.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes

Is any section of the course offered	100% at a distance Less than 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore
<i>Previous Value</i>	<i>Junior</i>

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Human, Natural, and Economic Resources
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• The study of social inequality with a focus on inequalities by race and ethnicity, gender, and class.
<i>Previous Value</i>	<ul style="list-style-type: none">• <i>The study of social inequality with a focus on inequalities by class and status, race and ethnicity, and gender</i>
Content Topic List	<ul style="list-style-type: none">• Inequality as a social issue• The social construction of race/ethnicity, how it shapes everyday life, and how it is experienced in institutions.• The social construction of gender, how it shapes everyday life, and how it is experienced in institutions.• Social class, how it shapes everyday life and how it is experienced in institutions.• Social control• Resistance and change• Social mobility

Previous Value

- [Inequality as a social issue](#)
- [Theories of inequality](#)
- [Education and inequality](#)
- [Race and inequality](#)
- [Gender and inequality](#)
- [Age and inequality](#)
- [Inequality and politics](#)
- [Social control](#)
- [Resistance and change](#)
- [Social mobility](#)

Sought Concurrence

No

Attachments

- 2463 in-person Syllabus.docx: New in person syllabus
(Syllabus. Owner: Downey, Douglas B)
- 2463 DL Syllabus.docx: New DL syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3463 DL Syllabus.docx: Old DL syllabus
(Syllabus. Owner: Downey, Douglas B)
- 3463 in-person Syllabus.docx: Old in-person syllabus
(Syllabus. Owner: Downey, Douglas B)
- ge-foundations-submission 2463.pdf: new GE foundations submission
(GEC Course Assessment Plan. Owner: Downey, Douglas B)
- 2436 Written Assignments.docx: Written assignments for new 2463 class
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Cover letter.pdf
(Cover Letter. Owner: Downey, Douglas B)
- Sociology 2463 Technical Review.docx: ACS Distance Approval
(Other Supporting Documentation. Owner: Downey, Douglas B)
- Sociology Crim Curriculum Map Revision.xlsx: Curriculum map
(Other Supporting Documentation. Owner: Downey, Douglas B)
- 3463_ASC_DL_CoverSheet.docx: ASC Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Downey, Douglas B)

Comments

- - Please also upload the filled out ASC Distance Approval Cover Sheet (once it is reviewed by Ian Anderson)
<https://ascas.osu.edu/curriculum/distance-courses>
-Please upload the updated curriculum map. *(by Vankeerbergen, Bernadette Chantal on 07/17/2021 12:52 PM)*

COURSE CHANGE REQUEST
2463 - Status: PENDING

Last Updated: Downey, Douglas B
07/20/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	07/07/2021 11:54 AM	Submitted for Approval
Approved	Downey, Douglas B	07/07/2021 12:10 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/17/2021 12:55 PM	College Approval
Submitted	Downey, Douglas B	07/20/2021 02:46 PM	Submitted for Approval
Approved	Downey, Douglas B	07/20/2021 02:46 PM	Unit Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	07/20/2021 02:46 PM	College Approval



Department of Sociology

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<http://sociology.osu.edu>

July 7, 2021

Dear Curriculum committee:

We are trying to accomplish a lot with this curriculum submission. Specifically, we would like to:

- (1) Rename our 3463 course to 2463 to indicate its more foundational structure. Note how the new syllabus focuses around race/ethnicity, gender, and social class, and several additional topics have been removed. I have included both old and new syllabi for comparison.
- (2) Submit the new 2463 for the “Race, Ethnicity, and Gender” Foundation of the new GE. We believe the restructured course aligns well with this foundation’s goals.
- (3) Allow the course to be taught as Distance Learning. This course is central to our major and the diversity certificate. While most sections will likely be taught in person, we would like the flexibility to offer online sections.

Sincerely,

Douglas B. Downey
Professor of Sociology



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SOCIOLOGY 2463 DL: SOCIAL STRATIFICATION: RACE, CLASS AND GENDER (SECTION 28889)

SPRING 2021

Professor Claudia Buchmann, Ph.D.

Pronouns: she, her, hers

Department of Sociology

238 Townshend Hall



Office hours: via Zoom, time to be determined, also by appointment. If you cannot attend my standing office hours, please feel free to email me through my CARMEN inbox or at buchmann.4@osu.edu. During the semester, I will make every effort respond to email within 24 business hours and I expect students to do the same.

Course description

Most Americans believe that with hard work, anyone can get ahead. But it is also true that all societies have social stratification -- hierarchical relations by which human populations are differentially valued -- and social stratification plays a role in who gets ahead. Race/ethnicity, gender, and social class all play a key role in shaping opportunity. In this course, we grapple with American's "meritocratic ideal" and examine key social institutions -- the family, the educational system, and world of work -- and how these institutions shape opportunity based on race, gender, and social class. We discuss major theories about why inequality exists and persists in societies. Finally, we examine inequalities on a global level. In the process we will seek answers to questions like: What is the difference between race and ethnicity? How are race/ethnicity and gender socially constructed? Is the middle class in the U.S. really shrinking? Why do black and white people still live so segregated from one another? What are the many ways that race/ethnicity and gender continue to shape individuals' daily lives? How does the intersection of race, ethnicity, and gender shaped individuals' lived experiences? Throughout the course, students will critically evaluate a wide range of evidence regarding stratification, social policies, and their own values and beliefs about social inequalities. Through the textbook, articles, and videos we will explore sociological theories and concepts and build a broad knowledge base about social stratification and inequality.

Learning outcomes

By the end of this course, students should successfully be able to:

- understand the central tenets of various sociological theories regarding social stratification and inequality.
- identify these theoretical perspectives in contemporary explanations, debates and policy decisions.
- know the facts presented about race, ethnicity, class, and gender stratification and utilize course materials to present an evidence-based opinion or perspective on a given topic related to stratification.
- Describe and evaluate the way race, ethnicity, gender, and social class have been represented historically and how these representations reflect the interests of various groups.
- Appreciate the way that race, ethnicity, gender, and social class have influenced the opportunities and lived experiences of others in terms of schooling, family life, and health outcomes.
- Reflect on one's own standing in the social stratification hierarchy and how it is related to their social positions and identities.

• GE Course Information

Sociology 2463 fulfills the General Education foundation “Race, Gender, and Ethnicity”

Goals	Expected Learning Outcomes
Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.	Successful students are able to ...
	1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
	1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
	2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
	2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
	2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

The objectives will be met in this course through study of the major sociological theories and empirical analyses of race, ethnicity, gender, and social class inequality, with attention to individual, organizational, and social structural factors in the causes and consequences of social stratification. The course emphasizes critical reasoning using theory and evidence to aid student assessment of policies, values, and beliefs involving social inequality and the distribution of resources. Specifically, students will be required to engage with this material and develop their abilities through: 1) reading the required book and articles and listening to video and lectures; 2) completing several writing assignments including an analysis of one’s social class background and an op-ed on a current issue; 3) demonstrating knowledge of the material presented in lectures and readings through quizzes; and 4) in-class discussion with other students.

It is also a required course for the Diversity, Equity and Inclusion (DEI) certificate:

<https://artsandsciences.osu.edu/academics/programs/certificates/dei>

This course can also count toward the BSPH Public Health Sociology Specialization

Competency: <https://cph.osu.edu/students/competencies>

Course Materials

There is **one required book**: Scott Sernau. 2020. Social Inequality in a Global Age. Sage Publications (6th Edition) for this course. A CarmenBook, which is a digital version of the textbook—is available. Visit this link for more information: <https://affordablelearning.osu.edu/carmenbooks/students>

If you have chosen to opt out of the CarmenBooks option, you may also purchase/rent a hard copy or digital version of the book at the OSU bookstore e-book via this link: <https://tinyurl.com/W21-SOCIOL-3463-28889>

NOTE: While you can find free PDF files of earlier editions of the book online, I do not recommend using those as the 6th edition has additional content that prior editions do not. If you choose to get a free version, you may miss important material that may be covered in quizzes.

Links to additional **required articles** will be posted on Carmen in the weekly modules. Finally, in addition to faculty lecture videos, several videos and films will be assigned throughout the semester to illustrate key sociological concepts. Students are expected to watch all videos and to be prepared to discuss their connections to the assigned readings. Links to videos (and written transcripts) can be found in the weekly modules in Carmen.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions or requests, contact the OSU IT Service Desk. Support for urgent issues is available 24 hours a day, 7 days a week.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Assignments and Grades

You can earn up to 200 points in this course. Here is a summary of the assignments over the course of the semester. Detailed instructions will be provided for each.

Three Written Assignments:

- | | |
|--|------------------|
| 1) An Analysis of your social class position in society | 30 Points |
| 2) An Analysis of Structural and Interpersonal Aspects of Race | 40 Points |
| 3) An Analysis of your gender identity | <u>60 Points</u> |

Class Participation

10 Points

Ten Quizzes over the course of the semester (worth 6 points each)

60 Points

200 TOTAL

A 930-1000 points	C	730-769
A- 900- 929	C-	700-729
B+ 870-899	D+	670-699
B 830-869	D	630-669
B- 800-829	E	599 or below

Instructor Feedback

For essay assignments you can generally expect feedback within **10 days**. Quizzes are graded upon completion.

I will check and reply to messages in the COURSE Q&A discussion board posted on the Carmen course home page at least twice a week.

Student participation requirements

Because this is a distance-learning course, your attendance is based on your online activity and participation. The following is a summary of your expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure to login to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
Every week I will host a virtual office hours session for students to join and ask questions. You are welcome, but not required, to join weekly sessions as often as you

would like. If you need a time to speak with me outside these regularly scheduled office hours, please email me for an appointment.

Discussion and communication guidelines

One of the goals of the discussion post and responses is for students to learn how to identify the strengths and weaknesses of an argument without resorting to anger or personal attacks. The following are expectations for how we should communicate as a class. You should refer to these guidelines often.

- **Writing style and guidelines** : All written assignments, including discussion posts and responses should use good grammar, spelling, and punctuation and clear sentence structure. Informality is fine for non-academic topics.
- **Citing your sources**: When we have academic discussions, be sure you cite your sources to back up what you say. (If citing the textbook or articles, cite the author and page number; for videos cite the title and include the title or number of the specific episode if there is one; For other sources you find online, include a link or full citation.)
- **Tone and civility**: We all have a responsibility to maintain a supportive learning community where everyone feels safe and respected and where people can disagree amicably. Remember that sarcasm doesn't always come across online:
 - o **Do not** use swear words or obscenities
 - o **Do not** engage in personal attacks on other students or authors
 - o **Do not** defame a person or group of people (i.e., no racist, sexist, homophobic language)
 - o **Do not** approach someone outside of class. Only discuss these issues in Carmen.

Be sensitive to differences and respectful of others' posts. If in doubt, ask for clarification first. Carefully read the discussion questions before posting your own to the discussion board. In other words, if you try to understand many different points of view, you will see the world from the perspectives of others too, not only from your own perspective. If we cannot present our position or argument on an issue without resorting to offensive words, then there is a good chance that our position or argument is not very strong to begin with.

Academic integrity policy

Policies for this online course

- **Quizzes**: You must complete quizzes yourself, without any external help or communication, but you can use course materials. Bear in mind that you will have a limited amount of time to complete each quiz so it is important to have read and learned the material before you take them.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should use the OSU Library citation

guide: <https://guides.osu.edu/citation> to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, you must discuss the situation with me and get my approval before doing so.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of these or other conditions, you can learn about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (subject to change)

NOTE: This schedule shows the highlights and does not include all activities for each week. Essay Assignments and Quizzes are always due on Saturdays at 11:59 p.m. Be sure to consult Carmen regularly for details.

Week	Dates	Topics, Readings, Assignments
1	Jan 10 - 16	Introduction to course: What is Stratification? Read: Sernau Ch. 1

		Ungraded Quiz: syllabus and course policies
2	Jan 17 - 23	Theories of Stratification Read: Sernau Ch. 2, Davis and Moore, Tumin Quiz #1
3	Jan 24 - 30	The Building Blocks of Social Class: Occupation, Income, Wealth Read Sernau Ch. 4 Quiz #2
4	Jan 31 - Feb 6	The social construction of race and ethnicity Quiz #3 Carmen readings
5	Feb 7 - 13	Race, ethnicity, and stratification in the U.S. Quiz #4 Essay Assignment #1 Read: Sernau Ch. 5, 10 Things to Know about Race
6	Feb 14 - 20	Race, ethnicity, and family life, neighborhoods, and schools Carmen readings
7	Feb 21 - 27 (Instruc. break)	Race, ethnicity, and health Quiz #5 Mid-Sem Check in (worth 3 extra credit pts) Carmen readings
8	Feb 28 – Mar 6	Race, ethnicity, and political power Quiz #6 Carmen readings
9	Mar 7 - 13	The social construction of gender Quiz #7 Carmen readings
10	Mar 14 - 20	Gender and family life, neighborhoods, and schools

		Essay Assignment #2 Carmen readings
11	Mar 21 - 27	Gender and health outcomes Carmen readings
12	Mar 28 - Apr 3 (Instruc. break)	Gender and political power Carmen readings
13	Apr 4 - 10	The intersection of race and gender Quiz #9 Carmen readings
14	Apr 11 - 17	The intersection of race and social class Quiz #10 Essay Assignment #3 Carmen readings
15	Apr 18 - 24	Review and Final



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

SOCIOLOGY 2463: SOCIAL STRATIFICATION: RACE, CLASS AND GENDER

Professor Claudia Buchmann, Ph.D.

Pronouns: she, her, hers

Department of Sociology

238 Townshend Hall

Office hours: time to be determined, also by appointment. If you cannot attend my standing office hours, please feel free to email me through my CARMEN inbox or at buchmann.4@osu.edu. During the semester, I will make every effort respond to email within 24 business hours and I expect students to do the same.

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Learning outcomes

By the end of this course, students should successfully be able to:

- understand the central tenets of various sociological theories regarding social stratification and inequality.

- identify these theoretical perspectives in contemporary explanations, debates and policy decisions.
- know the facts presented about race, ethnicity, class, and gender stratification and utilize course materials to present an evidence-based opinion or perspective on a given topic related to stratification.
- Describe and evaluate the way race, ethnicity, gender, and social class have been represented historically and how these representations reflect the interests of various groups.
- Appreciate the way that race, ethnicity, gender, and social class have influenced the opportunities and lived experiences of others in terms of schooling, family life, and health outcomes.
- Reflect on one’s own standing in the social stratification hierarchy and how it is related to their social positions and identities.

GE Course Information

Sociology 2463 fulfills the General Education foundation “Race, Gender, and Ethnicity”

Goals	Expected Learning Outcomes
Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.	Successful students are able to ...
	1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
	1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
	2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
	2.2 Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.
	2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

The objectives will be met in this course through study of the major sociological theories and empirical analyses of race, ethnicity, gender, and social class inequality, with attention to individual, organizational, and social structural factors in the causes and consequences of social stratification. The course emphasizes critical reasoning using theory and evidence to aid student assessment of policies, values, and beliefs involving social inequality and the distribution of resources. Specifically, students will be required to engage with this material and develop their abilities through: 1) reading the required book and articles and listening to video and lectures; 2) completing several writing assignments including an analysis of one's social class background and an op-ed on a current issue; 3) demonstrating knowledge of the material presented in lectures and readings through quizzes; and 4) in-class discussion with other students.

It is also a required course for the Diversity, Equity and Inclusion (DEI) certificate:

<https://artsandsciences.osu.edu/academics/programs/certificates/dei>

This course can also count toward the BSPH Public Health Sociology Specialization

Competency: <https://cph.osu.edu/students/competencies>

Course Materials

There is **one required book**: Scott Sernau. 2020. Social Inequality in a Global Age. Sage Publications (6th Edition) for this course. A CarmenBook, which is a digital version of the textbook—is available. Visit this link for more information: <https://affordablelearning.osu.edu/carmenbooks/students>

If you have chosen to opt out of the CarmenBooks option, you may also purchase/rent a hard copy or digital version of the book at the OSU bookstore e-book via this link: <https://tinyurl.com/W21-SOCIOL-3463-28889>

NOTE: While you can find free PDF files of earlier editions of the book online, I do not recommend using those as the 6th edition has additional content that prior editions do not. If you choose to get a free version, you may miss important material that may be covered in quizzes.

Links to additional **required articles** will be posted on Carmen in the weekly modules.

Assignments and Grades

You can earn up to 200 points in this course. Here is a summary of the assignments over the course of the semester. Detailed instructions will be provided for each.

Three Written Assignments:

- | | |
|--|-----------|
| 1) An Analysis of your social class position in society | 30 Points |
| 2) An Analysis of Structural and Interpersonal Aspects of Race | 40 Points |

3) An Analysis of your gender identity

60 Points

Class Participation

10 Points

Ten Quizzes over the course of the semester (worth 6 points each)

60 Points

200 TOTAL

A 930-1000 points	C	730-769
A- 900- 929	C-	700-729
B+ 870-899	D+	670-699
B 830-869	D	630-669
B- 800-829	E	599 or below
C+ 770-799		

Late assignments

Due dates for all assignments will be clearly posted in the syllabus and in Carmen. Additionally, each weekly module has reminders of when assignments are due. Please contact me if you cannot make a deadline. Late assignments will not be given full credit without prior discussion. I want you to complete the assignments because they are for your benefit, so I will do my best to be accommodating if you reach out to me. Incompletes will only be given in extreme circumstances.

Instructor Feedback

For essay assignments you can generally expect feedback within **10 days**. Quizzes are graded upon completion.

Student participation requirements

The following is a summary of your expected participation:

- **Attendance at class.** Students are expected to attend all classes unless they have written permission from the instructor to miss a class. Students should come to class prepared to discuss the day's readings.
- **Office hours: OPTIONAL**
Every week I will host a virtual office hours session for students to join and ask questions. You are welcome, but not required, to join weekly sessions as often as you would like. If you need a time to speak with me outside these regularly scheduled office hours, please email me for an appointment.

Discussion and communication guidelines

One of the goals of class discussion is for students to learn how to identify the strengths and weaknesses of an argument without resorting to anger or personal attacks. The following are expectations for how we should communicate in class discussions and in written assignments. You should refer to these guidelines often.

- **Writing style and guidelines** : All written assignments should use good grammar, spelling, and punctuation and clear sentence structure. Informality is fine for non-academic topics.
- **Citing your sources**: For your written assignments, be sure you cite your sources to back up what you say. (If citing the textbook or articles, cite the author and page number; for videos cite the title and include the title or number of the specific episode if there is one; For other sources you find online, include a link or full citation.)
- **Tone and civility for class discussions**: We all have a responsibility to maintain a supportive learning community where everyone feels safe and respected and where people can disagree amicably.
 - o **Do not** use swear words or obscenities
 - o **Do not** engage in personal attacks on other students or authors
 - o **Do not** defame a person or group of people (i.e., no racist, sexist, homophobic language)
 - o **Do not** approach someone outside of class.

Be sensitive to differences and respectful of others' views. If in doubt, ask for clarification first. If we cannot present our position or argument on an issue without resorting to offensive words, then there is a good chance that our position or argument is not very strong to begin with.

Academic integrity policy

Policies for this course

- **Quizzes**: You must complete quizzes yourself, without any external help or communication, but you can use course materials. Bear in mind that you will have a limited amount of time to complete each quiz so it is important to have read and learned the material before you take them.
- **Written assignments**: Your written assignments should be your own original work. In formal assignments, you should use the OSU Library citation guide: <https://guides.osu.edu/citation> to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, you must discuss the situation with me and get my approval before doing so.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

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Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of

these or other conditions, you can learn about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (subject to change)

NOTE: This schedule shows the highlights and does not include all activities for each week. Essay Assignments and Quizzes are always due on Saturdays at 11:59 p.m. Be sure to consult Carmen regularly for details.

Week	Dates	Topics, Readings, Assignments
1	Jan 10 - 16	Introduction to course: What is Stratification? Read: Sernau Ch. 1 Ungraded Quiz: syllabus and course policies
2	Jan 17 - 23	Theories of Stratification Read: Sernau Ch. 2, Davis and Moore, Tumin Quiz #1
3	Jan 24 - 30	The Building Blocks of Social Class: Occupation, Income, Wealth Read Sernau Ch. 4 Quiz #2
4	Jan 31 - Feb 6	The social construction of race and ethnicity Quiz #3 Carmen readings
5	Feb 7 - 13	Race, ethnicity, and stratification in the U.S. Quiz #4 Essay Assignment #1 Read: Sernau Ch. 5, 10 Things to Know about Race
6	Feb 14 - 20	Race, ethnicity, and family life, neighborhoods, and schools

		Carmen readings
7	Feb 21 - 27 (Instruc. break)	Race, ethnicity, and health Quiz #5 Mid-Sem Check in (worth 3 extra credit pts) Carmen readings
8	Feb 28 – Mar 6	Race, ethnicity, and political power Quiz #6 Carmen readings
9	Mar 7 - 13	The social construction of gender Quiz #7 Carmen readings
10	Mar 14 - 20	Gender and family life, neighborhoods, and schools Essay Assignment #2 Carmen readings
11	Mar 21 - 27	Gender and health outcomes Carmen readings
12	Mar 28 - Apr 3 (Instruc. break)	Gender and political power Carmen readings
13	Apr 4 - 10	The intersection of race and gender Quiz #9 Carmen readings
14	Apr 11 - 17	The intersection of race and social class Quiz #10 Essay Assignment #3 Carmen readings
15	Apr 18 - 24	Review and Final

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THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

SOCIOLOGY 3463: SOCIAL STRATIFICATION: RACE, CLASS AND GENDER

Professor Claudia Buchmann, Ph.D.

Pronouns: she, her, hers

Department of Sociology

238 Townshend Hall

Office hours: time to be determined, also by appointment. If you cannot attend my standing office hours, please feel free to email me through my CARMEN inbox or at buchmann.4@osu.edu. During the semester, I will make every effort respond to email within 24 business hours and I expect students to do the same.

Course description

Most Americans believe that with hard work, anyone can get ahead. But it is also true that all societies have social stratification -- hierarchical relations by which human populations are differentially valued -- and social stratification plays a role in who gets ahead. In this course, we grapple with American's "meritocratic ideal" and examine key social institutions -- the family, the educational system, and world of work -- and the inequalities within them. We discuss major theories about why inequality exists and persists in societies. Then we investigate class, race, and gender as the bases of inequality. Finally, we examine inequalities on a global level. In the process we will seek answers to questions like: Is the middle class in the U.S. really shrinking? Why do blacks and whites still live so segregated from one another? Why are the majority of college students female and what does this mean for the future? Why does global slavery exist today? Throughout the course, students will critically evaluate a wide range of evidence regarding stratification, social policies, and their own values and beliefs about social inequalities. Through the textbook, articles, and videos we will explore sociological theories and concepts and build a broad knowledge base about social stratification and inequality.

Learning outcomes

By the end of this course, students should successfully be able to:

- understand the central tenets of various sociological theories regarding social stratification and inequality.
- identify these theoretical perspectives in contemporary explanations, debates and policy decisions.

- understand different approaches of social scientific inquiry as they apply to the study of the use and distribution of resources such as income, wealth, status and power.
- interpret statistical data presented figures, graphs and other visual formats, describe the key results shown within them, and draw conclusions from these data about stratification and historical trends in stratification.
- reflect on their own standing in the social stratification hierarchy and how it is related to their ascribed characteristics and family background.
- clearly summarize course readings and other material in written form.
- know the facts presented about race, class, and gender stratification and utilize course materials to present an evidence-based opinion or perspective on a given topic related to stratification.
- engage in discussions with other students in a respectful and thoughtful manner in order to articulate an informed perspective while seeking to understand multiple points-of-view on complex social issues.

GE Course Information

Sociology 3463 fulfills the General Education requirement for Social Science: Human, Natural, and Economic Resources.

The course will develop student understanding of the structure of human societies, cultures, and institutions, and the processes by which individuals, groups, and societies interact, communicate and use human, natural, and economic resources through an engagement with sociological perspectives on inequality and analysis of empirical data and other evidence.

The key learning objectives of the GE Social Science: Human, Natural, and Economic Resources requirement are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

The objectives will be met in this course through study of the major sociological theories and empirical analyses of class, race, and gender inequality, with attention to individual, organizational, and social structural factors in the causes and consequences of social stratification. The course emphasizes critical reasoning using theory and evidence to aid student assessment of policies, values, and beliefs involving social inequality and the

distribution of resources. Specifically, students will be required to engage with this material and develop their abilities through: 1) reading the required book and articles and listening to video and lectures; 2) completing several writing assignments including an analysis of one's social class background and an op-ed on a current issue; 3) demonstrating knowledge of the material presented in lectures and readings through quizzes; and 4) in-class discussion with other students.

It is also a required course for the Diversity, Equity and Inclusion (DEI) certificate:

<https://artsandsciences.osu.edu/academics/programs/certificates/dei>

This course can also count toward the BSPH Public Health Sociology Specialization

Competency: <https://cph.osu.edu/students/competencies>

Course Materials

There is **one required book**: Scott Sernau. 2020. Social Inequality in a Global Age. Sage Publications (6th Edition) for this course. A CarmenBook, which is a digital version of the textbook—is available. Visit this link for more information: <https://affordablelearning.osu.edu/carmenbooks/students>

If you have chosen to opt out of the CarmenBooks option, you may also purchase/rent a hard copy or digital version of the book at the OSU bookstore e-book via this link: <https://tinyurl.com/W21-SOCIOL-3463-28889>

NOTE: While you can find free PDF files of earlier editions of the book online, I do not recommend using those as the 6th edition has additional content that prior editions do not. If you choose to get a free version, you may miss important material that may be covered in quizzes.

Links to additional **required articles** will be posted on Carmen in the weekly modules.

Assignments and Grades

You can earn up to 200 points in this course. Here is a summary of the assignments over the course of the semester. Detailed instructions will be provided for each.

Three Written Assignments:

- | | |
|--|------------------|
| 1) An Analysis of your social class position in society | 30 Points |
| 2) An Analysis of Structural and Interpersonal Aspects of Race | 40 Points |
| 3) An Op-Ed on a current issue related to stratification | <u>60 Points</u> |

Class Participation

10 Points

Ten Quizzes over the course of the semester (worth 6 points each)

60 Points
200 TOTAL

A 930-1000 points	C	730-769
A- 900- 929	C-	700-729
B+ 870-899	D+	670-699
B 830-869	D	630-669
B- 800-829	E	599 or below
C+ 770-799		

Late assignments

Due dates for all assignments will be clearly posted in the syllabus and in Carmen. Additionally, each weekly module has reminders of when assignments are due. Please contact me if you cannot make a deadline. Late assignments will not be given full credit without prior discussion. I want you to complete the assignments because they are for your benefit, so I will do my best to be accommodating if you reach out to me. Incompletes will only be given in extreme circumstances.

Instructor Feedback

For essay assignments you can generally expect feedback within **10 days**. Quizzes are graded upon completion.

Student participation requirements

The following is a summary of your expected participation:

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- **Office hours: OPTIONAL**
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these or other conditions, you can learn about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Course schedule (subject to change)

NOTE: This schedule shows the highlights and does not include all activities for each week. Essay Assignments and Quizzes are always due on Saturdays at 11:59 p.m. Be sure to consult Carmen regularly for details.

Week	Dates	Topics, Readings, Assignments
1	Jan 10 - 16	Introduction to course: What is Stratification? Read: Sernau Ch. 1 Ungraded Quiz: syllabus and course policies Intro Discussion Board (hereafter DB)
2	Jan 17 - 23	Theories of Stratification Read: Sernau Ch. 2, Davis and Moore, Tumin Quiz #1
3	Jan 24 - 30	The Building Blocks of Social Class: Occupation, Income, Wealth Read Sernau Ch. 4 Group Charter (DB) Quiz #2
4	Jan 31 - Feb 6	Status and Social Mobility Read: Sernau Ch. 7, Streib, NYT I am the Portrait of Downward Mobility Quiz #3 Social Class DB

5	Feb 7 - 13	Education/ Growing Up Unequal Read: Sernau Ch. 9, Lareau Quiz #4 Essay Assignment #1
6	Feb 14 - 20	Poverty, Part 1 Poverty DB
7	Feb 21 - 27 (Instruc. break)	Poverty, Part 2 Quiz #5 Mid-Sem Check in (worth 3 extra credit pts)
8	Feb 28 – Mar 6	Race and Ethnic Stratification in the U.S. Read: Sernau Ch. 5, 10 Things to Know about Race Quiz #6 Race DB
9	Mar 7 - 13	Race and Ethnic Stratification Quiz #7
10	Mar 14 - 20	Gender Inequality Read: Sernau Ch. 6, Lorber Essay Assignment #2 Gender DB
11	Mar 21 - 27	Gender and Gender Identity Read: Yavorsky & Buchmann Quiz #8

12	Mar 28 - Apr 3 (Instruc. break)	Global Inequality Op-Ed Proposal DB
13	Apr 4 - 10	Global Inequality Read: Sernau Ch. 3 Quiz #9
14	Apr 11 - 17	Global Inequality: Slavery/Human Trafficking Quiz #10 Global Inequality DB Essay Assignment #3
15	Apr 18 - 24	Social Movements Read: Sernau Ch. 12

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Essay 1

Your Social Class

Overview

In this essay, you will analyze your social class, the social class of your parents/ guardians and your upbringing using concepts and ideas from class materials and evidence you have gathered.

This assignment builds on reading and activities we have done in previous weeks. Please see the "Resources" tab below for a list of relevant readings/exercises helpful to complete this assignment and see the attached rubric for the criteria I will use to grade your essay. If you have any questions or concerns, please don't hesitate to reach out to me.

Objectives

- apply knowledge about the American class structure and sociological concepts in order to analyze a specific case.
- reflect on your own social class and how it is related to your ascribed status and family background.

Directions

Write an essay addressing the questions in each of the following 3 sections using 1-2 paragraphs for each section. The essay should be **600-800 words** (which is roughly equal 1.5-2 single-spaced typed pages). Use 12-point font, 1 inch margins, and single-spacing with a space between each paragraph and include the **final word count** at the end of the document. You do not need to include a reference section for course materials, as long as you are citing course materials in the body of the essay (see below). Upload your essay to Carmen as a .doc. .docx or .pdf file.

1. Assess your social class in terms of your income, wealth and occupation. Depending on your situation, you can choose to analyze your current social class OR the class you expect to achieve in 5-7 years (indicate which one you have chosen).

Using the results from the [Are You Rich Worksheet](#) you completed in week 3, discuss the percentile of the **income** and **wealth** distributions you are in. Then assess your current/expected **occupation** in terms of occupational prestige. Where in the American class structure do these 3 components place you? Be as specific as possible and use examples from readings and videos to elaborate how your evidence fits what you have learned. If there are other aspects such as

your race, ethnicity, immigrant status, that you feel are relevant, you may discuss those briefly as well.

2. Assess the social class of your parents/guardians. You can either interview them or make your best guess and report whatever evidence you have on their **income, wealth and occupation**. On the basis of this information, what percentile of the class distribution would you place them in? If you grew up in two or more households, you may discuss both or pick the one you feel most comfortable analyzing.

Assess the intergenerational mobility between you and your parents/guardians. Is your experience most likely to be one of upward mobility or downward mobility? Provide evidence for your answer.

3. Analyze your upbringing using the research of Annette Lareau presented in week 5. Were you raised more along the lines of *concerted cultivation* or the *accomplishment of natural growth* or some combination of the two? Provide at least 3 specific pieces of evidence to support your answer. These examples should be drawn from a) the organization of daily life and activities outside of school, b) language use, and c) social connections/family ties, (see Table 2 of Lareau article).

Does your upbringing provide evidence for or against Lareau's argument that parents' social class impacts their children's life experiences? Provide evidence for your answer.

Resources

Some specific course materials that will help you complete this assignment include:

- Chapters 4 and 7 from the Textbook
- The Are you Rich? worksheets from week 3
- [The Upward Social Mobility videos](#) from week 4
- The video and article by Annette Lareau from week 5

Reminders (see Syllabus)

- **Writing style and readability** : All written assignments in this course, including this one, should use good grammar, spelling, and punctuation and clear sentences and well-organized paragraphs.
- **Citing sources**: Be sure you cite your sources to back up what you say by adding the information at the end of sentence referencing it. When citing the textbook or articles (such as in section 1 above), cite the author and page number , e.g., (Sernau, p. 41) ; for videos, cite the title e.g., (A Nation of Tribes). You do not need to provide a reference list at the end of the essay if you only cite class materials. If you do use sources that are not part of the class materials, cite them using the [library citation guide](#) or include an internet link, as appropriate).
- **DID YOU INCLUDE THE FINAL WORD COUNT?!**

Academic Integrity

- **Getting help on the assignment** is permitted (i.e., from parents/guardians or other family members).
- **Collaborating, or completing the assignment with others,** is **not** permitted.
- **Copying or reusing previous work** is **not** permitted.
- **Open-book research** for the assignment is permitted and encouraged.

Essay 2

Race and Ethnic Stratification

Overview

In this essay, you will demonstrate your understanding of racial and ethnic inequalities at the institutional and interpersonal levels, using concepts and ideas from class materials and other evidence you have gathered.

This assignment builds on the readings, documentaries and activities assigned in modules 8 and 9 on Race and Ethnic Stratification. Please see the "Resources" tab below for a list of relevant course materials helpful to complete to this assignment and see the attached rubric for the criteria I will use to grade your essay. If you have any questions or concerns, please reach out to me.

Objectives

- know the facts presented about race and ethnic inequalities, with a particular focus on recent scientific advances in understanding implicit biases that we all hold and ways to overcome them.
- know the facts presented about race and ethnic stratification and utilize course materials to present an evidence-based opinion or perspective.
- clearly summarize course readings and other material in written form.

Directions

Write an essay addressing the questions in each of the following 3 sections using 1-2 paragraphs for each section. The essay should be **800-1,000 words** (which is roughly equal 2-2.5 single-spaced typed pages). Use 12-point font, 1 inch margins, and single-spacing with a space between each paragraph and include **the final word count** at the end of the document. You do not need to include a reference section for course materials, as long as you are citing course materials in the body of the essay (see below). Upload your essay to Carmen as a .doc. .docx or .pdf file.

1. Briefly explain how racial segregation in housing came to exist in the United States. Your answer should discuss at least 2 specific housing policies covered in *Episode 3 of Race: The Power of an Illusion*. After you provide a summary of each policy, discuss the impact of each policy for a) families of color and b) white families.

2. Briefly explain what neuroscience has revealed about the often unconscious biases that cause prejudice. Specifically, **a)** summarize the science behind the Implicit Association Test and discuss your experience taking the IAT and your results, including how they do or do not align with the findings shown in the film. Were these results surprising to you? Why or why not? **b)** summarize one of other tasks presented in the film "Are You Racist" and discuss whether you found the evidence it provided as persuasive or whether you saw flaws in the task that make you skeptical about the results. After viewing the film, do you think differently about the term "racist"? Why or why not?

3. In light of the fact that racial residential segregation is deeply entrenched in American society, **what are some promising ways to reducing racism and racial inequality?** You may answer this question by reflecting about interpersonal-level changes that could be made by you or others, and/or by reflecting on specific policies or programs at the institutional-level that could reduce racial and ethnic inequalities or address racism. If you know of specific policies or programs from other courses or experiences you are welcome to mention them here.

Resources

Some specific course materials that will help you complete this assignment include:

- Textbook Chapter 5 and Week 9 lecture
- The [Project Implicit Website](#)
- The Youtube video (mentioned in my lecture):[Implicit Bias and the IAT](#)
- *Race: The Power of an Illusion Film: Episode 3* Film
- The *Are You Racist* Film
- [Statistical Atlas showing residential segregation](#) (mentioned in my lecture)

Reminders:

- **Writing style and readability** : All written assignments in this course, including this one, should use good grammar, spelling, and punctuation and clear sentences and well-organized paragraphs.
- **Citing sources**: Be sure you cite your sources to back up what you say by adding the information at the end of sentence referencing it. When citing the textbook or articles, cite the author and page number , e.g., (Sernau, p. 41) ; for videos, cite the title e.g., (*Are You Racist?*). You do not need to provide a reference list at the end of the essay if you only cite class materials. If you do use sources other than class materials, cite them using the [library citation guide\(Links to an external site.\)](#) or include an internet link, as appropriate).

Academic Integrity

- **Getting help on the assignment** is **not** permitted.
- **Collaborating, or completing the assignment with others,** is **not** permitted.
- **Copying or reusing previous work** is **not** permitted.
- **Open-book research** for the assignment is permitted and encouraged.

Essay 3

Your Gender Identity

Overview

In this essay, you will consider how your gender identity has shaped your standing in the social stratification system.

This assignment builds on reading and activities we have done in previous weeks. Please see the "Resources" tab below for a list of relevant readings/exercises helpful to complete this assignment and see the attached rubric for the criteria I will use to grade your essay. If you have any questions or concerns, please don't hesitate to reach out to me.

Objectives

- apply knowledge about gender identity, the dominant binary system, and alternative gender identities.
- reflect on your own gender identity and how it is related to your ascribed status and family background.

Directions

Write an essay addressing the questions in each of the following 3 sections using 1-2 paragraphs for each section. The essay should be **600-800 words** (which is roughly equal 1.5-2 single-spaced typed pages). Use 12-point font, 1 inch margins, and single-spacing with a space between each paragraph and include the **final word count** at the end of the document. You do not need to include a reference section for course materials, as long as you are citing course materials in the body of the essay (see below). Upload your essay to Carmen as a .doc. .docx or .pdf file.

1. Assess your gender identity in terms of your income, wealth and occupation. Reflect upon ways in which your gender identification potentially shaped the kinds of experiences you had growing up, along with your potential ability to develop status, income, and wealth.

2. Analyze your gendered experience within an institution. How has your experience in your family, school, or some other institution been shaped by gender? Provide at least 3 specific pieces of evidence to support your answer. Draw on West and Zimmerman's article, "Doing Gender." Have your experiences provided evidence for or against West and Zimmerman's argument that gender is recreated with people's actions?

Resources

Some specific course materials that will help you complete this assignment include:

- Chapters 4 and 7 from the Textbook
- The Are you Rich? worksheets from week 3
- [The Upward Social Mobility videos](#) from week 4
- The video and article by Annette Lareau from week 5

Reminders (see Syllabus)

- **Writing style and readability** : All written assignments in this course, including this one, should use good grammar, spelling, and punctuation and clear sentences and well-organized paragraphs.
- **Citing sources**: Be sure you cite your sources to back up what you say by adding the information at the end of sentence referencing it. When citing the textbook or articles (such as in section 1 above), cite the author and page number , e.g., (Sernau, p. 41) ; for videos, cite the title e.g., (A Nation of Tribes). You do not need to provide a reference list at the end of the essay if you only cite class materials. If you do use sources that are not part of the class materials, cite them using the [library citation guide](#) or include an internet link, as appropriate).
- **DID YOU INCLUDE THE FINAL WORD COUNT?!**

Academic Integrity

- **Getting help on the assignment** is permitted (i.e., from parents/guardians or other family members).
- **Collaborating, or completing the assignment with others, is not permitted.**
- **Copying or reusing previous work is not permitted.**
- **Open-book research** for the assignment is permitted and encouraged.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Sociology 2463

Instructor: Professor Claudia Buchmann, Ph. D.

Summary: Social Stratification

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Asynchronous lectures. Carmen discussion boards
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia

				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 7/20/21
- Reviewed by: Ian Anderson

Notes: Missing mode of delivery section. Please add with details regarding method of delivery and details.

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>