

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	<i>Social Stratification: Race, Class, and Gender</i>
Transcript Abbreviation	Social Inequal
Previous Value	<i>Social Strat</i>
Course Description	The study of social inequality with a focus on inequalities by race/ethnicity, gender, and class.
Previous Value	<i>The study of social inequality with a focus on inequalities by class and status, race and ethnicity, and gender.</i>
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

COURSE CHANGE REQUEST
2463 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/28/2021

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

- 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)
- 2463 in-person Syllabus.docx: Revised 2463 syllabus
(Syllabus. Owner: Downey, Douglas B)

Comments

- The revised 2463 syllabus responds to the panel's feedback from 9/14/21. *(by Downey, Douglas B on 09/27/2021 03:29 PM)*
- Please see Panel feedback email sent 09/14/2021. *(by Hilty, Michael on 09/14/2021 09:15 AM)*
- - 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: Vankeerbergen, Bernadette
Chantal
09/28/2021

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
Approved	Vankeerbergen, Bernadette Chantal	08/17/2021 03:59 PM	College Approval
Revision Requested	Hilty, Michael	09/14/2021 09:15 AM	ASCCAO Approval
Submitted	Downey, Douglas B	09/27/2021 03:29 PM	Submitted for Approval
Approved	Downey, Douglas B	09/27/2021 03:29 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2021 02:47 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2021 02:47 PM	ASCCAO Approval



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.

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 shape 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>

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 | 200 Points |
| 2) An Analysis of Structural and Interpersonal Aspects of Race | 200 Points |
| 3) An Analysis of your gender identity | 250 <u>Points</u> |

Class Participation

50 Points

Ten Quizzes over the course of the semester (worth 30 points each)

300 Points
1000 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/>.

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 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: slids@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 (pp.3-26) Ungraded Quiz: syllabus and course policies
2	Jan 17 - 23	Theories of Stratification Read: Sernau Ch. 2 (pp. 27-52), Davis K. and W. Moore, "Some Principles of Stratification." From <i>Inequality and Society: Social Science Perspectives and Social Stratification</i> , edited by Jeff Manza and Michael Sauder, 2009. (pp. 137-141) Tumin, M .1953. "Some Principles of Stratification." A Critical Analysis." <i>American Sociological Review</i> 18: pp. 1-7. Quiz #1
3	Jan 24 - 30	The Building Blocks of Social Class: Occupation, Income, Wealth Read Sernau Ch. 4 (pp. 87-114) Quiz #2
4	Jan 31 - Feb 6	The social construction of race and ethnicity Quiz #3 Read: 10 Things to Know about Race From the documentary series, Race-The Power of an Illusion , http://newsreel.org/video/RACE-THE-POWER-OF-AN-ILLUSION ; Reprinted with permission of California Newsreel"

		Carmen readings
5	Feb 7 - 13	Race, ethnicity, and stratification in the U.S. Quiz #4 Essay Assignment #1 Read: Sernau Ch. 5 (pp. 115-151)
6	Feb 14 - 20	Race, ethnicity, and family life, neighborhoods, and schools Read: Lareau, A. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families. <i>American Sociological Review</i> 67: pp. 747-76.
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 Sernau Ch. 8 (pp. 193-218) Quiz #6 Carmen readings
9	Mar 7 - 13	The social construction of gender Sernau Ch. 6 (pp. 152-173) Lorber, J. 1994. "Night to His Day: The Social Construction of Gender." From <i>Paradoxes of Gender</i> : Yale Press. Pp. 13-15, 32-36. Quiz #7 Carmen readings
10	Mar 14 - 20	Gender and family life, neighborhoods, and schools Essay Assignment #2 Sernau Ch. 9 (pp. 221-245) 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

Appendix A: Assignments

Quiz

Instructions

Complete this self-check after you've read through the course syllabus, and looked through all the material on available to you in Carmen. This self-check is not scored or graded, but will give you a sense of the format for the 10 graded weekly quizzes over the rest of the semester. While this self-check has no time limit and you are allowed multiple attempts, note that you will need to complete graded quizzes in 30 minutes and you will have only one attempt for each.

Introductions: Is Success due to Luck or Hard Work?

Context

You will be working with a group of students (randomly assigned) throughout the semester in a series of peer-led discussions. Next week, you will develop ground rules for discussion while learning about your roles throughout the semester. This week, you will introduce yourself to your discussion group.

In addition to introducing yourself, you will respond to one of the guiding questions for this semester: **is success due to luck or hard work?** Theories of stratification consistently grapple with this question. How do we determine who is oppressed and who is privileged? What causes inequality? What social, cultural, and political factors determine the flow and acquisition of resources? The answers to these questions are varied, but as we shall see, stratification is consistently shaped by unconscious biases and ideas that many take for granted. Reflecting on this unconscious bias can help people better understand how inequality functions within a society. This week, by way of introduction, you will view a brief video about egocentric bias and discuss it with your peers. This discussion will set the tone for the semester, both in terms of content and the expectations for engaging with one another as peers.

What to do: Review the instructions for this week's discussion posting.

Preparation

View the following YouTube video: Is Success Due to Luck or Hard Work?

Instructions

1) Introduce yourself to your peers by responding to the following questions by Jan 16 at 11:59 p.m.. At minimum you should write a 250-300 word original post. Alternatively, in place of a written introduction you may upload a video or audio file (2 minutes max.) if you prefer. While your post should be respectful, discussion posts for this class can be relatively informal.

- Introduce yourself to your group: you might tell us your major, where you are from, and why you enrolled in this course.
- Briefly summarize the argument in the video. As you summarize, include what evidence was most compelling to you.
- Connect the argument in the video to a contemporary example of egocentric bias. You may choose an example from your personal life or a current societal issue that you find relevant.
- Finally, reflect on whether egocentric bias and the tendency to discount luck influences how you think about inequality. Do you think about inequality any differently after viewing the video? Why or why not?
- Anything else you'd like your peers to know about you? This is a great opportunity to let your peers know something about you as a collaborator (i.e., what you enjoy most about group work, outside-of-class obligations, etc.), or something about the course that excites you!

2) Respond to at least two of your peers no later than Saturday, Jan. 23rd by 11:59 p.m.

Response Expectations

- When you respond to peers, strive to do so in a way that encourages further dialogue on the topic. Your responses should be more detailed than "I agree," "Great idea" or "sounds good." If something in their post is not clear to you, point that out and ask for clarification.
- Provide a substantive critique of their post AND/OR look for additional insights or connections you can add to what they've written.
- Before you submit your response, check to see that it includes at least 1 statement acknowledging your peer, 1 statement providing an alternative perspective or adding insight, and 1 statement to close your response.

Good responses are respectful and add to the discussion (they build, extend, or take the discussion in new directions).

Quiz instructions

Take this quiz after you have watched the lecture and completed the readings for this week; you may also want to review your notes from the Ch. 1 reading last week. **You have 30 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it

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.

Procedures for Group Discussions

Overview

Student-peer engagement is essential for impactful learning in online courses, and many of the topics for this class benefit from collaborative reflection and discussion. You are therefore responsible for regularly engaging in discussion with a group of your peers throughout the semester. These groups will be randomly generated at the start of the semester and remain consistent throughout the semester. For each unit of the course, you will respond to a prompt related to the course materials and theories. In one week, you will serve as the **group facilitator**, and will be responsible for reporting to and reflecting on your peers' insights for review from the instructor.

As you discussed in the first week of the semester, how we define hard work and perceive equal contributions is shaped by unconscious biases. Collaborative group work can be stressful for some people, and sometimes there are circumstances beyond an individual's control that make full participation difficult. This group discussion board assignment has been designed flexibly: you should not lose points or be in danger of failing if one or more members of your group does not participate. That said, if your individual participation is frequently inconsistent with your group charter, the instructor may contact you. If you foresee any issue with abiding by your [group rules and participation requirements](#), please coordinate with your group and/or the instructor as soon as possible.

What to do: Review the instructions for this week's assignment.

Objectives

- Engage with discussion with other students
- Reflect on your own standing in the social stratification hierarchy
- Clearly summarize course readings
- Understand different approaches to social scientific inquiry

Directions

Note that the directions to follow depend on your role for the week.

If you are a **regular participant** in the discussion:

- You will have a group discussion board due every other week of the course. In the two weeks that the discussion board is available:
 - You should respond to the prompt for the week.
 - You should participate and respond to your peers per the rules set out in your group charter.

If you are a **group facilitator** in the discussion:

- You will keep track of your peer's responses throughout the two weeks. You are welcome to respond to the prompt, but your primary responsibilities are tracking your

peers' responses and advancing the conversation when necessary. Examples include, but are not limited to:

- Drawing connections between posts for encouraging responses
- Sharing media or resources related to the theme/prompt you think could further spur conversation.
- Asking for clarification on points made by your peers (i.e. "I noticed you said this, and I want to make sure I'm properly understanding your point").
- Note that while you are meant to advance the conversation, you are not responsible for forcing people to respond.
- After the discussion posts are due, you will compose a 1 page report of the conversation. This report will have two parts:
 - Part 1: A summary of your peers' responses. This summary should be a broad, objective recap of the main points your peers raised in their original post and the conversations that ensued. You should only capture the posts and responses of peers that participated by the due date. This summary will help your instructor track participation, so it's important you account for everyone's contributions.
 - Part 2: A reflection of the conversation. What you include here is largely up to you, but you might consider:
 - What did you learn from your peers this week?
 - What were some common points or sentiments across your peers' posts/responses? Where were there important differences?
 - You will submit your report to the instructor in the relevant Group Facilitator Assignment for the week. Prior to the next discussion board, the instructor will share your report with your group, so do your best to capture the conversation accurately.

How Are You Assessed?

What happens if the group facilitator doesn't participate or submit a report?

If your group facilitator does not submit a report to the instructor, you will still receive credit for participating. Only the group facilitator will be penalized for not participating that week.

What happens if I participated but then no one else does?

Contact your group first--if you see no response, then contact the instructor. You will not be penalized if other group members do not abide by your group charter, and alternative arrangements will be made.

What happens if I'm the group facilitator and students don't participate?

You are only responsible for reporting on students who participated in the discussion. If one or more students do not participate, you will not be penalized so long as you complete the assignment to the best of your ability.

What if I participated in the discussion but the group facilitator missed my contribution?

Reach out to the group facilitator ASAP. The facilitator will coordinate with the instructor and review your post to ensure your contribution is counted. If it is found that the facilitator missed

your contribution, they will be responsible for amending their report. In some circumstances, the group facilitator will lose points if it is determined the error came from negligence.

Academic Integrity

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

Group Charter and Facilitator Schedule

Context

In this course, we will discuss issues of social inequality and structural systems of oppression. We will focus on the role of class, race, and gender, but our conversations may not be limited to these identities. Some of us will find this material new and revealing; others will find it reflective of their own experience. Regardless, this course will touch on complex issues that will affect everyone differently. Since you will be engaging with your peers in discussion--and sometimes reporting on their ideas to the instructor--it's important to set some ground rules and expectations. In this first group discussion, you will introduce yourselves, set the rules of conduct for discussion, and determine a schedule for who will report on the group discussion each week.


What to do: Review the instructions for this week's discussion posting.

Preparation

- Review the [Procedure for Group Discussion](#) page. Ask any clarifying questions you may have for the instructor as soon as possible.
- Review the course schedule for the weekly topics and themes in the syllabus. You can also find a streamlined version of the schedule in the document under step one below. Note when there are group discussion boards due.
- Based on the course schedule and the role of the group facilitator, select weeks where you would feel most comfortable reporting back on conversations.

Instructions

1. Go to your group document

Open [this document](#)  [Download this document](#) to complete your group charter and facilitator schedule. Make sure you have access to this document.

2. Create a group charter

The first part of the group document asks you to create a group charter. So everyone has a chance to learn and share in an open, supportive environment, it's important to have a set of shared rules for how interact (especially online). As a group, talk about the rules and decide what edits and choices you want to make to your group charter (although note that some of this language is required). You are encouraged to use this group discussion space for discussing this document, but your group may also use another collaborative app of your choice (i.e. Teams, GroupMe, Zoom, etc.). When you are done, SIGN the Group Charter. Your signature is required to receive individual credit for this assignment. Entering your name with a word processor is an acceptable signature.

3. Create a group facilitator schedule

The second part of the group document asks you to select group facilitators. Refer to the [Procedure for Group Discussion](#) for more information on the role. Please fill in this group facilitator schedule--people should volunteer themselves and not others. Make sure each person has volunteered for at least one week.

4. Submit

By the due date, attach your group document to this discussion board in an original post. Decide among yourselves who will be responsible for uploading the document.

Quiz 2: Occupation, Income and Wealth

Quiz instructions

Take this quiz after you have completed required readings and videos for this week. **You have 30 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it.

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.

Discussion

Social Class & Mobility

Context

Recall the guiding question for this semester: is success due to luck or hard work? In the weeks since your introductory discussion board, you've reviewed classic theories of social class. Social class is one of the major ways we measure success in the United States. You also had the chance to consider your own social class through objective measures like occupation, wealth, and income. Now, it's time to revisit this guiding question with the theories we have learned thus far.

What to do: Review the instructions for this week's discussion posting.

Preparation

- Review the [Procedure for Group Discussion](#) page. Ask any clarifying questions you may have for the instructor as soon as possible.
- Review your [Group Charter and Facilitator Schedule](#), and confirm who will be a participant and who will be the facilitator for this discussion.

Instructions

1. Prompt

Think back over the last few weeks of material. As a reminder, we have discussed the following topics:

- - a. Definitions of stratification, including the functionalist and conflict points of view.
 - b. Major theorists like Marx, Weber, Durkheim, etc.
 - c. Objective measures of social class (i.e., income, occupation, wealth).
 - d. Your own social class

Now, revisit our central question for the semester: is success due to luck or hard work? How has the material we've reviewed these past weeks affected your answer to this question? What information has reinforced your perspective? What information has altered your perspective? In responding to the question, identify at least one **specific** idea, theory, or course exercise we've completed that has been particularly important to your thinking and you feel comfortable sharing with your peers.

2. If you are a participant:

You should post your original contribution to the discussion board no later than Sat. Jan 30. You should respond to at least two of your peers no later than Sat. Feb 6.

3. If you are the facilitator:

Track your group's responses and submit your [Group facilitator Report](#) by Wed. Feb 10. Remember, you don't need to answer the prompt, but you should encourage your group to participate, forge connections for spurring conversation, or provide your own resources as you see fit.

Group Facilitator Report

Overview

As the group facilitator, you are in charge of tracking and reporting on the relevant group discussion. While we've also provided you with the directions for the report you are responsible for submitting, please review the [Procedure for Group Discussions](#) for additional context.

What to do: Review the instructions for this week's assignment.

Objectives

- Engage with discussion with other students
- Clearly summarize the discussion and others' ideas and viewpoints

Directions

- You will compose a 1 to 1.5 page report of the conversation. You may use double spacing **or** single spacing with a space between paragraphs. You should submit this report by the due date, but not before the group discussion board has closed. This report will have two parts:
 - Part 1: A summary of your peers' responses. This summary should be a broad, objective recap of the main points your peers raised in their original post, and if they responded to two or more of their peers. You should only capture the posts and responses of peers who participated by the due date. The instructor will consult this portion of your report as they track participation, so it's important you account for everyone's contributions.
 - Part 2: A reflection of the conversation. What you include here is largely up to you, but you might consider:
 - What did you learn from your peers this week?
 - What were some common points or sentiments across your peers' posts/responses?
 - Once you submit your report, your instructor will review it and assign the relevant grades before posting it to the next group discussion board for your group's records. Therefore, **remember that your group will also be reviewing your writing.**

How Are You Assessed?

What happens if I'm the group facilitator and students don't participate?

You are only responsible for reporting on students who participated in the discussion. If one or more students do not participate, you will not be penalized so long as you complete the assignment to the best of your ability.

Academic Integrity

- **Getting help on the assignment is not permitted.**
- **Collaborating, or completing the assignment with others, is not permitted.**

- **Open-book research** for the assignment is permitted.

Quiz 3

Status and Social Mobility

Quiz instructions

Take this quiz after you have completed required readings and videos for this week. **You have 30 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it

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 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 \(Links to an external site.\)](#) 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.

Group Facilitator Report

Overview

As the group facilitator, you are in charge of tracking and reporting on the relevant group discussion. While we've also provided you with the directions for the report you are responsible for submitting, please review the [Procedure for Group Discussions](#) for additional context.

What to do: Review the instructions for this week's assignment.

Objectives

- Engage with discussion with other students
- Clearly summarize the discussion and others' ideas and viewpoints

Directions

- You will compose a 1 to 1.5 page report of the conversation. You may use double spacing **or** single spacing with a space between paragraphs. You should submit this report by the due date, but not before the group discussion board has closed. This report will have two parts:
 - Part 1: A summary of your peers' responses. This summary should be a broad, objective recap of the main points your peers raised in their original post, and if they responded to two or more of their peers. You should only capture the posts and responses of peers who participated by the due date. The instructor will consult this portion of your report as they track participation, so it's important you account for everyone's contributions.
 - Part 2: A reflection of the conversation. What you include here is largely up to you, but you might consider:
 - What did you learn from your peers this week?
 - What were some common points or sentiments across your peers' posts/responses?
 - Once you submit your report, your instructor will review it and assign the relevant grades before posting it to the next group discussion board for your group's records. Therefore, **remember that your group will also be reviewing your writing.**

How Are You Assessed?

What happens if I'm the group facilitator and students don't participate?

You are only responsible for reporting on students who participated in the discussion. If one or more students do not participate, you will not be penalized so long as you complete the assignment to the best of your ability.

Academic Integrity

- **Getting help on the assignment is not permitted.**
- **Collaborating, or completing the assignment with others, is not permitted.**
- **Open-book research** for the assignment is permitted.

Quiz 4

Education and Mobility

Quiz instructions

Take this quiz after you have completed Chapter 9 of the Sernau textbook. **You have 30 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it.

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.

Discussion

Poverty

Like every aspect of inequality we discuss this semester, poverty is something many of us experience and/or witness everyday. For this group discussion, we will examine poverty in Ohio by watching *Growing Up Poor in America*, a PBS documentary that follows three children and their families in the battleground state of Ohio as the COVID-19 pandemic amplifies their struggle to stay afloat. As the country also reckons with issues of race and racism, the children share their worries and hopes about their futures. The entire documentary is ~60 minutes with no breaks.

As you review the materials and prompt for this week's discussion, consider both your own relationship to poverty and other power structures that influence it. By the end of this group discussion, I hope you have a greater appreciation for how poverty manifests in the United States.

Group Facilitator Report

Overview

As the group facilitator, you are in charge of tracking and reporting on the relevant group discussion. While we've also provided you with the directions for the report you are responsible for submitting, please review the [Procedure for Group Discussions](#) for additional context.

Quiz 5

Poverty

Quiz instructions

Take this quiz after you have watched the the Stanford videos on the Experiences and Causes of Poverty for this two week module. **You have 30 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it.

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.

Survey

Mid-Semester Check-In

Survey instructions: You are being asked to provide feedback on your learning and experiences with this course thus far. You can earn up to 3 extra points for completing the survey.

Note that while your responses will not be linked with your name. The system will only display whether or not you completed the survey.

Discussion

Race and Ethnicity

Context

Chapter 5 of the Sernau reading begins with this quote, "How do you know when you have truly arrived, when you have succeeded, when you are welcomed and "at home"? While the U.S. has always been a nation of immigrants, as Sernau explains, belonging in the U.S. is often based on how people look, "Whiteness" is not a biological category but rather a "category of privilege." For this discussion, you will reflect on belonging or exclusion as it relates to the privileged category of "American" and how race and ethnicity are part of that process.

What to do: Review the instructions for this week's discussion posting.

Preparation

- Review the [Procedure for Group Discussion](#) page. Ask any clarifying questions you may have for the instructor as soon as possible.
- Review your [Group Charter and Facilitator Schedule](#), and confirm who will be a participant and who will be group facilitator for this discussion.

Instructions

1. Prompt

For this discussion board, first watch the brief video at the NYTimes site: by following this link --> [Hyphen-Nation \(Links to an external site.\)](#)

<https://www.nytimes.com/interactive/projects/storywall/hyphen-nation>

As you watch, reflect on the stories each of the nine Americans tell and take notes on any aspects that particularly resonate with or interest you. Then, for the discussion board, share your reflections on the stories presented in Hyphen-Nation and tell your own story as you reflect on the same questions that they were asked:

What makes someone American? How do you define American identity? When do you feel most American or that you belong in this country? Have you had experiences that made you feel excluded or that you didn't belong or have you seen others treated in this way? For more inspiration and to get additional perspectives, scroll down to the stories posted by many people just below the video. You may either record a brief video and upload it or submit your written response to the discussion board.

2. If you are a discussant:

Respond to the prompt with an original post by the end of the first week (Mar 6) and with responses to at least two other students by the end of the second week (Mar 13).

3. If you are the group facilitator:

Track your group's responses and submit your [Group Facilitator Report](#) after the discussion closes and by the due date (March 17th). Remember, you don't need to answer the prompt, but you can encourage your group to participate, forge connections for spurring conversation, or provide your own resources as you see fit.

Quiz 6

Race and Ethnicity

Quiz instructions

Take this quiz after you have completed the 2 readings (Ten things to know about Race, Chapter 5 of the Sernau textbook) and watched the video for this week. **You have 30 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it

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.

Quiz 7

Race and Ethnicity, part 2

Quiz instructions

Take this quiz after you have completed watching the lecture this week. **You have 40 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it

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 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 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 \(Links to an external site.\)](#)
- The Youtube video (mentioned in my lecture):[Implicit Bias and the IAT \(Links to an external](#)



[site.\)](#)

- *Race: The Power of an Illusion Film: Episode 3* Film
- The *Are You Racist* Film
- [Statistical Atlas showing residential segregation \(Links to an external site.\)](#) (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\(Links to an external site.\) \(Links to an external site.\)](#) 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.
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- **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 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 \(Links to an external site.\)](#)
- The Youtube video (mentioned in my lecture):[Implicit Bias and the IAT \(Links to an external](#)



[site.\)](#)

- *Race: The Power of an Illusion Film: Episode 3* Film
- The *Are You Racist* Film
- [Statistical Atlas showing residential segregation \(Links to an external site.\)](#) (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\(Links to an external site.\) \(Links to an external site.\)](#) or include an internet link, as appropriate).

Academic Integrity

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- **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.

Group Facilitator Report

Overview

As the group facilitator, you are in charge of tracking and reporting on the relevant group discussion. While we've also provided you with the directions for the report you are responsible for submitting, please review the [Procedure for Group Discussions](#) for additional context.

What to do: Review the instructions for this week's assignment.

Objectives

- Engage with discussion with other students
- Clearly summarize the discussion and others' ideas and viewpoints

Directions

- You will compose a 1 to 1.5 page report of the conversation. You may use double spacing **or** single spacing with a space between paragraphs. You should submit this report by the due date, but not before the group discussion board has closed. This report will have two parts:
 - Part 1: A summary of your peers' responses. This summary should be a broad, objective recap of the main points your peers raised in their original post, and if they responded to two or more of their peers. You should only capture the posts and responses of peers who participated by the due date. The instructor will consult this portion of your report as they track participation, so it's important you account for everyone's contributions.
 - Part 2: A reflection of the conversation. What you include here is largely up to you, but you might consider:
 - What did you learn from your peers this week?
 - What were some common points or sentiments across your peers' posts/responses?
 - Once you submit your report, your instructor will review it and assign the relevant grades before posting it to the next group discussion board for your group's records. Therefore, **remember that your group will also be reviewing your writing.**

How Are You Assessed?

What happens if I'm the group facilitator and students don't participate?

You are only responsible for reporting on students who participated in the discussion. If one or more students do not participate, you will not be penalized so long as you complete the assignment to the best of your ability.

Academic Integrity

- **Getting help on the assignment is not permitted.**
- **Collaborating, or completing the assignment with others, is not permitted.**
- **Open-book research** for the assignment is permitted.

Discussion

Gender and Gender Identity

Context

In 2017 the well-known magazine *National Geographic* devoted an issue to the Gender Revolution. In the introduction to the issue, the editors note, "we are surrounded by evolving notions about what it means to be a woman or a man and the meanings of transgender, cisgender, gender nonconforming, genderqueer, agender, or any of the more than 50 terms Facebook offers users for their profiles. At the same time, scientists are uncovering new complexities in the biological understanding of sex. Many of us learned in high school biology that sex chromosomes determine a baby's sex, full stop: XX means it's a girl; XY means it's a boy. But on occasion, XX and XY don't tell the whole story... "

In preparation for posting to the discussion board, spend some time paging through and reading several articles of your choice in [National Geographic: Gender Revolution \(Links to an external site.\)](#)

What to do: Review the instructions for this week's discussion posting.

Preparation

- Review the [Procedure for Group Discussion](#) page. Ask any clarifying questions you may have for the instructor as soon as possible.
- Review your [Group Charter and Facilitator Schedule](#) and confirm who will be a participant and who will be facilitator for this discussion.
- In preparation for posting to the discussion board, spend some time paging through and reading several articles of your choice in [National Geographic: Gender Revolution \(Links to an external site.\)](#)

Instructions

Prompt

Address at least **TWO** of the following questions in your discussion board post:

- When was the first time you understood how your gender would affect your life?
- How did your understanding of gender develop as you grew older, and as the world changed around you?
- Were your own experiences relating to your gender positive or negative, or both? Explain.
- Identify and describe a defining moment in your life, related to gender.
- Discuss one or two examples of information about gender from either the National Geographic or the Gender Revolution Documentary (in week 11) that was new or particularly interesting to you. How does this information change or expand your understanding about gender?
- What do you consider the most pressing gender issue in the U.S. or the world today?
- If there are other thoughts you would like to share with your group on the course materials on gender in this module please do.

2. If you are a participant:

Respond to the prompt with an original post by the end of the first week (Mar 20) and with responses to at least two other students by the end of the second week (Mar 27).

3. If you are the facilitator:

Track your group's responses and submit your [Group Facilitator Report](#) after the discussion closes and by the due date (Apr 3). Remember, you don't need to answer the prompt, but you can encourage your group to participate, forge connections for spurring conversation, or provide your own resources as you see fit.

Quiz 8

Gender Inequality and Gender Identity

Quiz instructions

Take this quiz after you have completed required readings and videos for both weeks on gender (week 10 & 11). **You have 40 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it.

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.

Group Facilitator Report

Overview

As the group facilitator, you are in charge of tracking and reporting on the relevant group discussion. While we've also provided you with the directions for the report you are responsible for submitting, please review the [Procedure for Group Discussions](#) for additional context.

What to do: Review the instructions for this week's assignment.

Objectives

- Engage with discussion with other students
- Clearly summarize the discussion and others' ideas and viewpoints

Directions

- You will compose a 1 to 1.5 page report of the conversation. You may use double spacing **or** single spacing with a space between paragraphs. You should submit this report by the due date, but not before the group discussion board has closed. This report will have two parts:
 - Part 1: A summary of your peers' responses. This summary should be a broad, objective recap of the main points your peers raised in their original post, and if they responded to two or more of their peers. You should only capture the posts and responses of peers who participated by the due date. The instructor will consult this portion of your report as they track participation, so it's important you account for everyone's contributions.
 - Part 2: A reflection of the conversation. What you include here is largely up to you, but you might consider:
 - What did you learn from your peers this week?
 - What were some common points or sentiments across your peers' posts/responses?
 - Once you submit your report, your instructor will review it and assign the relevant grades before posting it to the next group discussion board for your group's records. Therefore, **remember that your group will also be reviewing your writing.**

How Are You Assessed?

What happens if I'm the group facilitator and students don't participate?

You are only responsible for reporting on students who participated in the discussion. If one or more students do not participate, you will not be penalized so long as you complete the assignment to the best of your ability.

Academic Integrity

- **Getting help on the assignment is not permitted.**
- **Collaborating, or completing the assignment with others, is not permitted.**
- **Open-book research** for the assignment is permitted.

Essay 3

Op-Ed on a timely issue related to stratification

Overview

In this assignment, you will present a strong, informed and focused opinion on a timely topic or issue related to some aspect of social stratification and inequality that has been presented in this course. You will use and cite course materials in your op-ed and incorporate at least **two** other reputable sources of evidence to support your claim.

Please see the "Resources" tab below for a list of relevant 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 a particular issue related to social stratification of interest to you and utilize course materials and other research findings to present an evidence-based opinion or perspective.
- clearly summarize course readings and other material in written form.

What is an Op-Ed?

An op-ed originally appeared opposite the editorial page in a newspaper. Today, the term *op-ed* is used more widely and typically includes a column that represents the strong, informed, and focused opinion of the writer on an issue of relevance to a targeted audience.

Common Characteristics of an Op-Ed

- Clearly defined point
- Clearly defined point-of-view
- Written for a general, educated audience
- Contains the strong, unique voice of the writer

Questions to Ask Yourself When Writing an Op-Ed

- Am I making a clear point?
- What is it?
- Why should someone care?
- Who is my specific audience?

Research

While op-eds allow writers to include their own voice and express an opinion, op-eds also typically involve a degree of research which can include acquiring facts, quotations, citations, or data from sources and personal observation. Through research, the writer provides evidence to defend and substantiate their claim or focused opinion.

Openings

The first line of an op-ed is crucial. The opening “hook” may grab the reader’s attention with a strong claim, a surprising fact, a metaphor, a mystery, or a counter-intuitive observation that entices the reader into reading more. The opening also briefly lays the foundation for the piece.

Endings

Every good op-ed piece includes a strong ending. A strong ending should echo or answer the introduction, provide a final memorable detail, or call the reader to action.

Voice

Op-eds are typically conversational, so you can imagine yourself having a conversation with your reader as you write. For this reason, you can and should write in the first person and it is appropriate to use "In my opinion" and "I believe," as this presents you as authority on the topic you are discussing.

Directions

Review and reflect on the topics we have covered this semester to find an issue for which you believe you could develop a strong claim or position. It should be focused enough so that you can make specific claims that are backed up by evidence. An effective op-ed is not wishy-washy. Make a choice and take a stand on an issue, (e.g., either you like it or you don't, either it will work or it won't). Your goal is to persuade readers to agree with your clearly-reasoned opinion that is defended with evidence.

The op-ed should be **no more than 900 words (excluding references). 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. After the word count, include a reference list for citations to any sources external to the course that you used in the assignment.**

NOTE: I will use Turnitin, a powerful program that checks student papers for plagiarism, in evaluating this assignment. It is your responsibility to know what plagiarism is and how to avoid it in your written work. You are also not allowed to reuse previous work you did for other courses for this assignment. See the [OSU Student Code of Conduct \(Links to an external site.\)](#) for details.

Resources

- For a good example of an Op-Ed, see *The New York Times* [Op-Ed by Christina Hoff Sommers \(Links to an external site.\)](#) and [Prof. Buchmann's letter to the editor \(Links to an external site.\)](#) responding to the op ed.
- [The Op-Ed Project \(Links to an external site.\)](#) is a terrific resource for anyone looking to strengthen their op-ed writing. It provides tips on op-ed writing, suggestions about basic op-ed structure, guidelines on how to pitch op-ed pieces to publications, and information about top outlets that publish op eds.
- **Checklist:** Some things to remember as you finalize your op-ed:
 - Check clarity.
 - Check coherence and unity; make sure your opinion is consistent throughout.
 - Check simplicity. If your argument is too complex or complicated it will not be persuasive.
 - Check to make sure you properly credit all sources.

Reminders:

- **Word Count: You will lose points if your op-ed exceeds 900 words.** In the real world, op-eds are usually limited to a specific word count. It is good practice to learn how to reduce extraneous words, which can impede the clarity of your writing, and learn how to convey a point clearly with fewer words.

- **Writing style and readability:** All written assignments in this course, especially this one, should use good grammar, spelling, and punctuation and clear sentences and well-organized paragraphs. Proofread your finished op-ed several times (reading out loud slowly can help you catch errors), and act as if you really are sending it off to a newspaper for publication.
- **Citing course materials:** **You must cite at least TWO sources from course materials.** Be sure you cite your sources to back up what you say by adding the information at the end of sentence referencing it. For the textbook or articles from class, cite the author and page number, e.g., (Sernau, p. 41); for videos, cite the title e.g., (*Are You Racist?*). These course materials **DO NOT** need to be included the reference list at the end of the essay.
- **Citing other materials:** You **must cite at least TWO sources external to this course** and you should cite them using the [library citation guide. For websites and other internet based material, \(Links to an external site.\)](#)include an internet link, as appropriate. These non-course materials **DO** need to be included in the reference list at the end of the essay.

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.

DISCUSSION: Preparing to Write an Op-Ed (post due April 3, responses due April 10)

[Claudia Buchmann \(buchmann.4\) \(she / her / hers\)](#)

No unread replies.No replies.

Objectives

- This discussion post assignment will help you prepare for [Essay Assignment 3](#) which is the largest assignment of the semester, due on April 21. There is no facilitator for this discussion; all students are expected post to the discussion board and provide at least two responses.
- Engage in discussions with other students in a respectful and thoughtful manner in order to help you determine the issue you want to write on and hone the position you will take in your op-ed.

Directions

- **Read the instructions for [Essay Assignment 3](#)**
- **Write your original post of 300-400 words addressing 3 sets of questions:**
 - 4) On which topic related to the course are you planning to write your op-ed? What opinion or position will you advance in it? What specific course materials does the issue relate to? (If at this stage, you have more than one idea you might write on, you can mention both and get feedback from your peers on which option might be most interesting and effective, but provide answers to the above questions for each idea).
 - 5) What questions do you have for others that could help you make your position on the issue stronger? Can you identify weaknesses or gaps in your position that someone might object to or find unconvincing? If so, mention them and ask for feedback.
 - 6) What kind of evidence will you need to incorporate to advance your position? If you have found some evidence you plan to use (e.g., a reputable website, a youtube video, a news article, a podcast, a reading from another course, etc.) you can include it and ask for feedback. If you are not sure what evidence you might use, you can ask for help from your group members on this front.
- **Post your original post no later than **Saturday April 3rd.****
- **Provide feedback and constructive criticism on at least two students' Op-Ed Proposals no later than **Saturday April 10.****

Post Expectations

Your discussion posts should take a professional tone and style. Make an effort to use coherent organization and full sentences. Strive to make your post accessible and readable.

Academic Integrity

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

Quiz 9: Global Inequality



Quiz instructions

Take this quiz after you have watched the lecture, the completed the reading (Chapter 3 of the Sernau textbook) and watched the video on Modern Slavery for this week. **You have 40 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it.

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.

Discussion

Global Health Inequality: The Covid Pandemic and Vaccine Nationalism

Context

Millions of coronavirus vaccines have been administered in wealthy countries while in many world's poorest, there are no vaccines yet available. The global vaccine-sharing fund, Covax, is competing with wealthy nations who are striking their own, lucrative deals with manufacturers to secure the majority of doses. The head of the World Health Organization has warned the world is on the brink of a catastrophic moral failure which will cost many more lives. As coronavirus continues to spread, who will ensure a fair distribution of the available vaccines? In this moment, the grossly unequal distribution of a new and extremely valuable resource -- vaccines-- has grave implications for our ability to overcome the pandemic on a global scale.

What to do: Review the instructions for this week's discussion posting.

Preparation

- Review the [Procedure for Group Discussion](#) page. Ask any clarifying questions you may have for the instructor as soon as possible.
- Review your [Group Charter and Facilitator Schedule](#) and confirm who will be a participant and who will be group secretary for this discussion.

Instructions

Read the discussion prompt questions posted below and think of these as you get familiar with the issue of global inequality in vaccine access and vaccine nationalism by reading and watching the following:

- 1). Read this recent *Washington Post* Article: [The Pandemic Leads to New Forms of Inequality. \(Links to an external site.\)](#) If the link does not work for you, you can also read the article here: <https://www.washingtonpost.com/world/2021/02/11/vaccine-supply-inequality-rich-countries-zero-sum/>
- 2). Read a brief *Wired* article [about vaccine hoarding \(Links to an external site.\)](#) and proposals to ensure more equitable distribution of the vaccines on a global scale. If the link doesn't work for you you can also access the article here: <https://www.wired.com/story/the-pandemic-cant-end-while-wealthy-nations-hoard-shots/>
- 3) Watch [Vaccine Nationalism is Dangerous to the U.S \(Links to an external site.\)](#). (17 min.) As you watch, consider the following discussion questions:

1. Prompt

The conversation about vaccinating the world raises many complex issues related to social stratification. In your post you should consider the following questions and respond to two of them in your post:

- 1). Vaccine Success: due to Luck vs. Hard Work? -- President Biden just doubled the goal for number of vaccinations administered in his first 100 days in office from 100 million to 200 million. It is predicted that the U.S. may attain the goal of having 70% of the population vaccinated by mid-July. Analyze the role of luck vs. effort/hard work in the country's success and in Americans ability to get the end of the

pandemic relative to people in other countries. You might want to review the [Veritasium video \(Links to an external site.\)](#) from week one of the semester.

2). How should we balance protecting the intellectual property of pharmaceutical corporations (which is a hallmark of western capitalism) vs. sharing the industry secrets about how to produce, manufacture and distribute the vaccines to save lives in poor countries? Consider the following quote, "When the market doesn't incentivize a company like Moderna to do the right thing, it's up to the government to step in and claim ownership in a product like this." Do you agree with this sentiment, why or why not?

3). What other aspects of the pandemic and vaccine distribution resonate with you? Connect one or more of them to the course content presented in the global inequality module or other course material from this semester.

2. If you are a participant:

Respond to the prompt with an original post by April 10th. Then respond to two students posts by April 17th.

3. If you are the facilitator:

Track your group's responses and submit your [Group Facilitator Report](#) by the the last day of class, April 23rd. Remember, you don't need to answer the prompt, but you should also encourage your group to participate, forge connections for spurring conversation, or provide your own resources as you see fit.

Group Facilitator Report

Overview

As the group facilitator, you are in charge of tracking and reporting on the relevant group discussion. While we've also provided you with the directions for the report you are responsible for submitting, please review the [Procedure for Group Discussions](#) for additional context.

What to do: Review the instructions for this week's assignment.

Objectives

- Engage with discussion with other students
- Clearly summarize the discussion and others' ideas and viewpoints

Directions

- You will compose a 1 to 1.5 page report of the conversation. You may use double spacing **or** single spacing with a space between paragraphs. You should submit this report by the due date, but not before the group discussion board has closed. This report will have two parts:
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What happens if I'm the group facilitator and students don't participate?

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Essay 3

Op-Ed on a timely issue related to stratification

Overview

In this assignment, you will present a strong, informed and focused opinion on a timely topic or issue related to some aspect of social stratification and inequality that has been presented in this course. You will use and cite course materials in your op-ed and incorporate at least **two** other reputable sources of evidence to support your claim.

Please see the "Resources" tab below for a list of relevant 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 a particular issue related to social stratification of interest to you and utilize course materials and other research findings to present an evidence-based opinion or perspective.
- clearly summarize course readings and other material in written form.

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An op-ed originally appeared opposite the editorial page in a newspaper. Today, the term *op-ed* is used more widely and typically includes a column that represents the strong, informed, and focused opinion of the writer on an issue of relevance to a targeted audience.

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- Clearly defined point-of-view
- Written for a general, educated audience
- Contains the strong, unique voice of the writer

Questions to Ask Yourself When Writing an Op-Ed

- Am I making a clear point?
- What is it?
- Why should someone care?
- Who is my specific audience?

Research

While op-eds allow writers to include their own voice and express an opinion, op-eds also typically involve a degree of research which can include acquiring facts, quotations, citations, or data from sources and personal observation. Through research, the writer provides evidence to defend and substantiate their claim or focused opinion.

Openings

The first line of an op-ed is crucial. The opening “hook” may grab the reader’s attention with a strong claim, a surprising fact, a metaphor, a mystery, or a counter-intuitive observation that entices the reader into reading more. The opening also briefly lays the foundation for the piece.

Endings

Every good op-ed piece includes a strong ending. A strong ending should echo or answer the introduction, provide a final memorable detail, or call the reader to action.

Voice

Op-eds are typically conversational, so you can imagine yourself having a conversation with your reader as you write. For this reason, you can and should write in the first person and it is appropriate to use "In my opinion" and "I believe," as this presents you as authority on the topic you are discussing.

Directions

Review and reflect on the topics we have covered this semester to find an issue for which you believe you could develop a strong claim or position. It should be focused enough so that you can make specific claims that are backed up by evidence. An effective op-ed is not wishy-washy. Make a choice and take a stand on an issue, (e.g., either you like it or you don't, either it will work or it won't). Your goal is to persuade readers to agree with your clearly-reasoned opinion that is defended with evidence.

The op-ed should be **no more than 900 words (excluding references). 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. After the word count, include a reference list for citations to any sources external to the course that you used in the assignment.**

NOTE: I will use Turnitin, a powerful program that checks student papers for plagiarism, in evaluating this assignment. It is your responsibility to know what plagiarism is and how to avoid it in your written work. You are also not allowed to reuse previous work you did for other courses for this assignment. See the [OSU Student Code of Conduct \(Links to an external site.\)](#) for details.

Resources

- For a good example of an Op-Ed, see *The New York Times* [Op-Ed by Christina Hoff Sommers \(Links to an external site.\)](#) and [Prof. Buchmann's letter to the editor \(Links to an external site.\)](#) responding to the op ed.
- [The Op-Ed Project \(Links to an external site.\)](#) is a terrific resource for anyone looking to strengthen their op-ed writing. It provides tips on op-ed writing, suggestions about basic op-ed structure, guidelines on how to pitch op-ed pieces to publications, and information about top outlets that publish op eds.
- **Checklist:** Some things to remember as you finalize your op-ed:
 - Check clarity.
 - Check coherence and unity; make sure your opinion is consistent throughout.
 - Check simplicity. If your argument is too complex or complicated it will not be persuasive.
 - Check to make sure you properly credit all sources.

Reminders:

- **Word Count: You will lose points if your op-ed exceeds 900 words.** In the real world, op-eds are usually limited to a specific word count. It is good practice to learn how to reduce extraneous words, which can impede the clarity of your writing, and learn how to convey a point clearly with fewer words.

- **Writing style and readability:** All written assignments in this course, especially this one, should use good grammar, spelling, and punctuation and clear sentences and well-organized paragraphs. Proofread your finished op-ed several times (reading out loud slowly can help you catch errors), and act as if you really are sending it off to a newspaper for publication.
- **Citing course materials:** **You must cite at least TWO sources from course materials.** Be sure you cite your sources to back up what you say by adding the information at the end of sentence referencing it. For the textbook or articles from class, cite the author and page number, e.g., (Sernau, p. 41); for videos, cite the title e.g., (*Are You Racist?*). These course materials **DO NOT** need to be included the reference list at the end of the essay.
- **Citing other materials:** You **must cite at least TWO sources external to this course** and you should cite them using the [library citation guide. For websites and other internet based material, \(Links to an external site.\)](#)include an internet link, as appropriate. These non-course materials **DO** need to be included in the reference list at the end of the essay.

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.

Quiz instructions

Take this quiz after you have completed the reading (Chapter 12 of the Sernau textbook), watched the CBS News video on Amazon workers push for unionizing, and the guest lecture by Professor Rashawn Ray. **You have 40 minutes to complete the quiz and have only one attempt to complete it.** You may use any course materials during the quiz but you may not consult with anyone about the quiz during or after you take it.

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.

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/>