

Sociological Foundations of Race, Ethnicity, Gender, & Social Class

SOC 1102

Spring 2025

Instructor: Akanne Torres Beltran
Please call me: Akanne (Uhh-kahn-neh), Miss Torres, Miss Beltran, Professor, etc.
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Class Times: Mondays & Wednesdays **3:55pm-5:15pm**
Class Location: Psychology Building 014
Office Hours: By appointment (ZOOM option available)
Instructor's Office Location: Townshend Hall Room 165

COURSE DESCRIPTION:

In this course we explore how people's lives are shaped by their *race, gender, ethnicity*, and *social class*. The course emphasizes the ways in which these identities and social positions are constructed, along with their consequences in individual outcomes, and broader societal, political, economic, and cultural systems. In addition to exploring race/ethnicity, gender and social class individually, we will consider critical ways in which their intersection matters and discuss the value of an intersectional approach. Students will consider how these factors matter for their own personal experiences, but also how they shape experiences for large groups of people.

The class is divided into three parts. In the first part of the course, we will learn what sociology is, how sociologists study the world, and some basic sociological knowledge. In part two, we will study gender, race, and social class as social structures. And in part three, we will examine larger social institutions and their implications for gender, race, and class.

Course goals and objectives include the following:

1. An understanding of what it means to study human societies from a scientific perspective.
2. An appreciation for how humans construct the social world (along with constructing racial, ethnic, and gender identities) we live in
3. An understanding of how racial, ethnic, gender, and social class identities are constructed and then go on to shape life experiences and opportunities.
4. An understanding of how characteristics of institutions (e.g., schools, family, religion, etc.) reproduce and maintain racial, ethnic, gender, and social class norms.

COURSE MATERIALS:

Students will need:

→ **Laptop**: Mac (current MacOS) or PC (Windows 10) with high-speed internet connection
→ **Mobile device** to use for BuckeyePass authentication.
→ **Required Textbook:** Chambliss, Discover Sociology 5th Edition. This is an interactive ebook, accessed from Carmen through links to Sage Vantage. To access, follow the instructions in the first course module.

IMPORTANT: you MUST use your OSU email address when registering for Sage Vantage!!! After registering, you can just click on chapter links in the weekly modules, and it will take you right to the textbook. The Sage Vantage interactive version of the textbook contains a lot of ungraded interactive activities and knowledge checks that you can use to help make sure you're absorbing the material, to help you study, and so on. You're not required to complete these ungraded activities and knowledge checks, but they will help you do better on the required (graded) chapter quiz and in the course!

The textbook and/or courseware for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80%per title. The fee for this material is included as part of tuition and is listed as CarmenBooks eText Library on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to access your textbook(s).

Unless you choose to opt-out of the program, you do NOT need to purchase any additional materials for this course at the bookstore. You can access your textbook(s) from the CarmenBooks links in both the global CarmenCanvas menu and the navigation menu for this course.

For more information on the CarmenBooks program, please visit the CarmenBooks website.

If you wish to opt out, you will see a button to do so when you launch the materials on your CarmenBooks shelf. You have until the second Friday of any session to opt-out, but the course materials are required, and you will have to purchase them independently if you do so.

If you rely on assistive technology or need an accessibility accommodation for the digital materials provided via CarmenBooks, please contact the Alternative Media team in Student Life Disability Services at slds-altmedia@osu.ed

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access

Additional required documentaries, readings, videos, and other materials will be linked/posted to Carmen in their respective modules.

COURSE POLICIES:

Syllabus

This syllabus is posted on Carmen and will guide us through the semester. You should consult it regularly, making note of assignments, dates, and deadlines. I reserve the right to alter the syllabus if needed. If changes are made, I will upload a new version and make an announcement to Carmen to notify you of this change. Any additional changes, or updates will be provided on Carmen, which links to your university email account. Please keep your email information up to date to ensure you receive all updates. You may also wish to turn on push notifications for Carmen.

Instructor Communication

For short questions or notifications, you can send your messages via email or Carmen. For more in-depth or sustained conversation, please set up an appointment for office hours to chat. Please reach out to me with any questions or concerns. I am here to help, and I enjoy doing so! However, please ensure that your question has not already been answered in the syllabus before reaching out.

If you send an email during business hours (M-F, 9-5) you can generally expect a reply within 24 hours. Emails sent on Friday evening, or the weekend will typically not receive a response until the work week resumes. However, do not wait until the last minute if your question is time sensitive. **If you are contacting me about a time sensitive matter, please include "Time Sensitive SOC 1102" in the subject line of your message.**

Office Hours Request

When requesting office hours visit via email/message, please make sure to include the following information:

- Reason for inquiry (e.g. question about content, grad school, exams, final project, etc.)
- Preferred format (in-person at my office or through ZOOM)
- YOUR availability with dates and times ("I am available Monday, January 6th from 12pm to 2pm.")

Classroom Conduct Expectations

Class expectations are that we all will be respectful of our classmates while consuming any class content or media and that we will create a safe space for each other. Throughout this course we will discuss contentious and politically charged topics and ideas. Sociology is a particular way of thinking about the social world and to

succeed in this course you will need to engage with the topics we discuss sociologically. This does not mean you must agree with everything I, your textbook, or your classmates say. **It does mean you must be respectful of your classmates, myself, and our collective learning environment.**

To ensure that our classroom is an open and accessible learning environment for everyone we will abide by the following guidelines:

Be respectful in your questions and comments. When possible, use the language outlined in your textbook and class lectures to describe a particular group, concept, or idea. No deliberately hurtful or discriminatory language on the basis of sex, gender, race, ethnicity, class, sexuality, ability, or other identity will be tolerated.

Listen carefully to what others say. Your comments should reflect your appreciation for others' comments and an engagement with their points. Sociology is a social science – when engaging in discussion, we will discuss 'social facts' first and opinions second.

There are no "dumb" questions. Be willing to accept when you do not know an answer or acknowledge the limitations of your view points – very little in the social world is black and white. Likewise, do not get down on yourself if you do not know something. This is a collective enterprise. We are all learning and growing. Be willing to update your perspective and show compassion to others doing the same.

Be curious. We all are coming to this class with our own ideas, values, and beliefs about how the world works. When faced with an idea, fact, or concept that confuses you or seems counter to what you "know" approach that mismatch with curiosity. My goal of this course is to help you develop your sociological imagination – the ability to ask "why" about things that seem self-explanatory or "obvious."

Course Format

This course will be organized around weekly lectures, textbook readings, in class activities and discussion, and exams. Weekly Carmen modules will include lecture slides, assigned readings, and assignment due dates.

Starting Week 2, I expect you to complete the assigned chapter readings before class on the Monday the topic is listed next to in the Course Schedule. During Monday's class we will review the book content and engage in discussion. During Wednesday's class, we will engage with additional assigned readings/media **materials** and have our weekly in-class group assignment.

Attendance Policy

I will be passing around an attendance sheet every class. It is your responsibility to make sure you attend lectures to receive full credit for in class assignments and group work.

Please bring your digital devices (e.g., laptops and iPads) to class for in-class activities. For some in-class activities, you need to use your laptop or iPad to complete data challenges or to collect resources.

Late/Missed Assignments
If you anticipate a late submission or have an extenuating circumstance that requires an extension, please reach out to me before the assignment's due date. Life happens! I aim to be flexible and will work with you to create a new timeline for submission. Assignments are considered late if they have not been completed and submitted by the due date and time. **Assignments submitted after the due date will be docked 10% for each day; however, any assignments that are turned in a week or more late without any explanations will NOT be graded.**

Grading System & Policies
It's important to note that your grade will reflect your efforts, understanding, and mastery of the course material. Assignments, assessments, and projects are designed to provide you with various creative opportunities to showcase your comprehension and learning. The objective is not just to test your knowledge, but to encourage critical thinking, problem-solving, and innovative approaches to learning. The grade you receive in this class is the grade you earn; **I will not be rounding up grades at the end of the semester, so please do not ask**. If you're concerned about your grade, I encourage you to attend office hours and/or meet with me as soon as possible. No further regrading will be allowed after one week from the date on which the assignment or exam is returned to you.

Please note, the university does not allow A+ grades, but if I could give you one, I totally would! Please note the grading scale for the class:

Grading Scale:

94 – 100.00	A
90 – 93.99	A-
87 – 89.99	B+
84 – 86.99	B
80 – 83.99	B-
77 – 79.99	C+
74 – 76.99	C
70 – 73.99	C-
60 – 69.99	D
Below 60	E

This course fulfills requirements for Ohio State's GEL Social Science (Organizations and Polities), GEL Diversity: Social Diversity in the US, GEN Foundations: Social and Behavioral Sciences, and GEN Foundations: Race, Ethnicity, and Gender Diversity.

GEL Social Science (Organizations and Polities)
Goals
Students understand the systematic study of human behavior and cognition; the structure of human societies,

cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes
1. Students understand the theories and methods of social scientific inquiry as they apply it to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

GEL Diversity: Social Diversity in the U.S.
Goals
Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:
1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

GEN Social and Behavioral Sciences Foundations
Goals
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.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcomes:
Successful students are able to:
1.1. Explain basic facts, principles, theories, and methods of social and behavioral science.
1.2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
2.1. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
2.2. Evaluate social and ethical implications of social scientific and behavioral research.
2.3. Critically evaluate and responsibly use information from the social and behavioral sciences.

GEN Foundations: Race, Ethnicity, and Gender Diversity

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

Expected Learning Outcomes:
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.
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.

Sociology 1102 fulfills these goals in several ways. The course leverages what we learn from historical change and cross-cultural studies. This work highlights how identities such as race, ethnicity, gender, and social class are socially constructed and could potentially be different. Sociology 1102 also highlights a key sociological observation—that the organization of society shapes individual behavior via particular institutional practices (e.g., church, family, polity, economy, education) that reinforce existing norms (e.g., those surrounding race, ethnicity, gender, and social class). This structural feature of the course emphasizes how some aspects of inequality go beyond the actions of individuals and become embedded in institutional structures. In addition, through group exercises and the paper assignment, students come to understand their own racial, ethnic, gender, and social class identities, how others perceive these categories, and how these identities matter in everyday life.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Committee on Academic Misconduct is responsible for investigating or establishing procedures for all reported cases of student academic misconduct. The Ohio State University's Code of Student Conduct (Section

3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, submitting AI-generated writing as your own, and possession of unauthorized materials during an examination. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

OTHER IMPORTANT UNIVERESITY POLICIES:

Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Services

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 conditions, you can learn more 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 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 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Diversity & Title IX
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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 Sexual Misconduct and Title IX Reporting and Non-Discrimination, Harassment, and Sexual Misconduct Policy FAQs. For Title IX questions or concerns, please contact Title IX Coordinator Melissa Mayhan: titleIX@osu.edu or 614-247-5838.

Religious Accommodations
It is Ohio State's policy to reasonably accommodate religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Please let me know of any conflicts and we will make any necessary arrangements.

Land Acknowledgement
We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Requirements:

Assignment	Points	% of Grade	Description
In-Class Activities/ Discussion Posts	100	25%	Students will complete weekly in class activities to expand on and apply lecture and reading materials. Activities will alternate between data, writing, and discussion-oriented assignments. **There will be at least one in class activity or discussion post each week on Wednesdays**, including Week 1 (minimum of 13 opportunities). Students are only required to complete a **total of 10 activities.** Activities will be posted to Carmen, so if you are absent, you can still complete an activity independently during the assigned class day.
Chapter Quizzes	80	20%	Every online chapter has a short quiz to complete. **There are 17 quizzes in total. These quizzes should be completed the week they are assigned, no late submissions will be allowed.** Note that in some weeks there are two chapters, and therefore 2 quizzes assigned! One lowest score gets dropped.
Exam 1 **Exam 2**	80 80	20% 20%	Students will complete 2 exams to assess comprehension of course content. Exams will be a mix of multiple choice, true/false, matching, and fill in the blank questions. Exams will be proctored via Carmen. Exams can be open note/open book. They will not be timed, **but you will have a 48-hr window to complete them; tentatively, they will be assigned on a Thursday and Friday.**
Final Presentation	60	15%	Students will research and present a case study of social inequality. **Students will then create a visual or written project that portrays the complex dimensions of social inequality through an individual, institutional, and/or intersectional lens.** You have the freedom to use any of the following media: podcast-style recording (~10 minutes), a photo exhibit with oral descriptions (~10 minutes), a short film video (~10 minutes), a written paper (approximately 8

			pages, double-spaced), a children's book, graphic novel, or any other creative medium you find suitable. **Regardless of the format you choose to engage in, you should cover research findings, statistics, theory, and reference class material.** Your presentation will be uploaded and submitted to the Carmen system. At the mid-point of the semester, you will be asked to share your proposed topic and medium with me. A more detailed prompt and rubric for this assignment will be posted on Carmen and further discussed in class.
Total	400	100%	

Tentative Course Schedule:

Date	Lecture Topic & Book Chapters	**Assignments** (always due by Friday on Midnight)
PART I. The Sociological Perspective		
Week 1 Jan 6th Jan 8th	Intro to Course and Sociology *Book Chapter 1: Discover Sociology*	**Discussion post** Chapter 1 quiz
Week 2 Jan 13th Jan 15th	Sociological Theory and Research *Book Chapter 2: Sociological Research*	**In class Activity** Chapter 2 quiz
Week 3 Jan 20th (MLK Day) Jan 22nd	****NO CLASS ON MONDAY**** Culture and Socialization *Book Chapter 3: Culture & Mass Media*	**In class Activity** Chapter 3 quiz
Week 4 Jan 27th Jan 29th	Everyday Social Interactions *Book Chapter 4: Socialization & Social Interaction*	**In class Activity** Chapter 4 quiz
Week 5 Feb 3rd Feb 5th	What is "deviance"? *Book Chapter 6: Deviance & Social Control* ****NO CLASS ON WEDNESDAY****	**Discussion post** Chapter 6 quiz
**** EXAM 1: Open from Thursday to Friday (02/06-02/07) ****		
Week 6 Feb 10th Feb 12th	****NO CLASS ON MONDAY**** Groups, Organizations, Bureaucracy, The State *Book Chapter 5: Groups, Organizations, & Bureaucracies* *Book Chapter 14: The State, War, & Terror*	Chapter 5 quiz Chapter 14 quiz

PART II. Social Stratification, Inequalities & Intersectionality		
Week 7 Feb 17th Feb 19th	Social Class *Book Chapter 7: Social Class & Inequality* *Film on Wednesday*	**In class Activity** Chapter 7 quiz
Week 8 Feb 24th Feb 26th	Gender and Sexual Identities *Book Chapter 10: Gender, Sex & Sexuality*	**In class Activity** Chapter 10 quiz
Week 9 March 3rd March 5th	Race and Ethnicity *Book Chapter 9: Race & Ethnicity* *Guest Lecturer on Wednesday*	**In class Activity** Chapter 9 quiz
Week 10 March 10th March 12th	****SPRING BREAK WEEK****	
Week 11 March 17th March 19th	Global Inequality *Book Chapter 8: Global Inequality*	**In class Activity** Chapter 8 quiz
**** EXAM 2: Open from Thursday to Friday (03/20-03/21) ****		
PART III. Social Institutions		
Week 12 March 24th March 26th	Family *Book Chapter 11: Relationships, Marriage, & Family* Religion *Book Chapter 13: Religion*	**In class Activity** Chapter 11 quiz Chapter 13 quiz
Final Presentation Survey due on Friday, the 28th		
Week 13 March 31st April 2nd	Education *Book Chapter 12: Education*	**In class Activity** Chapter 12 quiz

Week 14 April 7th April 9th	Health and Medicine *Book Chapter 16: Health & Medicine* Population, Urbanization, and the Environment *Book Chapter 17:* Population, Urbanization, & the Environment	**Discussion post** Chapter 16 quiz Chapter 17 quiz
Week 15 April 14th April 16th	Social Change & the Future *Book Chapter 21: Social Movements & Social Change* *Guest Lecturer on Wednesday*	**Discussion post** Chapter 18 quiz
Week 16 April 21st	Last day of classes: Review/Support Session	
***** Final Presentations due on April 25th *****		