

Culturally Competent Content Development Program Revision Final Report

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Course: An Introduction to Sociology, SOC 201S

I appreciate the opportunity to be able to work on improvements and to enhance the culturally competent content in my course. Below are the details of the specific changes I have made to my course organized by the alteration areas outlined in my application. At the end I have also appended my updated syllabus.

Changes Made in Course Content

Alteration Area 1—Inclusive Resources

- Added name change information for those seeking to update University systems to their chosen name (found in updated syllabus below)
- Resources Module on Blackboard course page enhanced to include:
 - o Campus Resources
 - Link to ODU Counseling Services. In addition, I discuss importance of mental health care and outcomes in my Health lecture in the course.
 - o Racial Trauma and Resiliency Resources: I added the following resources regarding help and coping with racial trauma
 - https://studentaffairs.unt.edu/counseling-and-testing-services/guides/self-help-resources/racial-trauma-and-self-care-in-tragedy?fbclid=IwAR2BmQXfx63HpPZi9-nnI5kEbEz_ha8m_wF8PsvjWBSx7AGIVjgP8q6OH00
 - From a psychological perspective, scroll down to section on coping: https://psychology.uga.edu/coping-racial-trauma?fbclid=IwAR2evP0rhNlyJyPI7X9Jh8PQYL0vm-k5R2ZslSms8VLQBcb_u1f7tuXN_o
 - o Transparent teaching/Classroom Skills Resources-- I have found that students whose cultural capital does not contain these skills are of course not keen to discuss that, or often not aware that they can improve these skills. So I make it a point to present this information in a way that is not judgmental and in line with all other helpful tips and skill development in the course:
 - Detailed instructions and examples on not only what plagiarism is, but how to approach writing from sources using their own words while properly citing the source. This was added in written form as well as discussed in an essay writing lecture I created.
 - Added detailed infographics on different note-taking styles and when they are most useful
 - Added explicit details on how to approach studying for an exam as well as a video on the basics of reading the textbook (how to approach it to get the most out of a reading session)

Alteration Area 2—Institutional Racism

In this change, I re-created the Short Essay 2 assignment in my course. It now focuses exclusively on types of racism and racial inequality in the US and contains comprehensive additional readings to enhance student understanding of this topic. The additional assigned reading is as follows, with other sources in the document below:

Desmond, Matthew and Mustafa Emirbayer. 2016. "What is Racial Domination?" Pp. 17-26 in *Race, Gender, Sexuality, & Social Class: Dimensions of Inequality and Identity*, edited by Susan J. Ferguson. Los Angeles: Sage.

The new, full assignment is below:

Short Essay 2 Instructions

Submission Requirements:

Your essay must be handed in as a **Word document** (.doc or .docx) or **pdf** electronically in Blackboard by the deadline in the Syllabus. **You will find the assignment in the module for the week that it is due (you can also see a grading rubric there).** Your document will be assessed on Blackboard automatically for plagiarism. See additional Writing Resources provided in Module 0 as well as the Essay feedback menu link.

Topic: Racial/Ethnic Inequality

In this essay, you will draw on sociological evidence of racial/ethnic inequality in a contemporary U.S. context.

Required materials to use as evidence for your essay include: Chapter 11, the additional required Desmond and Emirbayer 2016 reading, and the additional materials provided on the next page. You will need to draw on these sources to successfully complete this paper.

Address the following in your essay:

- Describe what sociologists mean by institutional racism and how it differs from individual-level or interpersonal racism. Describe both concepts in detail.
- Then, use the bulk of your essay to describe several examples of institutional racism by drawing on **at least three** of the additional pieces of content in the *Additional Content* section on the next page of this document.

Successful papers will:

- provide a thesis statement that guides the focus of your essay overall
- demonstrate your use of and explain sociological concepts and evidence derived from the textbook and additional readings/materials
- properly cite sources (read below) while explaining information in your own words (see also Essay tips menu link or Plagiarism resource in Module 0)

You must properly cite your textbook and additional readings in ASA format: 1) in the text of your paper using parenthetical citations and 2) at the end of the paper in a separate References section:

1) All statements you make in the essay should be based on facts/evidence/course concepts from the required course materials listed in the prompt and cited at the end of the sentence (or every few sentences if coming from the same source):

- Use (Giddens et al. 2018) in-text at the end of any sentence that you are drawing on information from the textbook, (Desmond and Emirbayer 2016) for that reading, or (AuthorLastName Date) as given in the entries in the *Additional Content* page below.
- Direct quotes should be used very minimally. If you do quote the textbook, you should include the page numbers, for example: (Giddens et al. 2018:308). I would rather you explain material and concepts from the textbook or additional readings/materials in your own words (and still cite in-text!)

2) References page entry formats are already provided on the content pages where you access additional readings, and the textbook entry as always is in the Syllabus or Module 0.

Your paper does not need to include any other sources or citations other than the textbook and extra readings/materials. You will be graded based on answering the prompts using the assigned materials.

Formatting Instructions

- ✓ A reasonable font (Times New Roman or Calibri), 12 point
- ✓ Double-spaced
- ✓ 1 – inch margins on all sides
- ✓ At least 2 full pages, no more than 3 (not including a title/front matter or references)
- ✓ References should be formatted according to ASA style (just references, see above or guide in Module 0)
- ✓ Save and upload your paper as a Word document (.doc or .docx file)

Additional Required Content

As you write Short Essay 2, you should draw on concepts from your textbook, the additional Desmond and Emirbayer piece, as well as **at least three of the sources below.** I provide several topics for you to read more about/watch and choose what connections you would like to make related to the prompt above.

Housing discrimination & wealth accumulation, past to present

Rabouin, Dion. 2020. “10 Myths about the Racial Wealth Gap.” *Axios: Economy & Business*. (<https://www.axios.com/racial-wealth-gap-ten-myths-d14fe524-fec6-41fc-9976-0be71bc23aec.html>).

Smith, Llewellyn M. (Producer and Director). 2003. *Race—The Power of an Illusion, Episode 3: “The House We Live In”* [Documentary/Motion picture]. United States: California Newsreel. (<https://vimeo.com/133506632>).

Choi, Ann, Bill Dedman, Keith Herbert, and Olivia Winslow. 2019. “Long Island Divided.” *Newsday*. (https://projects.newsday.com/long-island/real-estate-agents-investigation/?fbclid=IwAR3_QrSA6gE9HCeHx0N3ptMF7ynuH_NyHfAW6SXNHxDJnCm5fDVTaTxYClc).

Work and Organizations

Ray, Victor. 2019. "Why So Many Organizations Stay White." *Harvard Business Review*. (<https://hbr.org/2019/11/why-so-many-organizations-stay-white>).

Meyersohn, Nathaniel. 2020. "How the Rise of Supermarkets Left Out Black America," *CNN Business*, June 16, 2020 (<https://www.cnn.com/2020/06/16/business/grocery-stores-access-race-inequality/index.html>).

Phippen, J. Weston. 2016. "How Toyota May Have Started Overcharging Minority Customers." *The Atlantic*. (<https://www.theatlantic.com/business/archive/2016/02/toyota-car-loans-restitution/459678/>).

Policing and Criminal Justice System

DuVernay, Ava (Producer and Director). 2016. *13th* [Motion picture]. United States: Netflix. ([13TH | FULL FEATURE | Netflix \(Links to an external site.\)](#)). (:::This is actually a YouTube video:::)

Beer, Todd. 2020. "Police Killing of Blacks: Do Black Lives Matter?" *The Society Pages: Sociology Toolbox*. (https://thesocietypages.org/toolbox/police-killing-of-blacks/?fbclid=IwAR2L06S8Nf-OIWL9e1yqIL2c8SPNd_NR8Mz0rbSR7tsgvN0zoZEPq_LskE).

Ray, Rashawn. 2020. "Bad Apples Come from Rotten Trees in Policing." *Brookings*. (<https://www.brookings.edu/blog/how-we-rise/2020/05/30/bad-apples-come-from-rotten-trees-in-policing/?fbclid=IwAR2-xFeWJzpnacQVwtnHSIXZ9AItfRBYXacXP8OONnM0Xrr7MMesWcgKb9c> (Links to an external site.)).

Alteration Area 3—Gender and Sexual Diversity

This alteration addressed a common weakness in Introduction to Sociology textbooks—a lack of comprehensive, updated information on sexual and gender diversity. I updated the additional assigned reading to give a better, updated, and accessible overview of the realities of the diversity we see in sex/sex categories, gender (identity and expression), and sexuality (desire, behavior, identity). This updated reading is:

Crawley, Sara L., Lara J. Foley, and Constance L. Shehan. 2016. "Creating a World of Dichotomy: Categorizing Sex and Gendering Cultural Messages." In *Gendering Bodies*. Rowman & Littlefield.

I also created a new lecture to supplement this reading as well, addressing each of the topics listed above.

Alteration Area 4—Intersectionality

At the conclusion of the modules on race, class, and gender, I added content to tie these domains together for students. I created a new video lecture explaining intersectionality and its value as a framework for understanding systems of oppression as well as added an additional reading by Patricia Hill Collins:

Hill Collins, Patricia and Sirma Bilge. 2020. "What is Intersectionality?" Chapter 1 in *Intersectionality*. Wiley & Sons.

Alteration Area 5-- Resiliency among Racial/Ethnic Minority Families

I added a new reading to the Family Module to focus on racial/ethnic minority families. This reading excerpt focuses on resiliency and benefits of African American family and community structures.

Brown, Danice L. 2008. "African American Resiliency: Examining Racial Socialization and Social Support as Protective Factors." *Journal of Black Psychology* 34(1): 32-48.

Alteration 6—Racism in Healthcare

I updated the Module on Health and Medicine to add a focus on the impacts of racism in healthcare. I think this will be particularly impactful for the many pre-med and health sciences majors who take my course. I included a new additional podcast episode on black mothers and childbirth that includes insights from sociologist Tressie McMillan Cottom. I modified this module's discussion board assignment around this podcast as well.

The new module discussion board assignment is:

First, listen to this podcast (or read the linked transcript):

<https://www.wnycstudios.org/podcasts/the-stakes/episodes/the-stakes-giving-birth-while-black>

For your Original Post, provide answers to both questions below:

1. How does our current health care system relate to social inequality? Be specific and tie in examples and concepts from Chapter 18.
2. How does the information in the podcast relate to health disparities as discussed in the Module? How does it relate to what we learned about institutional racism earlier in the course?

For your Reply Posts:

Expand on additional ideas related to the above questions in your Reply Post—there are lots of potential topics to tie in from both chapters.

Introduction to Sociology

SOC 201S
Online - Fall 2021

Instructor: Dr. Alexis Swendener (she/her)

Available to meet online: by appointment, please email

E-mail: aswenden@odu.edu

How to get started in this course:

Step 1: Read this Syllabus

Step 2: Go to our course page in Blackboard, click on the Course Content Modules menu at left, and read through the materials in Module 0

Required Text

Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2018. *Introduction to Sociology*, Seagull 11th Edition. New York, NY: W.W. Norton & Company, INC. ISBN: 978-0393639452.

The textbook is required to be successful in this course, and we will use it in each assignment.

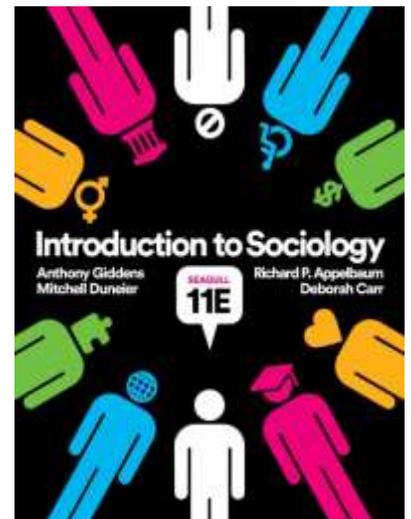
You DO NOT need a new copy of the book with any special access codes!

Please feel free to purchase it used, get an e-copy, or rent the book from wherever you choose to get your books.

Additional readings will be provided via Blackboard (ODU's Learning Management System found at <https://www.blackboard.odu.edu/>).

Course Description

This course provides an overview of the discipline of Sociology: its histories, theories, and applications. Sociology is the scientific study of societies and the social worlds that individuals inhabit within them. Sociologists study human social activities, ranging from ideologies (beliefs, values, etc.), identities (group identifications, cultures, etc.), interactions (social construction of realities, presentations of selves), inequalities (socioeconomic status, gender, race/ethnicity, sexuality, etc.) and institutions (families,



economies and occupations, health, etc.). The discipline of Sociology provides diverse perspectives and methods to understanding social phenomena. In this introductory course, we will explore these topics and how social forces shape individuals, and how individuals construct and change social systems. As students, you will be tasked with developing a sociological imagination: the capacity to think systematically about how things we experience as personal problems are really social issues that are widely shared by others born in a similar time and social location as us.

Course Objectives

1. Theory: *Compare basic sociological theories and models and identify their strengths and weaknesses.*
2. Disciplinary Concepts: *Define key disciplinary vocabulary and terms.*
3. Theory/Research: *Describe how hypotheses and research questions are formed.*
4. Research: *Describe how sociological data are collected, measured, and analyzed.*
5. Professional & Policy Applications: *Identify professional applications of disciplinary concepts.*
6. Disciplinary Perspective and Contribution: *Explain how the social sciences have contributed to our understanding of society.*

By the end of this course you should be able to:

- Demonstrate understanding of fundamental sociological theories and concepts
- Critically evaluate and understand the way social institutions shape our lives, behaviors, and interactions with others
- Apply scientific principles to understand the social world through sociological research methods
- Identify patterns and causes of social inequality in the U.S. related to social class, race and ethnicity, and gender

Class Format

This class is an online independent study course wherein students are required to complete the course and assume responsibility for all course guidelines. This class is asynchronous, meaning we do not hold live video meetings. Instead, materials and assignments are available and completed on a weekly basis, and students are responsible for accessing the given materials and completing each Module.

Online courses can be difficult if not taken seriously from the start. Self-direction and internal motivation are required. In order to maximize your success in this course, you need to stay on task with the readings and assignments each week. Make sure to become familiar with all course requirements and the due dates provided in the Course Schedule at the end of this syllabus.

The course is designed in Blackboard with Modules. Each module contains the appropriate assignments, readings, lectures, and material needed for each week and all assignment deadlines are noted within the Course Schedule below. Most Modules coincide with one calendar week, Monday to Sunday.

Student Responsibility for Online Learning

The flexibility of the course allows you to work within your own schedule each Module/week to submit assignments before the due date/time.

The current pandemic has upended many of the taken-for-granted routines and resources that many of us depend on in our daily lives. There remains a higher probability of personal or family illness and issues disrupting the learning process now. This course operates on the assumption that the health and well-being of students and their families are always the top priority. The course requirements below are designed to ensure all students have the chance to succeed and achieve the desired learning outcomes.

That said, it is in your best interest to keep up with the recommended course schedule. It is important to

keep up with deadlines so that you do not get overwhelmed and fall too far behind. Of course, you will also get more out of the course if you are participating in our discussions as we are having them. See more details under the Course Requirements section below.

As this is an online course, it is critical that students log in to Blackboard and check their email regularly so that you can complete the required coursework. Students are encouraged to set up an appointment with me regarding any questions or concerns they are having with the course, or just to discuss things related to sociology in general. If you would like to set up a meeting, please send me an email and we can either schedule a Zoom meeting, or if you would prefer, we could set up a virtual text meeting utilizing Blackboard's online chat room.

Students are responsible for all material throughout the course. Textbook chapters cover concepts and make up the bulk of material for the course. Audio powerpoint lectures and/or supplemental videos serve to introduce a topic and provide extra application of material. Extra readings will be included in some Modules, either via a link/file in the Module or as an additional reading linked within Module Discussion Boards.

Course Policies

Respectful Conduct in the Online Classroom

My goal is to facilitate an environment of intellectual exchange and through this exchange we will acknowledge, value, and accept differences. Differing viewpoints are welcomed and our focus in this course is to present information supported by social scientific evidence.

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from the Office of Educational Accessibility. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Code of Student Conduct.

Discrimination and/or harassment of any kind is against university policy. You may read more about this policy at the following web address:

<https://www.odu.edu/equity#:~:text=Old%20Dominion%20University%20does%20not,color%2C%20religion%2C%20national%20or%20ethnic>

The online environment does not excuse students from following these guidelines as students write and respond to discussion board posts. In fact, the discussion board format heightens the need to be aware of how our written words may be interpreted. The instructor reserves the right to penalize assignments that violate these policies and students who engage in harassing or discriminatory conduct will be referred to the Office of Student Conduct & Academic Integrity.

Technical Requirements

As with any online class, having access to a computer and the internet is essential for success in this course. If you do have technical issues, contact ODU technical support at the Information Technology Services

Help Desk at itshelp@odu.edu or 757-683-3192. It is usually useful to take a screenshot to send of the problem as well. You can use Snipping Tool or the Print Screen (PrtSc) button on your keyboard to copy your screen. Keep me updated with problems you have as well.

All assignments will be submitted online via Blackboard. Each student is responsible for verifying that each assignment has been submitted/uploaded correctly *before* the due date. If you experience problems with your home computer, Blackboard is available online, so it can be accessed by any computer with an Internet connection.

Recommended browsers to use to access Blackboard are: Google Chrome, Mozilla Firefox, or Microsoft Edge. DO NOT use Microsoft Internet Explorer – it is not compatible with Blackboard.

Keep in mind that while you may view much of the course on a mobile device, the Blackboard app will not consistently work well enough to complete or submit your work. **Always use a computer to turn in work.**

Email Etiquette

Electronic communication with your professors, instructors, and other ODU personnel constitute formal, rather than conversational, correspondence – similar to business-style email correspondence. As such, your email should be structured professionally. I prefer to be called Dr. Swendener for our class purposes. When emailing please identify the course name (i.e. SOC 201S) and end the correspondence by giving your name (preferred first and last). I generally respond to emails between 9:00 am-5:00 pm, Monday-Friday. However, if you have not received a response within 48 business hours, please send me a follow-up email.

Office of Educational Accessibility

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.
- If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website: <http://www.odu.edu/educationalaccessibility/>

Academic Integrity

Old Dominion University is committed to students' personal and academic success. In order to achieve this vision, students, faculty, and staff work together to create an environment that provides the best opportunity for academic inquiry and learning. All students must be honest and forthright in their academic studies. Your work in this course and classroom behavior must align with the expectations outlined in the Code of Student Conduct, which can be found at www.odu.edu/oscai. The following behaviors along with classroom disruptions violate this policy, corrupt the educational process, and will not be tolerated.

- **Cheating:** Using unauthorized assistance, materials, study aids, or other information in any academic exercise.
- **Plagiarism:** Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise.
- **Fabrication:** Inventing, altering or falsifying any data, citation or information in any academic

exercise.

- **Facilitation:** Helping another student commit, or attempt to commit, any Academic Integrity violation, or failure to report suspected Academic Integrity violations to a faculty member. Academic dishonesty will be reported to the Office of Student Conduct & Academic Integrity and may result in sanctions up to and including expulsion from the University.

Harassment Reporting

The University is committed to promoting a work and educational environment that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, disability, pregnancy, political affiliation, marital status, and genetic information, or based on any other status protected by law. The University has confidential resources on campus where you can talk about incidents of harassment without having to report your situation. The Office of Student Engagement and Enrollment Services maintains the current directory of staff members who are able to keep the report confidential: Counseling Services at <http://www.odu.edu/content/odu/units/counselingservices.html> and Student Health Services at <https://www.odu.edu/studenthealth>. Please be aware that in compliance with Title IX and ODU policies, educators must report incidents of harassment including sexual assault, stalking, and intimate partner violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it. For more information about these policies or to report an incident online, visit <https://www.odu.edu/equity>.

Confidentiality

In compliance with The Family Educational Rights and Privacy Act of 1974 (FERPA), all identifying course materials, including all assignment grades, will be provided directly to each student via Blackboard and will not be posted or otherwise made available in a public forum. Although students may sign a FERPA Waiver consenting to the release of such records to a parent, guardian, counselor, athletic coach, etc., the grades or progress of any student in this course will **NOT** be provided to or discussed with anyone but that student—except as necessary with the Office of Educational Accessibility or the Office of Student Conduct & Academic Integrity.

Chosen Name

Old Dominion University recognizes that members of the ODU community may use names other than their legal names to identify themselves. Student information can be linked to both legal and chosen names for the purpose of Old Dominion University records. This includes ID cards, email display names, Blackboard names, and others found here <https://www.odu.edu/academics/academic-records/preferred-name#tab204=5>.

Course Requirements

The course objectives will be met through a variety of course assignments. The format for all course assignments is that students submit assignments and I grade them once. Assignments are not re-submitted after I grade them, so it is important to turn in your best work upon submission and ask any questions well before the due dates. Due dates are found in the Course Schedule (on the last pages of this syllabus).

Late Work and Missing Assignments

Considering the current pandemic and the unpredictable semester we will likely have, I will accept late work according to the deadlines below. **But think of the Course Schedule at the end of this syllabus as a strongly suggested timeline for assignments.** You should only submit beyond the deadlines in the Course Schedule--and by the below hard deadlines--if absolutely necessary. I will be keeping track of who has missed the Course Schedule deadlines and will check in with you about your plan to submit the missing

work.

These are the hard deadlines for the semester (due at 11:59pm ET of the day listed):

- All work for Modules 1-7 is due no later than October 17 (except Short Essay 2)
- Exam 1 in Module 8 must be completed within the exam window (October 18 - 24)
 - If you have an emergency and need an extension past these deadlines, you must email me before these due dates to request an extension

- All work for Modules 9-13, and Short Essay 2 is due no later than December 10
 - All work for the course besides the Final Paper and Exam 2 must be completed by this date

- The Final Paper is due December 10

- Exam 2 in Module 15 must be completed within the exam window – because this is finals week no extension can be made, so it must be completed between December 11 – 17.

Course Assignments

Discussion Boards

The discussion board is an important component of interaction in an online learning environment. It is a great opportunity to apply concepts based on readings, as well as receive feedback on these topics from peers.

Students will be required to participate in six discussion forums throughout the semester. Each discussion board requires you to draw on information and concepts in that Module's chapter reading as well as sometimes the previous Module's chapter reading. Some will also require completing an additional reading to analyze. I expect quality content and have provided tips for accomplishing this in the "Making Quality Discussion Boards" document in Module 0.

In each discussion forum you will be expected to post an original response as well as reply to at least one post written by a fellow classmate. Specific guidelines for posts are available on Blackboard. Due dates are typically Friday at the latest for Original Posts and Sunday for Reply Posts (see Course Schedule).

Chapter Quizzes

Chapter quizzes are a great way to check your comprehension of the material and keep up with course content. Quizzes will be taken in Blackboard; there is no time limit and quizzes are open book/note. Due dates are listed in the Course Schedule below. These quizzes require a close reading and engagement with our textbook's chapters, so plan on giving yourself plenty of time to complete them. To account for different life events, your two lowest quiz grades will be dropped. This means that the 10 quizzes you score the highest on (of the 12 available chapter quizzes) will count toward your grade.

Short Essays

During the semester you will complete two short essay assignments. These essays are designed to encourage critical thinking and to practice your research and analytic skills. Specific details and instructions will be available on Blackboard. Papers will be submitted via Blackboard.

Exams

This course will have two exams. The exams will be in multiple choice and true/false format. The questions will be drawn from the readings, lectures, and additional assigned readings. Details will be on Blackboard.

Final Paper

Students will write an analysis paper integrating lectures, chapter content, and course materials and applying information to media. A grading rubric and detailed instructions will be provided on Blackboard.

Extra Credit

In Week 1, you will see two opportunities to earn extra credit as we get started in the course. In Module 0, you can take the Module 0/Syllabus Quiz to test your understanding of the course expectations. In Module 1, I would like you to complete the Introduction Worksheet.

Additional opportunities for extra credit will be announced at my discretion.

Assessment of Student Mastery (Grades)

You will earn your final grade in this course based on your mastery of the material as indicated by your performance on each of the course requirements described above:

<i>Assignment</i>	<i>Points</i>
Discussion Boards (6 x 20 points each)	120
Chapter quizzes (10 x 20 points each)	200
Short Essay 1	120
Short Essay 2	120
Exams (2 x 100 points each)	200
<u>Final Paper</u>	<u>240</u>
Total	1000

Grading Scale (already accounts for rounding):

A	93-100% (925-1000 points)	C	73-76% (725-764 points)
A-	90-92% (895-924 points)	C-	70-72% (695-724 points)
B+	87-89% (865-894 points)	D+	67-69% (665-694 points)
B	83-86% (825-864 points)	D	63-66% (625-664 points)
B-	80-82% (795-824 points)	D-	60-62% (595-624 points)
C+	77-79% (765-794 points)	F	0-59% (0-594 points)

Right of Revision

I reserve the right to modify any aspect of this course syllabus, including the Course Requirements, Schedule, and Grading Scale, at any time as need be. All changes will be announced in class and posted on Blackboard.

Course Schedule on next page

Course Schedule

*All assignments are due before 11:59pm Eastern Time on the date specified

DB = Discussion Board

Dates	Module	Reading & Content	Assignment (Due date)*
8/30-9/5	0 & 1	Introduction & Course Orientation Chapter 1: What is Sociology?-- Introduction, History, Theory	Discussion Board (DB) Posts (Original by 9/3 & Reply by 9/5) Chapter Quiz (9/5) Introduction worksheet (9/5) Syllabus Quiz (9/5)
9/6-9/12	2	Chapter 2: Asking & Answering Sociological Questions--Research Methods) Additional reading in Module: Chambliss and Eglitis 2019	Chapter Quiz (9/12) Short Essay 1 (9/12)
9/13-9/19	3	Chapter 3: Culture Additional reading: Miner on the Nacirema	Chapter Quiz (9/19)
9/20-9/26	4	Chapter 4: Socialization	DB Posts (Original by 9/24 & Reply by 9/26) Chapter Quiz (9/26)
9/27-10/3	5	Chapter 8: Stratification, Class, & Inequality	Chapter Quiz (10/3)
10/4-10/10	6	Chapter 10: Gender Inequality & Chapter 18: Sexuality (only pgs 605, 612- 613, 624-628) Additional reading: Crawley et al 2016	DB Posts (Original by 10/8 & Reply by 10/17) Chapter Quiz for Ch. 10 only (10/17)

10/11-10/17	7	Chapter 11: Race, Ethnicity, and Racism Additional reading: Desmond and Emirbayer 2016 Additional Reading: Hill Collins and Bilge 2020	Chapter Quiz (10/17) Short Essay 2 (10/24) Hard deadline (10/17) for makeup work (see Course Requirements section)
10/18-10/24	8	Exam 1: Covers Chapters 1, 2, 3, 4, 8, 10, 11, part of 18 (as listed in Module 6) & additional readings	Exam 1 (10/18-10/24) Must submit Exam by 10/24 before midnight
10/25-10/31	9	Chapter 7: Conformity, Deviance, & Crime	Chapter Quiz (10/31)
11/1-11/7	10	Chapter 14: Work and Economic Life Additional reading: Desmond-The Future of Work	DB Posts (Original by 11/5 & Reply by 11/7) Chapter Quiz (11/7)
11/8-11/14	11	Chapter 15: Families & Intimate Relationships Additional reading: Brown 2008	Chapter Quiz (11/14)
11/15-11/21	12	Chapter 18: Health and Illness (pgs 597-603, 606-611, 614-623, 631-635) Additional reading/podcast on Black mothers and pregnancy	DB Posts (Original by 11/19 & Reply by 11/21) Chapter Quiz (11/21)
11/22-11/28		No class – Thanksgiving break	
11/29-12/5	13	Chapter 16: Education	DB Posts (Original by 12/3 & Reply by 12/5) Chapter Quiz (12/5)
12/6-12/10	14	Finish Up Final Paper & Catch up	Final Project (12/10) Hard deadline (12/10) for Mods 9-13 makeup work (see Course Requirements section)

12/11-12/17
Finals Week

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Exam 2:

Covers Chs. 7, 14, 15, 16, & part of 18 (as listed in Module 12) & additional readings

Exam 2 (12/11-12/17)

[Note: Exam closes on Friday before midnight]