



# **SOCI 4317.783 Women's Studies/Gender Studies**

## **Fall 2020 Syllabus**

### **Basic Information**

#### **Instructor Name – Dr. Joanna Hadjicostandi**

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This course is a Web Course and is conducted within Canvas at <http://utpb.instructure.com>

***NOTE: The due dates and times for the activities will adhere to the Central Time Zone.***

### **Course Description**

Hello everybody and welcome to SOCI 4317 “Women’s Studies” course.

This course is entirely online and is offered through the Sociology Program at the University of Texas of the Permian Basin. It is designed to teach you how to look at the

various levels of inequality around you critically, analytically, globally and within a historical perspective. I hope that our discussions will provide the beginning of a period of time full of inquiry and desire towards positive social change and justice. I am looking forward to a great semester together. I am sure we shall make the best of it.

Below is your full syllabus. Please note that it is subject to change based on unusual circumstances.

## **MEASURABLE LEARNING OUTCOMES**

By the time you are through reading the material, investigating web sites and discussing the various issues, you should have learned how to look at the world critically. Thus, upon completion of this course you should have developed the ability:

1. To recognize how sociologists define the concept of gender and the role ideology plays in supporting any system of gender relations.
2. To analyze the effects of historical, social, political, economic, cultural, and global forces on the creation and perpetuation of gender relations.
3. To define the differences between the two macro-sociological paradigms, structural-functionalist (Davis-Moore) and social-conflict (Karl Marx) on gender relations.
4. To define the distinction between absolute and relative definitions of poverty and the feminization of poverty globally.
5. To recognize the role of multiculturalism and diversity in the U.S. and globally, not only with regard to gender but also other inequalities.

## **PREREQUISITES**

Introduction to Sociology, SOCI1301

## **COURSE REQUIRED FOR**

Sociology Major and Minor elective.

## **COMMUNICATION**

I am always accessible through email and will respond within 72 hours from the time you write to me. I will also be in touch with you at least once a week through the announcements' page as well email to remind you of your weekly assignment, exams, or any other special activities. You are always welcome to come by my office (MB 3206) if you are around. I am also willing to advise students on SKYPE.

## **GENERAL INFORMATION**

You may begin active participation in the course as soon as you are admitted/enrolled to the on-line course by one of the participating University of Texas components. You are required to complete all course requirements within the scheduled course offering period. This course, although it may appear to many of you as self-paced, has several time limitations and restrictions. Please make sure you observe the time limits of each section of the course as well as assignments to avoid point reduction.

If this is your first time taking a web-based, online course you need to review the information provided by the REACH office for online students. They provide a list of Frequently Asked Questions (FAQ) about web courses, an Online Course Checklist for those of you considering taking an online course, and series of pages providing general Student Resources. For technical support and computer requirements, please see the website for [UTPB Technical Support](#). Contact information is provided if you need any help.

After you have gained access to the course, practice with the navigation frames so that you can become comfortable with the logistics of the course and the location of its components. Make sure you copy the syllabus and keep it in a folder where you would place the hard copies of assignments, or other materials you copy from this course. Please review your syllabus very carefully and ask question of clarification.

All assignments are to be delivered electronically to me. As a student in this course you will have access to an Internet conference room called "Discussion Board" within which there will be our informal forum. You can access it by clicking on the appropriate button to your left.

Anytime you would like to ask me or other students in this course a question or discuss a particular informal issue, you can use the designated discussion room. There will be an informal forum called "SOCl Café" in which you will be able to informally chat with everybody else in the course. There will also be other formal fora, where the discussion assignments will be posted or you will talk to your group when working on your projects or other activities. Please make sure you post your answers in the proper discussion room.

## **Materials**

### **REQUIRED MATERIALS**

Shaw, S. & J. Lee (eds), 2015. Women's Voices, Feminist Visions. (7<sup>th</sup> ed). NY: McGraw Hill. ISBN # 978-0-19-092487-4

NOTE: The Bookstore has copies of this book and it will be excellent if you can purchase one or find a copy on line. There is a wealth of information in it.

## RECOMMENDED READINGS

Andersen M. and P. Collins, ***Race, Class and Gender***. (7<sup>th</sup> edition) NY: Wadsworth. 2010. ISBN # 0-495-9883-1

Anzaldua, Gloria. ***Borderlands La Frontera, The New Mestiza***. San Francisco: Aunt Lute Books. 1999. ISBN # 1-8779960-56-7

Davis., A., ***An Autobiography***. N. Y.: International Pub. 1988.

Hull, G., P. Scott & B. Smith. ***But Some of us are Brave***. The Feminist Press. 1982.

Hooks, B., ***Ain't I a Woman***. Boston: South End Press.

Kirk, G., and M. Okazawa-Rey (eds.), ***Women's Lives: Multicultural Perspectives***. Mountain View, CA: Mayfield. 1998.

Kimmel, M. & Messner, M., ***Men's Lives***. Boston: Allyn and Bacon, 2001.

Mairtin Mac and Ghail (ed.), ***Understanding Masculinities***. Philadelphia: Open University Press. 1996.

Moraga, C. & G. Anzaldua (eds.), ***This Bridge Called my Back***. NY: Kitchen Table: Women of Color Press.

Morison, Toni, ***The Bluest Eyes***. Found on Amazon

The recommended books would provide you with further analysis and information on women's, men's, and family issues. You may purchase the books at your local bookstore or online. If you are on campus you may borrow them from my private collections. For a small fee the UTPB bookstore will send you the required book, if necessary. The UTPB bookstore can be reached by calling 432-552-0220 or by viewing their website.

Library research is also part of the requirements. You are expected to go beyond the required book and discover a wealth of information through the web sites related to the course material provided here, or the ones you would come across and share with us as the course progresses during the semester. External Web sites are provided as reference only. Content and links are not endorsed by UT Permian Basin.

Remember, the sky is the limit!

## **WHY STUDY WOMEN'S STUDIES? HOW ABOUT GENDER STUDIES?**

International Women's Conferences, as well as a plethora of projects, debates and policy statements have set up the platform for intense exploration and analysis of womanhood and women's participation and integration in global development. Further, Women's Studies were created as an interdisciplinary field, to critically examine and analyze the complex and multiple questions related to women's lives taking into consideration social, economic, political, psychological, biological and historical realities. In this course we will examine a broad range of women's as well as men's experiences in terms of class, race, culture, disability, age and sexual orientation. The material we will examine will attempt to address the diversity and complexity of human relations in the U.S. and globally. The clear focus of the course though will be in taking women seriously and placing them in the center of the social context.

There are no issues more central in social science than those of gender relations grounded in the interrelationship of race and social class. These are crucial in understanding the characteristics of history and society. This course seeks to understand how structures of gender relations affect individuals in society. The central focus will be to analyze the relationship between and among gender, race and social class using the major social and historical theories in the study of social inequality. Our analyses will focus on other types of inequality as well, including those based on age, sexual orientation, and physical ability. The making of the industrial revolution, the rise of capitalism, global economic restructuring, race and gender relations, and so on can only be understood in the context of competing class interests and distribution of socioeconomic and political power. Likewise the very interesting present political scene in the U.S.A. as well as in other countries in the world can only be fully comprehended by analyzing the flow of political and economic power. The goal of this course is to provide you with the analytical tools that will enable you to understand gender relations locally, nationally and globally.

I am particularly happy that students in this course reside in different parts of Texas, the U.S. and possibly outside the country. In the event of all of us sitting in the same classroom I could guarantee you endless discourse and analysis of the variety of experiences within the structural socioeconomic reality. In this class through the "Discussions" forum we will be able to have similar discussions here in cyberspace on a regular basis. In fact, this is where the elaboration of your reading material, as well as the material you find on the web, will take place. Further, you will have the opportunity to talk to each other in your group chambers. Therefore, although we will not sit in the same room we may still have the opportunity to see each other face to face. You are encouraged to submit a picture or short video so that we have a mental image of whom

we are talking to. You can do this throughout the semester so I am sure we will be able to get to know each other pretty well.

I very strongly recommend keeping up with the weekly readings. Leaving unread assignments behind will not help you when your exam time comes. While doing your readings make notes so that you can use the material effectively in your discussions or your test. I further urge you to surf the net and of course do not hesitate to talk to each other and me, to make comments and to ask questions at any point.

I am sure you will get to know me very well during the semester. I am wishing for the same. I want to emphasize the interactive nature of this course. Although we will be "talking" to each other on the net, it is very important to me to have the opportunity to meet you in person and answer any questions you may have so please make sure to stop by my office (MB 3206) to say hello! Also, please do not hesitate to call me or e-mail me with your questions or concerns. I strongly encourage you to take a minute to SKYPE me (requires a microphone and/or webcam) so that we can have a face-to face discussion at any point during the course. It is a lot easier to resolve a problem talking to each other :-)

## Important Academic Dates

UTPB [Academic Calendar](#)

## Course Overview

The following are the components of this class:

### Announcements

The "Announcements" introduction page is the first page you see when you entered the course. The content of that page will change frequently as I will be communicating with you by posting news, changes, problems, reminders, etc. After your first visit, you can access this page by clicking on the "**Announcements**" button to your left. You are advised to CHECK THE "ANNOUNCEMENTS" SECTION FOR NEWS regularly. It is your responsibility to obtain notes and announcements in a timely manner.

I usually email the content of the announcements to the whole class the day I post it. If you do not receive such an email you need to check your email address. You may be missing other emails I send the whole class.

## **Notes on Attendance**

### **Tracking**

The Canvas learning management system has tracking features. Statistics are collected that quantify when and how often students are active in the course. Additionally, they provide information regarding whether the student has accessed various pages in the course.

### **Absenteeism**

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

### **Modules**

There are Five "Modules", each of which includes the following components:

1. **Lecture notes and outlines**
2. **Power points and/or documentaries, video clips**
3. **Reading assignments from your books and/or Web**
4. **Cyberspace resources**
5. **Objectives**
6. **Quizzes**

To access the modules use the "MODULES" link on the left. To complete this course successfully you need to very carefully read the content of your modules as well as the assigned readings. You are advised to refer to the following component instructions during the semester:

### **Lecture/Outlines**

Each lecture begins with an introduction to the information we are to discuss within the current module. It includes the text and often a PowerPoint presentation. A documentary or other short clip may be provided to enhance the content and be used also in our discussions in the Discussion Board. Each lecture will also include on-line resources that you are encouraged to look up and study. These are just an introduction to the numerous resources on the net, which through your explorations will increase greatly by the end of the semester. Make sure to bookmark other sites you really find

relevant, so that you can refer to them frequently. Sharing this information will enlighten all of us.

Please do not rely solely on the lectures and outlines if you want to be successful in this course. Simply reading the chapters is not enough either. You need to go way beyond this information to achieve the breadth and depth of knowledge required to really understand the issues surrounding the study of social inequalities.

### **Power Point Presentations and/or Video Clips**

I often include power point presentations illustrating the most important issues. Also, short documentaries/ you tube presentations are going to be included, which will be discussed in the "Discussion Forum."

### **Reading Assignments**

This includes the book chapters you are responsible to read for the module.

### **Cyberspace**

This includes recommended online as well as other references.

### **Objectives**

This includes specific objective/s for the section we are studying. Please make sure you have achieved full understanding of the objectives outlined in each section. Timely completion of these will help you in achieving great results.

### **Quizzes**

**The quizzes are provided as a review, and are not a part of your grade.** However, they are a good resource by which you can judge how well you have understood the material. Please remember that the review questions provided in the module are very closely related to the exam questions.

## **GRADING/ASSESSMENT**

### **Four Tests**

**FOUR tests worth 50 points each. Total 200 points.**

Test 1 covers Readings from Chapters 1 and 2

Test 2 covers Readings from Chapters 3 and 6

Test 3 covers Readings from Chapters 4 and 8

Test 4 covers Readings from Chapters 5 and 9

**Four tests will be given during the semester.** Tests will be based on all the materials covered. They will be objective based on the book chapters. They will include mostly multiple choice and true/false. Tests will be taken online. The questions will be posted for four days. You can take the test anytime within those four days. It is suggested to take tests early to avoid unexpected problems.

**DUE DATE: Check calendar for exam dates.**

- Bear in mind that the tests are **timed** for 45 minutes so although you will have the use of your material available, you may not rely exclusively on it for your answers. Being prepared with your weekly readings on time is essential for doing well on your exams.
- **If you fail to take the test you will not have another opportunity. So please be very careful with the dates given for taking the tests.**

### Individual Discussions

**There will be 6 individual discussion questions. They will be worth 100 points each: Total 600 points.**

**I will be looking for the following things in your responses:**

- Give a full answer to the question asked using sociological references; consider it a mini essay. Write using the ASA style guide format with in-text citations and references.
- Debate and discuss the question with your classmates. Try to respond early in the week so this exchange can be meaningful. One liners are not considered an adequate response.
- Provide a minimum of 3 academic sociological references in your response, excluding the ones used in your question, or module lecture. Wikipedia, dictionaries, general websites, mass media (commercial, holy religious (Bible, Koran, etc.) books are not accepted as references.
- Use proper language form. You may need to formulate your response in WORD, and use spell check before posting your response. Save your WORD file as a .txt prior to posting. Post directly into the textbox. Do not post attachments.
- Review the calendar to understand what day of the week your primary post is due and the day your peer response is due. ***You are required to post one primary post BY THURSDAY each week and at least one peer response by SUNDAY midnight, but you may reply to as many of your classmates as you wish.*** **You do not have to use citations for your peer response.**
- If you miss the dates for posting, your responses will not receive a grade.
- **Please see the rubric below for full grading policies.**

## Discussion Grade Rubric

GRADE VALUE	Exceptional (A or A+)	Above Average (B)	Satisfactory – Average (C)	Needs Improvement (D)	Zero grade value (F)
<b>DEADLINE</b>	All entries before deadline and were spaced out evenly enough during the discussion to allow two-way interaction between the student and others in the class.	All entries before deadline and the entries were not all made on the same date.	All entries before deadline	All entries before deadline	Entries after deadline
<b>NUMBER OF ENTRIES</b>	At least two comprehensive entries for the topic responding not only to the professor's question (or the assigned learning goal) but also to other students	At least two entries for the topic responding not only to the professor's question (or the assigned learning goal) but also to other students	At least one entry for the topic responding to the professor's question (or the assigned learning goal)	At least one entry	No entry
<b>DEPTH OF ANSWER</b>	The question was answered completely and all aspects of the topic were addressed thoroughly.	The question was answered completely and all aspects of the topic were addressed	The student addressed most of the question satisfactorily.	The answer was incomplete but addressed less than half of the question.	The answer addressed less than half of the question.

		satisfactorily.			
<b>GRAMMAR AND SPELLING</b>	ASA style guide. No errors	ASA style guide. One error	ASA style guide. Very few errors	Many errors	Excessive errors made it difficult to understand or to evaluate.
<b>ACADEMIC VALUE</b>	Almost all of the writing had academic value	Much (more than 70 percent) of the writing had academic value	Some (more than half) of the writing had academic value	Little of the writing had academic value. Most of it was personal.	No academic value
<b>EVIDENCE OF READING</b>	The writing demonstrated that the student had completed almost all or all of the assigned reading. 3 or more sociological references were cited.	The writing demonstrated that the student had completed much the assigned reading. 3 or more sociological references were cited.	The writing demonstrated that the student had completed some (more than half) of the assigned reading. 2 or more sociological references were cited.	The writing failed to demonstrate that the student had completed or understood the assigned reading. 1 sociological reference was cited.	No post was made or no evidence of learning was demonstrated in the post. No sociological references were cited.
<b>ACCURACY</b>	The posts were germane (i.e. on the correct topic), contained correct information, and clearly demonstrated that the student understood and has mastered the topic.	The posts were germane, contained correct information, and clearly demonstrated that the student understood most of the topic.	The post was germane, contained correct information, and demonstrated minimum understanding of the topic.	The post was not germane, contained incorrect information, or failed to demonstrate that the student understood the topic.	No post was made or no evidence of learning was demonstrated.

**OVERALL  
EXCELLENCE**

The student's comments or questions demonstrated critical thinking and a college level understanding (perhaps an emerging understanding) of the topic.

**Due Date: Check Calendar for Dates.**

**Essay**

**One Essay: 1 research project essay, ASA format, 5 pages, excluding cover page and references worth (200 points.)**

You can find the essay topics under the ESSAYS section. Make sure you familiarize yourself with the course, and know where the Essay Topics are. You need to select ONE (1) of the essay topics for the semester and write a thoughtful and analytical essay outlining the process and the analysis of the topic discussed. If you need any help with writing make sure to use the excellent services provided by the [Writing Center](#) at UT Permian Basin or your own institution.

- Essay should be five pages (excluding cover page and references page/s)
- Double spaced, 12' Times New Roman font, include page numbers, references and needs to be a WORD doc, posted in the "essay submissions" link.
- Use proper format, grammar, syntax and organization of your essay are in accordance with the ASA style guide. **NUMBER YOUR PAGES.** Start the numbers after the cover page.
- Include a front page with your name, my name, class name, semester, and **essay question you are responding to.**
- See section of your UTPB Student Handbook on **scholastic dishonesty** for more information.
- Essay should be based on at **least five (5) academic, peer-reviewed references** (sociological articles, books, websites, etc.) in addition to your text book, to be successful.
- Essays are to be completed in your own words. They need to be analytical rather than descriptive. A very common mistake is to write directly from your material. **THIS IS UNACCEPTABLE.** Please use proper citations. Failure to observe this rule has serious consequences. See section on **scholastic dishonesty** for more information.
- Post in the submissions link. **. THIS IS THE ONLY WAY THAT ESSAYS WILL BE ACCEPTED. PLEASE DO NOT EMAIL THEM TO ME.**
- **Keep a backup copy.**
- See Essay Grade Rubric below in "Grading & Assessment."

**ESSAY GRADING RUBRIC**

<b>GRADE VALUE</b>	<b>Exceptional (A or A+)</b>	<b>Above Average (B)</b>	<b>Average (C)</b>	<b>Needs Improvement (D)</b>	<b>Zero grade value (F)</b>
<b>DEADLINE</b>	The essay is posted before or on the deadline	The essay is posted before or on the deadline	The essay is posted before or on the deadline	The essay is posted shortly after the deadline	The essay is posted after the deadline
<b>EMPIRICAL SKILLS</b>	Essay demonstrates exceptional discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Follows ASA style guide.	Essay demonstrates sound discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Mostly follows ASA style guide.	Essay demonstrates basic discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Has some elements of ASA style guide.	Essay demonstrates poor discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Does not follow ASA style guide.	Essay demonstrates no discussion, interpretation, and presentation of available empirical evidence as relates to the topic. Excessive errors make it difficult to understand or to evaluate the essay.
<b>CRITICAL THINKING</b>	Essay draws well-reasoned, logical conclusions from information, demonstrating strong competency in inquiry, evaluation, and	Essay draws sound logical conclusions from information, demonstrating adequate competency in inquiry, evaluation, and	Essay draws basic logical conclusions from information, demonstrating minimal competency in inquiry, evaluation, and	Essay draws poor logical conclusions from information, demonstrating poor competency in inquiry, evaluation, and analysis.	Essay draws no conclusions from information, with no evidence of competency in inquiry, evaluation, and analysis.

	analysis.	and analysis.	analysis.		
<b>COMMUNICATION SKILLS</b>	Essay clearly communicates evidence supporting claims of the paper and provides clear academic discussion of relevant counterpoints. It clearly demonstrates that the student understood and has mastered the topic.	Essay adequately communicates evidence supporting claims of the paper and provides sound academic discussion of relevant counterpoints. It clearly demonstrates that the student understood most of the topic.	Essay communicates evidence supporting claims of the paper and provides basic academic discussion of relevant counterpoints. It demonstrates minimum understanding of the topic.	Essay poorly communicates evidence supporting claims of the paper and provides minimal academic discussion of relevant counterpoints. It failed to demonstrate that the student understood the topic.	Essay does not communicate evidence supporting claims of the paper and provides no academic discussion of relevant counterpoints. No evidence of learning was demonstrated.
<b>SOCIAL RESPONSIBILITY</b>	Essay demonstrates mastery of concept in regard to the social relevance of the topic on a local, national, and/or global scale and proposes well-reasoned solutions.	Essay demonstrates sound understanding of concept in regard to the social relevance of the topic on a local, national, and/or global scale and proposes useful solutions.	Essay demonstrates basic understanding of concept in regard to the social relevance of the topic on a local, national, and/or global scale and proposes basic or unrefined solutions.	Essay demonstrates minimal understanding of concept in regard to the social relevance of the topic on a local, national, and/or global scale and proposes poorly reasoned solutions.	Essay demonstrates no understanding of concept in regard to the social relevance of the topic on a local, national, and/or global scale and proposes no solutions.
<b>OVERALL</b>	The student's essay	The student's essay	The student's	The student's essay	The student's essay

<b>EXCELLENCE</b>	demonstrated critical thinking and a college level research and understanding of the topic.	demonstrated fairly good research and understanding (perhaps an emerging understanding ) of the topic.	essay demonstrated good research and understanding (perhaps an emerging understanding) of the topic	demonstrated insufficient research and understanding of the topic	demonstrated no understanding of the topic
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If you need any help with writing, make sure to use the excellent services provided by the **Writing Center** at UT Permian Basin or your own institution or **SMARTHINKING's Online Writing Lab (OWL)**

We will try to have your grades and comments ready within a week after your papers are received, unless otherwise indicated.

**DUE DATE:** Please check the calendar.

### GRADING

<b>Course Activity</b>	<b>Points</b>
Test 1, 2, 3, 4	200
Discussion/ Participation	600
Essay	200
<i>Modules Quizzes</i>	<i>No Grade</i>
<b>Total</b>	1000

### GRADING SCALE

Grade Range	Letter Grade
900-1000	A
800-899	B
700-799	C
600-699	D
Less than 599	F

*\*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

## **COMMUNICATION, GRADING & FEEDBACK**

It is best to reach me through the internal course communication at the “INBOX” to the left of your screen. If you need to email me please make sure to put your name, course name and number, **and** section # (i.e. Jane Smith 1301.783) in the Subject line of your message. You should receive a reply within 72 hours, although I typically check my messages daily. If you do not hear back in the INBOX, please send an email. Try to follow this sequence, because if you just email me sometimes e-mails might go to spam.

Discussions and essays are typically graded within one week from the due date, unless otherwise indicated. Exams are graded immediately after you submit them.

Consider spending 4-5 hours per week studying and posting your responses.

## **Policies**

## DISCUSSION BOARD

Discussion Board will primarily be used for discussing course content related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of one other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior**.

## RULES OF BEHAVIOR

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the in the class.
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

## MAKE-UP/LATE SUBMISSION POLICY

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times for a very serious reason, it is her/his responsibility to contact student services and/or the instructor immediately.

## ACADEMIC DISHONESTY/PLAGIARISM/CHEATING

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an “F” for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University’s Handbook: Scholastic Dishonesty](#).

**Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit.

## **ATTENDANCE AND CLASS PARTICIPATION**

Regular and active participation is an essential, unmistakably important aspect of this online course. Students should log on a minimum of three times every seven days. All students are expected to do the work assigned, and notify the instructor when emergencies arise.

## **COURSE INCOMPLETE/WITHDRAWAL/GRADE APPEAL**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, and will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

**NOTE: Due dates and times for the activities will adhere to the Central Time Zone.**

## **ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

**Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. \*\*Adapted from UTSA ADA syllabus statement.\*\*

**ADA Officer for Students:** Mr. Paul Leverington

**Address:** Mesa Building 4243 /4901 E. University, Odessa, TX 79762

**Voice Telephone:** 432-552-4696

**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

## Computer Skills, Technical & Software Requirements

You would need to be proficient in Microsoft application. Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information, refer to [UTPB Office 365 Page](#).

### COMPUTER TECHNICAL REQUIREMENTS

See [Technical Requirements](#).

### ONLINE STUDENT AUTHENTICATION

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB’s Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB’s Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies student authentication by providing 2 forms of photo ID\*. Student must provide through the assignment drop box:

- A clear image of yourself: in color, well lit, and no shadows on your face or your ID that can obscure your image, must be taken on the day you submit the photo to reflect your current appearance, taken in full-face view directly facing the camera with a neutral facial expression and both eyes open.
- AND, a picture of your ID with only your name and picture showing (Picture ID card in which the ID number has been covered (tape over any numbers).
- Attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

I just need to see you, then the image of you on the card with your name. You will not be able to see the units or the essays if you do not submit this.

\*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

## **Preparation for Emergencies**

### **COMPUTER CRASH**

Not having a working computer or having a computer that has just crashed will NOT be considered an acceptable reason for failure to complete course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

### **COMPLETE LOSS OF CONTACT**

If you lose contact with course connectivity completely (i.e. you cannot contact the instructor via Canvas or email), you will need to call your instructor, and leave a message explaining your connectivity loss and provide alternate contact information.

### **LOST/CORRUPT/MISSING FILES**

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or a personal computer hard drive. In the event of any kind of technical failure (e.g. virus infection, computer crashes, loss of files in the cloud, etc.) or any issue with an assignment, you may be required to resubmit the files for consideration and further review.

## **End-of-Course Evaluation & Instructor Evaluation**

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for

you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-2630
Advising	<a href="#">UTPB E-Advisor</a> (432) 552-2661 <a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Outlook 365, my.utpb.edu	<a href="#">Information Resources Division</a> (IRD)
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Dean of Students</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).

## **DISCLAIMER & RIGHTS**

Information contained in this syllabus is, to the best knowledge of the instructor, considered correct and complete upon distribution for use at the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## **COPYRIGHT STATEMENT**

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Sample Syllabus

# Women's' Studies

## Schedule, Fall A 2020

Module	Week	Dates	Events/assignments	Due Dates
1	One	8/24 – 8/30	Class begins.	8/24
			<b>Syllabus Quiz</b> Module 1 will not become available until you take the Syllabus Quiz.	8/24
			<b>The Feminist Sociological Perspective</b> Reading: from chapters 1: Intro,2,5,7 and 2: 10, 12,14,17,19  <b>Discussion 1</b>	<b>Original Post by 8/27</b> <b>Peer Response by 8/30</b>
			<b>Last Day to Drop without a Record</b>	<b>See University calendar</b>
	Two	8/31 – 9/6	Reading: from chapters 1: Intro,2,5,7 and 2: 10,12,14,17,19  <b>Test 1: 9/4-9/7</b>	<b>Test 1: 9/4-9/7</b>
2	Three	9/7 – 9/13	The Social Construction of Gender, Power  Readings: From chapters 3: Intro, 22,23,24,27,  <b>Discussion 2</b>	<b>Original Post by 9/10</b> <b>Peer Response by 9/13</b>
	Four	9/14 – 9/20	Intimacy and Sexuality Readings: From chapter 6 & 7:	<b>Original Post by 9/17</b> <b>Peer</b>

			intro,49,51,53,54,55,59 <b>Discussion 3</b> <b>Test 2: 9/18-9/21</b>	<b>Response by 9/20</b>  <b>Test 2: 9/18-9/21</b>	
3	Five	9/21 – 9/27	Inscribing Gender on the Body/ Family Systems, Family Lives Reading: From chapters 4: Intro, 32,35, and 8: Intro, 62,63,65 <b>Discussion 4</b> <b>Test 3: 9/25- 9/28</b>	<b>Original Post by 9/24</b> <b>Peer Response by 9/27</b>  <b>Test 3: 9/25-9/28</b>	
4	Six	9/28 – 10/4	Women’s Work Inside and Outside the Home/ Women Confronting and Creating Culture .Reading: From chapters 5: Intro, 39,40,41,42,43 and 9: Intro, 69,70,72,77 <b>Discussion 5</b>	<b>Original Post by 10/1</b> <b>Peer Response by 10/4</b>	
5	Seven	10/5 – 10/11	Resisting Violence Against Women/ Activism, Change, and Feminist futures Reading: Chapter 10: Intro,78,79,83,84 and 13: Intro, 103,105,107,108 <b>Discussion 6</b> <b>Essay due by– 10/7</b>	<b>Original Post by 10/8</b> <b>Peer Response by 10/11</b>  <b>Essay due by– 10/7</b>	
	Eight	10/13-10/18	<b>Test 4: 10/11-10/16</b>	<b>Test 4: 10/11-10/16</b>	

**Ready to get started? To access Module One, you must take the short Syllabus Quiz and submit your authentication. The Syllabus Quiz and the authentication submission are located directly beneath the link for the Syllabus on the Welcome module. You must answer all the questions in the quiz to pass. You can take it more than once.**

Sample Syllabus