

# SOCI/CHILD 4320 Spring A 2020



## Introduction

**Instructor:** Dr. Joanna Hadjicostandi

**E-mail:** [hadjicostandi\\_j@utpb.edu](mailto:hadjicostandi_j@utpb.edu)

**Office Hours:** by appointment and through the course INBOX

**Phone:** (432) 552-2362

**Office #:** MB 3206

**Skype ID:** joannahadji

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

**Course Prerequisites:** Introduction to Sociology, SOCI1301

**Course Required for:** Sociology Major and Minor elective, Child and Family Studies Major.

**Communication Plan, 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. You can also leave a phone message at (432)552-2362. It is possible to arrange a SKYPE meeting.

Discussions are typically graded within 48 hours from the due date. Essays are graded in 1-2 weeks. Exams are graded immediately after you submit them.

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

**Hello everybody and welcome to SOCI4320 "Social Stratification".**

This course is entirely online and is offered through 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.

## Why Study Social Stratification?

There are no issues more central in social science than those of class, power and social change. These are crucial in understanding the characteristics of history and society. This course seeks to understand how structures of social class and power affect individuals in society. The central focus will be to analyze the relationship between and among social class, race and gender, 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 social structures 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. So 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 who 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 to keep 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 group project 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.

[Who am I?](#)

## General Objectives/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 social stratification and the role ideology plays in supporting any system of social stratification.
2. To analyze the effects of historical, social, political, economic, cultural, and global forces on the creation and perpetuation of social stratification.
3. To define the differences between the two macro-sociological paradigms, structural-functionalist (Davis-Moore) and social-conflict (Karl Marx) on social stratification.
4. To recognize the continuing importance of ascriptive factors – i.e. ancestry, race and ethnicity, gender, sexual orientation, religion, etc. – in determining an individual's class (income or wealth) placement in the United States and globally.
5. To define the distinction between absolute and relative definitions of poverty.
6. To recognize the role of multiculturalism and diversity in the U.S. and globally.

## Texts for the Course

### Required Texts:

M. Andersen and P. Collins, Race, Class, and Gender. (9<sup>th</sup> edition) NY: Wadsworth. 2016. ISBN # 978-1-305-09391-4

C. Hurst, H. Fitz Gibbon and A. Nurse, Social Inequality. (9<sup>th</sup> edition) Routledge, Taylor and Francis Group. 2017. ISBN # 978-1-138-68854-4

## Recommended Texts:

Allan G. Johnson, Privilege, Power, and Difference. Mountain View, CA: Mayfield. 2006 ISBN # 0-07-287489-9. (most important)

Jonathan Kozol, Savage Inequalities. NY: Harper Perennial. 1991 ISBN # 0-06-097499-0

Anzaldua, Gloria. Borderlands La Frontera, The New Mestiza. San Francisco: Aunt Lute Books. 1999. ISBN # 1-879960-56-7

These books are going to provide you with the basic tenets of sociological thought and inquiry. The rest is in your hands. They are available at the bookstore on the UTPB campus. You may purchase the books at your local bookstore or online. For a small fee the UTPB bookstore will send you the required books, if necessary. The UTPB bookstore can be reached by calling 432-552-0220 or by viewing their website.

## Important Dates

[UTPB Academic Calendar](#)

## 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 "*SOCI Café*" in which you will be able to informally chat with everybody else in the course. There will also be other formal fori, 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.

## Components of this Class

The following are the components of this class:

### A. 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.

### NOTES ON ATTENDANCE:

#### **Tracking:**

Blackboard course platforms have a tracking feature. This feature quantifies how often students access different tools, pages, features, links, discussions, etc. in your 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. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected

to log into the course every week.

If I am going to be out because of ill health, attending a conference, etc you will be notified through email.

## B. Modules

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

1. **Lecture notes and outlines**
2. **Power points and/or documentary/ies, 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" button 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:

### 1. Lectures/Outlines

Each lecture begins with an introduction to the information we are to discuss within the current module. It includes the text and often one or more than one PowerPoint presentations. A documentary or other short clip will 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 the sites you really like, so that you can refer to them frequently. Also, 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.

### 2. Power point presentations and/or video clips

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

### 3. Reading Assignments

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

#### 4. Cyberspace

This includes recommended online as well as other references.

#### 5. 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.

#### 6. Quiz

**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

### 1. FOUR TESTS

**Worth 50 points each. Total 200 points.**

Test 1 covers: Hurst et al: Chapters 1, 2, 3, 4 and 5

Test 2 covers: Hurst et al: Chapters 6, 7 and 8

Test 3 covers: Hurst et al: Chapters 9, 10, 11, 12 and 13

Test 4 covers: Hurst et al: Chapters 14, and 15

**Test:** are based on the materials covered. They are objective based on the Hurst et al book chapters. They will include some multiple choice, true/false as well as identifying questions. Tests will be taken online. The questions will be posted for four days. You can take the test anytime within those four days.

**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, since no changes can be made to the course after it has been launched by. So please be very careful with the dates given for taking the tests.

## 2. INDIVIDUAL DISCUSSIONS (CLASS PARTICIPATION)

**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;
- Debate and discuss the question with your classmates (and of course myself);
- Provide and use a minimum of 3 peer reviewed Sociological references based on the ASA format in your response; these need to be related to the readings, text as well as external sources. Lack of references will result in the reduction of points. Please remember that Wikipedia, Webster and other dictionaries, or religious books DO NOT COUNT AS REFERENCES.

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

There is a Discussion Board related to each module. **Participation is expected.** We will be utilizing the Discussions Forum for discussing our readings in depth as well as engaging in informal chats. Discussion is the heart and core of learning, especially in Sociology. So I expect you to participate in all class discussions. **You need to use your sociological resources and Sociological Imagination in order to be successful. Your personal experiences should not substitute for presentation of research on different topics. Beyond that, personal issues and experiences are always welcome.**

*Some Rules of conduct in Online Discussions:*

- Express your ideas without fear of rejection. Remember, others feel the same way!!!!
- If you want your opinions to be respected, you need to do the same for others
- To disagree is OK, but fighting ("flaming") is not.
- Use your sociological imagination to look at issues. Try to avoid egocentric and ethnocentric analyses. Remember that this is a sociology class.
- Review the calendar to understand what day of the week your primary post (Thursday by midnight) is due and the day your peer response is due (Sunday by midnight). You are required to post one primary post and one peer response, but you may reply to as many of your classmates as you wish.
- Remember that difference is an asset and not a hindrance.



<b>Discussion Grade Rubric</b>					
<b>GRADE VALUE</b>	<b>Exceptional (A or A+)</b>	<b>Above Average (B)</b>	<b>Satisfactory – Average (C)</b>	<b>Needs Improvement (D)</b>	<b>Zero grade value (F)</b>
<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 satisfactorily.	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.
<b>GRAMMAR AND</b>	ASA style guide. No	ASA style guide. One	ASA style guide. Very	Many errors	Excessive errors made it

<b>SPELLING</b>	errors	error	few errors		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.
<b>OVERALL EXCELLENCE</b>	The student's comments or questions demonstrated				

	critical thinking and a college level understanding (perhaps an emerging understanding) of the topic.				
--	---	--	--	--	--

### 3. ESSAY

**You are responsible for one essay for the semester. It is worth 200 points.**

- 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.
- Include a front page with your name, my name, class name, semester, and **essay question you are responding to**.
- Plagiarism is unacceptable. 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 books, to be successful.
- **Keep a backup paper copy.**
- **See Essay Grade Rubric below for full details:**

Essay Grading Rubric					
GRADE VALUE	Exceptional (A or A+)	Above Average (B)	Average (C)	Needs Improvement (D)	Zero grade value (F)
DEADLINE	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 before or on the deadline	The essay is posted after the deadline
EMPIRICAL SKILLS	Essay demonstrates exceptional	Essay demonstrates sound	Essay demonstrates basic	Essay demonstrates poor discussion,	Essay demonstrates no

	discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Follows ASA style guide.	discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Mostly follows ASA style guide.	discussion, interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Has some elements of ASA style guide.	interpretation, and presentation of available refereed sociological empirical evidence as relates to the topic. Does not follow ASA style guide.	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 analysis.	Essay draws sound logical conclusions from information, demonstrating adequate competency in inquiry, evaluation, and analysis.	Essay draws basic logical conclusions from information, demonstrating minimal competency in inquiry, evaluation, and analysis.	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.
<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</b>	Essay	Essay	Essay	Essay	Essay

<b>RESPONSIBILITY</b>	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.	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.	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.	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.	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 EXCELLENCE</b>	The student's essay demonstrated critical thinking and a college level research and understanding of the topic.	The student's essay demonstrated fairly good research and understanding (perhaps an emerging understanding) of the topic.	The student's essay demonstrated good research and understanding (perhaps an emerging understanding) of the topic.	The student's essay demonstrated insufficient research and understanding of the topic.	The student's essay demonstrated no understanding of the topic.

**It is required** that you include a front page with your name, my name, class name, semester, module number, and **essay question you are responding to**. Please number your essay pages.

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. There is also a writing resource called **SMARTHINKING's Online Writing Lab (OWL)**

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.

Essays should be properly researched. Use at **least five (5) references** (sociological articles, books, websites, etc.) other than your books, to be successful.

**Save your work and keep a backup paper copy.**

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

### Course Assessment/Grading:

Course Activity	Points
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:

<b>A</b>	900 - 1000
<b>B</b>	800 - 899
<b>C</b>	700 - 799
<b>D</b>	600 - 699
<b>F</b>	Below 599

## Policies

- 1. Discussion Board:** Discussion Board is primarily for discussing course related topics and issues.  
Best practices are:
  - a. Read all message postings in online discussion.
  - b. Respond to the question directly
  - c. Reply to minimum of one other student posts.
  - d. Use a person's name in the body of your message when you reply to their message.
  - e. Avoid postings that are limited to 'I agree' or 'great idea', etc.
  - f. Ensure responses to questions are meaningful, reflective.
  - g. Support statements with concepts from course readings; refer to personal experience, examples.
  - h. Follow Rules of Behavior.**
- 2. 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 concerning 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 list
- Do not overuse acronyms like those that 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.

### 3. **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 the instructor immediately.

4. **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.

5. **Attendance and Class Participation:** Regular and active participation is an essential,

unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor, as soon as reasonably possible, when emergencies arise.

6. **Tracking:** The learning management systems have a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.
7. **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.
8. **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.**

9. **Privacy and accessibility statement:** For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).
10. **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



## 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](#).

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

### Online Student Authentication

UTPB requires that each student who registers for a distance 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 a crashed computer during the semester will NOT be considered as an acceptable reason for not completing 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 me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and 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 personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

## 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.

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.

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,	<a href="#">Information Resources Division</a> (IRD)

SERVICE	CONTACT
my.utpb.edu	
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).

**Sociology 4320  
Social Stratification  
Spring A 2020 Calendar  
Weekly Course Schedule**

Module	Week	Event	Due By:
1	One 1/13- 1/19	Classes Begin	January 13
		Browse through the course, make a copy, and get familiar with your syllabus and assignments.	Due the first day you access the course.
		<u>MODULE 1: The Sociological Perspective and Social Stratification</u> <u>READINGS:</u> Andersen & Collins (A&C): Intro Hurst et al: Chapter 1, 2, 3 Johnson: Introduction / Nacirema article	<b>Original post: 1/16</b> <b>Peer post: 1/19</b> <b>Due By: 11:59 PM</b>

		<b><i>Discussion Question 1</i></b>	
2	Two 1/20- 1/26	<u>MODULE 2: Forms of Social Inequalities: Economic/Status/Political</u>  <u>READINGS:</u> A & C: 1, 5, 13 Hurst et al: Chapter 4, 5 Johnson : Chapter 1  <b><i>Discussion Question 2</i></b>	<b>Original post: 1/23</b>  <b>Peer post: 1/26</b>  <b>Due By: 11:59 PM</b>
		<b>Test #1</b> <b>Hurst 1, 2, 3, 4, 5</b>	<b>1/24-1/27</b>
		Last day to drop without a record.	<i>Check the UTPB Academic Calendar</i>
3	Three 1/27- 2/2	<u>MODULE 3: Sex and Gender, Race and Sexual Orientation.</u>  <u>READINGS:</u> A&C: 9, 6, 18, 19, 27, 28 Hurst et al: 6, 7, 8 Johnson: Chapter 2  <b><i>Discussion Question 3</i></b>	<b>Original post: 1/30</b>  <b>Peer post: 2/2</b>  <b>Due By: 11:59 PM</b>
		<b><i>Discussion Question 4</i></b>	<b>Original post: 2/7</b>  <b>Peer post: 2/9</b>  <b>Due By: 11:59 PM</b>
		<b>Test #2</b> <b>Hurst 6, 7, 8</b>	<b>2/7-2/10</b>
4	Five 2/10- 2/16	<u>MODULE 4: Classical and Contemporary Explanations of Social Inequalities.</u>  <u>READINGS:</u> A&C: 49, 14, 32 Hurst et al: Chapter 9, 10 Johnston: Chapter 4	<b>Original post: 2/13</b>  <b>Peer post: 2/16/</b>  <b>Due By: 11:59 PM</b>

		<b><i>Discussion Question 5</i></b>	
5	Six 2/17- 2/23	<u>MODULE 5: Social Movements, Protest, Deviance and Social Inequality.</u>  <u>READINGS:</u> A&C: 23, 37, 39, 51, 53 Hurst et al: Chapter 11, 12, 13 Johnston: Chapter 6	<b>Original post: 2/20</b>  <b>Peer post: 2/23</b>  <b>Due By: 11:59 PM</b>
		<b>Test #3</b> <b>Hurst 9, 10, 11, 12, 13</b>	<b>2/21-2/24</b>
		<b>Essay Due</b>	<b>2/26</b>
6	Seven 2/24- 3/1	<u>MODULE 6: <i>Stability and Change in the Systems of Social Inequality</i></u>  <u>READINGS:</u> A&C: 7, 54, 58, 60 Hurst et al: Chapters 14, 15 Johnston: Chapter 7  <b><i>Discussion Question 6</i></b>	<b>Original post: 2/27</b>  <b>Peer post: 3/1</b>  <b>Due By: 11:59 PM</b>
		<b>Test #4</b> <b>Hurst 14, 15</b>	<b>3/2-3/6</b>

### Disclaimer & Rights:

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in 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

Copyright law protects many of the materials that are posted within UTPB courses. 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.

---

## Acknowledgments

I am grateful to the UTPB Reach crew for their invaluable assistance in developing and maintaining the course. Many thanks, also, go to my assistants who have helped with the course over time.

---

© Joanna Hadjicostandi, Ph.D.

Sample Syllabus