

Culturally Competent Content Development Program

I appreciate the opportunity to be able to work on improvements and enhance the culturally competent content in my course. Below are

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) at the end of any sentence that you are drawing on information from the textbook, (Desmond and Emirbayer 2016) for 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) although you explain material and concepts from the textbook or additional readings/materials in your own words (and still cite 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

- 9 A reasonable font (Times New Roman or Calibri), 12 point
- 9 Doublespaced
- 9 1 2inch margins on all sides
- 9 At least 2 full pages, no more than 3 (not including a title/front matter or references)
- 9 References should be formatted according to ASA style (just references, see above or guide in Module 0)
- 9 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 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

5 DER XLQ ' LRQ 0 \ W K K D E S X W E W R N Y & B U S I N E S S : H D O W
(<https://www.axios.com/health/gapten-myths-d14fe524ec641fc99760be71bc23aec.html>)

Smith, Lewellyn M. (Producer and Director). 2003. 7 KH 3 R Z H U R I D Q , O O X V L R Q (S / L Y H [D o c u m e n t a r y / M o t i o n p i c t u r e] . U n i t e d S t a t e s : C a l i f o r n i a N e w s r e e l .
(<https://vimeo.com/13356632>)

& K R L \$ Q Q % L O O ' H G P D Q . H L W K + H U E H U W D Q N e w s D a y . Y L D : L Q V
(https://projects.newsday.com/longisland/realestateagents-investigation/?fbclid=IwAR3_QrSA6gE9HCeHx0N3ptMF7ynuH_NyHfAW6SXNHxDJnCm5fDVTaTxYClQ)

5 D\ 9 L F W R U ' : K\ 6 R 0 D Q\ 2 H a r v a r d B u s i n e s s R e v i e w 6 W D\ : K L W H μ
(<https://hbr.org/2019/11/why-so-many-organizationstaywhite>).

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

3 K L S S H Q - : H V W R Q ' + R Z 7 R\ R W D 0 D\ + D Y H 6 T h e A t l a n t i c W e b S i t e 2 Y
(<https://www.theatlantic.com/business/archive/2016/02/toyota-loans-restitution/459678/>).

I added a new reading to the Family Module on racial/ethnic minority families. This reading
excerpts focus 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."

economies and occupational 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 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:

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

Class Format

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 the 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 course work. 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.

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.

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 your name (preferred first and last). I generally respond to emails between 9:00 am, Monday-Friday. However, if you have not received a response within 48 business hours, please send me an 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

exercise.

- x 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 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, sex 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 any person, you are 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

work.

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

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

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

- x The Final Paper is due December 10

- x Exam 2 in Module 15 must be completed within the exam window because this is finals week extension can be made, so it must be completed between December 14-17.

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 discussion forums throughout the semester. Each discussion board requires you to draw on information and concepts W K D W Chapter Reading as well as V R P H W L P H V W K H S U H Y L R X V O R G X O H . V F K D S W H U U H D G L Q J 6 R to analyze.

Final Paper

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

Extra Credit

In Week 1, you will see 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:

Assignment	Points
Discussion Boards (6 x 20 points each)	120
Chapter quizzes (10 x 20 points each)	200
Short Essay 1	120
Short Essay 2	120

Exam 1 ET Q q 0.00000912 0TJ ET Q q 0.00000912 0 612 792 re W* n BT /F3 12 Tf6l792 r

10/11-10/17	7	Chapter 11: Race, Ethnicity, and Racism Additional reading: Desmond and Emirbayer 2016 Additional Reading: Hill Collins and B 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, 10, 11, part 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 5: Families & Intimate	

12/11-12/17
Finals Week

15

Exam2:
Covers Chs. 7, 14, 15, 16, & part of 18 (as
listed in Module 2) & additional reading

Exam 2 (12/11-12/17)
[Note: Exam closes on
Friday before midnight]