**Important Note:** Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. It is your responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements or through email.

|  |  |
| --- | --- |
| **Part 1: Course Information****Course Title:** |  |
| **Course Catalog # & Section:**  |  |
| **Credit Hours:****General Education Designation(s):** |  |
| **Instructor Name:** |  |
| **Instructor Contact Information:** |  |
| **Email:** |  |
| **Phone:****Office Hours:** |  |

**Course Description:**

**Required Course Textbook and Materials:**

**Recommended Readings/Bibliography:**

**Course Delivery Mode and Structure:**

This is a/an \_\_\_\_\_\_\_\_\_\_, online course, delivered in the Blackboard learning management system (LMS). Students must be mindful of all course expectations, deliverables and due dates. All assignments and course interactions will utilize internet technologies. See “Technical Requirements” section for more information. In Blackboard, you will access online lessons, course materials, and resources. EACH WEEK HAS \_\_ LEARNING MODULES; with deadlines on \_\_\_\_\_\_. Some variations will occur. Learning Module Quizzes will be open from \_\_\_\_\_\_\_\_\_.

## How We Will Communicate:

Course-related questions should be posted in the General Questions Forum in the course Discussion board. For personal/private issues, my preferred method of contact is via email listed at the top of this syllabus. If you use Blackboard’s Email Tool, it will automatically include your full name, course name and section when you send me an email. I strive to respond to your emails as soon as possible, but please allow between 24-48 hours for a reply. Your Stony Brook University email must be used for all University related communications. You must have an active Stony Brook University e-mail account and access to the Internet. *All instructor correspondence will be sent to your SBU e-mail account.* Please plan on checking your SBU email account regularly for course related messages. To log in to Stony Brook Google Mail, go to <http://www.stonybrook.edu/mycloud> and sign in with your NetID and password.

**Technical Requirements:**

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades.The Blackboard course site can be accessed at [https://blackboard.stonybrook.edu](https://blackboard.stonybrook.edu/) If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information. You are responsible for having a reliable computer and Internet connection throughout the term. ***Caution! You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet.*** *It may not be possible to submit the files required for your homework assignments.*

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

* PC with Windows 8 or higher (we recommend a 3-year Warranty)
* Macintosh with OS 10.11 or higher (we recommend a 3-year Warranty)
* Intel Core i5 or higher
* 250 GB Hard Drive
* 8 GB RAM
* Latest version of Chrome, Firefox or Explorer; Mac users may use Chrome, Firefox or Safari. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)
* High speed internet connection
* Printer
* Word processing software (Microsoft Word, Pages, etc.)
* Speakers (either internal or external) or headphones
* Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).
* Adobe Flash player with the latest update is crucial for playing multiple videos throughout the course

## Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

* Phone:
	+ (631) 632-9800 (client support, wifi, software and hardware)
* Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
* Visit the [Walk-Up Tech Support Station](https://drive.google.com/file/d/1sV3tW40mCUdyAt5d7Lmgeu1LPKLYijDx/view) in the Educational Communications Center building

**Part 2: Course Learning Objectives and Assessments**

**Learning Objectives and Activities:**

Upon completion of the course, students will be able to:

1.
2.
3.
4.
5.

**How to Succeed in this Course:**

* Complete all assigned readings in the course
* List Activities, etc. that will result in success

**Assignments and Expectations:**

***Participation/Discussion Forums (xx%)****:*

***Other Assignments:***

***3-2-1 Write-ups (25%):*** In this course you need to be actively be involved in the readings. Write-ups are due on Sunday by midnight on the weeks they are assigned. You will upload a 3-2-1 write-up, which demonstrate your understanding of the reading material. These write-ups will include a summary (3 sentences), analysis (2 analytical points), and (1) discussion question.

1. Summary – In THREE sentences tell me what is the author(s)’ key argument. What did you learn from the reading? For example, what are the essential concepts, ideas, and insights?
2. Analysis – Discuss at least TWO issues that caught your attention while you were reading. For example, what is missing from the reading? Are there questions left unanswered? What “doesn’t work” for you? Do the articles argue the same point or contradict each other?
3. Discussion Questions – Write ONE question based on your summary and analysis. This question should illustrate the contributions and limitations of the readings.

Each write-up should be no more than 1 page. Write-ups must be uploaded to blackboard each Sunday by 11:59pm Eastern Standard Time. There are five write-ups required for this course. Each write-up is worth 5 percent of your overall grade, for a total of 25 percent.

***VoiceThread Presentation (10%):***

***Group Wiki Case Study (15%)***:

***Final Project: Evaluating Cultures of Inclusion (25%):***

## Part 3: Course Schedule

# *\*\*\*subject to changes\*\*\**

**LIST FORMAT**

* **Week/Learning Module 01: Topic**
	+ Learning Objectives…
	+ Read …
	+ Complete …
* **Learning Module 02.1 (Due Wednesday, July 20, by Midnight): The Critical Theory and Scholarship of Women’s Studies**
	+ Learning Objectives
* Describe the differences between the theoretical approaches of key feminist theorists
* Explain the core components of standpoint theory
* Assess the strengths and weaknesses of two critical models
	+ Read/Listen:
* *C2F*: Chapter 5 “Feminism and Gender” and Chapter 6 “Feminism and the Developing World” pp. 55-79
* Recorded Lecture, Blackboard, 28 minutes
	+ Complete:
* Discussion Board 2.1: “The Scholarship of Women’s Studies”
* Quiz 2.1
	+ Coming Up:
* Famous Feminists Wiki Due Thursday evening.

**TABLE FORMAT I:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/LM** | **Topic/LOs** | **Readings** | **Activities** | **Due Date** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

**TABLE FORMAT II:**

|  |  |  |
| --- | --- | --- |
| **Week/ Module #** | **Module Outcomes and Learning Objectives Met** | **Assignments, Activities, and Due Dates** |
| **1**TOPICS | 1. Measurable module outcomes/objectives
2. Measurable module outcomes/objectives
3. Measurable module outcomes/objectives
 | **Read:** **Text chapters, pages, article(s), course materials on Blackboard*** Watch video called “XYZ”
* Read & Understand the Syllabus posted
* Read & Understand the online policies and procedures
* Read lecture notes (PDF)
* View PowerPoint lecture slides

**Discussion Forums**: * Introduce yourself in the Introduction Forum
* Answer Discussion Forum Questions for Week 1 (graded)

*\*Participation in both forums is mandatory this week and will count towards Week 1 attendance in addition to the Week 1 graded discussion questions.* |
| **2**TOPICS | 1. Measurable module outcomes/objectives
2. Measurable module outcomes/objectives
3. Measurable module outcomes/objectives
 | **Read:** **Text chapters, pages, article(s), course materials on Blackboard*** Study the “XYZ” website
* Read lecture notes (PDF)
* View PowerPoint lecture slides
* Read the case study posted

**Discussion Forums:*** Answer Discussion Forum Questions for Week 2 (graded)

**Homework Assignment # 1 Due:**See the Assignments section on Blackboard for instructions and a link to submit your work. |
| LM1: Globalization and its Contexts | 1. Identify key issues in the debate about globalization’s roots and trajectory (LO1)
2. Formulate a preliminary definition of globalization based on LM1 readings (LO1)
3. Describe the ethical consequences of historical events from multiple perspectives (LO5)
4. Introductions
5. Practice posting a discussion board thread and peer response
 | **Read (All materials posted on Blackboard):*** Amartya Sen, “How to Judge Globalism.” 15 pp.
* Jared Diamond, *Guns, Germs and Steel*, Ch. 3, “Collision at Cajamarca.” 15 pp.
* Diamond, Jared, and William H. McNeill. "‘Guns, Germs, and Steel’ by Jared Diamond | The New York Review of Books." 2 pp.
* Lovgren, Stefan. ""Guns, Germs and Steel": Jared Diamond on Geography as Power." *National Geographic*. 2 pp.
* Read and understand Syllabus and course requirements
* Read and understand online policies and procedures

**Deliverables (Graded):***Discussion Forums:* introductions, case study on theories of globalization1. Introduce yourself and respond to ice-breaker prompt: share a weblink that represents and activity or interest that you enjoy
2. Post original response to the reading material (minimum 150 words, incorporate quotations to evidence your impressions and claims). **Due Thursday by midnight.**
3. Post two peer responses (minimum 75 words, incorporate quotations to evidence your impressions and claims). **Due Sunday by midnight.**

*3-2-1 Write-up:* Submit via SafeAssign in Assignments folder. **Due Sunday by midnight.***Participation is mandatory this week and will count towards Week 1 attendance in addition to graded deliverables.* |

**Part 4: Grading, Attendance, and Late Work Policies**

**Assessment & Grading:**

***Viewing Grades on Blackboard:*** Points you’ve earned for graded activities will be posted to the MyGrades screen in the Tools area of Blackboard.

In this course, you will be assessed on the following:

|  |  |
| --- | --- |
| Percentage/Points  | Activity/Assignment |
| 25 | Discussion Participation (Semester Long) |
| 10 | Student-Led Discussion Project (As assigned) |
| 10 | 3-2-1 Analysis Paper (Week 3) |
| 5 | Formal Paper Proposal (Week 5) |
| 20 | Formal Paper (Week 6) |
| 10 | Quizzes (3 lowest grades dropped) |
| 20 | Final Exam (Week 8) |
| **100** | **Total Possible** |

***Letter Grades:***

# Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

|  |  |  |
| --- | --- | --- |
| Letter Grade | GPA/Points | Performance |
| A | 4.0 | Excellent Work |
| A- | 3.7 | Nearly Excellent Work |
| B+ | 3.3 | Very Good Work |
| B | 3.0 | Good Work |
| B- | 2.7 | Mostly Good Work |
| C+ | 2.3 | Above Average Work |
| C | 2.0 | Average Work |
| C- | 1.7 | Mostly Average Work |
| D+ | 1.3 | Below Average Work |
| D | 1.0 | Poor Work |
| F | 0.0 | Failing Work |

**Attendance and Late Work Policy:**

*Version with absenteeism penalties*: Attendance in this online course is accrued through your timely participation in discussions and completion of assignments. Failure to participate will **reduce your grade in two ways**: through grade penalties as well as **additional penalties apply for absenteeism.** I will calculate your attendance by assigning proportionate value to the missed learning module items. Students absent for an excess of four “classes” (i.e., one week’s worth of activities) will earn a full letter grade deduction on their final grade for each additional “absence.”

*Version without absenteeism penalties:* Attendance in this online course is accrued through your timely participation in discussions and completion of assignments. Failure to participate in required course activities will impact your final grade.

***Late Work Policy:*** I will/will not accept late work. [Policy details] Late work is not accepted after the closing of each \_\_\_\_\_\_\_, late work only accepted in cases of \_\_\_\_\_, etc.

***Discussion Board Grading Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory****= 0** | **Limited****= 1** | **Proficient****= 2** | **Exemplary****= 3** |
| **Critical Analysis(Understanding of Readings and Outside References)**  | Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.  | Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.  | Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation. | Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation. |
| **Participation in the Learning Community**  | Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.  | Discussion postings sometimes contribute to ongoing conversations as evidenced by  — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research. | Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research. | Discussion postings actively stimulate and sustain further discussion by building on peers' responses including— building a focused argument around a specific issue or  — asking a new related question or — making an oppositional statement supported by personal experience or related research. |
| Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module. | Discussion postings respond to most postings of peers several days after the initial discussion. | Discussion postings respond to most postings of peers within a 48 hour period. | Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module). |
| **Etiquette in Dialogue with Peers**   | Written interactions on the discussion board show disrespect for the viewpoints of others. | Some of the written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs. |
| **Quality of Writing and Proofreading** | Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.  | Written responses include some grammatical, spelling or punctuation errors that distract the reader.  | Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.  | Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.  |

**Part 5: Course and University Policies**

**Student Accessibility Support Center Statement:**

Student Accessibility Support Center Statement

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Student Accessibility Support Center, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Center. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities>.

**Academic Integrity Statement:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at[http://www.stonybrook.edu/commcms/academic\_integrity/index.html](https://www.stonybrook.edu/commcms/academic_integrity/index.html)

 **Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Academic Judiciary.

**Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

## Understand When You May Drop This Course:

It is the student’s responsibility to understand when they need to consider disenrolling from a course. Refer to the Stony Brook Academic Schedulefor dates and deadlines for registration: <http://www.stonybrook.edu/commcms/registrar/calendars/academic_calendars>

### Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade. Circumstances must be documented and significant enough to merit an Incomplete. If you need to request an incomplete for this course, contact me for approval as far in advance as possible.

**Course Materials and Copyright Statement**:

Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity.

**Online Communication Guidelines and Learning Resources:**

***Maintain Professional Conduct Both in the Classroom and Online:*** The classroom is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Student Code of Conduct, and students are subject to disciplinary action for violation of that code. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer. I reserve the right to remove any discussion messages that display inappropriate language or content.

***Online Post Etiquette:***

* Offensive language or rudeness will not be tolerated. Discuss ideas, not the person.
* Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations).
* If you are responding to a message, include the relevant part of the original message in your reply, or make sure to refer to the original's contents so as to avoid confusion;
* Be specific and clear, especially when asking questions.
* Use standard punctuation and capitalization. Using all UPPERCASE characters gives the appearance of shouting and makes the message less legible;
* Remember that not all readers have English as their native language, so make allowances for possible misunderstandings and unintended discourtesies.

***Online Classes Require Better Communication:*** It is important to remember that we will not have the non-verbal cues that occur in a face-to-face classroom. I cannot see the confused, frustrated, or unhappy expressions on your face if you encounter problems. **You MUST communicate with me so that I can help.**To make the experience go smoothly, remember that you’re responsible for initiating more contact, and being direct, persistent, and vocal when you don’t understand something.

***My Role as the Instructor:*** As the instructor, I will serve as a “guide” in terms of the Discussion Board. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

* To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
* To fill in important things that may have been missed.
* To re-direct discussion when it gets “out of hand”.
* To point out key points or to identify valuable posts.

***Student Resources:***

* [Academic and Transfer Advising Services](http://www.stonybrook.edu/commcms/advising/): Have questions about choosing the right course? Contact an advisor today. Phone: (631) 632-7082 (option 2); email: advising@stonybrook.edu; website: <http://www.stonybrook.edu/commcms/advising/>
* [Amazon @ Stony Brook](http://www.stonybrook.edu/provostliasn/bookstore/): Order your books before classes begin. Phone: (631) 632-9828; email: Bookstore\_Liaison@stonybrook.ed; website: <http://www.stonybrook.edu/commcms/bookstore/>
* [Bursar](http://www.stonybrook.edu/bursar/): For help with billing and payment. Phone: (631) 632-9316; email: bursar@stonybrook.edu; website: <http://www.stonybrook.edu/bursar/>
* [Career Center](http://www.stonybrook.edu/career-center/) The Career Center's mission is to support the academic mission of Stony Brook University by educating students about the career decision-making process, helping them plan and attain their career goals, and assisting with their smooth transition to the workplace or further education. Phone: (631) 632-6810; email: sbucareercenter@stonybrook.edu; Website: <http://www.stonybrook.edu/career-center/>
* [Counseling and Psychological Services](http://studentaffairs.stonybrook.edu/caps/): CAPS staff are available by phone, day or night. <http://studentaffairs.stonybrook.edu/caps/>
* [Disability Support Services](http://studentaffairs.stonybrook.edu/dss/index.shtml): Students in need of special accommodations should contact DSS. Phone: (631) 632-6748; email: dss@stonybrook.edu; <http://www.stonybrook.edu/commcms/studentaffairs/dss/>
* [Library](http://library.stonybrook.edu/): Access to online databases, electronic journals, eBooks, and more!
	+ **Library Instruction Website -** <http://library.stonybrook.edu/workshops-this-week-citation-skills-worldcat-and-endnote-the-hsc/>
	+ **SBU Library Research Guides and Tutorials** <http://library.stonybrook.edu/research/research-basics/>
* [Registrar](https://www.stonybrook.edu/commcms/registrar/): Having a registration issue? Let them know. Phone: (631) 632-6175; email: registrar\_office@stonybrook.edu; http://www.stonybrook.edu/commcms/registrar/
* [Writing Center](http://www.stonybrook.edu/writingcenter/): Students are able to schedule face-to-face and online appointments. [https://www.stonybrook.edu/writingcenter](https://www.stonybrook.edu/writingcenter/)/
* [**Support for Online Learning**](http://www.stonybrook.edu/commcms/onlineed/student.html)<http://www.stonybrook.edu/commcms/onlineed/student.html>
* [Ombuds Office](http://www.stonybrook.edu/ombuds/) The Stony Brook University Ombuds Office provides an alternative channel for confidential, impartial, independent and informal dispute resolution services for the entire University community. We provide a safe place to voice your concerns and explore options for productive conflict management and resolution. The Ombuds Office is a source of confidential advice and information about University policies and procedures and helps individuals and groups address university-related conflicts and concerns. <http://www.stonybrook.edu/ombuds/>