

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This introductory course presents sociology as a discipline and a perspective for understanding the link between individuals and society. The course allows for critical evaluation of several important social issues, including the persistence of social and socioeconomic inequalities, the continuing significance of race, gender, class, family life, socialization, the economy, political structures, social interaction, and culture. Students will gain a subjective and objective understanding of the field of sociology through the review of historical information, research methods, theoretical perspectives, and effects of socialization. Ultimately, this course provides students the opportunity to develop critical thinking abilities about the way individuals operate within society. This course fulfills a General Education Social Science requirement. SOC101 is a gtPathways course.

Course Overview:

This introductory course presents sociology as a discipline and perspective to be used for understanding the link between individuals and society. The course allows for critical evaluation of several important social issues including the persistence of social and socioeconomic inequalities, the continuing significance of race, gender, class, family life, socialization, the economy, political structures, social interaction, and culture. Students will gain a thoughtful, critically sound understanding of the field of sociology through the review of the relevant historical material, research methods, theoretical perspectives, and effects of socialization on culture and society. Ultimately, this course provides students the opportunity to develop critical thinking abilities about the way individuals operate within society.

Course Learning Outcomes:

- Use the sociological perspective as a critical thinking tool for social research.
- Interpret the social world using contemporary sociological theories.
- Critically assess present social issues and apply sociological concepts to everyday life.
- Evaluate the ways individuals make decisions in society.
- Describe the concepts and definitions sociologists use to interpret social life.
- Analyze sound theoretical, methodological, and conceptual foundations in preparation for further study in sociology.
- Evaluate complex social problems using social scientific methods.
- Develop practical skills in written communication and scholarly writing.
- Discover career opportunities in sociology.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Charon, J. M. (2012). *Should we generalize about people? In ten questions: A sociological perspective* (7th ed.). Independence, KY: Cengage Learning.
- Sternheimer, K. (23 March 2013). The sociological imagination and personal crises. *Everyday Sociology Blog*. W.W. Norton & Co. Retrieved from <http://www.everydaysociologyblog.com/2013/03/the-sociological-imagination-and-personal-crises.html>
- Video: Sociological Imagination: <https://www.youtube.com/watch?v=BINK6r1Wy78>
- Video: Sociological Research Methods: Crash Course #4: <https://www.youtube.com/watch?v=QwhKiEyXYA>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 2

Readings

- UNM Open Libraries. (2010). Culture and the sociological perspective. Retrieved from <http://open.lib.umn.edu/sociology/chapter/3-1-culture-and-the-sociological-perspective/>
- Ford, S. (3 December 2014). Your socialization is crippling your sociological imagination. *Sociology in Focus*. Retrieved from <http://sociologyinfocus.com/2014/12/your-socialization-is-crippling-your-sociological-perspective/>
- Pew Research Center. (17 December 2015). Parenting in America: The American family today. Retrieved from <http://www.pewsocialtrends.org/2015/12/17/1-the-american-family-today/>

Opening Exercise (0 points)

Discussion (25 points)

Critical Thinking (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Culture and the Changing American Family

Choose any one trend from the Pew Center article on The American Family Today and provide a culturally critical analysis on the topic/trend using the sociological imagination tools in the UNM article. You can focus on any of the trends presented on the website. In your college-level, critically sound essay, include responses to three of the following questions with your analysis:

- What do the numbers (statistics) say?
- How does the trend reflect cultural changes in society?
- What was most interesting to you about the findings, and why?
- What is a real-world example of the findings?
- What is a popular culture example of the findings?
- How can you interpret the findings sociologically?

Your assignment should be a paper 2-3 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Option #2: Changes in Marriage and the American Family

Consider your socialization growing up. Do you recognize your family in any of the changes discussed in the Pew Center study? If yes, please reflect using the sociological imagination. In other words, discuss the trends you recognize in your experience, but make use of the sociological imagination to discuss rather than editorialize. If you do not see yourself in any of these changing trends, then you can reflect on assumptions you had growing up about any category in the Pew Center study: Single parents or children in poverty, for example. This paper is about seeing yourself sociologically.

Your assignment should be a paper 2-3 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Mastery Exercise (10 points)

Module 3

Readings

- Video: Turkle, S. (2012, February). Connected, but alone? [Video File]. Retrieved from https://www.ted.com/talks/sherry_turkle_alone_together/transcript
- Film: Gibney, A. (2007). ENRON: The smartest guys in the room [Video File]. Retrieved from <https://freedocumentaries.org/documentary/enron-the-smartest-guys-in-the-room>
- Ritzer, G. (2004). The McDonaldization of society. *Visions of Society: The Bureaucratization of Society*. Retrieved from <http://fasnafan.tripod.com/mcdonaldization.pdf>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (70 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Enron Reflection

ENRON: The Smartest Guys in the Room film reflection. After reading the Ritzer article and watching the ENRON film, write an essay on any three of the following questions. Do not answer them one by one; you should craft a college-level essay with a strong introduction, body, and conclusion, using APA formatting. Whichever questions you use here, you must also connect them to the Ritzer article.

- 1) What values did Ken Lay learn from his childhood that he brought to ENRON?
- 2) What does it mean when it's said that Ken Lay "wrapped himself in the cloak of moral rectitude"?
- 3) Describe ENRON's corporate culture. How did "rank and yank" and "executives engaging in extreme sports" serve to reinforce that culture? How did a particular perspective about bureaucracy fit into this model?
- 4) What motivated Lou Pai?
- 5) Why/how is The Titanic a metaphor for the ENRON scandal?
- 6) What is meant by "Burn baby, burn!"?
- 7) Who were "useful idiots" and why is that term used?

Your assignment should be a paper 1-2 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Option #2: Alone Together

Using the Terkel video/TED Talk, discuss your experience in being alone, together. Do her theories hold merit? Explain your response and go back to the readings on culture and socialization to deepen your discussion.

Your assignment should be a paper 1-2 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Module 4

Readings

- Gans, H. (1971, July/August). The uses of poverty: The poor pay all. *Social Policy*: pp. 20-24.
- Krogstad, J.M. (10 September 2015). How the geography of U.S. poverty has shifted since 1960. *Pew Research Center*. Retrieved from <http://www.pewresearch.org/fact-tank/2015/09/10/how-the-geography-of-u-s-poverty-has-shifted-since-1960/>
- Website: Stanford Center on Policy and Inequality Research Page
- Videos: Explore the following from “People like Us” (Students: choose any five to watch, you do not have to sign in to the website to watch the videos)

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Poverty in the US

Take a deep dive into the National Poverty Center’s website <http://www.npc.umich.edu/>. In a college-level, critically sound essay, draw on the website’s “Research” section and describe two significant aspects of poverty in the U.S. (You will find this on the main website’s left-hand menu. Hover over “Research” and then select “Research topics”.) Discuss why you chose these aspects of poverty, how they might intersect, and where you see them in society. Refer to the Critical Thinking Activity Rubric available in the Course Content for grading details.

Your assignment should be a paper 2-3 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Option #2: The Uses of Poverty Analysis

Herbert J. Gans’s classic “The Uses of Poverty: The Poor Pay All,” which was assigned reading for this module, addresses the causes of poverty from a sociological perspective. It is important to note that Gans was particularly critical of this so-called “positive” approach to poverty in America, and in his essay, he is specifically pointing out his criticisms in a skillful and creative way. In a clear and thoughtful college-level essay, describe Gans’s description of these “positive” aspects of poverty and discuss modern, real-world examples of how you see how poverty benefits the wealthy and hurts the poor. Consider the following in your essay:

1. How his provocative insights help explain the tenacity of poverty in America.
2. How he demonstrates that theory can be used to understand modern social problems.

Refer to the Critical Thinking Activity Rubric available in the Course Content for grading details.

Your assignment should be a paper 2-3 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Module 5

Readings

- Coates, T.-N. (June 2014). The case for reparations. *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Brown, G. (2016). The danger of not following police orders when approached. *ABNF Journal*, 27(4), 81-82.
- Densho. (2017). Ozawa v. United States. Retrieved from <http://encyclopedia.densho.org/Ozawa%20v.%20United%20States/>
- Sutler-Cohen, S. (2015). Race: An illusion with consequences. Retrieved from <https://prezi.com/uxomrcvwwumz/race-an-illusion-with-consequences/>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (40 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Submit Portfolio Project Topic for Approval: Researching a Major Historical Event

For this Portfolio Project, you will analyze a major global or national event, sociologically. You want to choose an event that has had major significance on a given society, such as the passage of a law like *Roe v. Wade* or a scientific breakthrough like genome projects (see below for additional topic suggestions). This week you will choose the event and submit a 1-2 paragraph overview of your topic.

Questions to consider: What makes this event historically significant? How did this event impact society and culture? What was the media's coverage and how did that coverage impact society and culture?

In your submission, state the event you want to use for this project with a brief rationale for your choice, explaining why your topic is socially significant. In addition, submit three APA citations for articles that you will use in your research. Include any questions you have for your instructor at the end of your document.

Your instructor will provide feedback on your choice. Though this assignment is not worth points in Week 5, points are included for it in Week 8, as it is a required deliverable for the final project, and you will lose points on your overall project grade if you fail to submit your topic. Keep in mind that you will have to have your topic approved by your instructor before moving forward. See the Portfolio Project Rubric for more details.

Be sure to review the CSU-Library SOC 101 Research Guide for assistance.

Topic suggestions (you are not required to choose any of these, they are here to assist you if you cannot settle on a topic):

- Abolishment of Slavery in the United States
- Arab Spring
- Brexit
- Chinese Cultural Revolution
- Civil Rights Movement of the 1960s
- Cotton Gin invention
- Dot-Com Boom and Bust

- El Movimiento
- European Union Development
- Fall of the Berlin Wall
- Fall of the Soviet Union
- Germ Theory
- Good Friday Agreement
- Great Recession of 2008
- History of the Emoticon
- Hurricane Katrina
- Iran Hostage Crisis of the 1970s
- Ludlow Massacre
- Medical Breakthroughs (any)
- Mexican Revolution
- Obama's Presidency
- Occupation of Wounded Knee (1973)
- Printing Press—Invention of
- The Rise of Domestic Terrorism in the U.S.
- Roe v. Wade
- San Francisco Earthquake of 1906
- Stanford Prison Experiment
- Stonewall Riots
- Trump Winning the Presidency
- Tuskegee Study/Experiment

Option #2: Submit Portfolio Project Topic for Approval: Analyzing the Unfamiliar

For this Portfolio Project, you will write a paper about a social observation experience in a setting you have never experienced before. This might mean a church service if you are atheist (or a service in a church significantly different from yours), going to a protest or march, or attending a Bar/Bat Mitzvah. The key to this assignment is in its title: *Analyzing the Unfamiliar*. It is important you choose something you will be safe participating in or observing, but perhaps also be out of your comfort zone.

You may not choose something you have done in the past.

In your submission, state the social setting you want to use for this project with a brief rationale for your choice, explaining how this setting is unfamiliar to you and what you hope to take away from your experience. (If you want, you may write your introduction at this stage, which should include why you chose this topic and why it is worthwhile or interesting). In addition, submit three APA citations for articles that you will use in your research. Include any questions you have for your instructor at the end of your document.

Be sure to review the CSU-Library SOC 101 Research Guide for assistance.

Your instructor will provide feedback on your choice. Though this assignment is not worth points in Week 5, points are included for it in Week 8, as it is a required deliverable for the final project, and you will lose points on your overall project grade if you fail to submit your topic. Keep in mind that you will have to have your topic approved by your instructor before moving forward. See the Portfolio Project Rubric for more details.

Module 6

Readings

- Lorber, J. (1994). Night to his day: The social construction of gender. In *Paradoxes of Gender*. New Haven, CT: Yale University Press. Retrieved from <https://jenseyatvajameh.files.wordpress.com/2008/07/sakhtareejtemaiejenseyat.pdf>
- Binary This. (2013, May). Judith Butler explained with cats. Retrieved from <https://binarythis.com/2013/05/23/judith-butler-explained-with-cats/>
- Video: Kimmel, M. (2015). Why gender equality is good for everyone—men included. *TEDWomen 2015*. Retrieved from https://www.ted.com/talks/michael_kimmel_why_gender_equality_is_good_for_everyone_men_included
- Video: Heckman, S. (2006). Wrong bathroom: Gender discrimination in restrooms. Retrieved from <https://www.youtube.com/watch?v=yFDaYIsOWQk>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Night to His Day Analysis

Consider Judith Lorber's article, "Night to His Day: The Social Construction of Gender," which was assigned reading for this module. Carefully address the following two questions in no more than one single-spaced page:

1. If you had to summarize in ordinary language the concept of "gender as structure," what would you say? (How would you explain "gender as a social institution" to a relative or a friend?)
2. How did Judith Lorber demonstrate the different significance gender categories have for the individual and society? (Hint: It may help to recall Lorber's discussions of "sameness" and "difference.")

Your assignment should be a paper 2-3 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Option #2: Gender in Advertising

For this option, you will choose one advertisement in print media, radio, television, or in social media that you think targets a particular gender. You want to copy a link to the advertisement in your paper and discuss, using both the Lorber article and the "Judith Butler Explained with Cats" website to discuss the various ways you notice the social construction of gender. In your paper, describe ways in which the advertisement expresses gender, sells to a particular gender, and either supports or defies rules and roles about acceptable gendered behaviors and representations. You might think about: Patterns of everyday interaction, including the ranges of choices available to people, use of space, and use of language.

Your assignment should be a paper 2-3 pages long, not including the required title and reference pages. Adhere to the CSU-Global Guide to Writing and APA. Include at least three scholarly sources (you may use the recommended readings) to support your answers. The CSU-Global Library is a good place to find

these sources. Remember to use in-text citations as appropriate and to include your sources in your reference page.

Module 7

Readings

- Video: Crenshaw, K. (2016). The urgency of intersectionality. *TEDWomen2016*. Retrieved from https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Collins, P.H. (2005). Intersecting oppressions. Retrieved from https://www.sagepub.com/sites/default/files/upm-binaries/13299_Chapter_16_Web_Byte_Patricia_Hill_Collins.pdf
- Admin. (14 December 2011). Life at the intersectionality of race, class & gender. *Sociology in Focus*.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings

- Suls, R. (15 September 2016). Educational divide in voter preferences on track to be wider than in recent elections. *Pew Research Center*. Retrieved from <http://www.pewresearch.org/fact-tank/2016/09/15/educational-divide-in-vote-preferences-on-track-to-be-wider-than-in-recent-elections/>
- Bhattacharya, S., Yang, C., Srinivasan, P., & Boynton, B. (2016). Perceptions of presidential candidates' personalities in Twitter. *Journal of The Association for Information Science & Technology*, 67(2), 249-267. doi:10.1002/asi.2337

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (310 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Researching a Major Historical Event

For this Portfolio Project, you will analyze a major event, global or national, sociologically. You want to choose an event that has had major significance on a given society.

Refer to the handout "Writing an Effective Essay." You may also want to view the sample paper, "Does Your Paper Look Like This?"

You can download and save the APA Template Paper as your paper and replace the placeholders with your information. This template is already formatted in APA style according to the CSU-Global Guide to Writing and APA Requirements. Be sure your paper follows APA style according to the CSU-Global Guide to Writing and APA.

Be sure to review the CSU-Library SOC 101 Research Guide for assistance.

Your final paper must be 8-10 pages long. Cite at least six scholarly sources to support your assertions and strengthen your arguments, at least one of which is not provided in, or linked from, the course. The

CSU-Global Library is a great place to find these sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
- A government-based website or publication.

Refer to the Portfolio Project Rubric on the Course Information page for grading criteria. Please proofread your paper to ensure the sentences, paragraphs, and ideas flow well and are logical, concise, and grammatically error-free. *A complete APA-style bibliography is required.*

Option #2: Analyzing the Unfamiliar

First, to inform and strengthen this project, find at least six scholarly sources related to the topic of sociological research and the topic you choose to address. You will need to cite these references in your paper to support the assertions and strengthen any arguments you make. Use at least one that is not provided in or linked from the course.

For this assignment, refer to the handout—Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

You can download and save the APA Template Paper as your paper and replace the placeholders with your information. This template is already formatted in APA style according to the CSU-Global Guide to Writing and APA Requirements. Be sure your paper follows APA style according to the CSU-Global Guide to Writing and APA.

Be sure to review the CSU-Library SOC 101 Research Guide for assistance.

Your final paper must be 8-10 pages long. Cite at least six scholarly sources to support your assertions and strengthen your arguments, at least one of which is not provided in, or linked from, the course. The CSU-Global Library is a great place to find these sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article
- A government-based website or publication.

Refer to the Portfolio Project Rubric on the Course Information page for grading criteria. Please proofread your paper to ensure the sentences, paragraphs, and ideas flow well and are logical, concise, and grammatically error-free. *A complete APA-style bibliography is required.*

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6

B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Project

COURSE POLICIES

Course Grading

20% Discussion Participation
0% Opening Exercises

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **[In-Classroom Student Policies and Guidelines](#)** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.