

## Sociology 4551: Sociology of Sexualities

**Spring 2009**  
**Tuesdays, 5:30-8:00 PM**  
**235 Blegen Hall**

### **Contact Information:**

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Please do not hesitate to visit during office hours, whether to ask a question, discuss an issue, or simply introduce yourself. We would be happy to talk with you. If you missed class, please contact a classmate to get missed lecture notes.

Classmate #1: \_\_\_\_\_

Classmate #2: \_\_\_\_\_

**Course Description:** “What’s a topic like sex doing in a sociology course?” you might be asking yourself at this moment. Isn’t sex something to keep private – certainly not something to talk about in school! Won’t studying sex demystify it? And if we do study sexuality, shouldn’t we do so in the natural science, since sex is a matter of biology? Or, at least it should be in psychology, since so many people have sexual problems.

Clearly, the answer is “No,” because we’re here in a class devoted to the sociological study of sexuality. Biology and psychology are certainly appropriate domains through which one can examine various facets of our sexualities. But the thesis underlying this course is that it is also necessary to focus on the social construction of sexuality. Human sexuality, rather than being the simple product of natural “urges” or “drives” is also shaped and constructed in social contexts. Hence there is a considerable range of sexual variations in our own society, and even more variation if we look across time and place at sexual attitudes and behaviors.

Additionally, the sexual is both personal and social. Nothing in our lives is more personal – nor more social. It is also political, as the feminist and LGBT (lesbian, gay, bisexual, and transgender) movements have demonstrated. Some of the most widely discussed social issues in recent years involve the politicization and “public-ness” of discussions about sexuality.

This course will challenge you to examine taken-for-granted beliefs about the naturalness of various sexual phenomena and deepen your understanding of how various social forces shape people’s sexual lives. The course will focus on the diversity of thought, behavior and lived experience of individuals with regard to sexuality.

**Course Goals & Objectives:**

***Understanding Sexual Diversity:*** Utilizing critical thinking skills and the sociological imagination, by the end of the semester students should be able to:

- Understand what it means for sexuality to be socially constructed.
- Question implicit assumptions about sexuality that students take for granted as the norm.
- Understand the role of social institutions in maintaining, challenging, and altering sexual ideologies and norms in society.
- Understand what it means for sexuality to be a dimension of social stratification and how sexuality is related to power and inequality.
- Understand how sociologists analyze sexuality: the questions they typically ask, and the major theoretical frameworks they use in interpreting this subject matter.

***Critical Thinking Skills:*** One of the main goals of this course is to help students learn and apply critical thinking skills. Using your critical thinking skills, students will utilize the sociological imagination in learning and thinking about gender in contemporary society.

**Q:** *I hear “critical thinking” used all the time, but what does it actually mean?*

**A:** Critical thinking includes, but is not limited to, the following sets of skills:

- The ability to identify assumptions, evidence, reasoning, and cause and effect claims and critique them.
- The capacity to develop explanations that go beyond the level of the individual by taking into account larger structural forces and factors.
- The ability to apply concepts to multiple situations and contexts.
- The ability to unlearn what you “already know.”
- The ability to “read the silences” in an argument and critically examine the significance of what is missing from an argument.
- The ability to exhibit “value awareness” – becoming aware of your own taken-for-granted values that inform your perspective.
- Being able to appreciate uncertainty as a social reality.

***Intellectual & Personal Development:*** In this class, students will:

- Discover and reflect upon one’s own position in the social structure, reflecting upon your own experience, values, beliefs, and assumptions.
- Expand your intellectual understanding and your general sociological sophistication.
- Improve both oral and written communication skills through class discussions and a variety of exercises & assignments.

**Required Course Texts & Materials:**

*Sexuality and Gender*, ed. Christine L. Williams and Arlene Stein. Blackwell Publishers. © 2002

*Sexuality* (2<sup>nd</sup> edition), by Jeffrey Weeks. Routledge. © 2003

The required books are available in the University bookstore. If you get the books elsewhere, please ensure that you get the correct edition of the Weeks book. Each book is also available for 2-hour loan at Course Reserves in the basement of Wilson Library.

Additional required readings will be located on the course website. Please check that your Moodle access is working correctly in the first week of class to ensure all readings are completed on time.

**Course Website (Moodle):** You may access the course Moodle site through your myU Portal at <http://www.myu.umn.edu> using your UMN x.500 login identification and password. We will discuss the use of the site more in class. If you are unable to access the course website, please contact the instructional team ASAP.

Announcements about class will be made through the course website. You should check the course website at least once a week. In addition to containing some of the required readings, audio files, and video clips for the course, the website will also contain some recommended (but not required) readings and news stories. Tim will also post lecture slides, reading guides, exam review guides, assignment guidelines, and other informational resources on the course website.

**Privacy:** In this class, our use of technology will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact the instructor for further information.

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**Course Format:** Class sessions will typically consist of lectures complemented by class discussion, videos, and small group activities lead by the instructor. Assigned readings will be used to supplement lectures, discussions, and assignments.

**Students are expected to...**

1. **Attend and participate in all class sessions. Active participation is an important component of the course and an important part of the learning experience for everyone in class. A portion of your grade depends on your participation.**
2. Help create a positive and constructive learning climate in class. Careful listening, honesty, constructive feedback and respect are necessary components of this environment.
3. Complete all assigned readings before coming to class and to complete and submit assignments on time within the guidelines provided.
4. Turn off cell phones and noise making devices during class. If you have a legitimate reason to have one on, please notify the instructor before class.
5. Be respectful of the instructor and other students. Please do not sleep, read the paper, surf the internet, chat on IM programs, or do other work during class. Also, please do not talk while others are talking unless we are having group discussions.
6. Have access to the internet and use resources on the internet as directed in this course. Students will be required to use the internet to access audio clips, course readings, and reading guides.
7. Offer the instructor clear, constructive, feedback regarding their experience of the class.
8. Respect the instructor's time. For example, the instructor will not be able to respond to an e-mail regarding a course assignment one hour before it is due.
9. Communicate with the instructional team if you are struggling in the course. The sooner you talk to the instructional team, the better the result.
10. Please acknowledge that Tim is human and that sometimes he will make mistakes. He will fix or remedy the issue if there is a mistake.

**Notes on Tim's Teaching Philosophy:** This course will be a stimulating and enjoyable experience for all of us if everyone comes prepared and ready to participate. We should all be ready to discuss and share ideas, opinions, and analyses of the readings, audio clips, videos, and lectures. While I will provide background information for each topic, I believe that students learn from each other and that I can also learn from your experiences. I aim to facilitate an academic environment that is interactive and participatory. We will often discuss readings in class as a large group or in small groups, in addition to

engaging in active learning exercises. I expect your complete effort, participation, engagement, and regular attendance. You can expect the same from me.

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### **Course Policies:**

**Discussion Guidelines:** The material that we will cover may engage some very charged issues: racism, sexism, classism, misogyny, homophobia, heterosexism, etc. We also may discuss some things that challenge you to think differently about people and issues. While class discussions may raise some discomfort, I believe that learning only happens when we talk about new information and novel ideas in an atmosphere of curiosity, openness, and respect. Thus, the classroom environment should be free of discrimination, harassment, and intimidation. Some of the material covered in the class may be particularly sensitive for some students, and as such we should all work together to create a safe space for all students. We must all respect each other's privacy, and personal information shared during class discussion should be treated as confidential. Diverse opinions can enrich discussions, thus a norm of mutual respect for others' viewpoints is expected during all class discussions.

**University Senate Workload Policy:** One credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. This means that, in addition to three hours of in-class time, students should expect to spend about six hours per week on course work outside the classroom.

**Absences:** While there is no official attendance grade for this course, you may not make up in-class participation exercises. You must have a documented excuse (medical note, etc.) in order to be excused from missed participation exercises. If missing class, it is your responsibility to obtain class notes from a classmate and learn the material.

**Turning in Written Work:** The instructional team will not accept written work via e-mail. If you do not turn in an assignment in class, you must turn it in to the Sociology Main Office (909 Social Sciences), which is open 7:45 AM - 4:30 PM Monday-Friday. Papers that are shoved under the instructor's (or the TA's) office door will not be accepted.

**Late Assignments:** On all written assignments, your grade will decrease by 20 % for each day that it is late. Late assignments will not be accepted if they are 5 or more days late (this includes Saturday and Sunday). Late assignments completed on Saturday or Sunday should be submitted to the instructor via e-mail to verify completion, but a hard copy must also be submitted to the Sociology Main Office (909 Social Sciences) the following Monday.

**Makeup Exams/Quizzes:** Makeup exams/quizzes will only be granted with documented excuses and you must notify the instructor via e-mail within 24 hours of the missed exam/quiz to explain why you missed the exam/quiz. You must make up the exam/quiz within a week of the original exam date (exceptions will be granted only under extreme circumstances).

**Academic Dishonesty:** Academic integrity is the cornerstone of scholarly work at any level. Academic dishonesty will not be tolerated. Academic dishonesty is any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Examples include cheating on assignments, plagiarizing, and intentionally tampering with grades. Scholastic misconduct will result in a grade penalty, which may include a failing grade for the course. For additional information about definitions and consequences of academic dishonesty, please reference the attached CLA and Sociology Department policies or the University's guide to student conduct:

<http://www1.umn.edu/oscai/conduct/student/index.html>.

**Support:**

**Communicating with Instructor:** E-mail is the best way to contact the instructional team outside of class, but it is much better to catch us before or after class to talk in person. Additionally, don't be shy - come visit us during office hours! Drop by and see us when you want to talk informally about class material, when you want to get feedback about your performance in class, or just to say hi. If you cannot make the scheduled office hours, let us know so that we can schedule an appointment.

**Disabilities:** If you have a condition that affects your ability to participate fully in class or meet course requirements, please contact the instructor ASAP so that we can arrange appropriate accommodations. You are also encouraged to contact Disability Services at the McNamara Alumni Center, 200 Oak Street SE, Suite 180. Phone: (612) 626-1333. Website: <http://ds.umn.edu>.

**Writing Support:** If you would like further help with your writing, you can contact the University Writing Center (<http://writing.umn.edu/sws/>) for free writing instruction. Phone #: 612-625-1893.

**Grading Criteria:** There are 400 points total for the class. Grades for the course and assignments will be determined according to the following scale:

93-100 %	370 + points	A	73-76 %	290-305.5 points	C
90-92 %	358-369.5 points	A-	70-72 %	278-289.5 points	C-
87-89 %	346-357.5 points	B+	67-69 %	266-277.5 points	D+
83-86 %	330-345.5 points	B	60-66 %	238-265.5 points	D
80-82 %	318-329.5 points	B-	Below 60 %	237.5 or fewer points	F
77-79 %	306-317.5 points	C+			

The 400 points will be distributed in the following manner:

Mid-Semester Quizzes (2)	100 points (50 points each)
Final Exam	75 points
Final Project	75 points
Reflection Papers (3)	70 points (#1 = 10 points; # 2 & 3 = 30 points each)
Online Commentaries (6)	30 points (5 points each)
In-Class Participation Exercises	50 points

**S/N Grade:** Students taking the course on an S/N grading scale must receive a 73 % or higher (290 points or higher) in order to receive an "S" mark for the course.

**Grade Disputes:** If you wish to dispute the grade assigned to an assignment or an exam/quiz, you must do so in writing within 48 hours after the exam/quiz or paper has been returned. You must include a specific rationale for why your answer is correct, or why the paper deserves a higher grade. "I think I deserve a better grade" does not constitute a specific rationale.

**Incompletes:** Incompletes will be granted under extreme circumstances and you must have a prior written agreement with the instructor in order to receive an Incomplete in this course.

**Course Assignments:** Information about course assignments is provided below. You will be given additional guidance on writing assignments via handouts later in the semester. Hard copies of all written

assignments are due at the beginning of class on the due date. Grading rubrics will be distributed with detailed assignment handouts later in the semester so students will know how they are being evaluated.

### **Reflection Papers & Online Commentaries (100 points total – 25 % of course grade)**

The first reflection paper (10 points) is due January 27 and should be 1 ½ to 2 pages in length. It will serve as an opportunity for you to practice writing a response to the film “For the Bible Tells Me So.”

The second and third response papers (worth 30 points each) are your opportunity to provide a critical analysis of one or more of the required readings for the course. During the second week of class, you will sign for two separate dates for which you will write a response paper. Each paper should be roughly 3 pages in length. Examples of high quality reflection papers (from another course) will be posted to the course website for you to check out if you need some assistance in thinking about how to write a response paper.

There are eight separate class meeting sessions for which students will be writing response papers. If you are not writing a response paper for a date on the syllabus listed as having a response paper session, then you are writing an online commentary in response to another student’s response paper. Online commentaries are an opportunity for you to engage in dialogue with your fellow classmates. Course dialogues are an important means for receiving critical feedback and suggestions regarding your ideas. Each online commentary is worth 5 points.

Substantively, your online commentary should be roughly one to two high-quality, reflective paragraphs that demonstrate you are critically engaging both your colleague’s writing and the author(s) to whom she or he is responding (i.e., you should demonstrate at least one of the critical thinking skills outlined on page 2 of the syllabus). Simply writing “good job!” will get you no credit, but every seriously written commentary will receive full credit. The instructional team will inform you if your commentaries are under-developed and reserves the right to deduct points for subsequent under-developed commentaries. Due dates for online commentaries are specified in the course schedule at the end of the syllabus.

Since this requires a bit of coordination, if it is your turn to write a reflection paper, you have until 12 noon on the Friday prior to your response paper session to post your reflection paper online. For example, if you are writing a response paper for the first response paper session (February 10), you must post your paper online by Friday, February 6 at 12 noon. As a reminder, you are required to turn in a hard copy in class for the instructional team to grade as well.

If it is your turn to write an online commentary, then you have until noon the day of class to post your commentary online. So, for example, if you are writing a commentary for the first response paper session, your commentary must be posted online by noon on February 10.

In class, you will be joining a discussion group with the person whose reflection paper you commented upon to engage in a dialogue about the topic at hand and the feedback that each of you provided to the author. Please come to class prepared to discuss either your reflection paper or the feedback that you provided.

### **Two Mid-Semester Quizzes (50 points each) & Final Exam (75 points)**

There will be two quizzes (February 24 and April 7) that will be based on lecture material, videos, and readings. The format of the quizzes may include true/false, multiple choice, matching, fill-in-the-

blank, short answer, and essay questions. The final exam (May 12) will be similar in format but will contain some cumulative material from earlier in the semester (you will receive a heads up about what to focus on). Review guides for each of the two quizzes and the final exam will be provided in advance.

### **In-Class Participation Exercises (50 points)**

Throughout the semester, the instructor will assign different in-class exercises, which may include, but are not limited to the following: in class-journaling, a thought provoking question to prepare students for group discussion, or a group/film discussion handout. Those who clearly put forth effort on the exercises will receive full credit on these assignments. These will count as your participation points for the course and will be collected at the end of each class period for which they are assigned.

### **Final Project (75 points)**

This paper will give you the opportunity to explore a topic of your own interest. Considerable flexibility will be provided in the type of project or paper that you will be able to do. For example, you may use this as an opportunity to conduct a pilot study for a senior project paper or you may use this opportunity to conduct a literature review about a topic that you are particularly interested in. You may choose to do a group project on a topic of interest such as a video/documentary. More information about this project will be provided later in the semester.

### **Extra Credit Points (20 points possible)**

Occasionally, throughout the semester, extra credit opportunities will be announced in class. You will be permitted to turn in a maximum of two extra credit assignments (worth 10 points each).

## **Course Schedule**

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Note: Course schedule may change at Tim's discretion. The reading schedule listed on the syllabus is **tentative** and you should check the course website for changes to the required readings for each class period. Announcements about changes to the required readings will be listed on the course website for the date on which you are expected to have the readings completed by.

(JW) Indicates that a reading is in the Jeffrey Weeks – *Sexuality* book

(WS) Indicates that a reading is in the Williams & Stein – *Sexuality & Gender* book

(M) Indicates that a reading is posted to the course Moodle website

### **Week 1 - Tuesday, January 20 - Course Introduction**

Go over the Course Syllabus

In-Class Video: "For The Bible Tells Me So"

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### **Week 2 - Tuesday, January 27 – History of the Study of Sexuality; Social Constructionism**

**1 ½ to 2 page reflection on "For the Bible Tells Me So" Due Today**

**Sign up in class today for Reflection Paper dates**

*Readings for today:*

(M) **Christina** – Are We Having Sex Now or What?

(M) **Kimmel & Plante** - Sexualities

(JW #1-3) The Languages of Sex; The Invention of Sexuality, & The Meanings of Sexual Difference (pg. 1-67)

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**Week 3 - Tuesday, February 3 – Gender Stereotypes & Sexuality; Social Theories on Sexuality**

*Readings for today:*

(M) **Schwartz & Rutter** – Sexual Desire & Gender

(WS #1) **Dinnerstein** – Higmous-Hogamous (pg. 5-19)

(WS #2) **Plummer** – Symbolic Interactionism & Sexual Conduct (pg. 20-30)

(WS #4) **Epstein** – A Queer Encounter: Sociology and the Study of Sexuality (pg. 44-53)

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**Week 4 - Tuesday, February 10 – The Complexities & Intersections of Sex, Gender, and Sexualities**

**Reflection Paper Session #1 (Response to Week 2 or 3 Readings)**

**In-Class Video: “You Don’t Know Dick”**

*Readings for today:*

(WS #8) **Blackwood** – Sexuality & Gender in Certain Native American Tribes (pg. 113-121)

(WS #32) **Fausto-Sterling** – The Five Sexes (pg. 468-473)

(M) **Taylor & Rupp** - Learning from Drag Queens

(M) **Chase** – Hermaphrodites with Attitude

(M) **Quart** – When Girls Will Be Boys

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**Week 5 - Tuesday, February 17 – Diversity in Sexualities & Sexual Practices; Sexual Trends**

**Reflection Paper Session #2 (Response to Week 4 Readings)**

*Readings for today:*

(JW #4) **The Challenge of Diversity** (pg. 69-90)

(M) **Udis-Kessler** – “Bisexuality” in an Essentialist World: Toward an Understanding of Biphobia

(M) **Ward** – Straight Dude Seeks Same: Mapping the Relationship between Sexual Identities, Practices, & Cultures

(M) **Sheff** – The Reluctant Polyamorist: Conducting Auto-Ethnographic Research in a Sexualized Setting

(M) **Corbett** – Children of God (Texas Zion Ranch story)

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**Week 6 - Tuesday, February 24 – Quiz #1; Representations of Sexualities – TV/Media, Advertising**

**First Hour of Class (5:30 to 6:30) - Quiz #1**

*Readings for today:*

(WS #21) **Gamson** – Publicity Traps: Television Talk Shows and LGBT Visibility (pg. 311-329)

(WS #22) **Durham** – Girls, Media, & The Negotiation of Sexuality (pg. 332-346)

(M) **Irvine** – Selling Viagra

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**Week 7 - Tuesday, March 3 – LGBT Families & Relationships**

**Reflection Paper Session #3 (Response to Week 5 or 6 Readings)**

**In-Class Video: Portions of 20/20 Episode on the Thomas Beatie story**

*Readings for today:*

(WS #7) **Weston** – Copycat (pg. 100-112)

(WS #27) **Stacey** – Gay and Lesbian Families are Here...Let’s Get Used to It! (pg. 395-404)

(M) **Adam** – Relationship Innovation in Male Couples

(M) **Denizit-Lewis** – Young Gay Rites

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**Week 8 - Tuesday, March 10 – Sexual Socialization & Sex Education**

**Proposal for Final Project Due today**

**In Class Video: “The Education of Shelby Knox”**

*Readings for today:*

(WS #9) **Thorne & Luria** – Sexuality & Gender in Children’s Daily Worlds (pg. 127-139)

(M) **Levine** – Harmful to Minors – Chapter 5: “No-Sex Education”

(M) **Kaiser Family Foundation** – Sex Education in the US: Policy & Politics

(M) **Talbot** – Red Sex, Blue Sex: Why do so Many Evangelical Teenagers become Pregnant?

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**Spring Break: March 16-20**

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**Week 9 - Tuesday, March 24 – Teen Dating & Sexuality; Teen Pregnancy**

**Reflection Paper Session #4 (Response to Week 7 or 8 Readings)**

**In Class Video: “Girls Like Us”**

*Readings for today:*

(WS #10) **Martin** – “I Couldn’t Ever Picture Myself Having Sex...” (pg. 142-164)

(WS #12) **Bell Kaplan** – Tough Times: Susan Carter (pg. 174-186)

(M) **Risman & Schwartz** – Gender Politics in Teen Dating

(M) **Amico** – Whorified Virgins: Gay Youth and Sex

(M) **Denizit-Lewis** – Friends, Friends with Benefits...

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**Week 10 - Tuesday, March 31 – Religious & Cultural Diversity in Sexualities**

**Reflection Paper Session #5 (Response to Week 9 Readings)**

*Readings for today:*

(WS #17) **Bartkowski** – Breaking Walls, Raising Fences (pg. 259-269)

(WS #19) **Warner** – The Metropolitan Community Churches and the Gay Agenda (pg. 281-292)

(WS #20) **Mernissi** – The Muslim Concept of Active Female Sexuality (pg. 296-305)

(M) **Rust** – The Impact of Multiple Marginalization

(M) **Okazaki** – Influences of Culture on Asian Americans’ Sexuality

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**Week 11 - Tuesday, April 7 – Quiz #2; Sexuality in Global Perspective**

**First Hour of Class (5:30 to 6:30) - Quiz #2**

**In Class Video: “Coming Out in the Developing World”**

*Readings for today:*

(M) **Altman** – Sexuality & Globalization

(M) **Azimi** – Prisoners of Sex

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**Week 12 - Tuesday, April 14 – Sexual Objectification; Sexual Violence**

**Reflection Paper Session #6 (Response to Week 10 or 11 Readings)**

**In Class Guest Speakers from the Aurora Center**

*Readings for today:*

- (WS #13) **Hill Collins** – The Sexual Politics of Black Womanhood (pg. 193-204)  
(WS #15) **Loe** – Working for Men: At the Intersection of Power, Gender, and Sexuality (pg. 221-237)  
(M) **Sheffield** – Sexual Terrorism  
(M) **Sanday** – Rape Prone vs. Rape Free Campus Cultures
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**Week 13 - Tuesday, April 21 – Sex for Sale: Sex Tourism, Trafficking, Sex Work, Prostitution**

**Reflection Paper Session #7 (Response to Week 12 Readings)**

**Possible Guest Speaker or Possible In-Class Video: “Anonymously Yours” or “Bought and Sold”**

*Readings for today:*

- (WS #14) **Chapkis** – The Meaning of Sex (pg. 207-218)  
(WS #24) **Davidson et. al.** – Fantasy Islands: Exploring the Demand for Sex Tourism (pg. 354-366)  
(M) **Weitzer** – Prostitution: Facts & Fictions  
(M) **Landesman** – The Girls Next Door  
(M) **Perdue** – How the Internet is Shaping Sex
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**Week 14 - Tuesday, April 28 – Sexual Politics; Politics of Female Sexuality**

**Reflection Paper Session #8 (Response to Week 13 Readings)**

**Course Evaluation in Class Today**

*Readings for today:*

- (JW #5) Sexuality, Intimacy, and Politics (pg. 91-116)  
(WS #28) **Schneider & Jenness** – Social Control, Civil Liberties, and Women’s Sexuality (pg. 408-421)  
(M) **Shorto** – Contra-Contraception  
(M) **Luker** – Motherhood & Morality in America
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**Week 15 - Tuesday, May 5 – Sexual Politics & Social Change**

**Final Project Due in Class Today**

**In Class Video: “Scout’s Honor”**

*Readings for today:*

- (JW #6) Private Pleasures and Public Policy (pg. 117-128)  
(WS #29) Seidman et. al. – Beyond the Closet? (pg. 427-443)  
(M) Rubin – Thinking Sex
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**Final Exam: Tuesday, May 12 – 5:30-7:30 PM (235 Blegen Hall)**

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## COLLEGE OF LIBERAL ARTS POLICY

**GRADES:** University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

**FINAL EXAMINATIONS** (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

**CLASS ATTENDANCE:** As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

**COURSE PERFORMANCE AND GRADING:** Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

**CLASSROOM BEHAVIOR:** You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures Handbook on-line at <http://advisingtools.class.umn.edu/cgep/>).

**SCHOLASTIC CONDUCT:** The University Student Conduct Code defines scholastic dishonesty as follows:

*Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.* Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. Should misconduct arise, the college's Scholastic Conduct Committee in cooperation with the Office of Student Academic Integrity/Student Judicial Affairs (OSAI/SJA) assists instructors in resolving cases, reviews cases in which students believe themselves unfairly treated, and checks for multiple offenses in different courses. Faculty members who suspect students of scholastic misconduct must report the matter to OSAI/SJA. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").**

**A REMINDER OF RELEVANT POLICIES AND PROCEDURES**  
**\* SOCIOLOGY DEPARTMENT POLICIES \***

**GRADE INFORMATION:** Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

**INCOMPLETES:** It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

**MAKE-UP EXAMINATIONS:** Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

**GRADE CHANGES:** Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department associate chair and/or the department academic advisor (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

**DISABILITY SERVICES:** Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disabilities Services in 230 McNamara.

**SEXUAL HARASSMENT:** University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

**SOCIOLOGY PROGRAMS INFORMATION:** The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

General information, Sociology Department, 909 Social Sciences - 624-4300

Undergraduate Advisor, Ann Rausch, 923 Social Sciences – 624-6013

Director of Undergraduate Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310

Sociology Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273

Director of Graduate Studies, Professor Penny Edgell, 1074 Social Sciences – 624-9828 and/or

Graduate Program Associate, Robert Fox, 931 Social Sciences - 624-2093