

Soc. 3251W: Sociological Perspectives on Race, Class, and Gender

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Spring 2007
Class Times: T,Th. 8:15am-9:30am
Class Location: Blegen 150
Office Hours: Tue. 9:40am-11:30am
Wen. 11:00 am-1:00pm
or by appointment

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Office Hours: Tue. 9:40am-11:10am
Thur. 12:15pm-2:45pm
or by appointment

Course Description and Goals

Race, class and gender, and the inequalities associated with them, affect all of our lives but are often taken for granted and rarely confronted, challenged or contested. This course will do just that by examining the social construction of race, class and gender. We will start by examining race, class, and gender inequalities as individual aspects of social life. Then, we will focus our attention on how race, class, and gender shape societies and individual experiences in interaction with each other. We will spend a substantial amount of time examining how these inequalities shape and are shaped by social institutions, including cultural institutions, the economy, and the family. Throughout the course, the American experience will be compared and contrasted with societies throughout the world; however, there is also a section of the course explicitly devoted to social inequality in the comparative perspective. Finally, we will devote the last few weeks of the course to discussing possible approaches to addressing social inequalities.

The goals for this course are for every student to:

1. Understand the importance of race, class, and gender as distinct aspects of social life and as interrelated social forces.
2. Understand the ways that race, class, and gender are socially constructed categories that have different content across societies and are transformed (and sometimes maintained) over time.
3. Explore the importance of race, class, and gender in social institutions and in individual experiences, interactions, and identities.
4. Improve your ability to articulate thoughts about course material during class discussions and in written assignments.

Course Structure:

Class time will be a mixture of lecture and discussion or other in-class activities. During lecture, which will typically take between half-hour and 45 minutes, I will review and discuss the readings and give additional information about the day's topic. The remainder of class time will be spent in learning exercises, activities, or discussions.

Required Reading:

Most of the readings for the course come from two books, which are available in the University of Minnesota main bookstore (although you will be able to find them much cheaper online):

Ore, Tracy E., ed. 2005. *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*, 3rd Ed. Boston: McGraw Hill.

Grusky, David B., ed. 2001. *Social Stratification: Class, Race, and Gender in Sociological Perspective*, 2nd Ed. Boulder, CO: Westview Press.

If you get the books online, please make sure and get the correct editions.

In addition to readings from these books, there are additional required readings on the syllabus; you can access these readings on the course website, by clicking on the "students only" link on the top right of the page and entering the username and password. The username is "soc3251" and the password is "tranby1046". You can also download some readings from various article indexes, including JSTOR and Sociological Abstracts.

Course Website:

The course website can be found at: <http://blog.lib.umn.edu/tran0410/soc3251>. On this site there is a copy of this syllabus, interesting and helpful links, examples of reactions/discussion questions, media journals, and responses, copies of all course handouts, blogs for all course material, and the "students only" section, which contains the additional required readings for the course and copies of powerpoint lecture notes.

Please check this site frequently as I will be posting class announcements and helpful material throughout the course. You will also be periodically required to post your thoughts and reactions to various aspects of the class on this site. Please contact me as soon as possible if you do not have readily available internet access or will have difficulty accessing the site regularly.

Course Requirements and Grading:

Class Participation (5% or 25 points)

Readings Reactions & Discussion Questions (5% or 25 points)

Media Journals (5% or 25 points)

Responses (5% or 25 points)
Midterm Exam (20% or 100 points)
Final Exam (20% or 100 points)
Paper Proposal (5% or 25 points)
Annotated Bibliography/Outline (5% or 25 points)
First Draft of Course Paper (10% or 50 points)
Final Draft of Course Paper (20% or 100 points)

Total possible points: 500

In general, you can expect a B grade if you attend class regularly, participate, contribute good reactions and discussion questions, do reasonably well on the exams, and produce a sound research paper. Especially insightful in-class participation, thoughtful exams, and excellent written work will increase your grade. Sloppy and/or late work, doing poorly on the exams and infrequent class attendance will result in a lower grade.

I do not use a curve in calculating final grades; however, I will take into account improvement in your assignments throughout the course of the semester

To receive a good grade on any of the course requirements, you do not need to try and reproduce the answer you think I want you to give or how I might answer the questions. Instead, you need to demonstrate a good grasp of the readings and lectures and advance a well-thought out, well-organized, and critical argument. Most importantly, you need to think for yourself. If at any time, you have questions about your grade, you should contact me or your TA and/or come to our office hours.

Class Participation

The readings are assigned for each class meeting and students are expected to be familiar with the material when we discuss it. Students are expected to be able to summarize and critique the assigned readings in order to facilitate in-class discussion and activities. Students are also expected to participate in class discussions and activities to ask questions if there is anything they do not understand.

Reading Reactions and Discussion Questions

For one class session in course of the semester, you will be responsible for posting a 2-3 paragraph reaction paper along with 1-2 discussion questions based on the readings for that session. Reactions and discussion must be posted on the class website by **noon on the day before your assigned class session**. *Make sure you post your reaction in the appropriate category or they will not be graded because I won't see them* (i.e. if your class session is Jan. 23rd, post your reaction/discussion questions in the Jan 23-25: Race category).

Your reactions should NOT be a summary of the readings; rather you should focus on critically evaluating one or two key themes, findings, or theories in the readings for that

class session. Discussion questions should be designed to facilitate discussion and focus on big issues or themes that are in the reading(s) for the class session. You should try and connect your reactions and discussion questions with readings we have done in past weeks. Importantly, you should try and ask questions that you don't know the answer to yet. We will assign class periods on the first or second day of class. A sample reaction paper with discussion questions is posted on the class website.

Media Journals

You will also be responsible for posting 2 media journals throughout the course of the semester, one before the midterm and one before the final. I won't assign specific due dates for these, because I want you to do these as you come across items in the media that spark your interest.

These are much like the reactions to the readings, but focus on items that you find in the popular media (or any other context outside of the class) that relate to the course material. The range of acceptable subjects is large! News stories found on TV, in newspapers, or online are good sources, but additional sources include: movies, TV shows such as Frontline, 20/20, or even the Daily Show, speakers on campus, political events (including elections, debates, rallies, protests etc!), campus and civic organization meetings, as well as articles out of journals or magazines, book chapters, etc. (Note: our assigned readings do not count.). As long as you can relate it to any of the material we cover in the course, it is acceptable material.

Each of these journal entries should consist of two parts: in the first, describe the subject of your reaction (and provide a link, if available); in the second, relate it to the topics and materials discussed in this class. Again, *make sure you post your reaction in the appropriate category (media reactions) or they will not be graded because I won't see them.* A sample media journal is posted on the class website.

Responses

Each person will be responsible for posting at least **four** responses to the reading reactions/discussion questions OR media journals written by your peers on the class website site during the course of the semester. You should post 2 responses before the midterm and 2 responses before the final. Responses must be posted **within 7 days after the original post to receive credit.** You will only receive credit for one response per topic, in other words, you must post responses to at least four different posts by your classmates during the semester. Full credit will be given if you post at least four responses throughout the semester, while half credit will be given for posting less than four responses. Additionally, I will deduct points for clearly unthoughtful reactions. It is my hope that you use these responses to continue to think critically and discuss about these complicated issues outside of the classroom. Sample responses are posted on the course website

Exams

Both examinations will be essay tests consisting of 15 short answer questions, of which you will choose 10 to answer, and 5 essay questions, of which you choose 2 to answer. The midterm will be held in class on **Thursday, March 8th** and will cover the readings, lectures, and class activities from the first half of the course. The final will be held on **Saturday, May 12th at 4:00pm** and it will cover all material from the readings, lectures, and class activities from the second half of the course. For each examination, about half the material will come from the readings, with the other half coming from lectures and in-class activities. Grading will be based on your knowledge of the material and the completeness and effectiveness of your argument.

If you must miss a test because of illness or some other severe circumstance, you must contact me, either via email or by phone, before the test starts. You must also provide me with documentation of that circumstance before you will be allowed to schedule a make-up examination.

Course Paper

The course paper will be a 10-12 page research paper that will be due on **Thursday, May 3rd**, the last day of class. You can write this paper on any topic related to the course that you chose, although we reserve the right to veto or suggest alterations to topics that are incompatible with the goals of the course. This paper will be due in stages throughout the semester, which are described below. I will handout more detailed assignments in class. If you do not turn any part of the assignment on time, you will be marked down 1/3 of a grade (from an A to an A-) for every day that the part of the assignment is late (except in the circumstances outlined in the policies section below).

The TA's will provide you with feedback on each part of your research paper. You are expected to take seriously the feedback we provide and you will be required to submit a short paragraph or two explaining how you addressed their concerns/comments with each progressive stage of the assignment.

A one-page proposal of the research topic, research question(s), and goals of the paper will be due on **Thursday, February 8th**. This proposal should also include a description of how the paper is related to the course. Grading for this part will be based on the completeness of your proposal, the viability of your research question, and how adequately you have addressed all parts of the assignment. Points will be deducted for sloppy or incomplete writing.

An annotated bibliography of at least 10 sources and a brief outline of your paper, along with a revised version of the research proposal will be due on **Thursday, March 1st**. The outline should be a brief (less than two pages) outline of the major sections of your paper. Of the ten sources in the annotated bibliography, at least 2 should be books, and no more than 2 can be websites. The balance of the sources should be articles from peer-reviewed academic journals. At least 8 of your sources must be published in sociology

journals or written by sociologists. There will be a discussion on acceptable sources in the first week of class. Along with your annotated bibliography and outline, a revised version of your research proposal will also be due. Grading will be based on the content of your outline and the completeness of the bibliography in terms of the number, type, and appropriateness of the sources. Additionally, grading will be based on changes to the research proposal. Points will be deducted for having an insufficient number of or improper sources and/or failing to make sufficient changes to the research proposal.

A rough draft of the paper is due on **Tuesday, April 10th**. This rough draft should be a draft of the paper, being 10-12 pages in length and contain all the elements in the final draft. The draft should integrate all sources in the annotated bibliography as well as at least two sources from the readings assigned for the course. In addition to reviewing the literature, the paper should include what you think about the topic/question based on your reading of the literature. Even though this is a rough draft, please proofread before turning it in. Grading will be based on the completeness of the draft and integration of comments from both the research proposal and annotated bibliography.

The final draft of your paper is due on **Thursday, May 3rd**. In addition to the final paper, also due at this time are copies of the research proposal, annotated bibliography/outline, and rough draft with the TA's comments on them as well as a description of the changes made from the rough draft to the final draft. Grading will be based on the changes made from the rough draft to the final draft, as well as the soundness and quality of the paper. Points will be deducted for sloppy, poor, or incomplete work and a failure to make sufficient changes based on my comments.

Everything you turn in should be typed, double-spaced, with 12 point font and no smaller than 1-inch margins. All sources should be cited in the American Sociological Association format, which will be discussed in more detail later in the semester.

Policies:

It is the responsibility of the student to prepare assigned materials on time and to discuss problems with deadlines with the instructor.

Reactions/discussion questions must be posted on the website by noon on the day before your assigned class session. One media journal must be posted by the midterm and the other must be posted by the final. Responses must be posted within 7 days of the original post to which they pertain and two must be posted before the midterm and two before the final. Late postings will not be given credit.

Late papers will be graded down 1/3 of a grade for every day late except in cases of verifiably legitimate reasons. Such reasons include illness or other severe circumstances and must be communicated to the instructor before the assignment due date.

If you must miss a test because of illness or some other severe circumstance, you must contact me, either via email or by phone, before the test starts. You must also provide me

with verification of that circumstance before you will be allowed to schedule a make-up examination.

Plagiarism will not be tolerated. Use of written material (such as quotations) and/or ideas from the work of other scholars or writers without acknowledgement constitutes plagiarism. While I reserve the right to treat cases of *unintentional* plagiarism, you should be aware that the College of Liberal Arts recommends a failing grade for any plagiarized assignments. A second offense will automatically result in a failing course grade. If you are uncertain about the meaning of plagiarism, please contact me.

Academic dishonesty in any portion of the academic work for a course will result in an F for the entire course.

I will only give incompletes in truly extraordinary circumstances and with a written contract. In almost every case, it is far better to turn in a "work in progress" than to delay your progress by taking an incomplete.

If you have a disability that may require some modification of any aspect of the course, please see me as soon as possible so that reasonable accommodations can be made.

In this class, our use of technology will sometimes make students' names 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 name, please contact me for further information.

Finally, I reserve the right to alter the course content, including readings or elements of assignments, at any time. However, test dates and grading standards will not be changed.

Course Expectations and Classroom Etiquette:

The issues we deal with in this class are often seen as controversial and you may be exposed to arguments you do not agree with through the readings, discussion, or lectures. You are encouraged, and expected to, voice your opinion about these issues, but I also expect you to support your opinions with evidence. Moreover, I expect students to create a comfortable class environment by sharing ideas, observations, and questions in a respectful manner. Such an environment is only possible when students and instructors treat each other with mutual respect and listen without interruption. Towards this end, I will not tolerate words or actions that result in hostility or tension in the classroom.

Everyone hates disruptions in class. It slows things down and breaks people's concentration. If you have to be late to class, enter quietly. If you have to leave early, sit by the door and leave discretely. **Turn off your cell phones before class begins.** During class time, you should not talk, read newspapers, or do other distracting things

Students are expected to spend approximately two hours of learning effort outside of the course per hour to achieve a B grade in the course. Thus, students in this class should be prepared to spend an additional five hours a week (on average) on coursework outside of class sessions.

Office Hours/Appointments

If you are unable to make it to my office hours, please email me so that we can schedule an appointment to meet. I am willing to work around your schedule, within reasonable limits, so that we can meet. The best way to get in touch with me is via email. I check my email frequently and will generally respond to you within 24 hours.

Finally, I believe that teaching is an interactive process, so I encourage you to stop by my office hours or make an appointment to discuss your progress or the class in general.

Course Schedule of Topics and Assignments:

Part I: Introduction to Sociological Perspectives on Race, Class, and Gender	
Tues, Jan. 16 th	Introduction to the Course – Review syllabus, assign class sessions for reaction/discussion questions, website orientation, survey
Thurs, Jan 18 th	The Social Construction of Social Inequality <i>Readings:</i> ORE, pp. 1-17; GRUSKY, pp. 3-31
Part II: The Social Construction of Inequalities: Conceptualizing Race, Class, and Gender	
<i>RACE</i>	
Tues, Jan. 23 rd	The Social Construction of Race <i>Readings:</i> ORE, pp. 19-29; Online articles: Bonilla-Silva, 1997, “Rethinking Racism: Toward a Structural Interpretation,” and Winant, 2002, “The Modern World Racial System” <i>In-class activity:</i> Movie clip and discussion
Thurs, Jan 25 th	Experiencing Race and Privilege in Everyday Life <i>Readings:</i> ORE, pp. 57-76, 560-562, 563-569, 572-581
<i>CLASS</i>	
Tues, Jan 30 th	Theories of Class <i>Readings:</i> GRUSKY, pp. 87-101, 132-142, 287-300 *Paper Proposal Assignment Handout*
Thurs, Feb. 1 st	Class as a Lived Experience <i>Readings:</i> ORE, pp. 600-614, 89-97; GRUSKY, pp. 542-552 <i>In-class activity:</i> Inequality Simulation
<i>GENDER & SEXUALITY</i>	
Tues, Feb. 6 th	Gender <i>Readings:</i> ORE, pp. 112-120, 120-127, 133-150; Online article: Laslett, 1989, “Gender and Social Reproduction: Historical Perspectives”
Thurs, Feb. 8 th	Sexuality <i>Readings:</i> ORE, pp. 164-168, 151-163, 169-186; Online article: Taylor & Leila, 2006, “Learning from Drag Queens” <i>In-class activity:</i> Movie clip and discussion ** REASEARCH PAPER PROPOSAL DUE**

<i>The Intersections of Race, Class, and Gender</i>	
Tues, Feb. 13 th	Race, Class, and Gender Interaction <i>Readings:</i> ORE, pp. 98-104, 76-88; GRUSKY, pp. 681-689 <i>In-class activity:</i> Library Orientation
Thurs, Feb 15 th	Immigration and the Immigrant Experience <i>Readings:</i> GRUSKY, pp. 592-596, 597-607, 608-610 *Annotated Bib./Outline Assignment Handout*
Part III: Systems of Stratification: Maintaining Inequalities through Ascriptive Processes	
<i>Culture & Media</i>	
Tues, Feb. 20 th	Language and Culture <i>Readings:</i> ORE, pp. 473-483, 497-506; Online article: Hartmann, 2003, "The Sanctity of Sunday Football: Why Men Love Sports"
Thurs, Feb. 22 nd	Media <i>Readings:</i> ORE, pp. 412-431, 432-445, 458-472
<i>Social Control: Violence, Crime, and the Law</i>	
Tues, Feb. 27 th	Violence <i>Readings:</i> ORE, pp. 519-532, 533-549, 550-559
Thurs, Mar. 1 st	Law and Crime <i>Readings:</i> Online articles: Frohman, 1997 "Convictability and Discordant Locales: Reproducing Race, Class, and Gender Ideologies in Prosecutorial Decision-making," and Behrens, et al., 2003, "Ballot Manipulation and the Menace of Negro Domination" **<u>OUTLINE/ANNOTATED BIBLIOGRAPHIES DUE</u>**
Tues, Mar. 6 th	Midterm Review – In-class review for the Midterm Exam
Thurs, Mar. 8 th	<u>MIDTERM EXAM</u> **<u>One Media Journal and Two Responses Due</u>**
Mar. 12 th -16 th	SPRING BREAK!!!!
<i>Family, Background, and Education</i>	
Tues, Mar. 20 th	Family, Background, and Attainment <i>Readings:</i> ORE, pp. 224-244, 245-254, 277-289; (next page)

	GRUSKY, pp. 403-409 *Rough Draft Assignment Handout and Midterm Evaluations*
Thurs, Mar 22 nd	Education and Educational Attainment <i>Readings:</i> ORE, pp. 290-296, 316-328; GRUSKY, pp. 410-420, 421-434
<i>Work & the Economy</i>	
Tues, Mar. 27 th	Inequality, Organizations, and Jobs <i>Readings:</i> GRUSKY, pp. 438-446, 447-451; Online article: Rubin, “Shifts in the Social Contract: Understanding Change in American Society” – pp. 63-87
Thurs, Mar. 29 th	Racial Inequality in Jobs and Work <i>Readings:</i> ORE, pp. 329-339, 340-349; GRUSKY, pp. 623-636, 660-670
Tues, Apr. 3 rd	Gender Inequality in Jobs and Work <i>Readings:</i> GRUSKY, pp. 703-714, 714-717, 734-742, 761-776
Thurs, Apr. 5 th	Affirmative Action <i>Readings:</i> ORE, pp. 389-401; Online article: Harper & Reskin, 2005, “Affirmative Action at School and on the Job”
Part IV: Social Inequality in Comparative Perspective: State Policies and Institutions	
Tues, Apr. 10 th	Family Policy: The Intersection of Work and Public Policy <i>Readings:</i> Online articles: Gornick, et al., 1996, “Supporting the Employment of Mothers: Policy Variation across Fourteen Welfare States,” and Stier, et al., 2001, “Welfare Regimes, Family Supportive Policies, and Women’s Employment along the Life-Course” **FIRST DRAFT OF PAPERS DUE**
<i>Social Inequality in Comparative Perspective</i>	
Thurs, Apr. 12 th	The United States in Comparative Perspective <i>Readings:</i> Online articles: Weir, et al., “Understanding American Social Policies,” and Esping-Anderson, 1989, “The Three Political Economies of the Welfare State” <i>In-class activity:</i> Developing a Social Safety Net in the U.S.
Tues, Apr. 17 th	Race, Class, and Gender in the Modern Welfare State <i>Readings:</i> Online articles: Quadagno, 1990, “Race, Class, and Gender in the U.S. Welfare State,” and Orloff, 1996, “Gender in the Welfare State” <i>In-class activity:</i> Developing a Social Safety Net (cont’d)

<i>State Policies and Social Inequality</i>	
Thurs, Apr. 19 th	<p>Health Care</p> <p><i>Readings:</i> ORE, pp. 362-366; Online article: Mechanic & Rochefort, 1996, “Comparative Medical Systems”</p> <p>*Final Paper Assignment Handout, and time in-class to meet with TA or Instructor to discuss final paper*</p>
Tues, Apr. 24 th	<p>Poverty, Social Assistance, and Welfare Reform</p> <p><i>Readings:</i> ORE, pp. 367-380; Online articles: Sommers & Block, 2005 “From Poverty to Pervisity,” and Office of the Legislative Auditor, 2000, “Welfare Reform: A Program Evaluation”</p> <p>– Read the summary and Ch. 1, pp. 3-23.</p>
Part V: The Future of Social Inequality: The Status Quo or Resistance and Social Change?	
Thurs, Apr. 26 th	<p>Status Quo or Worsening Inequality?</p> <p><i>Readings:</i> GRUSKY, pp. 875-880; Online article: Alderson & Nielsen, 2002, “Globalization and the Great U-Turn”</p> <p>*Time in-class to meet with TA or Instructor to discuss final paper*</p>
Tues, May 1 st	<p>Resistance and Social Change</p> <p><i>Readings:</i> ORE, pp. 656-665, 692-699, 700-713</p>
Thurs, May 3 rd	<p>Final Review – In-class review for the Final Exam</p> <p>**<u>FINAL PAPERS DUE</u>**</p>
SATURDAY, May 12 th – 4pm	<p><u>FINAL EXAM</u> – 4:00 PM</p> <p>**<u>One Media Journal and Two Responses Due</u>**</p>

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: Each semester the Sociology Department arranges a special time for make-up examinations, with proctors arranged by the department. This exam is mainly for students who need to make up work from the previous semester, (i.e. quiz, midterm, or final) and who have made arrangements with the instructor to do so. A make-up session is held near mid term each semester, including summer session. Information about the make-up session is available from the front office (909 Soc Sci). Students who wish to take the exam must contact the front office early in the semester and get approval to attend the make-up session from their instructor. Any other 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.

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.

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