

## SOC 3251W: Sociological Perspectives on Race, Class, and Gender

3 credits

T, Th 9:45-11:00am

Room XXX

Fall 2009

<b>Instructor:</b>	[Name]	<b>TA:</b>	Name
	[office address]		Office
	[phone]		Phone
	[email]		Email

### Course Description and Goals:

Race, class, gender, and sexuality are axes of stratification, identity, and experience. They are often taken for granted or go unrecognized. In this course, we will address the multiple and intersecting ways these concepts shape society, individual life-chances, and daily social interactions. First, we will take a detailed look at each of the core concepts: race, class, gender, and sexuality. Studying the “socially-constructed” nature of these concepts, we ask what meanings and values have been attached to them by social actors, and we inquire into the ways the social constructions help to rationalize and justify social inequality. Next, we will analyze the significance of race, class, gender, and sexuality in a variety of institutional and interpersonal contexts, including the labor force, the family, schools, culture, and the criminal justice system. Finally, we will discuss the role of race, class, gender, and sexuality in the future, evaluating solutions to social inequality and strategies for social change.

I have designed this class with the following goals in mind:

1. Develop your ability to recognize and study social problems using a sociological lens.
2. Understand the importance of race, class, gender, and sexuality as distinct and interrelated aspects of social life.
3. Examine how race, class, gender, and sexuality are socially constructed categories by exploring what gives them meaning, how the categories are maintained or transformed, and how they are related to inequality.
4. Explore the significance of race, class, gender, and sexuality in social institutions and individual experiences, interactions, and identities.
5. Improve your ability to articulate thoughts about course material during class discussions and in written assignments.
6. Develop analytical skills and the ability to apply sociological concepts to a wide range of social situations, including your personal life experiences.

### Accessibility:

I *want* to talk with you throughout the semester. Although I may be available if you drop by my office, it is best to make an appointment. Email is the best method to make an appointment. I'll keep Tuesdays and Thursdays after class (from 11:00 to 12:00) open for drop-in appointments. Please see me if you are having

a problem with some aspect of the course, but also remember that office hours are not only a time to address problems. I am eager to address questions you have, explore your ideas, brainstorm topics that interest you for your papers, or discuss future academic or professional goals.

[The TA] is also available to you throughout the semester. She and I meet regularly to discuss how we might best help students succeed in this course. She thoroughly understands the challenges students may face and is eager to work with you. [The TA]'s office hours are Wednesdays from 2:00 to 4:00pm, and by appointment.

In addition to being able to access me or your TA, you should also be able to utilize your fellow classmates as a resource throughout the semester. Please exchange names and email addresses with at least two other people:

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

### **Class Format:**

Class sessions will usually be a mixture of lecture and discussion or other in-class activities. This mixed-method approach will be designed to constantly engage with course material, focus on learning outcomes, and recognize the various ways in which people learn. Lectures will be concise and relevant, helping to outline new content or grasp difficult concepts. Other tools designed to facilitate learning will include large and small group discussions, active learning exercises, case studies, video and other multimedia, written reactions, and guest speakers. Such opportunities will allow you to work with fellow students and grapple with the material presented in lectures and readings on a deeper level, often applying concepts to your own life experiences. I am open to dialogue and feedback about what best helps you learn.

### **Writing Intensive Course:**

This is a writing-intensive course, designed to help you improve your ability to develop and express your ideas through writing. Writing well is an essential skill that will help you excel in future courses, jobs, or graduate school, but it is not a skill that can be developed without practice. To assist in the development of your writing ability, there are several informal and formal writing assignments in this course. We will talk about how to communicate effectively with others through your writing, learning from models of exemplary sociological writing. You will be given peer and instructor feedback on your work and will have opportunities to revise your writing.

The Center for Writing (612-625-1893, 15 Nicholson Hall) offers individual consultations, including help with writing style and the development of paper topics. It also offers special resources to non-native speakers of English. The Center is able to refer you to other writing resources on campus as well. Their Student Writing Support program is online at <http://writing.umn.edu/sws/index.htm> .

### **Texts:**

There is ONE required book for this course, available at the University Bookstore. Additional readings are also required, and are available on Moodle (see below).

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

## Web Content:

This course will utilize a “Moodle” site. On this site there is a copy of the syllabus, interesting and useful links, a forum for your media reactions, student blogs, copies of handouts, course announcements and the required readings not found in your textbook. Please check the site frequently for updates! To access:

1. Go to <https://moodle.umn.edu/> and log in with your x500 name and password.
2. Search for our course by name and number

Please contact Moodle support ([moodle@umn.edu](mailto:moodle@umn.edu)) if you have trouble logging on. You will not be able to log on if you are not formally registered for the course.

## Overview of Requirements:

<i>Participation (20%)</i>	<u>Weight</u>	<u>Due Dates</u>
Attendance	5%	Weekly
Media Reactions	5%	Twice; once <i>before</i> Oct. 20 <sup>th</sup> , and once <i>after</i>
Informal Writing	10%	Three times, at least 1 in each Part I and Part II
<i>Writing (40%)</i>		
Paper 1	15%	Oct. 6 <sup>th</sup>
Paper 2 (first draft)	10%	Nov. 5 <sup>th</sup>
Paper 2 (final draft)	15%	Dec. 1 <sup>st</sup>
<i>Group Project (20%)</i>		
Group presentation	15%	Dec. 8 <sup>th</sup> or 10 <sup>th</sup>
Individual contribution	5%	Dec. 8 <sup>th</sup> or 10 <sup>th</sup>
<i>Exam (20%)</i>	20%	Dec. xx

## Explanations of Requirements:

Generally, you can expect a B grade if you attend class regularly, participate, contribute good reactions and informal assignments, do reasonably well on the exam, produce sound formal papers, and have an interesting group presentation. Especially insightful in-class participation, excellent written work, an engaging group project, and a thoughtful exam will increase your grade. Sloppy or late work, infrequent class attendance, or a noticeable lack of effort will result in a lower grade.

To receive a good grade on any requirement, you do not need to reproduce the answer that you think I may be expecting. Instead, you should demonstrate a good grasp of the readings and other materials and should advance a well-thought out, well-organized, and critical argument. Most importantly, you need to think for yourself and provide evidence to support your claims and arguments. If you have any questions or concerns about your grade, you should talk with me or your TA.

Attendance will be a combination of your attendance at class sessions, coming to class having done the readings, and participating in class activities and discussions. While there is no “absolute standard” for attendance, **to receive full credit you will need to regularly attend class.** You should also **come prepared.** I have limited the amount of required readings because I prefer depth rather than breadth in covering the material, so time should not be an issue that prevents you from being prepared. Commit to do the readings carefully, make notes to yourself, and review your notes about the material. Periodically, we will conduct in-class exercises to ensure you are keeping up on the reading. Finally, **you will need to participate actively in class sessions.** By engaging in activities and discussions, you will be able to learn from one another, develop your ability to clearly articulate your ideas, and build your confidence in speaking your opinions. Effort matters!

Media Reactions are expected twice throughout the semester. Although there are no due dates, you need to do one media reaction before October 20<sup>th</sup> and one media reaction after that date. Your reactions should focus on items you find in the popular media (or another context outside of class) that relate to our course material. Be creative! News stories, movies, campus speakers, magazine articles, and civic organization meetings are just *some* examples of acceptable sources. In your media reactions, you should (1) describe the content of what you found and (2) relate the content to specific ideas from the course. You need to post your media reactions on Moodle, and you also must post thoughtful comments for at least two of your classmates’ posts. An example of a media reaction and comments are posted online.

Informal Writing is designed to help you explore readings that are particularly interesting to you. You need to complete three informal writing assignments, each 2-3 typed pages, turned in *during the class session in which we discuss the readings.* You need to do **at least one in Part I** (see course schedule) and **at least one in Part II.** The format is as follows: (1) briefly summarize each reading, using no more than one paragraph per reading; (2) in a few sentences, relate the readings to one another; (3) discuss what aspects of the arguments you find particularly compelling or interesting; and (4) explore how ideas from the readings relate to issues we covered in previous class periods. Pay particular attention to parts 3 and 4. Use the informal writing to critically engage the reading on a deeper level.

Paper #1 is a sociological analysis of how your life (or some aspect of your life) has been shaped by the sociologically constructed categories of race, class, gender, sexuality, or some combination of these categories. The paper should be **6 to 8 pages** in length and is **due October 6<sup>th</sup>.** Detailed expectations will be distributed by September 17<sup>th</sup>.

Paper #2 (first draft) provides an opportunity to intentionally hone your writing skills. The content of the second paper will be an analysis of a social institution (such as the labor force, educational system, etc.) through the lens of race, class, gender, sexuality, or some combination thereof. As with the first paper, detailed expectations will be distributed in advance, by October 20<sup>th</sup>. The first draft is **due November 5<sup>th</sup>,** and should be approximately **8 to 10 pages.** Using the completed first drafts, we will conduct a writing workshop and you will be expected to provide constructive comments on one of your peer’s work. Additionally, you will receive instructor feedback on the content and the writing of your draft. Extra credit will be available for students who work on their draft with the Center for Writing.

Paper #2 (final draft) should be a significant improvement upon your first draft both in the sophistication of your argument and the quality of your writing. You will need to incorporate peer comments, instructor feedback, writing center advice, and your own revisions and development of your thinking. The final draft is **due December 1<sup>st</sup>.**

The Group Presentation will address a topic of your choice that was not covered previously. I will announce group members in class on October 29<sup>th</sup>. Each group of 6-8 people will collaborate to prepare a 15-20 minute presentation designed to expose your classmates to additional topics that are related to race, class, gender, or sexuality. The group will also provide a handout with facts and resources related to your topic, and will facilitate a time for questions or discussion from the class. The groups will have considerable freedom to be creative and to think “outside the box” about your topic. Your TA and I will be available to provide guidance. Presentations will be December 8<sup>th</sup> and 10<sup>th</sup>.

The Individual Contribution to the Group Project will allow for recognition of individual contributions and engagement with the project. On the day of the presentation, each group member will turn in a thoughtful assessment of the group process. I will provide questions to guide you, including your assessment of the group dynamics, your individual effort, and how successful you think the group was in accomplishing the desired outcome.

The Exam will consist of short answer and essay questions testing your understanding of key concepts and your ability to apply the ideas discussed in class more broadly. Material covered will be taken from readings, lectures, and class activities. I will provide 15 short answer questions, and you can choose 10 to answer; there will be 5 essay questions, of which you will select 2 to answer. Grading, particularly on the essays, will be based not only on the content, but also on your ability to form a complete and effective argument.

### **Classroom Dialogue:**

The issues we deal with in this course are often controversial and you may be exposed to arguments you do not agree with in the readings, discussions, class activities, or lectures. You are encouraged to voice your opinions about these issues, but I also expect you to support your opinions with evidence. Together, we need to create a comfortable environment by sharing ideas, observations, and questions *respectfully*; such an environment is only possible when instructors and students treat each other with mutual respect and listen without interruption. Therefore, we will not tolerate words or actions that result in hostility in the classroom. The following ideas help us create a positive atmosphere:

- We are all knowledgeable in different ways. We all have something to teach and something to learn.
- No one is to be blamed for the circumstances of their existence that have been beyond their control. We cannot be blamed for repeating misinformation we have learned in our social locations, but we can hold each other accountable to not repeat misinformation after we have learned otherwise.
- Learn to appreciate different personalities. Try to draw out those who are quieter than others, but respect people’s comfort levels and learn to recognize active listening. Those who are more assertive should try to recognize and refrain from dominating the conversation.
- Everyone should be encouraged to rethink the assumptions and knowledge we bring into the classroom; approach learning with an open mind.
- Respect each person’s experience, never demeaning or trivializing another’s life experience.
- Each class is a learning community with a unique dynamic. We will welcome and thoughtfully consider critical feedback and constructive suggestions for change to enhance the classroom dynamic.

## **Policies:**

No assignments will be accepted by email.

You are responsible for meeting course requirements. Keep track of your informal writing assignments, attendance, and media reactions, and be aware of all deadlines listed on the syllabus.

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 the exam because of illness or some other severe circumstance, you must contact me, either by email or phone, ***before the exam begins.***

Plagiarism and other forms of academic dishonesty will not be tolerated. Please see the College of Liberal Arts description or contact me if you are uncertain about the meaning of academic dishonesty. Depending on the severity of the offense, the consequence may range from failing the assignment to failing the course.

I will only give incompletes in extraordinary circumstances, and only with a written contract. Almost always, it will be better to submit a “work in progress” than to delay your academic progress by taking an incomplete.

It is University policy to provide flexible and individualized accommodations to students who have disabilities that may affect their ability to participate in the course or meet requirements. Please contact me to discuss any individual needs. The sooner you do, the better.

The syllabus can be understood as a contract between us. I do, however, reserve the right to make minor changes in the course as I see necessary for the good of the class. I will do my best to maintain this original syllabus, and will make sure everyone is made aware of *any changes* in a timely and appropriate manner.

## **Course Calendar:**

Sep. 8 (T) Course Introduction: syllabus, website orientation, get to know each other, survey

### ***PART I***

#### ***Socially Constructing Inequality: The Core Concepts***

Sep. 10 (Th) Social Constructions, Difference, and Inequality

- ORE: “Constructing Differences” and Wildman “Systems of Privilege”
- MOODLE: Rothenberg “The Social Construction of Difference”

Sep. 15 (T) Race: Socially Constructed

- ORE: Omi and Winant “Racial Formations”
- MOODLE: Yetman “Race”

Sep. 17 (Th) *Paper #1 guidelines distributed*

Race: Privilege and Whiteness

- ORE: Waters “Optional Ethnicities: For Whites Only?”
  - MOODLE: Buck “Constructing Race, Creating White Privilege”
- Sep. 22 (T) Class: Unequal Distributions
- Inequality simulation
- ORE: Lui “Doubly Divided: The Racial Wealth Gap”
  - MOODLE: Mantsios “Class in America” and Krugman “The Sons Also Rise”
- Sep. 24 (Th) Class: Lived Experiences
- Video clip and discussion: People Like Us
- ORE: Downey “I am Your Welfare Reform
  - MOODLE: Gans “Deconstructing the Underclass”
- Sep. 29 (T) Gender: Constructing and Deconstructing
- Video clip and discussion: Boys Don’t Cry
- ORE: Lorber “The Social Construction of Gender”; Bornstein “Naming All the Parts”; and Kaufman “The Construction of Masculinity and the Triad of Men’s Violence”
- Oct. 1 (Th) Gender: Patriarchy in the U.S.
- ORE: Williams “The Glass Escalator”
  - MOODLE: Johnson “Patriarchy”
- Oct. 6 (T) **PAPER #1 DUE TODAY**
- Sexuality
- ORE: Ochs “Bisexuality, Feminism, Men and Me”
  - MOODLE: Hubbard “The Social Construction of Sexuality” and Blumenfeld “Heterosexism”
- Oct. 8 (Th) Intersectionality: Women of Color
- MOODLE: Hurtado “Relating to Privilege”; Tatum “The Complexity of Identity”; and Alsultany “Los Intersticios: Recasting Moving Selves”
- Oct. 13 (T) Intersectionality: Immigrants
- ORE: Cofer “The Story of my Body”
  - MOODLE: Sayeed “Chappals and Gym Shorts”

## ***PART II***

### ***Race, Class, Gender, and Sexuality in Social Context***

- Oct. 15 (Th) Labor Force
- MOODLE: Higginbotham & Andersen “Is Job Discrimination Dead?”; Crittenden “The Mommy Tax”; and Ehrenreich “Nickel and Dime on (Not) Getting By in America”
- Oct. 20 (T) *Mid-semester course evaluations*
- Paper #2 guidelines distributed*
- Family
- ORE: Rubin “Families on the Fault Line: America’s Working Class Speaks” and Stacey “Gay and Lesbian Families are Here”
- Oct. 22 (Th) Education
- ORE: Kozol “Savage Inequalities”; Cookson & Persell “Preparing for Power”; and Sadker & Sadker “Missing in Interaction”
- Oct. 27 (T) Violence
- ORE: Beoswell & Spade “Fraternities and Collegiate Rape Culture: Why are Some Fraternities More Dangerous Places for Women?” and Zia “Where Race and Gender Meet: Racism, Hate Crimes, and Pornography”
  - MOODLE: Wise “School Shootings and White Denial”
- Oct. 29 (Th) Guest Speaker (local community organization leader, to be announced)
- Form groups for group projects, and briefly discuss topics*
- Nov. 3 (T) Crime and the Law
- ORE: Cole “No Equal Justice: Race and Class in the American Criminal Justice System”
  - MOODLE: Frohman “Convictability and Discordant Locales: Reproducing Race, Class, and Gender Ideologies in Prosecutorial Decision-making”
- Nov. 5 (Th) **PAPER #2 (FIRST DRAFT) DUE TODAY**
- Writing Workshop
- Nov. 10 (T) State Policy: Poverty and Social Assistance
- ORE: Burnham “Welfare Reform, Family Hardship, and Women of Color”
  - MOODLE: Sommers & Block “From Poverty to Perversity” and Office of the Legislative Auditor “Welfare Reform: A Program Evaluation”
- Nov. 12 (Th) **PEER COMMENTS DUE TODAY**
- State Policy: Healthcare



- ORE: Reuss “Cause of Death: Inequality”
  - MOODLE: Mechanic & Rochefort “Comparative Medical Systems”
- Nov. 17 (T) Culture, Language, and the Media
  - Video clip and discussion: Killing Us Softly 3
    - ORE: Moore “Racism in the English Language” and Zola “Self, Identity and the Naming Question: Reflections on the Language of Disability”
    - ORE: 412-431;432-445;458-472 (?)
- Nov. 19 (Th) Work on group projects in class
- Nov.24 (T) Inequality: The U.S. in Comparative Perspective
  - MOODLE: Weir et al. “Understanding American Social Policies”, Esping-Anderson “The Three Political Economies of the Welfare State”, Erik Olin Wright
- Nov. 26 (Th) THANKSGIVING BREAK

### ***PART III***

#### ***Resisting Injustice***

- Dec. 1 (T) **PAPER #2 (FINAL DRAFT) DUE**
  - Resistance: Individual Change
  - Video clip and discussion: MLK speech
    - ORE: Collins “Toward a New Vision”; Espiritu “Cultural Resistance”; and Kivel “How White People Can Serve as Allies to People of Color in the Struggle to End Racism”
- Dec. 3 (Th) Resistance: Broad Social Change
  - MOODLE: Washington & Evans “Becoming an Ally”; Zuniga “Working for Social Justice”; and Anzaldua “Allies”
- Dec. 8 (T) Group presentations and discussions (4)
- Dec. 10 (Th) Group presentations and discussions (4)
- Dec. 15 (T) Exam review and course wrap-up
  - Course evaluations
- Dec. xx Final exam (date, time, and location TBA)

### 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