Introduction to Sociology 1001
Spring, 2008
9:05-9:55am MWF
Anderson Hall, Room 210
4 credits

Instructor: Professor Ann Meier
1127 Social Sciences Building
612-626-7230, meierann@umn.edu
Office Hours: W 2-4pm
Website: www.soc.umn.edu/~meierann

Teaching Assistants:

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<th>Danielle Docka</th>
<th>Kristin Haltinner</th>
<th>Pao Lee</th>
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<td>Office Hours: M 11-1pm and by appt</td>
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Course Description:
This course is designed to introduce you to the study of society and what C. Wright Mills calls the “sociological imagination”: a way of viewing the events, relationships and social phenomena that shape our individual lives and much of our collective experience. We will examine some of the central concepts and problems that have preoccupied both classical and contemporary sociologists, and gain a sense of how the sociological imagination can illuminate the social forces that have a concrete impact on our everyday lives. Throughout the course you will be asked to consider the ways in which society affects your life, and how you, in turn, affect society. This course will prepare you for further study in the discipline of sociology and other social sciences.

Course Objectives:
(1) Students will be able to demonstrate a comprehensive introductory understanding of key sociological concepts, terminology, theories, approaches, and perspectives.
(2) Students will be able to apply sociological analysis to contemporary examples and their own lives.
(3) Students will improve their ability to think critically and to articulate their ideas in written and verbal formats.

Course Materials:
3) Honky. Dalton Conley. 2000. (Noted as “Honky” in the reading schedule below.)
All books are available at the University Book Store. For *Honky*, you should check popular e-commerce sites such as amazon.com for cheaper used copies of the book. All books are also on 2-hour reserve at the reserve desk in the basement of Wilson Library. Additional short readings such as newspaper articles or case studies may be added to your reading list during the semester to supplement our class discussions. These will be announced in class and posted on Professor Meier’s website during the week assigned.

**Course Requirements, Expectations, and Grading**

You are expected to be prepared to participate in class discussions and activities. In order to do this, you must complete the assigned readings and other assignments before class (note: in the Course Schedule below, the readings listed under a given date will be discussed in class on that date and should be completed prior to class). This will help you participate effectively and do well on exams and papers.

According to university guidelines, the average student should expect to put in 3 hours of learning effort per week for each credit hour over an entire semester, in order to earn an average grade. That is, a student taking a 4 credit semester-long course such as this one should expect to devote 8 hours a week to coursework outside of class time and 4 hours per week in class/discussion. It is important that you keep up with the work for this class.

**Exams:** There will be three non-cumulative exams all given during regularly scheduled lecture periods. The exams evaluate student’s understanding and mastery of the course material covered in lecture, lab, course readings and assignments. The exams will consist of multiple choice, short answer questions, and short essay questions. Exams will be closed-book and closed-notes.

**Papers:** Students will write 3 papers for this course.

*Reaction Papers*

These two papers ask students to conduct sociological research of their own and to report and interpret their findings using concepts from the readings and other course materials. Students will choose the two topics that are of most interest to them of the four choices included at the end of the syllabus. Each topic has a due date that follows the discussion of the topic in class by at least a week. Papers should be four double-spaced pages in length.

*Sociological Imagination Memoir*

For the final paper, students will be asked to take what they have learned this semester about sociology and apply it to better understand their own life. During the middle of the semester we will read Honky, a memoir by Dalton Conley, a Sociology Professor at NYU. In this book, Conley reflects on his own life experiences, placing them within the structural and cultural contexts of the time. Conley focuses on race and class as powerful forces which shaped his childhood and education, and ultimately his life. In your memoir, I will ask you to analyze an aspect of your own life using a sociological lens, placing your own experiences within the larger historical, cultural and social context. In your analysis, you should apply course themes and concepts that we have discussed in class. For example, you might discuss
your gender socialization experiences in the late 20th century and their effect on your career ambitions or identity as an adult, or you might discuss the ways in which social class has shaped your life experiences and life chances. There are many possibilities, and I encourage you to write about themes that you are most interested in or that you think have had the largest impact in shaping you or your opportunity structures. We will discuss this project more throughout the semester, and a few of the homework assignments are designed to prepare you for this project. This paper should be approximately 7 double-spaced pages.

Class Participation: Your grade for this component depends on the extent to which you make thoughtful contributions to both large class and lab discussions, actively participate in large and small group activities, and attend class and labs. Class meetings will sometimes involve a completed written activity that will be collected. You earn participation points by completing the in-class group or individual activity with reasonable responses to all questions and participating in class discussions with meaningful contributions. Participation in class discussion includes answering questions, asking questions that relate to course material, and responding to comments made by your peers. There are five required attendance days noted on the syllabus. If you miss these days, you will lose participation points. If you miss more than two labs, you will lose participation points.

Homework: There will be several homework assignments throughout the semester that will be announced in lecture and/or lab and included on the course web page. Homework points will contribute to your overall class participation and assignment grades.

Grading: Grades will be based on the following components: (Total Points = 500)

Lecture & Lab Class Participation, Activities, and Assignments (75 points, 15%)
Exams (225 points, 75 points each, 45%)
Papers (200 points, 40%)
  Reaction Paper 1 (50 points, 10% of total grade)
  Reaction Paper 2 (50 points, 10% of total grade)
  Sociological Memoir: 100 points, 20% of total grade)

Final Course Grades: Final grades will be assigned using the following scale:

A  93% and above (465+)
A- 90-92.9% (450-464)
B+ 87-89.9% (435-449.5)
B  83-86.9% (415-434)
B- 80-82.9% (400-414)
C+ 77-79.9 (385-399)
C  73-76.9 (365-384)
C- 70-72.9 (350-364)
D+ 67-69.9 (335-349)
D  63-66.9 (315-334)
D- 60-62.9 (300-314)
F  59.9 or lower (<300)

Course Environment and Teaching Philosophy
Some of the issues covered in this course are controversial, and you may be exposed to arguments you do not agree with. It is okay if we disagree with each other or have different assessments of the views expressed in the readings or other course materials, but as participants in a Sociology class, we should expect to support and provide evidence for our statements. I also expect that people will listen carefully to each other with open minds and refrain from making personal attacks. We are all responsible for keeping discrimination,
harassment, and intimidation out of this classroom and for maintaining a respectful environment in which discussions can take place. Discussions are an important component of this course. My teaching philosophy is that active participation in class and interaction with other students are central to the learning process. Hence, class time will be utilized for large and small group discussions, as well as lectures, analyzing videos, and activities.

Policies
Other Class Policies
Assignments are due in class on their due date. Late assignments will be docked 5% of the grade for each day they are not turned in, beginning after class on the day they are due. If you are legitimately sick, out of town for a funeral, etc. you will need to bring documentation. You may turn in assignments ahead of time, especially if you know that you will be out of town on a due date. In this case you will be expected to turn in your assignment to the office (909 Social Sciences). Papers and assignments cannot be emailed or faxed.

Make-up Exams
Make-up exams will be given only in documented cases of excused absences (e.g. emergencies, extreme illness, religious observances, scheduled activities of official University student organizations). In order to make up an exam, you must inform the instructor or your teaching assistant of the situation at least two weeks before the exam and provide documentation to excuse your absence.

Academic Dishonesty
The strictest disciplinary action allowed by University policy will be pursued in all instances of academic misconduct. Academic misconduct includes, but is not limited to, cheating on quizzes, exams, or papers, plagiarism, representing any part of someone else’s work as your own, submitting substantially similar written work for more than one course without the consent of all instructors involved, and interfering with another student’s work (see the College of Liberal Arts policies attached at the end of this syllabus for more information). If you have any questions about what constitutes academic dishonesty, please talk to Professor Meier.

Incomplete
Incomplete will not be given for this class.

Resources
Professor Meier and the course TAs are available to discuss course materials and papers with you outside of class. We encourage you to stop by during our office hours, talk with us after class, or make appointments to meet at other times. You should feel free to discuss any questions or concerns you have about the course with Professor Meier. If there are circumstances that make it difficult for you to complete coursework in a timely manner, I encourage you to talk with me about it as soon as the problem arises.

University Resources
Reasonable accommodations will be provided for students with disabilities documented by Disability Services. Please contact Professor Meier and Disability Services (612-626-1333)
as soon as possible to discuss your needs. More information about Disability Services can be found online at (http://ds.umn.edu).

The Student Writing Center helps students with many aspects of writing, including getting started, making revisions, organizing ideas for the paper, proofreading, editing, and general writing skills. The Student Writing Center is located at 306b Lind Hall (612-625-1893). You can make an appointment by calling them or by scheduling one online (http://swc.umn.edu). You can also walk in to their office and wait for the next available person.

To receive help with study skills, test preparation, test taking, time management, and anxiety, you can contact Student Academic Success Services (109 Eddy Hall, 612-624-3323). More information can be found online (http://www.ucs.umn.edu/education/sass.htm).

Course Schedule: Topics, Readings, Assignments, Exams

**Week 1: Sociological Imagination**
Wednesday, Jan 23 – Introduction, Syllabus

Friday, Jan 25 – What is Sociology, Sociological Imagination (Ferrante Chapter 1, Classics: Berger, Mills)
**pick up sociological imagination assignment**

**Week 2: Theory & Methods**
Monday, Jan 28 – Theory 1 (Ferrante Chapter 2 and pp. 26-40)

Wednesday, Jan 30 – Theory 2 (Classics: Marx & Engels)

Friday, Feb 1 – Methods (Ferrante pp. 40-52)

**Week 3: Culture**
Monday, Feb 4 – Culture 1 (Ferrante Chapter 3)
**Sociological imagination assignment due**

Wednesday, Feb 6 – Culture 2 (Classics: Miner)

Friday, Feb 8 – Culture

**Week 4: Socialization & Social Interaction**
Monday, Feb 11 – Socialization (Ferrante Chapter 4)
Wednesday, Feb 13 – Socialization  
(Classics: Mead)  
*Required attendance

Friday, Feb 15 – Social Interaction  
(Ferrante Chapter 5, Classics: Goffman)

**Week 5: Groups, Networks, Organizations**  
Monday, Feb 18 – Social Networks, Organizations  
(Ferrante Chapter 6, Office Space clip)  
*Gender Socialization Reaction Paper Due*

Wednesday, Feb 20 – Organizations  
Short exam review

Friday, Feb 22 – **Exam 1**

**Week 6: Deviance, Law, Social Control**  
Monday, Feb 25 – Deviance  
(Ferrante Chapter 7)

Wednesday, Feb 27 – Social Control  
(Guest Speaker Stevie Larson from Restorative Justice Community Action, Inc.)  
*Required attendance  
*McDonaldization Reaction Paper Due  
pick up census assignment*

Friday, Feb 29 – Deviance & Social Control  
(Classics: Durkheim)

**Week 7: Stratification & Inequality**  
Monday, Mar 3 – Global Stratification  
(Ferrante Chapter 8)

Wednesday, Mar 5 – U.S. Stratification  
(Honky Chapters 1-3)  
*Deviance Reaction Paper Due*

Friday, Mar 7 – Poverty  
(Classics: Gans)

**Week 8: Race/Ethnicity, Immigration**  
Monday, Mar 10 – Race/Ethnicity  
(Ferrante Chapter 9; Classics: Dubois; Honky Chapters 4-6)
Wednesday, Mar 12 – Race/Ethnicity
(Guest Speaker Korir Sing’Oei on minorities in Kenya)

*Census Assignment Due
*Required Attendance

Friday, Mar 14 – Immigration

--spring break--

**Week 9: Gender & Sexuality**
Monday, Mar 24 – Gender
(Ferrante Chapter 10; *Honky* Chapters 7-10)

Wednesday, Mar 26 – Sexuality

Friday, Mar 28 - Intersectionality

**Week 10: Family & Education**
Monday, Mar 31 – Family
(Ferrante Chapter 12; *Honky* Chapters 11-14)

Wednesday, Apr 2 – Family
(Guest Speaker Hiromi Ishizawa on int’l adoption, race, family)

*Required Attendance

Friday, Apr 4 – Education
(Ferrante Chapter 13; finish *Honky* by next Friday)
short exam review

**Week 11: Population, Urbanization**
Monday, Apr 7 – Exam 2

Wednesday, Apr 9 – Population
(Ferrante Chapter 15)

Friday, Apr 11 – Urbanization
(*Honky* Chapters 15-17)

**Week 12: Politics & Economy**
Monday, Apr 14 – Politics (Ferrante Chapter 11, Classics: Mills)

Wednesday, Apr 16 – Economy

Friday, Apr 18 – Discussion of *Honky* with Dalton Conley by webchat

*Required attendance
*Urbanization Reaction Paper Due
Week 13: Religion
Monday, Apr 21 – Religion (Ferrante Chapter 14; Classics: Weber)

Wednesday, Apr 23 – Religion & Public Policy

Friday, Apr 25 – Religion

Week 14: Social Change/Social Movements
Monday, Apr 28 – Social Change
(Ferrante Chapter 16)

Wednesday, Apr 30 – Social Movements
Sociological Memoir Paper due

Friday, May 2 – Social Movements

Week 15: Wrap-Up
Monday, May 5 – Conclusions, Implications
(Essential Wisdom of Sociology e-reading)

Wednesday, May 7 – Exam Review, course evaluations

Friday, May 9 – Exam 3

HAVE A GREAT SUMMER AND CONGRATULATIONS GRADUATES!!!
Reaction Papers

These assignments are designed to provide students with the opportunity to investigate the social world around them using a sociological lens and to apply the course concepts and readings to better understand social issues. For this assignment, **students will choose 2 of the following topics** from those listed below. Students should choose which reaction papers they will do by the second week of class to give enough time to complete the work. The reaction papers are due at least one week after the topic was discussed in class, as listed on the syllabus. Papers should be written in essay format; they should make an argument (or thesis) and use evidence gathered through your observations to support the argument. The following assignments provide a broad overview of the kinds of questions you should investigate, but feel free to discuss other interesting questions or observations that you make. In your analysis, you should utilize course concepts and readings. Each reaction paper should be approximately 4 pages in 12 pt font with standard margins. On the front page, please include your name and your TA’s name. You should also include your observation notes with your papers. Please speak with Professor Meier or your TA if you have any questions about these assignments.

**Gender Socialization (Due February 18)**

In a general sense the term socialization refers to the process whereby an individual learns and acquires the value systems, beliefs, behavioral norms and personality attitudes of a specific culture. How we interact with our environment and other individuals, and how we view ourselves within our immediate context, often reflects the socialization processes that we have experienced. Gender socialization is one aspect of the socialization process in which boys and girls learn about being masculine or feminine in their society. In the U.S. one way in which we experience and express gender is through consumer items. From early ages, girls and boys learn about gender is through the consumer items such as toys, clothes, and even furniture that is marketed to them and their parents, and which they come to desire.

For this paper, visit three children’s department and/or toy stores (at least 3 different stores, 1 of which may be online such as toysrus.com). Identify the locations and when you visited them in your paper. Pay attention and take notes as to how the clothing, toys and other consumer items are organized. How do you know which items are intended for girls and which for boys? Are there gender-neutral items or non-gendered items? What are the differences and similarities across locations? (Pay attention to how social class or neighborhood might impact the selections.) In your paper, describe any patterns you observed as well as anything you saw that was unusual or unexpected. What kinds of things do you think clothes and toys teach children about gender? How do they teach children to be boys or girls? For example, think about how the clothes might affect a child’s movements or how the toys might affect a child’s interests. Are there any ways in which toys, clothing or other children’s consumer items encourage boys and girls to be similar to one another? Explain. To be sociological we must move beyond patterns to consider what those patterns mean and how they connect to other aspects of the social world. Gender is one important way in which we organize the social world. How do children’s clothing and toys perpetuate or challenge
inequality, stereotypes, or other gender-related social phenomenon? Connect your observations to course readings and materials.

McDonaldization (Due February 27)

In an “Introduction to McDonaldization,” George Ritzer suggests that four factors have made McDonald’s Corporation successful: efficiency, calculability, predictability and control; Furthermore, he argues that this cluster of characteristics, which he terms “McDonaldization,” affects not only the restaurant business but also education, work, health care, travel, leisure, dieting, politics, family, and more.

Visit an organization other than a fast food restaurant—a business, convenience store, department store, salon, bar, hospital, gym, school, church, or any other organization of interest to you. This can be an organization that you already know well (for example the place that you work) or it can be a place that you are entering for the first time. Try to view the organization as Ritzer would. Look for evidence of each of the elements of McDonaldization. Are they present? If so, what form do they take? Does rationality sometimes lead to irrationality in this organization? Based on your observation of this organization and your experience in general, to what extent do you think Ritzer has accurately characterized contemporary society? Are there aspects of his argument with which you disagree? Aspects that you think should be more developed or altered?

Deviance (Due March 5)

Select a norm that is part of your everyday life and clearly state what the norm is. Now violate that norm in two different settings when there are other people present (for example stand facing others in the elevator, or sing in the elevator). Observe and record the reactions that you get to your norm violation. Please be sure to do this activity in a way that is safe, legal and ethical.

In your paper, first describe the norm you violated and how the settings in which you violated the norm are different from each other. Discuss the responses you observed to your norm violation and how you felt while breaking this social rule. Next, analyze the responses to your deviance using ideas and concepts from course materials (e.g. readings, lectures, discussions). In what ways did others engage in social control that was directed at your norm violation? What similarities and differences did you observe in social control responses across different settings and why are they important? What do you think these social control responses indicate about the roles and significance of norms, deviance, and conformity in everyday life? If there were not attempts at disapproving or controlling your behavior, why do you think this is the case and what might that indicate about the social setting or people’s interpretation of the situation?

Urbanization (Due April 16)

This exercise requires you to look at parts of the Metro area from an urban ecology perspective. Using a digital camera, take pictures of three different places in the Metro area.
They should be of three distinct neighborhoods that reflect some class and/or racial diversity, although they can be geographically close. They can be urban, suburban or rural, but can also be just one of these. Paste the pictures into your assignment and write about ½-1 page about each picture answering the following questions: What do the buildings, signs, people, landscapes, vehicles and other visual cues in the photo tell you about the “ecology” of this area? What is the basic socio-economic and racial make-up of the neighborhood? Provide some evidence of this using the Census Factfinder website (as we will do in the Census homework assignment earlier in the semester). What are the main activities that take place in this space? Is this place well established or in transition? What elements of the photo help you make these determinations and why? After you have described each of the three settings, compare and contrast the ecologies in the photos. How are they similar and different from one another? In what ways are these areas separate from one another and/or interdependent?
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/](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**

* **SOCILOGY 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/](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.

**SOCIOLGY 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 Undergrad Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310
Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273
Director of Graduate Studies, Professor Penny Edgell, 1074 Social Sciences – 624-9828
Graduate Program Associate, Robert Fox, 931 Social Sciences - 624-2093