

SOCIOLOGY 4977V – SENIOR HONORS PROSEMINAR I



Fall 2014 2:30-5 Wed; 1183 SocSci
course page: www.soc.umn.edu/~uggen/4977.htm

Professor: Christopher Uggen (*Chris You-Gun*)

office: 1167 Social Sciences: 612-624-4016

hours: 5:30-7 Monday; before/after class or by appt.

email: uggen001@umn.edu

web: [4977 course page](http://4977.course.page)

Logic of the Course

Welcome! The Senior Honors Proseminar I is the first of two courses designed for honors students majoring in sociology. Students in Sociology 4977 will finalize their research problems, develop appropriate methodologies and research instruments, secure human subjects approval, collect original data or identify secondary sources, and begin data analysis. The course will operate as a seminar, with students leading discussions and critiquing their peers.

This course will likely differ from other courses you've taken, since our primary goal is to actually produce good social science (with learning how good social science is produced as a secondary goal). We'll keep the course readings light, since you will be doing a *lot* of reading and note-taking on your chosen topic. I've assigned readings emphasizing research design, since good design will be critical to your success. Your success will also hinge on your ability to manage your time and emotions, so you must be both disciplined and flexible in meeting the challenges and embracing the opportunities ahead. Enjoy!

Objectives

- Strengthen the core research competencies you have learned in your major: literature searches, summarizing and critiquing articles, writing cogent literature reviews and convincing proposals, and presenting your ideas orally.
- Use these competencies and experiences to propose and produce your own research.
- In the first (Fall) Senior Proseminar, we emphasize conceptualization and measurement. You will narrow your topic to a thesis-sized research question, secure the data and permissions necessary to proceed with your work, identify your thesis committee, and take your first cut at the analysis.
- In the second (Spring) Senior Proseminar, you will finish data analysis and focus on writing and rewriting your thesis. You will unify its component parts into a coherent whole, defend the thesis before your committee, and consider outlets for publication or dissemination of your work.

Organization of the Course

- **Attendance:** Because the course is conducted as a seminar workshop, it is especially important for *all* students to be active participants. Otherwise, it dilutes the experience for everybody. I

therefore expect everyone to attend each of the weekly meetings. If you have an *irreconcilable* schedule conflict (something on the order of kidney dialysis), we will attempt to reschedule the class. If you must miss a single session due to illness, family or medical emergencies, or religious observances, inform me by email prior to the session.

- **Grading:** This isn't about getting an A grade, although most earn an A in 4977. Instead, your reward for this seminar is producing a senior project that represents the *best work of your undergraduate career* – work that could serve as a writing sample in any field you enter. Your grade will be determined by your revised project proposal (10% of course grade), the front-end: theory and literature section (25% of grade), human subjects forms (10% of grade), the middle: data, methods, and indicators section (25% of grade), and class participation (10%). The remaining 20% will be determined by short assignments, such as critiquing papers by fellow students, and in-class exercises.
- **A Note on Competition:** Everyone in this class is a high achiever, but the only person you are competing with is yourself. Learn what you can from your peers – work habits, inspiring ideas, oral and written presentation techniques -- but do not get distracted making invidious comparisons between yourself and other students: That way madness lies. Trust yourself and your own abilities, work hard, stay organized, and you are sure to write a terrific thesis.

Texts and Resources

- I sent an electronic copy of a previous edition of the *ASA Style Guide* already, but the 4th edition is available at the bookstore. Creswell's research design book is oriented to social psychology but will provide a clear and simple reference point regardless of area or the methodology you employ. The syllabus lists a few required readings that should be completed before each session. These materials will be made available by email or on the course page. Everyone is expected to read the core articles closely (even on days when writing assignments are due).
 - American Sociological Association, 2010. *ASA Style Guide*. 4th ed. Washington, D.C.: ASA.
 - Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, CA: Sage.
 - University of Minnesota Department of Sociology. 2014. *Faculty Research Activities*. [Uggen will distribute]
- **A Few Other Classic Texts and Resources, by Subject (Recommended Only)**
 - DEPARTMENTAL GUIDES: Harvard's [Guide to Writing a Senior Thesis in Sociology](#) (2012) and Princeton's [Writing Sociology: A Guide for Junior Papers and Senior Theses](#) by Rebekah P. Massengill.
 - QUALITATIVE METHODS: Lofland, John, and Lyn H. Lofland. 2005. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 4th. ed. Cengage Learning.
 - QUANTITATIVE METHODS: Hamilton, Lawrence C. 2013. *Statistics with Stata, Version 12*. [for those using Stata]; Knoke, David, and George W. Borhnstedt. 2002. *Statistics for Social Data Analysis*, 4th ed. Cengage Learning.
 - WRITING & THINKING: Becker, Howard S. 1986. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* and 2008. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Both University of Chicago Press; Strunk Jr., William, and E.B. White. 2000. [The Elements of Style](#). 4th Ed. Boston: Allyn and Bacon; The Sociology Writing Group. 2013. *A Guide to Writing Sociology Papers*. 7th ed. New York: Worth.
 - Uggen's [Link Page](#).

Course Requirements and Grading

- 10% 1-2-page initial topic statement (draft due 9/10, revision due 9/17)
- 10% Human Subjects Forms or statement (draft due 10/22)
- 25% Front-end Theory and Literature (draft due 10/29, final due 11/5)
- 25% Middle (Data, Methods, and Indicators) (draft due 11/19, final due 11/26)
- 10% Class Participation
- 20% Short assignments, Critiques, and In-class exercises

Course Policies and Friendly Reminders

- LATE ASSIGNMENTS: Assignments and readings are due on the dates noted in the syllabus. Late assignments are penalized 5% per day. Please document any family or medical emergencies.
- PLAGIARISM/ACADEMIC MISCONDUCT. You do not need to plagiarize. You do not want to plagiarize. Very Bad Things will happen if you plagiarize. Do not plagiarize.
- TEACHING PHILOSOPHY, COLLEGE, AND DEPARTMENT POLICIES. Attached.
- NOTES. The "buddy system" works nicely for notes. If you must miss class, seek out a classmate for notes. Then see me to clarify anything you do not understand.

Honors Thesis, Levels and Defense: Peek ahead to 4978 (adapted from J. Gerteis)

- The University bases the level of honors *eligibility* on GPA in the student's final 60 graded credits, with the cutoffs as follows: *cum laude*: 3.500 GPA or higher; *magna*: 3.666 or higher; 3.750 or higher. There are important [details](#) that you should review on the [Honors web page](#) and advisors; the department's advisor, Bobby Bryant can tell you about cutoffs for departmental honors. While the GPA cutoffs establish your eligibility, the committee determines the honors level based on the quality of the thesis. This level may be below (but not above) the eligibility level.
- The Sociology Department requires you to assemble a [committee of three faculty members](#), who will review the thesis paper and conduct the final hearing. Chris Uggen will be one, serving the role of advisor. One other member must be a regular (tenure-track) member of the Sociology department. The third should be a faculty member from outside the department. You are responsible for recruiting faculty to fill the two open spots. We'll discuss ways to make this easier.
- In April, you will send your thesis paper to all committee members and schedule a time for an oral defense. You will also present your research in a short (15 minute) presentation to the broader department community, but the defense itself is only open to the committee. In this defense, you will briefly present your research and key findings (5-10 minutes), and then the committee will ask questions about your work (45 minutes). You will then step out of the room while the committee discusses whether revisions are needed and which level of honors to assign. This sounds scary, but your committee wants you to do well and the discussions are usually quite constructive.

Tentative Class Outline

I. **BIOGRAPHIES, INTERESTS, AND TOPICS**

"Design is easy. All you do is stare at the screen until drops of blood form on your forehead." — Marty Neumeier

Week 1

9/3 **Welcome! See the thesis, be the thesis...**

- Big picture stuff: Where [you](#) want to be in December and in May

- Identifying your *committee*, your *models (and finding good examples)*, and your *specialized methodological resources*: people, courses, texts
- Your cohort, the seminar [Circle of Trust](#), and the 2000 honors seminar [big shoulders]
- Establishing individual timelines.
- **READ:** [Faculty Research Activities](#) [distributed in class]
- **READ:** [social media versus social science](#) (Uggen) [distributed in class]
- **WORKSHOP:** Identify your (very preliminary) topic in a single sentence, share it with the class, and we'll all work it over. Identify potential research questions.
 - Two questions: Is it sociology? Does it matter?
 - What sort of evidence do you find most convincing?

Week 2

9/10 **Your life and your thesis**

- **DUE:** Bring two copies of your 1-2 page initial topic statement to class
 - 1-2 paragraph "hook" showing your interest in topic and its importance for social science (and often policy).
 - Clear statement of at least one potential research question and why the answer matters ("how" or "why" questions often work better than "yes/no" questions).
 - A list of 3-5 "key works" or reference points in the literature.
- How "big" is an honors thesis? [versus. a MS thesis, a dissertation, a career...] 7.5 months.
- Discovering the "secret advantages" within your so-called boring biography
- **READ:** C. Wright Mills, 1959. "[The Promise](#)." Pp. 3-24 in *The Sociological Imagination*.
- **SKIM:** Harvard pp. 1-16, "Before You Begin"
- **SKIM:** Creswell, pp. 3-21, "The Selection of a Research Approach" [biographies and post-positivism, constructivism, transformativ[ism], pragmatism]
- **WORKSHOP:** Topic statements; your favorite sociology reading; guidelines for faculty interviews

Week 3

9/17 **NO CLASS – USE TIME FOR THESE SELF-GUIDED ASSIGNMENTS**

- **DUE:** Revised topic statement: turn in to front desk in 909 Social Science for Uggen.
- **DO:** initial faculty interview (ask for 10 minutes).
- **DO:** Search [Annual Review of Sociology](#) and identify, download, and print at least one review related to your area of study. Use the search button at the top of the page to identify areas (e.g., "incarceration," "public opinion," "gender inequality," "environment"). LCD students may also be interested in [Annual Review of Law and Social Science](#). Bring a hard copy to 9/24 class.
- **DO:** explore options for funding your research (*it is early, but so are the deadlines*)
 - [Sociology Capstone](#) [deadline 9/19/14].
 - Consider a [UROP](#) proposal [deadline 10/6/14]. [Sample sociology proposal](#). **Note:** "Your UROP project and Honors thesis may be parts of a larger project but they may not overlap unless you are applying only for UROP expense money. The UROP final report and presentation must be separate and unique from the Honors thesis."
 - [National Honors list](#)
- **DO:** explore [IRB University of Minnesota](#) [IRB Guidance & FAQs for Social & Behavioral Research and "Advice from a Student Researcher"](#).

II. THE FRONT END: LITERATURE, THEORY, AND CONCEPTUALIZATION

"Every designers' dirty little secret is that they copy other designers' work. They see work they like, and they imitate it. Rather cheekily, they call this inspiration." — Aaron Russell

Week 4

9/24 **Getting serious about the literature**

- Authority and expertise: You will likely know more about your specific thesis problem than me or any other non-specialist in the area.
 - Literature as "state of knowledge" ≠ Theory
 - Depending on need and interest, we can arrange a class meeting with Nancy Herther, Social Science Librarian at Wilson library.
 - Ultimately, your thesis should be built on a foundation of at least 20 books or articles that provide context for and (more importantly) provide impetus to your project. But I won't ask for a stand-alone "literature review" this semester. Instead, you will be integrating your literature review with the theory piece due 10/29.
- **WORKSHOP:** Live searching with Uggen
- **DO:** Search *American Journal of Sociology* and *American Sociological Review* to identify the conversations occurring around your topic in the field's top two generalist journals (*Social Forces* and *Social Problems* are also highly regarded generalist journals).
- **DO:** In consultation with Uggen, identify the top two or three specialty journals in your area (e.g., *Gender & Society*, *Law & Society Review*, *Demography*, *Criminology*, *Racial and Ethnic Studies*, and *Administrative Science Quarterly* would all represent top specialty journals) and articles bearing on your topic.
- **DO:** Use [google scholar](#) to identify the most frequently cited recent books on your topic (there are exceptions, but look for volumes in reputable university presses). You are expected to know the highly cited work in your field, though the best work may not (yet) be cited.
- **READ:** Becker, Howard S. 1986. *Writing for Social Scientists*. Chapter 8: "Terrorized by the Literature." Pages 135-149. Chicago: University of Chicago Press.
- **SKIM:** Creswell, Chapter 2, pp. 25-49. "Review of the Literature."
- **SKIM:** Harvard, pp. 18-20. "Beginning the Literature Review."

Week 5

10/1 **What are good sources?**

- **DO:** compile initial source list (can be long or short, but should include the *Annual Review* article you identified last week – these are the seeds of your reference list and I want to be sure you're on-track). Who is *now* doing the best work in and around your question?
- **READ:** Angela Behrens, Christopher Uggen, and Jeff Manza. 2003. "[Ballot Manipulation and the 'Menace of Negro Domination': Racial Threat and Felon Disenfranchisement in the United States, 1850-2002.](#)" *American Journal of Sociology* 109:559-605.
- **SKIM:** Creswell, Chapter 5, "The Introduction." And 6 "The Purpose Statement."
- **WORKSHOP:** Analysis of publications from undergraduate thesis research.

Week 6

10/8 **Theory and conceptualization: necessary evils or coolest things in the world?**

- How good theorization this semester will bail you out next semester

- **READ:** Becker, Howard S. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chapter 4: "[Concepts](#)." Pages 109-145. Chicago: University of Chicago Press.
- **READ:** Alford, Robert R. 1998. "[The Construction of Arguments](#)." Pp. 32-53 in *The Craft of Inquiry: Theories, Methods, Evidence*. New York: Oxford University Press.
- **SKIM:** Creswell, Chapter 3: The Use of Theory, pp. 51-75.
- **DO:** Define 3 core concepts for your study and provide operational definitions for each of them. Use the core concepts to reformulate your research question around Alford's multivariate, interpretive, or historical paradigm.

Week 7

10/15 **Generating and testing propositions: qualitative and quantitative approaches**

- Hypotheses and propositions
- Boiling your thesis to its essences
- **READ:** Hagan, John. "[Testing Propositions about Gender and Crime](#)." Pp. 17-46 in *Criminological Controversies: A Methodological Primer*. Boulder, CO: Westview.
- **READ:** Lofland, John, and Lyn H. Lofland. 1995. "[Developing Analysis](#)" Pp. 181-203 in *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, 3d. ed. Belmont, CA: Wadsworth.
- **SKIM:** Creswell, Chapter 7: Research Questions and Hypotheses, pp. 139-153.
- **PREPARE:** Write two or more propositions derived from theory that make explicit reference to your concepts.

Week 8

10/22 **Human subjects and research ethics**

- **DO:** Read IRB "[Does my research need IRB review?](#)" "[About IRB](#)" and "[Is my research exempt?](#)"
- **READ:** Oakes, J. Michael. 2002. "[Risks and Wrongs in Social Science Research: An Evaluator's Guide to the IRB](#)." *Evaluation Review*: 443-79.
- **SKIM:** Creswell, Chapter 4 "Writing Strategies and Ethical Considerations"
- Approval that Uggen can and cannot grant
 - Approval requiring student review and full committee review
 - Informed consent, anonymity, deception, and voluntary participation
 - Ethical considerations in writing and collaboration
 - Ethical considerations in ethnographic work and passive observation
- **DO:** your literature review.
- **WORKSHOP:** Draft Institutional Review forms and ethics statements.

Week 9

10/29 **Workshopping our front-end drafts**

- **DUE:** front-end draft to Uggen and critics (bring two copies)
 - 1-paragraph introduction
 - 5ish-page literature review, with substantive heading (e.g. "Findings and Limitations of Research on Sentencing Reform" or "Factors Associated with Outcome Attainment" but NOT "literature review") and topical subheadings (see style guide for format).
 - 5ish-page *draft* statement of theory, concepts, and propositions or hypotheses (e.g., "Two Views of Neighborhood Stability and Poverty" or "Conceptualizing Social Movement Outcomes" or "Two Ways of Thinking about Collective Memory")

- One paragraph “foreshadowing” your proposed analytic strategy
- **WORKSHOP:** front-end assignments
 - Learning to rewrite; Trust, compromise, and constructive criticism
 - *“I don't mind a repetitive chorus; I mind repetitive verse. I mean, it's the same amount of space. Why would you have only three diamonds if you can have six? Once you get that idea out of your head, then, if anything, the trouble is to not have forty of 'em. That's where editing comes in, and rewrites. That's the real secret of everything-rewriting. I always rewrite.”* – Lou Reed
 - Exchange a neat list of at least 5 critical but constructive comments on your partner’s front-end paper.
- **READ:** absolutely nothing. Sometimes we read, sometimes we write.

III. THE MIDSECTION: DATA, MEASURES, AND METHODOLOGY

“Data is [are] sexy.” — Hans Rosling

Week 10

11/5 **What’s already out there: secondary data sources**

- **DUE:** Final Front-end to Uggen
 - Costs and benefits of collecting your own data
 - Norms for undergraduate and graduate research
- **SKIM:** Singleton, Royce A., and Bruce C. Straits. 1999. [“Research Using Available Data.”](#) Pp. 357-392 in *Approaches to Social Research*, 3d. Ed. New York: Oxford.
- **SKIM:** Creswell, Chapter 8, Quantitative Methods
- **SKIM:** Harvard, pp. 21-27 “Developing and Testing Your Methodology.”
- **DO:** Identify the best available source of secondary data for your project. Search the archives at ICPSR (<https://www.icpsr.umich.edu/icpsrweb/landing.jsp>) or NACJD (<http://www.icpsr.umich.edu/icpsrweb/NACJD/>) or some other archive. Record the units of analysis, date of collection, sampling method, and *specific questionnaire wording* on the items closely related to the concepts of your study. Write up your rationale for choosing to analyze primary or secondary data in your thesis.

Week 11

11/12 **Collecting your own primary data**

- **READ:** Patricia Adler and Peter Adler, [“The Promise and Pitfalls of Going into the Field.”](#) *Contexts* 2:41-47.
- **READ:** Howard Schuman. 2002 [“Sense and Nonsense about Surveys.”](#) *Contexts* 1:40-47.
- **SKIM:** Creswell, Chapter 9, Qualitative Methods.
- **SKIM:** Harvard, pp. 30-35 “Collecting Your Data.”
- What counts as data?
- Troubleshooting data problems
 - Collecting primary data
 - Cleaning secondary data
- **PREPARE:** Final copy of institutional review forms

Week 12

11/19 **Midsection draft due to Uggen and critic**

- 2-page **data** section: Discuss primary or secondary source, prior studies using data (for secondary), collection procedures (for primary), sample and population, strengths and weaknesses of the data for your particular purposes.
- 3-page **measures** section: Discuss operational indicators of the concepts discussed in your theory section. How are the major concepts measured?
- 3-page **methodology** section: Discuss your research design and analytic strategy.
- **WORKSHOP:** Compile a neat list of at least 5 critical but constructive comments on your partner's paper.

Week 13

11/26 **Individual Meetings to accommodate Thanksgiving travel (11/27)**

- **DUE:** Final midsection to Uggen

IV. THE (FRONT OF THE) BACK-END: ANALYSIS AND RESULTS

"Design should never say, "Look at me." It should always say, 'Look at this.'" — David Craib

Week 14

12/3 **Analysis and the elaboration model.**

- Tables 1, 2, and 3: Univariate, Bivariate, and Multivariate Analysis
- The elaboration model
- **SKIM:** Harvard, pp. 36-39 "Analyzing Your Data"
- **SKIM:** Creswell, chapter 10, "Mixed Methods Procedures"
- **PREPARE:** A one-page summary of your analytic strategy.

Week 15

12/10 **Taking Stock – Is it thesis yet?**

- **WORKSHOP:** Present a 5-10 minute progress report to the class. Distribute a 1-page handout summarizing your research question, the current status of your data collection and analysis, and preliminary results.

"Our opportunity, as designers, is to learn how to handle the complexity, rather than shy away from it, and to realize that the big art of design is to make complicated things simple." — Tim Parsey

Uggen's Teaching Goals and Philosophy

1. Respect for Students.

The other points are really a subset of this one. Education is a service industry, but you cannot simply purchase a unit of education the way you would buy other commodities. Instead, you must devote time and energy to learning. I respect those students who must make work, family, or other commitments their top priority. Nevertheless, to benefit from the class and to be rewarded with a high grade, you must find time to do the work.

2. Procedural Justice or Fairness.

In my non-statistics classes, I typically grade exams and papers anonymously (by identification numbers rather than names) to avoid favoritism or other biases. Universal standards and strict deadlines are the best way I know to provide equal opportunities for all students.

3. High Standards for Excellence.

I reserve grades of A for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. You can receive a B by doing all of the work well and a C by meeting *all* course requirements.

4. Opportunities for Independent Work.

All must meet the basic requirements. For those wishing to engage the material at the highest level, I allow flexibility for more ambitious projects.

5. Responsiveness and Accountability.

You will have the opportunity to evaluate me and to critique the course in time for me to make changes that will benefit *you*. If you think I have failed to live up to the principles or philosophies here listed, please let me know about it.

6. Accessibility.

I will be available to you during office hours and flexible in scheduling appointments outside these hours (*including* nights and weekends).

7. Openness to Diverse Perspectives.

Sharing your experiences and understandings (publicly or privately) enriches the course for your fellow students, especially when you disagree with me.

8. Enthusiasm for the Subjects I Teach and for Teaching as a Vocation.

I cannot expect you to really engage the course materials if I am bored with them. Therefore, I will make every effort to make the texts, lectures, and assignments current, relevant, and intellectually engaging.

9. Skills, Knowledge, and Attitudes.

I teach: (1) technical and life skills that will benefit you inside and outside of the classroom; (2) abstract and concrete knowledge about the social world; and, (3) attitudes promoting the free and good-humored exchange of ideas.

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 on-line at <http://advisingtools.class.umn.edu/cgep/>).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

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. 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"). For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES

*** SOCIOLOGY DEPARTMENT POLICIES ***

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

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

grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

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

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

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

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

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

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at <http://www.soc.umn.edu/undergrad/>

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

Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300

Director of Undergraduate Studies, Professor Teresa Swartz, 1172 Social Sciences - 624-2310

Sociology Honors Advisor, Professor Kathleen Hull, 1131 Social Sciences - 624-4339

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

Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <http://z.umn.edu/socugrad>