

# **Never Again!**

## **Memory and Politics after Genocide**

SOC 4315 / GLOS 4315 / GLOS/SOC 5315

Spring 2017

Tuesdays & Thursdays 1:00-2:15, Blegen Hall 145

Instructor:

Alejandro Baer (Associate Professor of Sociology, Stephen C. Feinstein  
Chair and Director of the Center for Holocaust and Genocide Studies)

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Office Hours: Wednesday 10.30 to 12.00. Office: SocSci 1133

Teaching Assistant:

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Office Hours: Thursday 4.00 to 5.30. Office: 1181

### **Course overview:**

This course focuses on the social repercussions and political consequences of large-scale political violence, such as genocide, crimes against humanity and war crimes. How do individuals, communities and societies come to terms with these atrocities? How do successor regimes balance the demands for justice with the need for peace and reconciliation? How is public memory of the atrocities constructed?

Section I provides an overview of the basic concepts and themes of this class: defining mass violence, collective memory and forgetting in post-atrocity contexts, and transitional justice. In Section II we will look at memory of the Holocaust among descendants of victims and descendants of perpetrators, and its impact on the way other communities shape and represent their memories of mass violence and victimhood, i.e. their specific demands, symbolic politics and judicial strategies. In Section III we will address cases from around the globe and different historical settings, including the legacies of State terror in Latin America, the aftermath of Stalinist mass violence in Eastern Europe and American First Nations' struggles for memory and justice.

We will also examine public remembrance projects such as monuments and museums, film and television series, visual art and other initiatives, which operate in conjunction or in tension with legal and political procedures (tribunals, truth commissions, reparations, etc.), and are often initiated by human rights NGOs, victim organizations, intellectuals, and artists.

The content and methodology of this course (short written assignments, online discussions, in-class exercises such as role-playing of diverse political actors involved in post-conflict scenarios) will allow students reflect on their roles as members of particular communities and also as US and global citizens.

**Course Format:** This course will be conducted as a combined lecture and discussion course. This basic format will be supplemented by regular in-class exercises.

### **Course Objectives:**

By the end of the course you should be able to:

- Connect the diversity of theoretical and practical responses to specific post-atrocity scenarios.
- Understand the importance of historical and cultural traditions by studying domestic and international transitional justice mechanisms.

- Locate and critically evaluate information on the dilemmas raised by issues of remembrance, justice and reconciliation.
- Communicate effectively your ideas in writing and speaking.
- Collaborate with others in the examination of cases that have multiple perspectives and epistemologies, and call for carefully reasoned interpretation of the facts.

### Course Requirements:

In addition to regular attendance and active participation in discussions, students are required to complete 5 short writing assignments (Reading Responses), complete two mid-term exams and keep a semester-long news log that will be turned into a final project consisting of a PowerPoint presentation and an op-ed style article. To be able to get the most out of this course it is paramount that you attend all classes. In-class activities will be given throughout the semester. Assignments are due on their assigned date (late assignments will be downgraded).

### Grades:

Midterm I.....	20%
Midterm II.....	20%
Reading Responses.....	20%
News Tracking Project.....	25%
Attendance and Participation.....	15%

### 1. Exams

Exams will be a combination of essay, short answer and multiple-choice questions. They will cover content from course readings, lectures, films and in-class discussions and activities. Midterm I will cover materials up to week 6. Midterm II will cover materials of week 7 to week 14.

### 2. Reading Responses

Students in this class are expected to submit 5 reading responses over the course of the term. These reading responses are short reflections that demonstrate your understanding of the assigned material and help you create the habit of forging connections between various readings and ideas. These regular exercises should also prepare for the exams. Reading responses must reflect on the readings assigned for the week on which you turn them in (always Mondays). There are many possible ways to engage with theoretical texts and your RRs can take a variety of formats:

- 400-500 word mini-essays that highlight a central theme from the week’s readings and discuss how at least two of the readings address or use that theme.
- 400-500 word review mini-essays that discuss how a given reading has changed, enhanced, or clarified your view of a concept discussed earlier in the course. You should identify specific arguments from specific readings earlier in the course, and explain how the current reading extends or challenges those arguments.
- 400-500 word mini-essays that describe how a theoretical text you have read gives you a new perspective on current events. If you choose this option, please also submit a hard copy of the news article or blog post, or a thorough description of the news story you are connecting it to.
- Detailed graphic (such as a concept map or flowchart) or textual (such as a multi-part Venn) diagrams showing how the ideas from at least two of the readings contribute to a central core concept or theme.

Reading responses will be graded with a 0-2 scale. Twos are reserved for work that demonstrates

above-average engagement with the reading, in terms of understanding of the content and its significance or connections to other readings, contemporary issues and concerns. Ones will be given for work that demonstrates adequate knowledge of the reading and attempts to write critically about it. Zeros will be given for students who do not complete the assignment or for submissions that demonstrate weak knowledge or understanding of the reading in their response. The following scale will be used to assign the final writing assignment grade (25% of final course grade): 9-10 points: A (100) 8 points: A- (92) 7 points B+ (89) 6 points: B (86) 5 points: C+ (79) 4 points: C (76) 3 points: D+ (69) 1-2 points: F+ (59) 0 points: F (0)

**ALL Reading Responses must be submitted in class on the due date, in hard copy. Electronic copies of assignments will be accepted only in cases of excused absence from class.**

### **3. News-Tracking Project**

This project consists of a) a news-log, b) a Powerpoint Presentation and c) an op-ed style article due in finals week.

Each student will be responsible for keeping a semester-long **news log**, consisting of **8-10 entries of between 100-200 words each** (about a paragraph). Each entry can include one or two statements of summary of an article, and should take note also of how these stories are being reported. You will choose a case that is currently in the news (for instance: denial of the Armenian genocide in Turkey, genocide in South Sudan, accusations against the Myanmar government for committing genocide against the Rohingya, discussion around Holocaust commemorations, “White Genocide” conspiracy theory, indigenous people and cultural genocide, etc.) and collect news items from different sources by creating a [Google Alert](#) with the pertinent keywords. At the end of the term, students will submit a **Power Point presentation** and an **op-ed style article** (1-2 pages) in which you will analyze your case in light of the concepts and theories learned and in dialogue with the cases covered in class. Each student will open a thread **on the Moodle forum** titled **News Log** and post here their topic related entries over the course of the semester.

More information for this assignment will be given in class and on Moodle.

### **4. Attendance and participation**

Participation means not just being physically present in the classroom, but coming to class prepared - i.e., having done all of the assigned readings and/or assignments and taking the time to reflect on them. It also means sharing your ideas and experiences while recognizing the importance of listening to others. Please arrive ready to discuss course materials, to raise questions, and to actively engage in class activities.

**Readings:** The required reading for the course includes the book by Martha Minow *Between Vengeance and Forgiveness. Facing History after Genocide and Mass Violence*, and a collection journal articles, book chapters and newspaper articles. The book can be purchased at the University Book Store. All other required readings will be available on Moodle.

Reading the weekly assignments with care is a requirement for doing well in this class. Each of you will be asked to **post on Moodle 3 questions** on the readings assigned for the following week once during the course (on the Sunday before the Tuesday class or Tuesday before the Thursday class). Bring the required readings with you to class since you will need them for in-class discussions and group exercises.

Exams and assignments not turned in during class on the relevant due date will be considered late and will be penalized. You will be penalized by 1/3 grade per day late (e.g. an A paper will become an A- if it is one day late, a B+ if it is two days late, and a B if it is three days late). If you need to turn in an assignment late, deliver it to 909 Social Sciences and ask the staff to put it in Professor Baer’s mailbox. Do not send it via e-mail or slip it under the office door. Please come

to my office hours if you are unclear about anything.

**Additional Requirements for graduate students enrolled in GLOS/SOC 5315:**

- a) Additional required reading is noted in the syllabus with: \*GLOS/SOC 5315
- b) Students will submit a 10-12 page essay on a topic of their choice in addition to the News Tracking Project. Students are required to submit a proposal of the final paper by week five of the course.

**POLICIES:**

**Office Hours and Communication with Instructor and Teaching Assistant:**

Students are encouraged to use office hours for communicating about all questions concerning course material, assignments or grading. In addition a Moodle forum “Questions about the Course” is available for students during the entire course. Please do not use email, unless unavoidable.

**Scholastic Dishonesty:** Please familiarize yourself with the university policy on plagiarism. All materials used must be appropriately cited. Be particularly cautious in using the internet – copying even small portions of an essay without appropriate attribution is cheating.

**Changes to the Syllabus:** If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications distributed in class, sent via email, or posted on Moodle. The precise schedule of readings will be updated throughout the semester, so it is your responsibility to stay on top of announced readings and assignments.

**Classroom environment:** Class discussions and group work are an important part of my teaching-learning philosophy. Mutual respect, cooperation, and participation form the basis of this environment. By the very nature of the course, there will likely be a wide range of interpretations, many of which may be rooted in your personal experiences. That is fine. A good classroom environment is supposed to stimulate you to think for yourself, challenge paradigms, and raise critical questions. However, please keep in mind that we must engage each other in a respectful and considerate manner in the classroom.

**Technology:** All cell phones must be turned off prior to entering the classroom. Use your laptop only to take notes. Students may not audio or video record class sessions without my permission.

If you want to **contest a grade** on an assignment, submit a typed list of your objections to me in office hours. Students have two weeks from the time I return graded assignments to contest grades. I will not review graded assignments after the two-week period elapses.

**Disabilities:** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a disability or condition that compromises your ability to complete the requirements of the course, you should inform us as soon as possible of your needs and we will make all reasonable efforts to accommodate you. Any student needing to arrange accommodations for a documented disability should also contact the [U. of M. Disability Resource Center](#) at 612-626-1333.

**COURSE SCHEDULE AND READINGS**

**PART I: MASS VIOLENCE AND ITS AFTERMATH: MEMORY, TRUTH AND JUSTICE**

***Week 1: General Introduction / What is Genocide?***

Tuesday: Introductions, Course Overview and Objectives.

Thursday:

\*Portraits of Reconciliation (NYT, April 2014)

\* Samantha Power (2002), *A Problem from Hell, America and the Age of Genocide*. New York: Basic Books. (Chapter 1 and 2)

***Week 2: The Crime of Genocide: Definition, Ambivalences, Implications***

Tuesday:

\*Philip Spencer (2012), *Genocide since 1945*. London: Routledge, pp. 1-23

Thursday:

\*Philip Spencer (2012), *Genocide since 1945*. London: Routledge, pp. 24-40

\* “The G-Word Paradox. Why calling an atrocity a “genocide” so often backfires”, by Rebecca Hamilton, *Foreign Policy*, March 22<sup>nd</sup>.

\* GLOS/SOC 5315 Anson Rabinbach (2005) “The Challenge of the Unprecedented. Lemkin and the Concept of Genocide”, *Simon-Dubnow-Institute Yearbook*, Vandenoock and Ruprecht. Pp. 397-419.

***Week 3: On Collective Memory: Is Forgetting a Curse or a Blessing?***

Tuesday:

\* Jorge Luis Borges, “Funes the memorious”, in: *Ficciones*, London: Grant and Cutler, 1976, pp. 107-115.

\* Ernest Renan (1882), *What is a Nation?*

Thursday:

\* Maurice Halbwachs, *On Collective Memory*, trans. Lewis A. Coser, Chicago: The University of Chicago Press, 1992 (excerpts on Moodle).

➤ *Proposal for News Tracking Project due*

➤ *Reading Response 1 due*

***Week 4: Transitional Justice: Between Vengeance and Forgiveness***

Tuesday:

Coming to terms with mass violence:

\* M. Minow, Chapter 1 (Introduction) and 2.

\* Hannah Arendt, *The Human Condition* (pp.236-247)

Thursday:

Film Screening: *Pretty Village*.

\* Newspaper articles on Yugoslavia

***Week 5. Justice, Truth and/or Reconciliation***

Tuesday:

\* M. Minow, Chapter 3 (Trials)

Film: *Judgement in Nuremberg* (Stanley Kramer, 1961) (Selected Scenes)

Thursday:

\* M. Minow, Chapter 4 (Truth Commissions)

➤ *Reading Response 2 due*

## **Week 6. Amnesties / Midterm**

### Tuesday:

\* Francesca Lessa and Leigh A. Payne (eds.), *Amnesty in the Age of Human Rights Accountability: Comparative and International Perspectives*, Cambridge, UK: Cambridge University Press, 2012. (Introduction).

### Thursday:

MIDTERM 1

## **PART II: THE HOLOCAUST: JEWISH, GERMAN AND UNIVERSAL MEMORY**

### **Week 7: The Holocaust**

#### Tuesday:

\* The German Reich Citizenship Law of 1935

\* *Commandant of Auschwitz: The Autobiography of Rudolf Hoess*, pp.155-164 (Chapter 22. The Gassings).

\* Hannah Arendt (1961) *Eichmann in Jerusalem* (excerpts)

#### Thursday:

\* Zygmunt Bauman (1989) *Modernity and the Holocaust* (Chapter 1)

\* GLOS/SOC 5315 Zygmunt Bauman (1989) *Modernity and the Holocaust* (Chapter 2)

### **Week 8: Jewish Memories**

#### Tuesday:

\* Levy and Sznajder (2006) *The Holocaust and Memory in the Global Age* (p. 83-90)

#### Thursday:

\* Sagi, Avi (2010) "The Holocaust and the Foundation of Jewish Identity", *Azure* no. 42.

<http://azure.org.il/include/print.php?id=552>

\* Yehuda Elkana, "The Need to Forget," *Haaretz*, March 2, 1988

➤ *Reading Response 3 due*

### **Week 9: German Memories**

#### Tuesday:

\* Karl Jaspers (1948) *The Question of German Guilt*, New York: Dial Press, pp. 16-25.

\* GLOS/SOC 5315: Hannah Arendt (2009), "Organized Guilt and Collective Responsibility", in *Responsibility and Judgement*, New York: Schocken, pp. 147-158.

#### Thursday:

\* Harald Welzer et al. (2002) *Grandpa wasn't a Nazi: The Holocaust in German Family Remembrance*. Munich: Beck. (excerpts)

Film: *2 or 3 Things I Know about Him* (Malte Ludin, 2008)

### **Week 10: Universal Memory**

#### Tuesday:

\* D. Levy and N. Sznajder, "Memory Unbound"

\* J. Schandler. "Schindler's Discourse. America Discusses the Holocaust"

\* Video: UN Holocaust Memorial Ceremony 2014 (first 40minutes)

Thursday:  
Genocide survivor, class visit.

## **PART III: CASE STUDIES**

**Sunday, April 2nd** – Guided Tour of Bdote Dakota sacred site at Fort Snelling State Park  
Iyekiyapewin Darlene St. Clair, St. Cloud State University

### ***Week 11: The US-Dakota War & Minnesota. War Crimes or Genocide?***

Tuesday:

\*Kate Beane Presentation at Panel Discussion on “The Dakota Exile: Impact and Resistance”, Center for Holocaust and Genocide Studies, March 2013.

\*Benjamin Madley “It's time to acknowledge the genocide of California's Indians”, LA Times Op-Ed. May 2016

\* Who's History? Why Not All History Needs to be in the Our Capitol, Blog article by Joe Eggers.

\* GLOS/SOC 5315 John Docker, (2004) “Raphael Lemkin's History of Genocide and Colonialism”, Paper for United States Holocaust Memorial Museum, Center for Advanced Holocaust Studies, Washington DC, 26 February 2004.

➤ *Reading Response 4 due*

Thursday:

\*Waziyatawin Angela Wilson (2008), *What Does Justice Look Like? The Struggle for Liberation in Dakota Homeland*, Saint Paul: Living Justice Press, pp. 36-70

### ***Week 12: Spain: The Return of Civil War Ghosts.***

Tuesday:

\*Francisco Ferrándiz, “The Return of Civil War Ghosts”, *Anthropology Today*, vol 22, nr.3, pp. 7-12.

Newspaper articles:

“UN Tells Spanish Government it Must Aton for Franco's Crimes”, *Newsweek*, August 2014.

“Human rights abusers in Franco-era Spain could be tried in Argentina”, *The Guardian* November 2014.

Thursday:

\*Alejandro Baer and Natan Sznaider, “Antigona in León: The Drama of Trauma Politics”, in: Ana Lisa Totta and Trever Hagen (eds.), *Routledge International Handbook of Memory Studies*, London: Routledge. Pp 181-192.

Video: *Against Impunity. For the Dignity of Victims of Franquismo*

### ***Week 13: MIDTERM II // Argentina (and Chile) After the Dirty War***

Tuesday

MIDTERM II

\**Nunca Mas Report*, 1998, I-XVII, pp. 1-62, 372-395

\*Ariel Dorfman, “Whose memory?”, 8th Mandela Lecture – July 31st, 2010

Thursday

Film: *Death and the Maiden* (Ariel Dorfman, 1994)

\*Antonius C. Robben (2012) “From Dirty War to Genocide: Argentina's Resistance to National Reconciliation”, *Memory Studies* nr.5, pp. 305-315.

### ***Week 14: Remembering Stalinist Crimes in Post-Communist Europe.***

Tuesday:

\*Aleida Assmann (2013), “Europe's Divided Memory”, in: Muriel Blaive, Christian Gerbel et al (eds.) (2011) *Clashes in European Memory. The Case of Communist Repression and the*

*Holocaust*. New York : Palgrave Macmillan, pp. 25-41.

Recommended: Tatiana Zhurzhenko (2008), "Commemorating the Famine as Genocide: The Contested Meanings of Holodomor Memorials in Ukraine." In *Memorials in Times of Transition*, edited by Susanne Buckley-Zistel and Stefanie Schäfer, pp. 221–42.

Thursday:

\*Matti Jutila, (unpublished, 2014) "European Politics of Double Genocide: Constructing Genocidal Marxism in the Soviet Story".

Film: *The Soviet Story* (2008)

\* GLOS/SOC 5315: Tatiana Zhurzhenko (2008), "Commemorating the Famine as Genocide: The Contested Meanings of Holodomor Memorials in Ukraine." In *Memorials in Times of Transition*, edited by Susanne Buckley-Zistel and Stefanie Schäfer, pp. 221–42.

➤ *Reading Response 5 due*

**Week 15: "To call evil by its name" Class discussion on genocide memory politics.**

Presentation of news tracking projects.

## COLLEGE OF LIBERAL ARTS POLICIES

**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://policy.umn.edu/education/studentresp>

**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](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 Disability Resource Center in 180 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. 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://cla.umn.edu/sociology>

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

**Director of Undergraduate Studies, Professor Kathy Hull, 1131 Social Sciences - 624-4339**

Soc Honors Faculty Representative, Prof. Joachim Savelsberg, 1144 Social Sciences - 624-0273

Director of Graduate Studies, Professor Jeylan Mortimer, 1014B Social Sciences – 624-4064 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 - <https://sociologyundergrad.wordpress.com/>