**SOC4977V Syllabus: Tentative**
Senior Honors Proseminar I (3 credits)
Fall 2020

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Office: 967 Social Sciences Building  
Online office hours: Times to be given, or by email communication  
Delivery method: To be decided

### Course Description
- **Overview.** This is the first course in a two-semester sequence designed to help honors students and selected non-honors students majoring in sociology develop their senior project research papers. This semester will focus on developing a research design of your project, and next semester will focus on completing the writing of the honors thesis paper. All of you will present your thesis papers in the Sociology Research Institute, April 2022.
- **Preparation.** Doing research requires interests and ideas of the researcher. For all students, while your research interests tend to come from your curiosities about the problematic or puzzling elements of social phenomena, your research ideas to identify the problems and uncover the puzzles are likely to emerge from your broad social observations as well as your disciplinary and interdisciplinary knowledge already gained. Thus, you must be prepared to bring to this class your research interests and ideas about a research topic to be studied in your senior project paper.
- **Organization.** On each topic of importance to a research design paper, a lecture will be given in class. A total of six lectures will be presented. The first recaps sociological knowledge through three general questions: What is sociology? What elements are there in a sociological analysis? What are the basic methods of empirical research in sociology? The remaining lectures will focus on how to identify a sociological problem, how to conduct library search, how to do literature review, how to design an empirical research project, and how to handle research ethics involving human subjects. To help you deal with issues arising from your writing assignments throughout the semester, you should schedule one-on-one meetings with me during office hours and some class times (see pp. 2-6). Course grade is based on your class attendance, participation in discussion, and eight writing assignments. You submit each assignment to the course Canvas system on a Friday, and I will read and provide comments by the following Tuesday. There will be no exam.

#### Assignments and points distribution
<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>% of grade</th>
<th>Due day (tentative)</th>
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<tbody>
<tr>
<td>(1) Initial topic statement</td>
<td>5%</td>
<td>09/11, 1-2 pages</td>
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<tr>
<td>(2) Revised topic statement</td>
<td>10%</td>
<td>09/25, 3-4 pages</td>
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<tr>
<td>(3) Review committee information</td>
<td>5%</td>
<td>10/02, 1-2 pages</td>
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<tr>
<td>(4) Preliminary bibliography &amp; brief summary</td>
<td>5%</td>
<td>10/09, 2-3 pages</td>
</tr>
<tr>
<td>(5) Literature review</td>
<td>15%</td>
<td>10/16, 3-5 pages</td>
</tr>
<tr>
<td>(6) Methods, data collection, &amp; analytic strategy</td>
<td>20%</td>
<td>10/23, 5-6 pages</td>
</tr>
<tr>
<td>(7) Research ethics statement</td>
<td>5%</td>
<td>11/06, 1-2 pages</td>
</tr>
<tr>
<td>(8) Final research design paper</td>
<td>25%</td>
<td>12/16, 15-20 pages</td>
</tr>
<tr>
<td>(9) Class participation &amp; individual meetings</td>
<td>10%</td>
<td></td>
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Reading Materials

1. Textbook. No textbook is required. However, a standard textbook of social research methods, such as those by Earl Babbie, Kenneth Bailey, Stinar Kvale, Nan Lin, and Russel Schutt, would be useful to learn about the principles and strategies that need to be followed to develop a research design. A copy of each above-mentioned textbook is available from the instructor’s office and can be borrowed during the semester.

2. Required and recommended readings. For topics to be lectured and discussed in this course, selected papers, book chapters, and lecture notes in PDF are available on the course Canvas site. These materials are arranged by authors’ names alphabetically.

3. Bibliography. For your own paper development, you must establish a bibliography of 5-10 books and 20-30 articles for your literature review. For this semester, up to 5 books and up to 10 articles/book chapters must be cited and discussed in your research design paper due at the end of this semester.

Student Writing Support Services

- This class will not provide instruction about grammar, punctuation, spelling, and similar matters, though they will matters in the evaluation and grading of your papers.
- Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students at all stages of the writing process.
- In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies.
- Website for Center for Writing: http://writing.umn.edu/sws/.

Student Effort and Workload

For this 3-credit course, you will spend approximately 450 minutes per week on class activities. Weekly activities include class attendance (150 minutes) and off-class readings and writings (300 minutes). The eight writing assignments are 90% of course grade, which are your main workload.

Syllabus Organization

- pp. 1-2, general information about the course
- pp. 2-6, tentative schedule for weekly topics and assigned readings
- pp. 7-11, expectations and grading rules for writing assignments
- pp. 12-14, a complete list of reading materials
- pp. 15-19, policy statements
- pp. 20-21, university library information

Acknowledgement: The development of this syllabus benefits greatly from the course syllabi of Professors Joseph Gerteis, Kathy Hull, Jeylan Mortimer, and Joachim Savelsberg.
Tentative Schedule

Week 1: 09/09

Course description.

Lecture 1: What is sociology? What elements are there in a sociological analysis? What are the basic methods of empirical research in sociology?

Readings:
Adler & Adler, “The Promise and Pitfalls of Going into the Field”

Work due: 09/11, Initial topic statement.

Week 2: 09/16

Lecture 2: How to identify a sociological problem?

Readings:

In-class presentation: My research topic and how it should be revised to meet professional standards. Each student takes 5 minutes.

Week 3: 09/23

Presentation & discussion of the formal student’s exemplary paper and another paper chosen from the readings listed below. The class time is partitioned into two sections.

Section 1 is reserved for students’ presentations of their chosen papers, focusing on (1) the significance of the research problem; (2) the author’s arguments, propositions, and/or research hypotheses; (3) the method used to conduct the data analysis; and (4) the main results of data analysis and the conclusion. Two students will be paired up to present the paper, and take turns to answer questions during the Q&A period. Each paper is allocated 6 minutes for presentation and 3 minutes for Q&A.

Section 2 is to be led by the instructor to discuss the exemplary honors student thesis by Rush. The instructor will raise questions to be discussed by all students. The questions and discussions will be focused on the ways in which the author (1) raises her research question, (2) search and conduct literature review, (3) develops her argument, (4) chooses her methods of research, (5) conducts her observations, (6) presents her analysis, (7) conducts further theoretical discussion, and (8) draws her conclusion.

Readings:
(The following are exemplary research papers. Each student must read *Rush and another paper of his/her own choice.)


Meier, Ann, Kathleen E. Hull, and Timothy A. Ortyl. 2009. “Young Adult Relationship Values at the Intersection of Gender and Sexuality” Journal of Marriage and Family 71 (3): 510-525. This is a quantitative research paper with Logit models.

Rush, Nahrissa. 2020. “Organizational Conflict: A Case Study of a Food Cooperative.” Honors student thesis and the winter of 2020 SRI best student paper, Department of Sociology, University of Minnesota. This is an ethnography paper by a former honors student in sociology.


Open choice paper: Any other paper chosen by the student instead of the above-listed papers. Work due: 09/25, Revised topic statement.

Week 4: 09/30

Lecture 3: Library research, Guest speaker Ms. Katherine Nelsen (kgerwig@umn.edu), Librarian for American Studies, Anthropology, American Indian Studies, Asian American Studies, and Sociology, University Libraries (612-558-2570, mobile).

Lecture 4: Literature review, by Yanjie Bian.

Readings:

Becker, Howard S. 2008. Writing for Social Scientists, Chapter 8 “Terrorized by the literature.”

Discussion and contribution: Students voluntarily share their past experiences of obtaining scholarly and popular publications from library and online search engines.

Work due: 10/02, Review committee information.

Week 5: 10/07
Individual meetings with the instructor during office hours and class time. No class.
Work due: 10/09, Preliminary bibliography & brief summary.

Week 6: 10/14
Lecture 5: Research design issues
Textbook chapters: Chapters on research design issues from a standard textbook on social research methods.
Recommended further readings:
Work due: 10/16, Literature review.

Week 7: 10/21
Individual meetings with the instructor during office hours and class time. No classes.
Work due: 10/23, Methods, data collection, & analytic strategy.

Week 8: 10/28
Lecture 6: Research ethics
Readings:
“Human Subject Guidelines for Senior Projects in Sociology”

Week 9: 11/04
Individual meetings with the instructor during office hours and class time. No classes.
Work due: 11/06, Research ethics statement.
Week 10: 11/11
  Individual meetings with the instructor during office hours and class time. **No classes.**

Week 11: 11/18
  Individual meetings with the instructor during office hours and class time. **No classes.**

Week 12: 11/25 (Thanksgiving Holiday on 11/26)
  Individual meetings with the instructor during office hours and class time. **No classes.**

Week 13: 12/02
  Individual meetings with the instructor during office hours and class time. **No classes.**

Week 14: 12/09
  Last class meeting for any common issues of the research design paper.

Week 14: 12/16
  Individual meetings with the instructor during office hours and class time. **No classes.**
  **Work due: 12/16, Research design paper.**
Guidelines and Expectations for Writing Assignments
(Due Dates Tentative)

1. Initial topic statement, 1-2 pages, due Sept 11 Friday midnight

**Expectations.** This statement is about a specific social issue or problem to be studied. Your first 1-2 paragraphs are about your research issue and its significance. Tell the reader why this issue is of interest to you personally and scholarly, and why it is of interest to society at large. Next, present a clear statement of the research question or questions. Good research questions are explanatory rather than descriptive; that is, you ask “why” or “how” rather than “yes-no” questions. Specify the sociological importance of your research question(s) in the context of a subfield (or subfields) of sociological inquiry. Third, lay out very a preliminary plan for how you will conduct your research: whether it is a qualitative or quantitative study, how you may collect your data, and what methods/strategies/models will be used to analyze the data. Finally, provide a simple statement to anticipate the possible results of your study.

**Grading.** 4 points for the contents specified above, 1 point for writing clarity. A total of 5 points.

2. Revised topic statement, 3-4 pages, due Sept 25 Friday midnight

**Expectations.** Based on the second week’s lecture, readings, and especially the feedback you received from the instructor and fellow students, strengthen your topic statement in the following three ways: address weaknesses, provide more detail wherever necessary, and improve writing clarity. In preparing this revised topic statement, it will be highly useful to follow Merton’s (1959) notes on problems-finding in sociology as well as learn from the authors of 1-2 exemplary research papers of your own choice.

**Grading.** 12 points for the content improvements over the initial topic statement as specified above, 3 points for writing clarity. A total of 15 points.

3. Review committee information, 1 page, due Oct 2 Friday midnight

**General.** Each honors student will have an honors committee that consists of the instructor, one other Sociology Department faculty member, and one faculty member from another department. For this assignment you need simply submit the names, departments, and email addresses of the two other faculty who have agreed to serve on your committee. Once you submitted your initial topic statement, you will need to contact your targeted professors, schedule a face-to-face or online interview with them, and obtain their agreements. Take this opportunity to ask for any comments and suggestions on your research topic choice, your ideas of how to conduct your research, and more specifically the books and papers that you should include in your bibliography.

Be prepared that some professors will turn you down as they are too busy or they don’t see a close fit between their research areas and your topic. Your initial contact with potential committee members should be via email, and you should give potential members a good 1-
paragraph overview of your topic and research plans. You should also offer to meet (online or in their offices) with potential members to discuss your topic if this would help them decide whether to serve on the committee.

Grading. A total of 5 points.

4. Preliminary bibliography & brief summary, 2-3 pages, due Oct 9 Friday midnight

General. Sociology is a basic social science discipline whose fundamental task is to build theoretical knowledge about social phenomenon. Thus, standing on the shoulders of previous researchers, especially sociological masters and authorities in identified subfields, is a way to go about starting a research project. The publications (and working manuscripts) of these previous researchers inform us of the state of the research field, the level of theoretical and empirical knowledge already established on your chosen research topic, as well as unsolved puzzles and research problems to be studied. This means that to read a good number of these previous researchers, you will need to build an adequate bibliography for your research paper.

In Lecture 3 (Week 4: 09/30), I will describe how to conduct library research and literature review by taking my own experience of the past 40 years of research career. The readings listed in Week 4 are also good sources of suggestions for what to do to build a bibliography.

Specifics. To complete this assignment, find 10-15 sources, which can include up to 5 books and up to 10 articles/book chapters that you plan to use in your literature review. (As the semester progresses, you will be expected to add to your reading list. An excellent reading list should have 30-40 sources by the time you write your final paper.) Most of these sources must be scholarly works, although a small fraction (up to 20%) can be popular writings or online sources of scholarly relevance or value. Follow the ASA style by arranging your reading list/bibliography by authors’ names alphabetically. At the end of each entry, provide brief annotation for each of the sources you list: Explain why this source is (or might be) relevant to your topic. Very briefly state what the source is about; for journal articles, you can rely on the article abstract for this information, but you will want to put it in more succinct form and in your own word. No copy of an article’s abstract is allowed. An example of an entry is as follows:

Bian, Yanjie. 1997. "Bringing Strong Ties Back In: Indirect Ties, Network Bridges, and Job Searches in China." American Sociological Review 62 (June): 266-285. An study of relative efficacies of strong and weak ties in getting a job in China. A 1988 survey showed that strong ties were more frequently used and more effective than weak ties in finding a good job in the context of state job assignments. I’m interested to replicate this study in today’s Chinese context in which state job assignments have long been replaced by labor markets.

Grading. A total of 5 points. A minimum of 10 sources, each source for 0.5 point.

5. Literature review, 4-5 pages, due Oct 16 Friday midnight
**General.** This is a review of the sources included in your bibliography. Find an exemplary article of your own choice and see how the author conducts his/her literature review. In general, a literature review shows the state of the field for a particular research issue, and the end of this review will show the importance of the identified research questions for advancing our theoretical and/or empirical knowledge about the research issue.

**Approaches.** Basically, there are two approaches to conducting a literature review. A chronological approach is to review the relevant literature by the years of publications, from earliest years to the most recent, which show how theoretical and empirical knowledge on a particular research issue has been initiated, critiqued, revised, and redeveloped up to date. This approach is easy to follow, but it is good only when you study a single, specific research issue, such as the effect of tie strengths on job searches (for your convenience, an example is Bian 1997).

Alternatively, when you study a multi-faceted, complex research issue, such as the social structure of labor markets in America and China, the chronicle approach won’t work well because this topic is multidimensional with each dimension requiring relatively independent attention. In this situation, a structural approach would be more effective. That is, you identify multiple dimensions within each of which to review relevant literature chronologically (an example is DiTomaso and Bian 2018). Under the structural approach, sources are reviewed according to a logically developed framework, and each source may be used multiple times because it offers different theoretical arguments, explanatory mechanisms, and/or empirical findings on different aspects of the research issue.

**Specifics.** For each source, your review should include, though not confined to, the following aspects of the source: (1) theoretical argument, (2) explanatory mechanisms/variables and research hypotheses, (3) main empirical findings, (4) the contribution it makes to the research field, and (5) remaining research puzzles/problems.

**Grading.** A total of 15 points, 2 points for quantity and 8 points for quality of the review.

**6. Methods, data collection, & analytic strategy, 5-6 pages, due Oct 23 Friday midnight**

**General.** This writing assignment contains a core part of research design: how you will collect and analyze your data. More than likely, you will fall into one of the three following types of research design: (1) a qualitative research design, (2) a quantitative research design, and (3) a research design using mixed methods. I’ll elaborate each type in more detail below.

**Qualitative.** After an introductory paragraph to restate your research question, your other parts of this writing assignment will state a particular qualitative research method through which to collect your data. This can be an ethnographic observation study, an in-depth interview study, or a case study. Each was described in good depth in Lecture 1, or you may review the relevant materials about research design from a standard textbook. Also useful is to re-read an exemplary research article in which a particular qualitative research method of your own choice was used and described. Within each method chosen, defend yourself why this is the valid, reliable, and
feasible method you will use to collect relevant data. Spend a large portion of your writing to describe the specific ways in which you will measure your concepts and collect your data. For example, for an observation study, draw a study plan about how to gain entry into the research site, how to establish trust with the gatekeepers and other strategic players of the research site, and how to conduct and record your observations, and finally how to analyze your collected data. For an in-depth interview, your study plan must include information about targeted interviewees, your relationships with them, how likely each of them would offer relevant information you aim to collect, your interview schedule, or a list of specific questions you will use to conduct your interviews, and finally how you will analyze the interviewing data. For a case study, you may combine the study plans as described above because a case study is likely to integrate the methods of observations and in-depth interviews along with documental data. One common question facing all qualitative researchers is sampling: how many cases do you need to carry out an adequate qualitative research? For this, be sure to consult Small’s (2009) included in the reading list of this course.

**Quantitative.** Quantitative research means that you will use quantitative data for your empirical analysis. Like a qualitative research design, for this quantitative research, your writing assignment will need to start with an introductory paragraph to restate your research question. You will also spend a few paragraphs to state your specific research hypotheses, which show your key variables and their interrelationships. Your other parts of this writing assignment will state a particular quantitative research method through which to collect your data. This can be one of the following three methods: an experimental research design, a survey research design, and a secondary data analysis design. Again, consult a standard text for general discussions of each of these quantitative methods, and also learn from an exemplary research article about how the author designs his/her quantitative analysis. It is unlikely for you to collect your own quantitative data as an experimental study or a survey study will not only require lengthy processes but also financial investments that are likely beyond a student’s capacity. Thus, secondary data analysis is the method you are likely to use if you want to do a quantitative research for your senior thesis. This is highly feasible because there are many public data achieves available, of which the most immediate available data achieve is the GSS. In your writing assignment, identify a data source (or more if necessary) and state how it serves your study objectives. Your detailed study plan here is to describe the following aspects of your secondary data analysis: (1) sampling strategy, whether it is a probability sample or a non-probability sample, and how it is to meet your analytic purposes; (2) available variables, measures, or indicators from the identified data source, how each of them operationalizes your concepts, which will be the main part of your study plan; (3) the strategies or models you will use to analyze the data; and (4) your anticipated results.

**Mixed methods.** If your study requires using both qualitative and quantitative methods to collect and/or analyze data, then you will use mixed methods to carry out your study. Be sure to read Small (2011) on “how to conduct a mixed-methods study” before writing this assignment. Although there are many different combinations of qualitative and quantitative methods, I briefly describe two most possible types of mixed methods studies. One type is to conduct a qualitative study for the core content of your analysis, but you will still need to use some official statistics or scholarly survey data to supplement your analytic tasks. Another type is conduct a quantitative
study for the core content of your analysis, but then you also can use in-depth interviews to learn insights in order to explain the results of your quantitative models. In each type, describe what you will do about your data collection and data analysis, how your adopted methods are best able to help you achieve your research goals.

**Grading.** A total of 20 points, 5 points for quantity and 15 points for quality of contents.

7. **Research ethics statement, 1-2 pages, due Nov 6 Friday midnight**

**General.** Everyone will write a brief statement about the ethical considerations connected to their research project. If your project involves human subjects, you need to obtain human-subjects approval from the instructor (or possibly the IRB). For projects with human subjects, use the ethics statement to describe the characteristics of the subjects to be studied, how they will be chosen, what they will be asked to do to participate in your research, and the benefits and risks that they will incur. Include a draft Consent Form (a template will be provided). If your project conforms to the “Human Subjects Guidelines for Senior Projects in Sociology,” instructor approval will suffice, but if your project does not conform, you will need to apply for IRB Committee review, and the instructor will provide guidance. For projects without human subjects, the ethics statement will likely be a briefer document, but you should still reflect on the ethical issues connected to your research topic and design, including any ethical issues that may have been implicated in data collection conducted by others (if you are using secondary data).

**Grading.** A total of 5 points, all for quality of contents.

8. **Final research design paper, 15-20 pages, due Dec 16 Wednesday midnight**

**General.** This is an opportunity for you to integrate the previous writing assignments into a coherent research design paper. Piling up things together does not mean integrating. For a well-integrated research design paper, it would read like a grant proposal to submit to a foundation, such as the National Science Foundation.

**Specifics:** A well-integrated research design paper should: (1) identify a research problem of scholarly and/or social significance, (2) conduct a thorough review of relevant literature to back up the motivation of conducting the proposed research, (3) state and discuss the author’s theoretical propositions and/or research hypotheses to be tested, (4) describe in good detail the methods of data collection and data analysis, (5) make an ethics statement to safeguard the interests of human or animal subjects to be studied, and (6) discuss the scholarly contributions and broader social implications of the proposed research. While each of these six sections was already drafted when you wrote your writing assignments, you now need to enrich the contents of each section, with special efforts to enlarge and strengthen your literature review and methods sections. A successful research design paper will be a good start of conducting the proposed study and writing the senior thesis next semester.

**Grading:** A total of 25 points, 10 points for improvements over the previous writing assignments and 15 points for integrating the parts as described above into a coherent research design paper.
A List of Reading Materials

Recommended Textbooks (Available from the instructor)


Articles and Book Chapters (PDF copies available from the course Canvas site)

Adler & Adler, “The Promise and Pitfalls of Going into the Field”


ASA, 2013. “Going to Graduate School: Multiple Pathways for Sociology Majors.


UNIVERSITY POLICIES

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student’s ability to learn.” The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: https://policy.umn.edu/education/studentresp.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. 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. (Student Conduct Code: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: https://policy.umn.edu/education/instructorresp.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: https://policy.umn.edu/education/makeupwork.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: https://policy.umn.edu/education/studentresp.
University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Points</th>
<th>Definitions for undergraduate credit</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Represents achievement that significantly exceeds expectations in the course.</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Represents achievement that is above the minimum expectations in the course.</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Represents achievement that meets the minimum expectations in the course.</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.</td>
</tr>
<tr>
<td>D</td>
<td>1.000 -</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>Represents failure in the course and no credit is earned.</td>
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S-N grading scale. The S-N grading scale allows for the following grades and corresponding GPA points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Points</th>
<th>Definitions for undergraduate credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>0.00</td>
<td>Satisfactory (equivalent to a C- or better)</td>
</tr>
<tr>
<td>N</td>
<td>0.00</td>
<td>Not Satisfactory</td>
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</tbody>
</table>

For additional information, please refer to: https://policy.umn.edu/education/gradingtranscripts.

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (https://eoaa.umn.edu/report-misconduct). If you want to report sexual misconduct, or have questions about the University’s policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.


Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.
If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.

If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information:

- Crookston - https://www.crk.umn.edu/units/disability-resource-center, myers062@crk.umn.edu
- Duluth - http://www.d.umn.edu/disability-resources, access@d.umn.edu
- Morris - http://www.morris.umn.edu/academic-success/disability/, hoekstra@morris.umn.edu
- Rochester - http://r.umn.edu/student-life/student-services/disability-resources, sdzavada@r.umn.edu
- Twin Cities - https://diversity.umn.edu/disability/, drc@umn.edu

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 and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.
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)
B+ 3.33 grade points
B  3.00 grade points
B- 2.67 grade points
C+ 2.33 grade points
C  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 protorized (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 https://onestop.umn.edu/academics/final-exam-times): 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 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 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 (https://policy.umn.edu/education/makeupwork).

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 meeting course. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tuition 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 on-line at https://communitystandards.umn.edu/behavior/consequences).

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 expect (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 the MyU Portal.

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. Students need to have completed a substantial portion of the course in order to be even considered for an Incomplete.

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: “Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Faculty, Graduate Students, and full time Staff are Mandated Reporters for prohibited conduct. Such behavior is not acceptable in the University setting. If you have experienced sexual misconduct, discrimination, harassment, or related retaliation; or if you have questions about any EOAA-related issue, please contact Equal Opportunity and Affirmative Action (EOAA) at (612) 624-9547 or eoaa@umn.edu. For the complete policy, visit https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf.

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://cll.umn.edu/sociology.

General information, Sociology Department, 909 Social Sciences - 624-4300
Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300
Director of Undergraduate Studies, Prof. Kathy Hull, 1131 Social Sciences – 612-624-4339
Soc Honors Faculty Representative, Prof. Kathy Hull, 1131 Social Sciences – 612-625-4339
Director of Graduate Studies, Professor Joe Gerteis, 1125 Social Sciences - 624-1615 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/
Encourage students to use the website ([lib.umn.edu](lib.umn.edu))

We are really emphasizing the website ([lib.umn.edu](lib.umn.edu)) to find sources. Many students think of libraries as buildings with books ONLY. As you know, we also have millions of online books, articles, journals, magazines, newspapers, streaming videos, etc. Many students haven't used a library website to find sources yet. So, please talk about the Libraries website ([lib.umn.edu](lib.umn.edu)) to find sources when you mention the Libraries!

Our physical libraries spaces are going to be different

Four of our largest libraries will be open - Wilson Library (west bank), Walter Library, Health Sciences Library (east bank), and Magrath Library (St. Paul). These spaces will be open for current U of M students with U Cards. Our physical buildings are going to be a very different experience for students -- per University guidelines, masks will be required and we have reconfigured furniture and will be encouraging physical distancing with one student per table. We will have significantly less seating. Students can reserve our individual study rooms for one person per room (no group studying).

- Users can get materials from our closed libraries sent to one of the open Libraries for pick up or sent by mail to campus offices, homes or residence halls. Portions of our physical materials can be scanned and delivered electronically as well.

- Some of our special spaces like 1:Button Video Production studios will be available to reserve for individuals. The Toaster Entrepreneurial Lab in Walter Library will have limited access.

- Some of our special spaces like the Makerspaces will be closed. The coffee shops in Walter and Wilson will be closed. The SMART Learning Commons will be open but the majority of all peer tutoring will be online.

**No research help available in our buildings**

Students will be able to get quick questions answered but as you can imagine, with physical distancing, virtual consultations are the best way for us to support student researchers. Unlike past semesters telling students to “go to the library to talk to a librarian” should be changed to “schedule an online appointment with a librarian.”

- Check your handouts, websites, syllabus and assignments for “go to the library”

  Please check and if it says “Go to the Library” -- please edit to include the library website ([lib.umn.edu](lib.umn.edu)) or even just remove mention of the physical buildings.

**Online support for research papers**

- [Library Course Pages and Research Guides](https://lib.umn.edu) bring together search tools and databases to find sources. These are a great starting point for students. We also have guides (and tutorials) about using the Libraries online like [How to get access to full text on and off campus](https://lib.umn.edu) and topic guides like [anti-racism reading lists](https://lib.umn.edu), [Covid-19](https://lib.umn.edu), [housing disparities](https://lib.umn.edu), [health disparities](https://lib.umn.edu), [policing](https://lib.umn.edu) and [protest movements](https://lib.umn.edu).
• **Assignment calculator** allows students to enter due dates for research papers, speech and media projects. Students get the major research and writing steps with links to guides to help along the way. Students can sign up for text message reminders, too.

• **Get online help!** Help isn’t available in our spaces instead recommend students use Chat with a librarian 24/7, schedule an [online consultation with a librarian](https://success.umn.edu) or schedule a 30 minute virtual appointment with a [Peer Research Consultant](https://success.umn.edu) (a.k.a. Peer tutor for library research). [Success.umn.edu](https://success.umn.edu) is a great resource to connect with online peer tutoring.

Here are new introduction videos to share with students:

- [Welcome New Gophers - New Student Welcome with Kat Nelsen](https://success.umn.edu) (3 mins)
- [UMN Libraries Website Tour with Lacie McMillan](https://success.umn.edu) (4 mins)

**Please share upcoming virtual workshops for students**

This semester is going to be unlike any other -- level up your skills and learn new ways to get work and stuff done. Find out what online services and tools are available to help you get the grades you want this semester. Register below for these free online workshops.

- [Virtual UMN Library Website Tour](https://success.umn.edu)
- [Virtual Tour of Canvas](https://success.umn.edu)
- [Back to School Planning Party](https://success.umn.edu)
- [How to Manage Your Online Classes](https://success.umn.edu)
- [Demystifying Communicating with Faculty](https://success.umn.edu)
- [Tips for Taking Notes (IRL and in Zoom lectures)](https://success.umn.edu)
- [Creating Virtual Study Groups](https://success.umn.edu)
- [Increase Your Reading Efficiency](https://success.umn.edu)
- [Virtual Study Hour -- Try the Pomodoro technique](https://success.umn.edu)

**View all workshops**

**Getting started with Faculty-sponsored Research**

[Think Like a Researcher](https://success.umn.edu) has gone virtual! Students can register and they will be invited to a mini-course with a mix of recorded videos, short activities and online panels with faculty mentors and student researchers. Students should register by Tuesday, September 22nd and they can earn a certificate of completion.

As you may know, “Think Like a Researcher” is designed, in partnership with the [Office of Undergraduate Research](https://success.umn.edu), to help undergraduate students (first year, second year, new transfer, etc.) become comfortable with the research skills and tools needed to participate in a variety of faculty-sponsored research (such as UROP, job, etc.). It brings students from across the University and different colleges together to learn.