

Sociology 4966W: Sociology Capstone Seminar

Spring 2019, Tues/Thurs 9:45-11:00, 120 Blegen

Teaching team

Professor: Carolyn Liebler (liebler@umn.edu)

Thursdays 11:15-12 & *by appointment*, 1135 Social Sciences. Please email to arrange an appointment.

Teaching Assistant: Edgar Campos (campo145@umn.edu)

11:15-12 Tues & Thurs & *by appointment*, 725 Social Sciences. Please email to arrange an appointment.

Course overview

This course is designed to: a) provide you with an opportunity to reflect on what you have learned as a sociology major; b) use that knowledge to write a portfolio of self-presentation materials and sociological analyses based on community service learning; and c) think about how the knowledge, skills, and insights of the sociological enterprise can be used and applied outside of the University. The *main goal of the course is to guide you through the process of writing your capstone portfolio* by providing structure, advice, and encouragement. Successful completion of the analytic portion of your portfolio shows mastery of the skills and perspectives of your field of study. Along the way, we will emphasize the relationship between a sociological perspective and critical thinking, effective communication, and meaningful civil engagement.

Course materials encourage you to reflect on the role of sociological knowledge in the contemporary world and to connect your sociological knowledge to a community-engaged learning experience. Through community-engaged learning, supported writing, and panels of speakers with sociology backgrounds, the course is designed to help you develop six of your Core Career Competencies: Career Management, Analytical & Critical Thinking, Innovation & Creativity, Oral & Written Communication, Engaging Diversity, and Active Citizenship & Community Engagement. Class meetings include active learning exercises, writing exercises, guest speakers, and small group discussions of the required readings. All readings are available electronically through the course website.

Course requirements

This is a writing-intensive capstone seminar. Most assignments involve writing and revising based on feedback from peers and your teaching team. Because it is a seminar format, attendance and active engagement in the material is also vital to your good experience and good grade.

Active class participation in activities, discussion, and in-class writing (20% of grade)

Showing up – Like many aspects of your life, this class requires you to show up. This includes both coming to class and being ready to engage in the day's agenda. Short quiz questions and in-class writing will be part of this, as will your engagement in class discussion and posing questions to our class guests.

A high grade for this component requires near-perfect attendance, active engagement in class discussions and small group work, clear evidence that you have read carefully, attention and questions to guest speakers, and completion of in-class assignments and exercises. You must also attend meetings with one of us (me or our TA, Edgar) twice during the semester, as listed in the schedule below.

You may miss *up to two* class periods without excuse and still get full credit for this part of the class. If there is something getting in the way of you showing up, talk to one of us right away even if it's your first absence. Some absences can be excused so please check in about that, too.

Capstone Portfolio (60% of grade)

Writing assignments will build to create a portfolio of materials. For each written assignment, you will turn in a first draft, provide constructive feedback on two of your peers' drafts, revise based on peer feedback, submit for review by the teaching team, revise based on comments, and turn in a final draft. To get an excellent grade on your portfolio, you will need to do each step for each piece of the portfolio.

Brief resume – As part of the process of thinking about your college career and what a Sociology major means for you, you will develop and revise a brief (1- to 2-page) version of your resume. Career Services will give guidance on what makes an excellent resume. A revised version is part of your final portfolio. (10% of total final grade)

Personal statement – In the personal statement, you will write a reflective narrative of your academic life so far (very broadly speaking) and where you hope to go from here. The goal is to explain such things as: Why Sociology? How have key experiences shaped my subsequent life and decisions? If you knew me well, how would you be able to tell I have a Liberal Arts education? This 1- to 2-page single spaced document will also go through multiple revisions before being included in your final portfolio. (10% of total final grade)

Sociological analysis of a workplace – This is a 5½- to 6-page paper with multiple drafts. You will gather sociological data and develop an analysis. In this case, it will be an analysis of sociological processes evident in a workplace. For example, you could talk about how master statuses (e.g., race, class, gender, and/or nationality) work with and against workplace subculture(s) (e.g., values, beliefs, norms, language). Or you could explain how this particular organization fits into a system of institutions that is particular to this place and time, but dependent on much broader social forces like policies and history. You will gather data throughout the semester using your Journal+Soc entries (described below). For the paper, you will identify a few sociological ideas (probably from prior soc classes) and develop a half page proposal describing the themes of your analysis, then discuss with me or Edgar. *The first draft for peer review must be full length.* Feedback will aim at deepening your analysis and use of evidence to support your claims. A revised, polished sociological analysis of a workplace is due with your final portfolio. (20% of total final grade)

Sociological analysis of a career – This is also a 5½- to 6-page paper with multiple drafts. For the first draft, you will gather sociological data about one person’s career / job history. Choose someone who works in a field you’re interested in and is relatively advanced (Want to be a police officer? Interview your Sheriff.) You will conduct an in-depth interview (about one hour; audio-record if possible) that allows you to hear about their decisions, experiences, and outside forces affecting their path. If at all possible, supplement your interview by doing a half-day job shadow to get a more ethnographic understanding of the person’s day-to-day work life. You will turn in a brief statement of key themes to develop in a sociologically analytical write-up. After feedback, you will develop a first full draft of text that makes a sociological point and uses your interview and/or observational data as evidence. After more feedback, you will include a polished final draft in your portfolio. (20% of total final grade)

Community-Engaged Learning (20% of grade)

Community-Engaged Learning (CEL): Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through CEL, you have the opportunity to use what you learn in the classroom to address community-identified issues. CEL will also help you become someone who is more actively contributing to your community.

At the University of Minnesota, CEL students have a relationship with a community organization and either work individually or in small groups with the organization to address a community need. Students work with one organization over the course of the semester, either in a direct service role or on a specific project tied to the content of their academic course. Your work with the organization will be ongoing throughout the semester, averaging 2-3 hours per week for **approximately 30 hours**.

You will work through the **Center for Community-Engaged Learning** to set up your Community-Engaged Learning and keep track of the hours. We will spend time in class getting oriented, but you will need to do some work outside of class to finalize the arrangements. (14% of total final grade)

Journal+Soc: Sociologists gather data in a number of ways. For this class, we are using a modification of participant observation. During your time at the CEL site, I want you to do your CEL work but pay attention and think sociologically. Then, immediately after each visit to your CEL site, write notes for at least 10 minutes. Do this before talking with anyone or doing anything.

Write about your experiences – You can start as if you’re writing in a journal/diary, but spend most of your time writing sociological thoughts: Which of your master statuses were most involved? What did that look like? How was time used? Did you see White Privilege? What power dynamics were involved (and were the players all present)? These details form the raw data used for qualitative sociological analysis – include details as possible. You will use these as evidence later when you’re making a sociological thesis statement about how things work in your setting.

You need to use pseudonyms for confidentiality.

You will submit your Journal+Soc entries electronically. **You must do this at least 3 times**, at least 2 weeks apart from each other, to receive full credit. (6% of total final grade).

Summary of requirements and associated points (total =100%)

- Active class participation in activities, discussion, and in-class writing 20%
 - We meet 24 times and you can miss two for free. After that I'll take off 1% of your course grade per unexcused absence.
- Brief resume 10%
 - First draft = 3%
 - Anonymously comment on two peer resumes on time = 2%
 - Final draft = 5%
- Personal statement 10%
 - First draft = 3%
 - Anonymously comment on two peer personal statements on time = 2%
 - Final draft = 5%
- Sociological analysis of a workplace 20%
 - First draft = 6%
 - Anonymously comment on two peer papers on time = 4%
 - Final draft = 10%
- Sociological analysis of a career 20%
 - First draft = 6%
 - Anonymously comment on two peer papers on time = 4%
 - Final draft = 10%
- 30 hours community engaged learning 14%
 - Lose 1% for every two hours less than 28 total hours
- 3 Journal+Soc entries 6%

On the assignments:

If you write a google doc you will have to save it as a Word file then turn it in.

Use the commenting tools in Word to give peer feedback. Be sure to anonymize your Word username!

Course policies

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students with disabilities that may affect ability to participate in course activities or meet course requirements. If you have a documented illness or other emergency that may require an exception, please discuss and confirm it with us as soon as possible, and well in advance of any deadlines.

Incompletes will be allowed only in very rare circumstances, when there was a real and sustained emergency and when the student can reasonably complete the course work within a few weeks of the end of the semester. Incompletes will require prior written documentation and a contract laying out plans for completion.

I take scholastic dishonesty very seriously and will award a "0" for an assignment that I believe has been plagiarized. I will also report the issue to the administration.

See the supplement at the end of the syllabus for a definition of scholastic dishonesty and more department and CLA policies relevant to this class.

Policies related to Community-Engaged Learning

Academic integrity also applies to community work done for academic credit. Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty:

- Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).
- Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.
- Signing in at a site or training session and leaving before the hours or training was completed OR signing in for a friend or classmate at a site.
- Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current service-learning experience.

Accommodations for Students Registered with Disability Resource Center

If you are registered with Disability Resource Center you are eligible to receive accommodations from the University when doing service-learning in the community. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, service-learning staff can work with you to find a service-learning site that meets your needs. If you have a non-apparent disability, we encourage you to talk with your service-learning liaison and/or your Access Consultant to discuss the type of work environment and structure you need to be successful during your experience.

Confidentiality and Privacy Issues within the Service-Learning Context

Community organizations participating in service-learning expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many service-learning students will be working

with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your service-learning, you may come to know information about individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you.

- *You should not take photographs* of anyone at your service-learning site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission from the parent/guardian of children under 18 years of age.
- During class discussions, *be careful about revealing any information* that could be used to personally identify any individual you work with in your service-learning.
- In written assignments, use pseudonyms for the organization and individuals. Get in the habit by changing names in your notes.

Criminal background checks

Please note that Criminal Background Checks are also required for many service-learning placements, especially those that involve working with “vulnerable populations” such as children, the elderly, and individuals with disabilities. If the agency asks about any convictions and you have a criminal record:

- Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.
- Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors).
- If you believe that your record could disqualify you from the approved service-learning options, please be proactive and talk to your service-learning liaison about alternative placement options.

Non-Discrimination and Religious Service

According to the University of Minnesota Board of Regents policy on *Equity, Diversity, Equal Opportunity and Affirmative Action*, the University shall, “provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.” This policy applies to service-learning provided as part of any academic course, so the Center for Community-Engaged Learning (CCEL) only develops partnerships with organizations that comply with this policy and offer volunteer opportunities to any and all interested students.

Other resources

Center for Community-Engaged Learning, 240 Appleby Hall

- www.servicelearning.umn.edu

CLA Career & Internship Services, 441 Bruininks

- <http://cla.umn.edu/student-services-advising/career-internship-services>

Center for Writing, 15 Nicholson Hall or 9 Appleby Hall

- <http://writing.umn.edu/sws/>

Calendar

Submit your work electronically to the course website by 9:45am unless otherwise noted.

1A (Tues Jan 22): Introductions and Core Career Competency goals

- <https://cla.umn.edu/core-career-competencies>

1B (Thurs Jan 24): Center for Community-Engaged Learning Panel on Service Learning Opportunities

- Monica McKay, Assistant Director for Engaged Learning, Training, and Assessment at the Center for Community-Engaged Learning, University of Minnesota; msmckay@umn.edu .
- Panel of representatives from CEL sites.

2A (Tues Jan 29): What is sociology?

- **DUE** (bring to class): Talk to a family member or friend (not a sociology major) about what they think sociology is. We will discuss how this fits with our understanding of the field.
- READ: Excerpt from *The Forest and the Trees* by Johnson.
<http://www.agjohnson.us/books/forest/excerpt-from-the-forest-and-the-trees/>
- READ: pp. 1-10 of *21st Century Careers*
- READ: "Why a Sociology Major?" by Little http://www.huffingtonpost.com/daniel-little/college-sociology-major_b_1641546.html

2B (Thurs Jan 31): Resume workshop

- **DUE** (bring to class): **Your current resume** (paper copy or editable on your laptop)
- Katy Hinz, Senior Career Counselor at College of Liberal Arts Career Services, clacareer.umn.edu, katyh@umn.edu, 612-626-2458.

>>>> SUNDAY FEB. 3 AT MIDNIGHT is the deadline for signing up for a CEL referral request. <<<<<

3A (Tues Feb 5): Career Planning & Job Searching

- **DUE: First draft of resume for peer review**
 - You may use your pseudonym and fake contact info on this draft for your peers
- READ: pp. 11-34 of *21st Century Careers*
- Katy Hinz, Senior Career Counselor at College of Liberal Arts Career Services, clacareer.umn.edu, katyh@umn.edu, 612-626-2458.

3B (Thurs Feb 7): Personal statement

- In-class writing using personal statement prompts.

4A (Tues Feb 12): More on the personal statement

- Review and answer common interview questions that could be incorporated into the personal statement. In-class writing using interview prompts.
- **Note:** You should have started your CEL experience by now

4B (Thurs Feb 14): Attention and intentionality at your CEL experience

- **DUE: Your peer reviews of two resumes**
- READ: “Community-Centered Service Learning” by Kelly Ward and Lisa Wolf-Wendel
- Monica McKay, Assistant Director for Engaged Learning, Training, and Assessment at the Center for Community-Engaged Learning, University of Minnesota; msmckay@umn.edu.

5A (Tues Feb 19): “There’s Research on That” practice – applying sociology research outside of the U

- **DUE: Personal statement for peer review** – use pseudonym
- READ: Check out a few examples of The Society Pages feature “There’s Research on That” at <http://thesocietypages.org/trot/>
- Activity: Small groups will take a recent news story and find relevant sociological or social science research articles (or books) on the topic. *We need one laptop or tablet per small group.*

5B (Thurs Feb 21): Translating sociology research findings for non-sociologists

- **DUE: Revised resume** for review by teaching team – use your real name
- READ: Please choose ONE of the six articles on the course website.
 - Identify the key research questions.
 - Review the methods (focusing especially on the research design and why it is sensible for the research question, rather than all the details).
 - Carefully read the discussion and conclusion sections.
 - In class, we will work in small groups to practice summarizing these complex articles for a broader audience.

Alvarado, Steven Elias & Ruth N. López Turley. 2012. “College-bound friends and college application choices: Heterogeneous effects for Latino and White students.” *Social Science Research* 41: 1451–1468
Calarco, Jessica McCrory. 2014. “Coached for the Classroom Parents’ Cultural Transmission and Children’s Reproduction of Educational Inequalities.” *American Sociological Review* 79: 1015–1037.
Kutateladze, Besiki L., Nancy R. Andiloro, Brian D. Johnson, and Cassia C. Spohn. 2014. “Cumulative disadvantage: Examining racial and ethnic disparity in prosecution and sentencing.” *Criminology* 52: 514–551.
Solazzo, Alexa, Tony N. Brown, and Bridget K. Gorman. 2018. “State-level climate, anti-discrimination law, and sexual minority health status: An ecological study.” *Social Science & Medicine* 196: 158–165
Uggen, Christopher, Mike Vuolo, Sarah Lageson, Ebony Ruhland, and Hilary Whitham. 2014. “The Edge of Stigma: An Experimental Audit of the Effects of Low-Level Criminal Records on Employment.” *Criminology* 52: 627–654.
Walker, Michael L. 2016. “Race Making in a Penal Institution.” *American Journal of Sociology* 121(4): 1051–78

6A (Tues Feb 26): Discussion of face work, values, beliefs, norms, and language in your CEL experience

- **DUE: First Journal+Soc from CEL** must be submitted by now
- **DUE: Peer review comments on personal statements**
- READ: “Face Work” by Erving Goffman
- READ: “Doing Gender” by Candace West and Don Zimmerman

6B (Thurs Feb 28): Discussion of race, racism, and whiteness in your CEL organization or in your CEL work

- READ: “White Fragility” by Robin DiAngelo
- READ: Microaggressions reading

7A (Tues March 5): Discussion of power, “professional,” and capital in your CEL experience

- **DUE: Revised personal statement** for teaching team – use your real name
- READ: “Social Capital in the Creation of Human Capital” by James Coleman
- READ: “Language: Teaching New Worlds/New Words” - Ch. 11 in *Teaching to Transgress* by bell hooks

7B (Thurs March 7): Writing workshop: Finding a focus for your sociological analysis

- **DUE: Second Journal+Soc from CEL** – should be submitted by now

8: >>>> NO CLASS MEETINGS THIS WEEK (March 12 & 14) <<<<<

- **REQUIRED: Sign up for 15-minute individual meeting with Prof Liebler or Edgar.**
 - FOR INDIVIDUAL MEETING: Bring a brief, written proposal for topics to be analyzed for your *sociological analysis of a workplace* paper. Quote or describe at least two pieces of evidence from your journal+soc notes that you can use as evidence in this analysis.

>>>> SPRING BREAK IS MARCH 18-22! <<<<<

9A (Tues March 26): Reflections on CEL experiences

- **DUE: First draft of *sociological analysis of a workplace* paper for peer review** – use pseudonym
- **By now you should identified your interviewee and asked for an appointment for the interview and inquired about a job shadow.**

9B (Thurs March 28): Prepare for in-depth interviews and job shadow

- SKIM/BROWSE: *The Sociological Imagination*. Ch. 1 by C. Wright Mills
- READ: “Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations” by Joan Acker

10A (Tues April 2): Thinking more about life paths and careers

- **DUE: Peer reviews of *workplace* papers**
- READ: “Of Our Spiritual Strivings” – Ch. 1 of *The Souls of Black Folk* by W.E.B. DuBois
- READ pp. 668-689 and SKIM the rest: “The Lifecourse and Human Development” by Glen Elder Jr. and Michael Shanahan

10B (Thurs April 4): In-class workshopping of ideas for your sociological analysis of a career

- **DUE: You should have completed your interview and job shadow by now.**

11: >>>> NO CLASS MEETINGS THIS WEEK (April 9 & 11) <<<<<

- **DUE Tues April 9: Revision of *workplace* paper** for the teaching team – use your real name
- **REQUIRED: Sign up for 15-minute individual meeting with Prof Liebler or Edgar to talk about your ideas for your career paper.**
 - **Note: In-depth interview and job shadow should be finished by now.** Transcribe your notes so they are ready to use as evidence for your career paper.
 - **FOR INDIVIDUAL MEETING:** Bring a brief proposal for topics to be analyzed for your *sociological analysis of a career* paper. Quote or describe at least two pieces of evidence from your notes that you can use as evidence in this analysis.

12A (Tues April 16): Relate Core Career Competencies to your own path

- <https://cla.umn.edu/core-career-competencies>
- **DUE: First draft of *sociological analysis of a career* paper for peer review** – use pseudonym

12B (Thurs April 18): Careers in Sociology: Sociology graduate school

- Have you written and sent your detailed and gracious thank you note???

13A (Tues April 23): Careers in Sociology: Nonprofit & Advocacy

- **DUE:** Peer reviews of *career* papers

13B (Thurs April 25): Careers in Sociology: Healthcare & Business

- **DUE:** Third round of journal+soc from your CEL site

14A (Tues April 30): Careers in Sociology: Law & Government

- **DUE:** Revision of *career* paper for teaching team – use your real name

14B (Thurs May 2): Reflections & Celebration!

>>>> All final portfolio materials **due** by **10am on Monday May 13**. Submit on course website. <<<<<

Portfolio consists of:

- revised and polished **resume**,
- revised and polished **personal statement**,
- revised and polished **sociological analysis of a workplace**, and
- revised and polished **sociological analysis of a career**.

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 <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 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 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 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 on-line at <https://communitystandards.umn.edu/know-code/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 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 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://cla.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, Professor Joe Gerteis, 1125 Social Sciences - 624-1615

Soc Honors Faculty Representative, Prof. Joe Gerteis, 1125 Social Sciences - 624-1615

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/>