

SOCIOLOGY 3411W ORGANIZATIONS & SOCIETY

FALL 2007, TU & TH 12:45-2:00 Blegen 120

<http://www.soc.umn.edu/~knoke/courses.htm/>

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COURSE OBJECTIVES

This course introduces undergraduates to contemporary theories and debates about formal organizations in an international context, including such forms as large corporations, small businesses, public bureaucracies, nonprofit, voluntary associations, social movement organizations, terrorist networks and counterterror organizations. Our primary objectives are:

- To compare, from the perspectives of people in affected nations, the diverse assumptions, interpretations, and organizational responses to complex globalization processes
- To identify significant differences and consequences of the social institutions – customs, norms, associations, laws, governments – that manage and regulate organizational behaviors from the workplace to multinational corporations
- To examine organizational networks of economic, technological, cultural, and political relations that interconnect the world's societies and nation-states

Classes consist of lectures, role-playing activities, film clips, and small- and large-group discussions of the issues raised by the reading assignments. This course is certified for CLA International Perspectives theme. It is a writing intensive course, with options for a community service learning project or a major project paper.

READINGS

The weekly schedule at the end of this syllabus lists all the required readings, typically two articles per week totaling 25-35 pages. Students should read each week's articles before attending classes, because many lectures, discussions, and writing assignments require your familiarity with them. Articles are available for downloading from the UM library Electronic Reserves:

< <http://eres.lib.umn.edu/eres/coursepage.aspx?cid=61> >

Login using your x.500 email username and password (which will be given during the first class); then search for the course or instructor's name to locate the specific items you want to view. You can read the articles on your computer screen, or print them if you prefer.

CHOOSE REGULAR, MAJOR PROJECT, SERVICE LEARNING OPTION

This course has regular, sociology major project, and service learning options. All three options require assigned readings, class attendance and participation, and frequent writing assignments. Students registered for the sociology major project must submit a course paper of 20-30 pages, longer than required for the other two options. The service learning option *also requires a student to complete a minimum of 3 hours per week of unpaid work (25 hours for the semester) in a community agency* and to write periodically about those experiences from an organizational sociology perspective.

To help students decide about the service learning option, a representative from the Career and Community Learning Center will provide an overview of service learning at the end of class **Thursday September 6**. The CCLC staff will assist students to find an appropriate organization. Additional information is available at <<http://www.cclc.umn.edu>>.

Students choosing the service learning option must decide by the end of class **Tuesday September 11**, and register online (and verify) for one additional credit hour by the end of **Monday September 17**. A student choosing the service learning option must: (1) fill out ranking and contract forms provided by the instructor; (2) sign a contract with the instructor; (3) obtain a signature from Ann Miller, the sociology undergrad advisor; (4) take the approved contract to 49 Johnston Hall, where you will be told how to (5) register on line (and verify) for an additional 1-credit option for this course, Section 555, giving you a total of 4 credit hours for SOC 3411W.

THIS COURSE IS WRITING INTENSIVE

This course has no examinations. Because SOC 3411W is designated as a writing intensive (WI) course, your course grade is directly tied to the quality of your writing as well as your knowledge of substantive course content. For a course to qualify as WI, students must produce a significant amount of writing, which for this course is at least 25 pages in the various formats described below. Throughout the course, the instructors will provide assistance on writing assignments, including critical feedback on the first draft of the course paper. These assignments are designed to help you actively learn about a variety of conventions and formats for communicating ideas used in the discipline of sociology. For assistance in developing their writing skills, all students may use the University's Writing Centers services; see <<http://cisw.cla.umn.edu/wsn.htm>>.

All assignments prepared with a word processor must be printed double-spaced, using 12-POINT Times New Roman font, with 1-inch margins all around, and PAGINATED.

WRITING ASSIGNMENTS

Scheduled assignments are due at the end of class on the due-dates. Any assignment turned in late will be penalized one point for each day or partial day late until all the available points for that assignment have evaporated. **No deadline extensions will be given without a written explanation from a medical authority.**

Everyone: 5 Shorter Writing Assignments

Seven short writing assignments occur periodically throughout the course. Example topics include: critiquing a required reading; applying a theoretical concept to an organizational event; analyzing a film segment from an organizational perspective. Most shorter writing assignments are take-home exercises due at the following week, but we usually discuss them in class before you begin writing. Shorter writing assignments are about a 1½ -2 pages, not to exceed 500 words maximum (include the word count along with your name). Each shorter writing assignment is worth 8 points, but only your five best scores will be counted toward your course grade (see table below).

Regular: One Longer Take-Home Writing Assignment

One longer writing assignment will be handed out in class two weeks before its due-date. This topic requires more detailed analyses of an issue in organizational sociology (about 4 pages, not to exceed 1,000 words; remember to include the word count). The due-date of the longer assignment, worth 10 points, appears on the class schedule below.

Major Project: One Partial Draft

In place of the longer take-home assignment, students who are writing the sociology major project paper will submit a partial draft of a section, for example, the literature review, research methods, or findings sections (about 6 pages, not to exceed 1,500 words; include a word count at the end). The due-date for this draft, worth 10 points, appears on the calendar below.

Service Learning: One Set of Fieldnotes

Because service learning activities provide the basis for a course paper, students choosing this option should observe and think about their organizational experiences during the semester. To develop skills in applying principles of organizational sociology from readings and class meetings, systematically record your observations, thoughts, and reactions in a set of *fieldnotes* written after each work session. Expect to spend as much as 30 minutes writing or typing your notes per hour worked. In place of the longer take-home assignment, turn in your fieldnotes once during the course for instructor evaluation and suggestions. The fieldnotes are typically 6-8 pages, not to exceed 2,000 words; include the word count. The due-date for the fieldnote submission, worth 10 points, appears on the calendar below.

Everyone: First & Final Drafts of the Course Paper

Everyone will write a first and final draft of the course paper, both of which will be graded by

the instructor. Students will choose individual topics, depending on their options:

Regular option students have several course paper alternatives, including but not limited to: (a) critical analysis of an organizational theory or its application to an empirical case; (b) a depth interview with an informant about an organization's historical development or current problems/opportunities; (c) preparation of a research proposal to investigate some organizational issue; (d) an extended review of classical or contemporary organizational sociology book(s) (obtain instructor approval for the specific volume).

Major option students will conduct original research on a topic of their choosing. Typically, it involves a case study of an organization or analysis of an existing organizational dataset.

Service learning option students will base their course papers on observations of their community organizations, interpreting their field notes from one or more sociological perspectives. Students should try to include a depth interview with an informant about their organization's historical development or current problems/opportunities.

If you have another idea for a course paper, see or email me to discuss its acceptability.

By **October 2**, each student will submit a **paragraph describing** the intended course paper topic. This description is ungraded, but the instructor will provide written feedback.

The first draft of the course paper is due on **November 16** and is worth 10 points. It should be about half the length of the final version (see below). The instructor will provide written critical commentary for your preparation of the final draft.

The final draft of the course paper, worth 30 points, is due by the last day of class, **December 11, 2007**. The regular and service learning option papers should be 10-12 pages (not to exceed 2,500-3,000 words; include the word count), not counting the title and reference (bibliography) pages. A major project paper must be between 20 and 30 pages (5,000-7,500 words; include the word count), also not counting title and reference pages. The references should list at least six books, chapters, or articles, with more than half from professional rather than popular sources; you may cite and reference readings from the course list below. Students majoring in sociology must use the American Sociological Association's citation and reference styles (which will be distributed to the class); other students should use the journal style of your major discipline.

COURSE GRADE

The success of this course depends on students' regular class attendance and frequent participation in group activities and discussions. Rather than grading individual student participation, and to encourage consistent class attendance, we will keep an attendance list. ***Any student with more than four unexcused absences cannot obtain a course grade higher than B+.***

No course incompletes will be made without a written explanation from a medical authority.

A student's course grade is determined according to a point system:

	Regular Option	Service Learning Option
5 Shorter writing assignments (8 points each)	40	40
Longer writing or partial draft (20 points)	20	--
Field notes (20 points)	--	20
First draft of course paper	10	10
Final draft of course paper	30	30
Total points available	100	100

The following numerical ranges translate point totals into course letter grades: A+ = 96-100; A = 93-95; A- = 90-92; B+ = 86-89; B = 83-85; B- = 80-82; C+ = 76-79; C = 73-75; C- = 70-72; D+ = 66-69; D = 63-65; D- = 60-62; F = 59 and lower.

SCHOLASTIC DISHONESTY

By becoming a student at the University of Minnesota, you have agreed to abide by the University's code of conduct, including its provisions on scholastic dishonesty. I take this obligation very seriously. ***Depending on the severity of a scholastic dishonesty, I will award a grade of F for the entire assignment or the entire course, as well as pursuing disciplinary action with University authorities.*** Here is the relevant University policy:

**From UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY
STUDENT CONDUCT**

Section IV. CONDUCT CODE

The following are defined as disciplinary offenses actionable by the University:

Subd. 1. Scholastic Dishonesty. Submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

<http://www1.umn.edu/regents/policies/academic/StudentConduct.html>

Plagiarism is the most relevant issue for this intensive writing class. Webster's Ninth Collegiate Dictionary (1987:898) defines the verb *plagiarize* as "to steal or pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source." We will discuss plagiarism in class, emphasizing proper procedures for quoting, citing, and referencing another author's ideas and published writing (including Web pages). You are encouraged to discuss your ideas for course papers with classmates, friends, teaching assistant, and me, but ultimately you must do the actual writing and attribute all ideas and words that are not your own to their original sources -- including verbal personal communications. If you are ever uncertain about correct acknowledgement, quotation, paraphrase, citation, or reference procedures in using others' works and words, please check with the instructors.

COLLEGE & DEPARTMENT POLICIES: See attachment at the end.

This material is available in alternative formats upon request. Please contact the Department of Sociology, 909 Social Sciences (612) 624-4300.

SOC 3411 CLASS SCHEDULE

DATES & TOPICS	READINGS, FILMS, ASSIGNMENTS
<p>Week 1: Sept 4</p> <p>A World of Organizations</p>	<p>SEPT 6: SERVICE LEARNING OPTION IN-CLASS PRESENTATION</p> <p>Perrow, Charles. 1991. "A Society of Organizations." <i>Theory and Society</i> 20:725-762.</p> <p>Fulk, Janet. 2001. "Global Network Organizations: Emergence and Future Prospects." <i>Human Relations</i> 54:91-99.</p>
<p>Week 2: Sept 11</p> <p>Voluntary Organizations</p>	<p>SEPT 11: COMPLETE FORMS for SERVICE LEARNING OPTION</p> <p>Anheier, Helmut K. and Lester M. Salamon. 1999. "Volunteering in Cross-National Perspective: Initial Comparisons." <i>Law and Contemporary Problems</i> 62(4):43-65.</p> <p>Jonsson, Gun and Ingrid Zakrisson. 2005. "Organizational Dilemmas in Voluntary Associations." <i>International Journal of Public Administration</i> 28:849-856.</p>
<p>Week 3: Sept 18</p> <p>Nonprofit Organizations</p>	<p>SEPT 17: LAST DAY TO REGISTER ONLINE (**AND VERIFY**) FOR SERVICE LEARNING OPTION</p> <p>Salamon, Lester M. 2004. "Nonprofit World Faces Many Dangers." <i>Chronicle of Philanthropy</i> 16(6):49-51.</p> <p>Brainard, Lori A. and Patricia D. Siplon. 2004. "Toward Nonprofit Organization Reform in the Voluntary Spirit: Lessons from the Internet." <i>Nonprofit and Voluntary Sector Quarterly</i> 33:435-457.</p>
<p>Week 4: Sept 25</p> <p>Social Movement Organizations</p>	<p>FILM: <i>Farmingville: POV</i>, dir Catherine Tambini & Carlos Sandoval</p> <p>Edwards, Bob and John D. McCarthy. 2004. "Strategy Matters: The Contingent Value of Social Capital in the Survival of Local Social Movement Organizations." <i>Social Forces</i> 36(3):38-42.</p> <p>Juris, Jeffrey S. 2005. "The New Digital Media and Activist Networking within Anti-Corporate Globalization Movements." <i>Annals of the American Academy of Political and Social Science</i> 597:89-208.</p>

<p>Week 5: Oct 2</p> <p>Terrorist & Counterterror Organizations</p>	<p>OCT 2: PARAGRAPH DESCRIBING YOUR PAPER TOPIC</p> <p>FILM: <i>Hamas: Behind the Mask</i>, PBS Frontline</p> <p>Raab, Jörg and Brint Milward. 2003. "Dark Networks as Problems." <i>Journal of Public Administration Research and Theory</i> 13: 413-439.</p> <p>Newsome, Bruce. 2006. "Expatriate Games: Interorganizational Coordination and International Counterterrorism." <i>Studies in Conflict & Terrorism</i> 29:75-89.</p>
<p>Week 6: Oct 9</p> <p>Gender and Organizational Cultures</p>	<p>Dellinger, Kirsten. 2002. "Wearing Gender and Sexuality 'On Your Sleeve': Dress Norms and the Importance of Occupational and Organizational Culture at Work." <i>Gender Issues</i> 20:3-25.</p> <p>Hatch, Mary Jo. 1993. "The Dynamics of Organizational Culture." <i>Academy of Management Review</i> 18:657-693.</p>
<p>Week 7: Oct 16</p> <p>Social Capital: Networks Inside Organizations</p>	<p>Oct 16: MIDTERM STUDENT COURSE EVALUATIONS</p> <p>FILM: <i>Working Girl</i>, Sigourney Weaver, Melanie Griffith</p> <p>Higgins, Monica C. and Kathy E. Kram. 2001. "Reconceptualizing Mentoring at Work: A Developmental Network Perspective." <i>Academy of Management Review</i> 26:264-288.</p> <p>Krackhardt, David and Jeffrey R. Hanson. 1993. "Informal Networks: The Company Behind the Chart." <i>Harvard Business Review</i> (July-August):104-111.</p>

<p>Week 8: Oct 23</p> <p>Interorganizational Networks</p>	<p>Oct 25: LONGER WRITING, PARTIAL DRAFT, or FIELD NOTES #1 DUE</p> <p>FILM: <i>Startup.com</i>, dir Chris Hegedus & Jehane Noujaim; Or: <i>Other People's Money</i>, Danny DeVito, Gregory Peck</p> <p>Carroll, William K. and Meindert Fennema. 2002. "Is There a Transnational Business Community?" <i>International Sociology</i> 17:393-419.</p> <p>Kentor, Jeffrey and Yong Suk Jang. 2004. "Yes, There Is a (Growing) Transnational Business Community: A Study of Global Interlocking Directorates 1983–98." <i>International Sociology</i> 19:355-368.</p> <p>Carroll, William K. and Meindert Fennema. 2004. "Problems in the Study of the Transnational Business Community: A Reply to Kentor and Jang." <i>International Sociology</i> 19:369-378.</p> <p>Kentor, Jeffrey and Yong Suk Jang. 2006. "Different Questions, Different Answers: A Rejoinder to Carroll and Fennema." <i>International Sociology</i> 21:602-606.</p>
<p>Week 9: Oct 30</p> <p>It's Different in East Asia</p>	<p>FILM: <i>Gung Ho!</i>, Michael Keaton, Gedde Watanabe</p> <p>Warner, Malcolm. 2002. "Introduction: Chinese Management in Perspective." <i>Asia Pacific Business Review</i> 9(2):1-20.</p> <p>Hsu, Carolyn L. 2005. "Capitalism without Contracts versus Capitalists without Capitalism: Comparing the Influence of Chinese <i>guanxi</i> and Russian <i>blat</i> on Marketization." <i>Communist and Post-Communist Studies</i> 38:309-327.</p>
<p>Week 10: Nov 6</p> <p>Labor Unions & Immigration</p>	<p>FILM: <i>Bread and Roses</i>, Adrien Brody, Pilar Padilla</p> <p>Bronfenbrenner, Kate and Robert Hickey. 2003. "Winning Is Possible: Successful Union Organizing in the United States – Clear Lessons, Too Few Examples." <i>Multinational Monitor</i> June:9-14.</p> <p>Cornelius, Wayne A. and Rosenblum, Marc R. 2005. "Immigration and Politics." <i>Annual Review of Political Science</i> 8: 99-119.</p>

<p>Week 11: Nov 13</p> <p>Wal-Mart: Good or Bad for US?</p>	<p>Nov 16: FIRST DRAFT of COURSE PAPER DUE</p> <p>FILM: <i>Wal-Mart The High Cost of Low Price</i>, dir Robert Greenwald; or: <i>Is Wal-Mart Good for America?</i>, PBS Frontline; or: <i>Why Wal-Mart Works and Why That Makes Some People Crazy!</i>, dir Robert & Ron Galloway;</p> <p>Featherstone, Liza. 2004. "Will Labor Take the Wal-Mart Challenge?" <i>The Nation</i>, 278(25): 11-17.</p> <p>Beaver, William. 2005. "Battling Wal-Mart: How Communities Can Respond." <i>Business & Society Review</i> 110:159-169.</p>
<p>Week 12: Nov 20</p> <p>Compensating Differentials</p>	<p>FILM: <i>The Corporation</i>, dir Mark Achbar & Jennifer Abbott</p> <p>Billitteri, Thomas J. 2007. "Curbing CEO Pay: Is Executive Compensation Out of Control?" <i>CQ Researcher</i> 17(10):217-236.</p> <p>THURSDAY NOV 22 THANKSGIVING DAY: EAT TURKEY</p>
<p>Week 13: Nov 27</p> <p>Crime in the Suites & Corporate Social Responsibility</p>	<p>FILM: <i>Enron - The Smartest Guys in the Room</i>, dir Alex Gibney</p> <p>Dnes, Antony W. 2005. "Enron, Corporate Governance and Deterrence." <i>Managerial and Decision Economics</i> 26:421-29.</p> <p>Rockness, Howard and Joanne Rockness. 2005. "Legislated Ethics: from Enron to Sarbanes-Oxley, the Impact on Corporate America." <i>Journal of Business Ethics</i> 57:31-54.</p>
<p>Week 14: Dec 4</p> <p>NGOs & TNOs in the Developing World</p>	<p>WEB VISIT: Grameen Bank Website: <http://www.grameen-info.org/></p> <p>Bernasek, Alexandra. 2003. "Banking on Social Change: Grameen Bank Lending to Women." <i>International Journal of Politics, Culture, and Society</i> 16:369-385.</p> <p>Seckinelgin, Hakan. 2004. "Who Can Help People with HIV/AIDS in Africa? Governance of HIV/AIDS and Civil Society." <i>Voluntas: International Journal of Voluntary and Nonprofit Organizations</i> 15:287-304.</p>

<p>Week 15: Dec 11</p> <p>Toward a Global Civil Society?</p>	<p>TUESDAY Dec 11 COURSE PAPER DUE LAST CLASS: FINAL STUDENT COURSE EVALUATIONS</p> <p>Coleman, William D. and Sarah Wayland. 2006. "The Origins of Global Civil Society and Nonterritorial Governance: Some Empirical Reflections." <i>Global Governance</i> 12:241-261.</p> <p>Scholz, Imme. 2005. "Environmental Policy Cooperation among Organised Civil Society, National Public Actors and International Actors in the Brazilian Amazon." <i>European Journal of Development Research</i> 17:681-705.</p>
<p>Week 16: Study Day Exams</p>	<p>NO FINAL EXAM!</p>

COLLEGE OF LIBERAL ARTS POLICY

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/5xxx) is indicated on registration forms; changes may not be made after the FRIDAY of 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 required courses for the major. 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 can successfully complete unfinished work in a course before the end of the next semester. You and your instructor should arrive at a clear understanding, in advance, about whether you will receive an I and what the make-up work conditions will be. 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 next semester of registration, 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 CLA Bulletin): You are required to take final examinations at the scheduled times (see the Class Schedule). 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 (see the Class Schedule). 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 (see CLA Bulletin): As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies.

COURSE PERFORMANCE AND GRADING (see CLA Bulletin): 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 (see CLA Bulletin): 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.

SCHOLASTIC CONDUCT (see CLA Bulletin): The college has broadly defined scholastic dishonesty as any act violating the rights of another student in academic work or involving misrepresentation of your own work. Scholastic dishonesty includes, but is not necessarily limited to, cheating on assignments or examinations; plagiarizing, misrepresenting as your own work any part of work done by another; submitting the same work, or substantially similar works, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. The Student Scholastic Conduct Committee, composed of students and faculty members, investigates charges of academic dishonesty referred to it by CLA faculty members. When charges are upheld, the student may be placed on disciplinary probation, failed in a course, or suspended from the college. CLA faculty members may act on cases involving CLA students in their classes; such actions may not exceed modification of a course grade. Instructors must report any action to the conduct committee, and the student will be informed of the right to ask for a committee hearing. Specific information on report and appeal procedures may be obtained by calling Student Academic Support Services (625-3846). Disciplinary or conduct cases that are nonacademic in nature or that involve two or more colleges are referred to the Campus Committee on Student Behavior.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES
*** SOCIOLOGY DEPARTMENT POLICIES ***

GRADE INFORMATION: Grades are due in the Office the Registrar within 72 hours after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions in the semester class schedule.

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 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 a student must reregister to attend the same course the following semester in order to make up incomplete work. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Each semester the Sociology Department arranges a special time for make-up examinations, with proctors arranged by the department. This exam is mainly for students who need to make up work from the previous semester, (i.e. quiz, midterm, or final) and who have made arrangements with the instructor to do so. A make-up session is held near mid term each semester, including summer session. It is announced in the Daily, on department bulletin boards, and in classes. Students who wish to take the exam must come into the Sociology office (909 Soc Sci) early in the semester, obtain the necessary forms, and get approval to attend the make-up session. Any other arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. (See CLA Bulletin, p.29) Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department associate chair (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.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

General information, Sociology Department, 909 Social Sciences - 624-4300
Undergraduate Advisor, Ann Miller, 923 Social Sciences – 624-6013
Director of Undergraduate Studies, Professor Joel Nelson, 1039 Social Sciences - 624-8563
Sociology Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273
Director of Graduate Studies, Professor Scott Eliason, 1070 Social Sciences - 624-5006, and/or
Graduate Secretary, Jessica Matteson, 931 Social Sciences - 624-2093
08-02