

Social Problems

SOC 2020, Section 003 (11520) Fall 2014

Tuesdays & Thursdays 11:45a-1:10p

0134 State Hall

Course Website: <https://blackboard.wayne.edu/webapps/portal/frameset.jsp>

Instructor	Office Hours
Jessica Penwell Barnett	Tuesday 9-11a & Thursday 2-4p
ft4113@wayne.edu	Faculty Administration Building 2270
Mailbox: Faculty Administration Building 2270	###-#### ext. ###

Course Description

This course was designed to support learners in developing the skills and dispositions needed to assess, understand, and intervene in various social problems. As such, it emphasizes the development of skills associated with independent inquiry and reporting, such as finding and evaluating sources of information and writing. Learners will be supported in developing a *sociological* approach to assessment, understanding, and intervention. This means, for example, attending to social scientific standards for what constitutes good evidence about a phenomena and the social contexts and social forces that shape it. Learners in this course will also be introduced to contemporary challenges to justice, equity, and well being that are associated with four major axes of social stratification (i.e. enduring inequity): class/wealth, race/ethnicity, sexuality/gender, and health/ability. To meet these goals, learners will complete weekly in-class assignments in collaboration with their Learning Support Team, produce and critically review short essays, and complete an independent investigation of a social problem of interest to them.

Philosophy & Expectations

Consistent with the description given above, this course is a product of a philosophy of teaching and learning that emphasizes the relevance of learning to daily life and/or role performance, learner initiative and self-direction, and the instructor's role as a more informed and experienced co-learner with leadership responsibilities. Consonant with this philosophy, participants in this course (including the instructor) are expected to be active and engaged learners: pursuing inquiries of interest; contributing to class and group discussions; supporting and challenging each other in the learning process; welcoming challenges as opportunities for reflection and growth; coming to class each week, on time

and prepared; and seeking additional support outside class as needed (i.e. help from the Writing Center (313) 577-2544, colleagues, etc.). In addition, and particularly in light of the emotionally evocative topics that will be discussed in this course, participants are expected to demonstrate respect for themselves and others. The content of such a demonstration and additional mutual expectations will be negotiated in class.

Social Problems: SOC 2020

Schedule-at-a-Glance

Date	Class Covers...	Assessments Due
August 28	Welcome! Classroom norms & expectations. Feed-forward: IAS Learning Support Groups meet & greet.	Pre-Course Survey
September 2-4	What is a social problem anyway? How do we know? LSG: Resources to support learning challenges Feed-forward: Brief Communications Sign-up for Brief Communications	
September 9-11	How do we know? continued.... Feed-forward: Problem Proposal LSG: Finding and evaluating evidence	IAS
September 16-18	Now that we know, what can we do about it? Intervening in social problems. Class debate: Decriminalization, legalization, or rehabilitation? LSG: Evaluating evidence	IAS *E-mail proposed topic to instructor
September 23-26	Class/Wealth: Domestic Poverty Feed-Forward: Problem Presentation	IAS Problem Proposal
Sept. 30 - Oct. 2	Class/Wealth: Global Poverty & Migration	IAS
October 7-9	Race/Ethnicity: Prison industrial complex Feed-Forward: Addressing...	IAS

Social Problems: SOC 2020

October 14-16	Race/Ethnicity: Academic achievement gap	IAS
October 21-23	Sexuality/Gender: Gender based violence (against women)	IAS
November 4 (No class Nov. 6th)	LSG: Problem Presentation & feedback	Problem Presentation
November 11-13	Sexuality/Gender: Challenges to Trans* persons human rights	IAS
November 18-20	Health/Ability: HIV	IAS
Nov. 25 & Dec. 2	Health/Ability: Healthcare	IAS Post-Course Survey
December 4	Wrap up: making connections and recognizing learning. Pre- to Post-Course Survey results.	Addressing...

Course Materials

Assigned readings for this course will be available on the course Blackboard site.

Schedule of Readings

We will discuss readings in class *on the day* for which they are listed. We will not “cover” readings in class. We are all responsible for knowledge of reading content and readiness to contribute to discussions based on this content. Required readings are listed first, followed by suggestions of supplemental material that you may find interesting and useful. All materials, unless noted otherwise, are available in the *Content* section of our course Blackboard site.

September 2 – What is a social problem anyway?

Loseke, Donileen. 2011. “Examining social problems.” Pp. 1-25 in *Thinking about Social Problems: An Introduction to Constructionist Perspectives*.

Bonds, Eric. 2014. “Introduction to the human rights perspective.” Pp. 1-9 in *Social Problems: A Human Rights Perspective*.

Mills, C. Wright. 2000. “The promise of sociology.” Pp. 1-5 in *The Sociology Imagination*.

United Nations. *The Universal Declaration of Human Rights*.

Popova, Maria. *How to Write with Style: Kurt Vonnegut’s 8 Keys to the Power of the Written Word*.

September 9 – How do we know?

Best, Joel. 2012. “The importance of social statistics.” Pp. 9-29 in *Damned lies and statistics: untangling numbers from the media, politicians, and activists*.

Best, Joel. 2004. “Authoritative numbers.” Pp. 91-115 in *More Damned Lies and Statistics : How Numbers Confuse Public Issues*.

Pinola, Melanie. 2014. [“Google Tips and Tricks Every Student Should Know”](#)

September 16 - Intervening in social problems

Wagenaar, Hendrik and Sietske Altink. 2012. "Prostitution as Morality Politics or Why It Is Exceedingly Difficult To Design and Sustain Effective Prostitution Policy." *Sexuality Research and Social Policy* 9:279-292.

Weitzer, Ronald. 2010. "The Mythology of Prostitution: Advocacy Research and Public Policy." *Sexuality Research and Social Policy* 7:15-29. ***See especially "The question of legalization" and "Policy implications" pp. 22-26**

Sherman, S.G. et al. 2006. "The evaluation of the JEWEL project: An innovative economic enhancement and HIV prevention intervention study targeting drug using women involved in prostitution." *AIDS Care* 18(1):1-11.

Associated Press in Zurich. August 26, 2013. "Zurich opens drive-in 'sex boxes'."

McCann, Joseph E. 1983. "Design guidelines for social problem-solving interventions." *The Journal of Applied Behavioral Science* 19(2):177-192.

Baker, Lynda M., Rochelle L. Dalla, and Celia Williamson. 2010. "Exiting Prostitution: An Integrated Model." *Violence Against Women* 16:579-600. **See especially the Table on pp. 588-590**

New Zealand Government. 2008. *Report of the Prostitution Law Review Committee on the Operation of the Prostitution Reform Act 2003*. Executive Summary pp. 13-19

September 23 - Class/Wealth: Domestic Poverty

McNamee, Stephen and Robert Miller. 2009. "The silver spoon: Inheritance and the staggered start." Pp. 49-70 in *The Meritocracy Myth*.

Steinberg, Stephen. 2001. "The culture of poverty reconsidered." Pp. 106-127 in *The Ethnic Myth: Race, Ethnicity, and Class in America*.

Heath, Terrence. January 23, 2014. "Utah is ending homelessness by giving people homes."

Gans, Herbert J. 1971. "The uses of poverty: The poor pay all." *Social Policy* July/August: 20-24.

Born Rich. Directed by Jamie Johnson.

September 30 – Class/Wealth: Global Poverty & Migration

UN Economic Commission for Latin America and the Caribbean (CEPAL). 2002. “International migration and globalization.” Pp. 229-258 in *Globalization and Development*.

Bradshaw, York W. and Michael Wallace. 1996. “The reality of inequality” and selections from “An unequal world.” Pp. 1-24 in *Global inequalities*.

United Nations Human Development Index

Freedom House. 2014. *Map of Freedom*. ***This is an updated version of the map referred to on the last page of the Bradshaw & Wallace text.**

The End of Poverty? Directed by Phillipe Diaz.

October 7 – Race/Ethnicity: Prison industrial complex

Clear, Todd R. 2007. “Communities, coercive mobility, and public safety.” Pp 69-91 of *Imprisoning communities: how mass incarceration makes disadvantaged communities worse*.

AND

Alexander, Michelle. 2010. “The new Jim Crow.” Pp. 173-208 in *The New Jim Crow*.

OR

Brewer, Rose M. and Nancy A. Heitzog. 2008. “The Racialization of Crime and Punishment: Criminal Justice, Color-Blind Racism, and the Political Economy of the Prison Industrial Complex.” *American Behavioral Scientist* 51:625-644.

Davis, Angela. 2007. “Race and criminalization: Black Americans and the punishment industry.” Pp. 204-213 in *Race, Ethnicity, and Gender: Selected Readings, 2nd ed.*

The House I Live In. Directed by Eugene Jarecki. (Not publicly accessible. Available on Netflix)

October 14 - Race/Ethnicity: Academic achievement gap

Crary, David. 2014. "Children in bankrupt Detroit face many challenges."

Perreira, Krista M., Lisa Kiang, and Stephanie Potochnick. 2013. "Ethnic discrimination: Identifying and intervening in its effects on the education of immigrant children." Pp. 137-161 in *U.S. Immigration and Education*.

Magnuson, Katherine and Jane Waldfogel. 2008. "Introduction." Pp. 1-29 in *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap*.

Reardon, Sean F. 2011. "The widening academic achievement gap between the rich and the poor: New evidence and possible explanations." Pp. 91-116 in *Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances*.

Orfield, Gary and Chungmei Lee. 2000. "Brown at 50: King's dream or Plessy's nightmare?" Pp. 165-177 in *The Structure of Schooling: Readings in the Sociology of Education*.

October 21 – Sexuality/Gender: Gender based violence (against women)

Russo, Nancy Felipe and Angela Pirlott. 2006. "Gender-Based violence: Concepts, methods, and findings." *Annals of the New York Academy of Sciences* 1087:178-205.

Kalmuss, Debra. 2004. "Nonvolitional sex and sexual health." *Archives of Sexual Behavior* 33(3): 197-209.

Fawole, Olufunmilayo I. 2008. "Economic Violence To Women and Girls: Is It Receiving the Necessary Attention?" *Trauma, Violence, & Abuse* 9:167-177.

Izumi, Kaori. 2007. "Gender-based violence and property grabbing in Africa: A denial of women's liberty and security." *Gender & Development* 15(1):11-23.

Bott, Sarah, Andrew Morrison, and Mary Ellsberg. 2005. "Preventing and responding to gender-based violence in middle and low-income countries: A global review and analysis." World Bank Policy Research Working Paper.

November 11 – Sexuality/Gender: Challenges to Trans* persons human rights

Fabeni, Stephen and Alice Miller. 2007. “The importance of being perverse: Troubling law, identities, health and rights in search of global justice.” Pp. 92-129 in *The Health of Sexual Minorities: Public Health Perspectives on Lesbian, Gay, Bisexual, and Transgender Populations*.

Herald, Marybeth. 2009. “Explaining the differences: Transgender theories and court practice.” Pp. 187-204 in *Queer Mobilizations: LGBT Activists Confront the Law*.

OR

Stone, Amy L. 2009. “Like sexual orientation? Like gender? Transgender inclusion in nondiscrimination ordinances.” Pp. 142-157 in *Queer Mobilizations: LGBT Activists Confront the Law*.

National Center for Transgender Equality. May 2009. *Understanding Transgender: Frequently Asked Questions about Transgender People*.

November 18 – Health/Ability: HIV

Farmer, Paul. 1999. “The persistent plagues: Biological expressions of social inequalities.” Pp. 262-282 in *Infections and Inequalities: The Modern Plagues*.

UNAIDS. 2013. *Global Report*. ***Introduction (pp.4-11) plus 2 chapters, negotiated among your LSG such that all chapters are covered by someone in the group.**

Stockman, Jamila K., Marguerite B. Lucea, and Jacquelyn C. Campbell. 2013. “Forced Sexual Initiation, Sexual Intimate Partner Violence and HIV Risk in Women: A Global Review of the Literature.” *AIDS Behavior* 17:832-847.

And the Band Played On. 1993. Directed by Roger Spottiswoode. (Not publicly accessible. Available on Netflix and HBO)

The Normal Heart. 2014. Directed by Ryan Murphy. (Not publicly accessible. Available on Netflix and HBO)

November 25 – Health/Ability: Health Disparities

Grochowski, Janet R. 2012. “Social determinants and family health.” Pp. 445-455 in *Race, Gender, Sexuality, and Social Class: Dimensions of Inequality*.

Mann, Jonathan M., Lawrence Gostin, Sofia Gruskin, Troyen Brennan, Zita Lazzarini, and Harvey V. Fineberg. 1994. “Health and Human Rights.” *Health and Human Rights* 1(1):6-23.

Cunningham, Peter J. 2010. “The Growing Financial Burden Of Health Care: National And State Trends, 2001-2006.” *Health Affairs* 29(5):1037-1044.

Picard, André. 2014. “Housing is most cost-effective treatment for mental illness: study.” Online at: <http://www.theglobeandmail.com/life/health-and-fitness/health/study-shows-housing-the-most-cost-effective-treatment-for-mental-illness/article17864700/>

Drainoni, Mari-Lynn et al. 2006. “Cross-disability experiences of barriers to health-care access: Consumer perspectives.” *Journal of Disability Policy Studies* 17(2):101-115.

Anderson, Karen M. 2012. “Health people 2010: How far have we come in reducing health disparities?” and “Legislative actions to reduce health disparities.” In *How far have we come in reducing health disparities? Progress since 2000: Workshop summary*.

December 4 – Making connections

Cassidy, John. 2014. “Is America an oligarchy?” Online at: <http://www.newyorker.com/news/john-cassidy/is-america-an-oligarchy>

Gans, Herbert J. 1994. “Positive Functions of the Undeserving Poor: Uses of the Underclass in America.” *Politics and Society* 22:269-283.

Schedule of Assessments

Assessment	Due Date	% of final grade
Interrogate, Apply, Share (IAS)	Weekly, Sept. 9 - Nov. 25	3% x 10 = 30%
Brief Communications	Two dates chosen with LSG	10% x 2 = 20%
Problem Proposal	September 26	10%
Problem Presentation	November 4	10%
Addressing...	December 4	30%

Assessments have been designed to achieve three goals, 1) measure achievement of course learning outcomes (see next section), 2) provide learning opportunities, 3) provide opportunities for demonstration of achievement via a variety of job-relevant skills (i.e. writing and speaking). Please note that assessments ‘build’ as the course progresses. Learners have early opportunities to practice and receive feedback on the major skills and knowledges necessary for achievement in the higher-weighted items. For example, the writing, analysis, and evaluation skills necessary for *Addressing...* will have been practiced and assessed already via the *Brief Communications*, *Problem Proposal*, and *Problem Presentation*.

Please note:

- - The rubric by which each assessment will be marked will be available on the course website and discussed in class on the date indicated for feed-forward about that assessment. You are **strongly** encouraged to review this rubric carefully, ask questions for clarification, and use the rubric as a guide during assessment completion.
- - Assessments must be submitted via the course website *by the start of class* on their due date. Late written assessments will be docked points in the Professionalism section of the grading rubric. Excepting for serious extenuating circumstances (e.g. family death, documented illness, etc.), written assessments will **not be accepted** if they are more than seven calendar days late.
- - Several assessments, *IAS & Problem Presentation*, require in-class performance. **You must be in class to perform.** If serious extenuating circumstances (e.g. family death, documented illness, etc.) prevent you from attending class on the requisite day(s), you may perform for the instructor. However, please be conscious that this class emphasizes peer learning and such absences detract from our ability to meet course goals.

Interrogate, Apply, Share (IAS)

-in-class performance, marked by instructor, measures learning outcomes 1, 3, 4

2 IAS will be skills-based, 8 will be topical.

Skills-based IAS:

In collaboration with the members of your Learning Support Team, please complete the instructions given in class for finding and/or evaluating sources of information about social problems. Share your process and outcomes with the class.

Topical IAS:

In collaboration with the members of your Learning Support Team, please:

- a) Discuss the assigned readings, identifying one thing that surprised you or was of particular interest;
- b) Identify the conditions under which this phenomena is understood as a social problem (i.e. the values and/or expectations being violated);
- c) Critically evaluate the evidence that this phenomena constitutes a social problem;
- d) Identify at least one way this problem may be addressed, labeling this intervention appropriately, e.g. secondary behavioral intervention, redistribution;
- e) Share your analyses and evaluation (a-d) with the class.

IAS will occur in 10 of our classes. All team members present in class on the day of IAS will receive the same mark. Team members who are not present in class will receive a 0. The Team member responsible for sharing must rotate each class. Oral presentation of Team work is a key skill in many lines of work.

Brief Communications

-submit via course website, assessed by peers, marked by instructor, measures learning outcomes 1, 2, 3, 6

***Please note: 1 Brief Communication is due on each of 2 dates, for a total of 2 Brief Communications**

Please write a short essay (approx. 500-1000 words) that:

- a) Describes the phenomena being discussed,

- b) Identifies the conditions under which this phenomena is understood as a social problem (i.e. the values and/or expectations being violated),
- c) Identifies how this phenomena is produced at each societal level, micro-, meso-, and macro-, full points for identifying the connections between these.

Read the Brief Communications of your Team members and provide feedback to each member of your Learning Support Team on their Brief Communication.

Each member of each Learning Support Team will write 2 Brief Communications during the semester. These will be based on the topic and readings assigned for your chosen days. The days on which a your Communications are due will be chosen during our second class. Feedback on your Team member's Brief Communications is due the following class (Thursday).

Problem Proposal

-submit via course website, marked by instructor, measures learning outcomes 1, 2, 4, 5, 6, 7

Please select a social phenomena relevant to one of the four main topical areas addressed in this course (class/wealth, race/ethnicity, sexuality/gender, health/ability) that you think constitutes a social problem and that you would like to investigate further. Write a short essay (approx. 500-1000 words) that:

- a) Identifies the phenomena,
- b) Excavates the conditions under which which this phenomena is understood as a social problem (i.e. the values and/or expectations being violated and material conditions),
- c) Critically evaluates the evidence that this phenomena should be considered a social problem, using a minimum of 3 scholarly sources. (Use of Required Readings does not count toward the source minimum. Sources must be cited using proper ASA or APA format).

Read and provide feedback to each member of your Learning Support Team on their Problem Proposal. Feed-forward on your Team member's Problem Proposals is due the following week.

Problem Presentation

-in-class performance, submit A/V and References via course website, marked by self & peers, measures learning outcomes 2, 3, 7

Please provide a brief (max. 10 min) presentation for your Learning Support Team that:

- a) describes the major features of the social problem you are investigating;
- b) illustrates the ways that problem is produced at the micro- (e.g. interaction), meso- (e.g. local institutions), and macro-levels (e.g. culture) of society;
- c) and identifies one actionable strategy Team members could take today to ameliorate that problem.

Your description of the problem must be supported by a minimum of 3 scholarly sources NOT used in your Problem Proposal or Required Readings. These sources must be clearly indicated in your presentation, using proper ASA or APA format. Your presentation of problem production must be supported by a concept map that clearly illustrates production at each societal level, as well as connections between mechanisms at each level.

Following each Problem Presentation, the Learning Support Team will spend 5 minutes providing individual feed-forward and assessment of the Presentation. Your mark on this assignment will reflect the average of the marks assigned by you and the other members of your Learning Support Team.

Addressing...

-submit via course website, marked by instructor, measures learning outcomes 1, 2, 3, 4, 5, 6, 7

Please submit an essay that:

- a) identifies a social problem;
- b) describes that problem, including its production across societal levels;
- c) compares and contrasts two different ways of addressing the problem;
- d) and argues for one of the two discussed solutions.

Elements a and b should be improved versions of your Problem Proposal and Problem Presentation based on feedback from the instructor and Team members. They should not be new work.

Element c must rely on a minimum of 6 scholarly sources NOT previously used in either your Proposal or Presentation or Required Reading (for a total of at least 12 scholarly sources used).

Element d must identify the desired functionality of a solution to your social problem. Argumentation for a particular solution must be oriented toward meeting that functional goal.

The new elements of this essay, c-d, should not require more than 5 pages (12-pt font, double-spaced, 1" margins). Appropriate citation throughout and proper referencing (ASA or APA) is required.

Learning Outcomes

It is hoped and expected that you have your own list of things you'd like to learn in this course. The course has been designed to encourage learner initiative and provide opportunities for pursuing your own interests. The course has also been designed to help learners achieve the following set of learning outcomes. These are the outcomes by which learner success will be measured for the purposes of grading. Specific grading criteria will be provided in the rubrics.

On successful completion of this course, students will be able to:

1. Distinguish various ways of identifying a social problem.
2. Describe key social problems relevant to race-ethnicity, sexuality-gender, class-wealth, and health-ability.
3. Describe how social problems are produced across micro-, meso-, and macro-levels of society.
4. Critically evaluate evidence according to sociological standards.
5. Support a research-based conclusion.
6. Write a paper that is well-structured according to social science conventions.
7. Carry-out independent investigation of social problems.

Service Information

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit

www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.

ASA formatting instructions can be found in an ASA style guide or visit the OWL website - <https://owl.english.purdue.edu/owl/resource/583/01/>

Policies

Contacting the Instructor

The best way to contact the instructor is via e-mail. Please include the course number (SOC 2020-11520) in the subject line of the e-mail. Please use e-mail etiquette appropriate to a workplace. Under normal circumstances, you can expect the instructor to respond to your email within 36 business hours (weekends do not count). **You are responsible for contacting the instructor in adequate advance to permit time for the completion of time-sensitive tasks, such as assigned readings and assessments.**

Learners are encouraged to use the instructor's office hours. Uses for office hours are diverse and may include discussing course material, answering questions about assessments, discussing career goals, etc. **Learners are strongly encouraged to visit office hours during the first two weeks of the course to discuss personal goals for and concerns about the course and simply to 'know me better man'!**

Student Disabilities Services (edited statement from the SDS web site)

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students participating in Wayne Reach are responsible for arranging tutoring and SI services offered at Wayne State University. Be sure to contact your academic adviser if you have question about accessing WayneReach services.

Class recordings

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Academic Integrity (edited statement from the DOSO's web site)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- o Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- o Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- o Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- o Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Challenging Grades

If you feel your mark on a specific assessment is not appropriate, I will be glad to re-mark your assessment. Before I will reconsider your mark, I must have an ***e-mail*** request to re-mark the assessment that includes a clear statement of why you think you deserve a different mark. The explanation must include reference to the specific domain(s) of the rubric which you argue deserve a higher mark. When you submit something for re-marking, I have the option of raising the grade, lowering the grade, or leaving it the same.

If you wish to appeal your grade or any policies pertaining to this course, you should first consult me. If a satisfactory solution cannot be negotiated, you should contact the Chair of the Sociology Department, Dr. Janet Hankin, (313) 577-8131, Room 2233 FAB. Please note that Dr. Hankin will not talk with you unless you have talked to me first. If you still have concerns, you may contact Elizabeth Store-Hall, College of Liberal Arts and Sciences. Her

office is located on the second floor of Old Main, Room 2155, and she can be reached at (313) 577-2515.

The Ombudsperson, Laura Birnie-Linderman, 798 Center Building, (313) 577-3487, email: ombudsoffice@wayne.edu is also a resource available to you. Students should consult the university bulletin regarding university policies that affect courses, including the time limit for filing appeals.

Wayne State University Appeals procedures can be accessed at http://www.clas.wayne.edu/clas_files/Grade_Appeal_process.pdf

Extra Credit

Extra credit will not be offered. The assessments on which the grade for this course depend are thoughtfully and carefully tied to the learning outcomes. According to the teaching & learning philosophy of the instructor, extra credit undermines the integrity of the educational process and the value of your degree.

Religious holidays (from the online Academic Calendar)

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <http://reg.wayne.edu/pdf-policies/students.pdf>

Information Subject to Change

This syllabus is tentative and subject to change.