

Social Problems

Winter 2015

SOC 2020, Section 003 (21413)

Wednesdays 10:40a-1:25p

0218 Manoogian Hall

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

Instructor	Office Hours
Jessica Penwell Barnett	Wednesday 2-4p
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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 Group, exams, and 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.

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Schedule-at-a-Glance

Date	Class Covers...	Assessments Due
January 14	Welcome! Classroom norms & expectations. Learning Support Groups meet & greet. Feed-forward: IAS, Exams	Pre-Course Survey
January 21	What is a social problem anyway? LSG: Resources to support learning challenges	
January 28	How do we know something is a social problem? Feed-forward: Social problem investigation (paper, presentation, service learning) LSG: Finding scholarly & authoritative evidence	IAS
February 4	How are these problems caused? Micro- Meso- & Macro- levels of society Scholarly evidence vs. ... Citing scholarly/authoritative sources LSG: Evaluating evidence	IAS
February 11	Now that we know, what can we do about it? Intervening in social problems. Class debate: Decriminalization, legalization, or rehabilitation?	IAS
February 18	Fundamentals of defining, investigating, and intervening in social problems	Exam *E-mail proposed topic for

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		investigation to instructor
February 25	Class/Wealth: Domestic Poverty	IAS
March 34	Race/Ethnicity: Prison industrial complex	IAS
March 11	Race/Ethnicity: Academic achievement gap	IAS Problem Identification and Evidence Evaluation Paper
March 18	Enjoy your Spring Break!	
March 25	Sexuality/Gender: Gender based violence (against women)	IAS
April 1	Sexuality/Gender: Challenges to Trans* persons human rights	IAS Reflective Service Learning
April 8	Health/Ability: HIV	IAS
April 15	Health/Ability: Health disparities Class debate: Affordable Care Act Student Evaluations of Teaching	IAS Post-Course Survey
April 22	Making connections and recognizing learning Pre- to Post-Course Survey results Presentations!	Problem Production and Intervention Presentation

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.

January 21 – *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*.

January 28 – *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”](#)

February 4 - Scholarly evidence vs. ...

“What is a scholarly article?” California State University, Chico

<http://www.csuchico.edu/lins/handouts/scholarly.pdf>

“Understanding scholarly articles” Champlain College

<http://www.champlain.edu/academics/library/get-help/research-how-tos/understanding-scholarly-articles>

“General tips for reading scholarly articles”

http://www.linguistics.ucla.edu/people/zuraw/200A_2010/S00HowToReadArticles.pdf

“Key to engaging sociology: Micro-Meso-Macro” Sage Publications.

www.sagepub.com/ballantine3e/study/.../01eskey.docx

February 11 - 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

February 25 - 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.

March 4 - 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*.

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)

March 11 - 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*.

March 25 – 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.

April 1 – Sexuality/Gender: Challenges to Trans* persons human rights

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

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*.

April 8 – 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)

April 15 – 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*.

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/>

Rosenbaum, Sara. 2011. “Law and the public’s health.” *Public Health Reports* 126:130-135.

Silvers, J.B. 2013. “The Affordable Care Act: Objectives and likely results in an imperfect world.” *Annals of Family Medicine* 11(5):402-405.

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*.

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.

April 22 – *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, Jan. 28 – April 15	3% x 10 = 30%
Exams	February 18 – in class Final exam date TBA	15% x 2 = 30%
Problem Identification and Evidence Evaluation Paper	March 11	15%
Reflective Service Learning	April 1	10%
Problem Production and Intervention Presentation	April 22	15%

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 problem identification and evidence evaluation skills necessary for the *Problem Identification and Evidence Evaluation Paper* will have been practiced and assessed already via *Interrogate, Apply, Share*.

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 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. If you are suffering from flu symptoms, DO NOT COME to class. I realize that you may not have health insurance and may not have access to a physician. I do need some type of verification of illness, like a note from “Dr. Mom”, your RA, or a significant other. Please notify me if you wish to request an excused absence as soon as possible so that we may schedule a time for your office hours assessment performance.

Interrogate, Apply, Share (IAS)

-in-class performance, marked by instructor, measures learning outcomes 1, 3, 4, 5

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:

Topical IAS is an opportunity for you to demonstrate that you have done ALL of the Required Readings for the week. Your goal is to demonstrate problem definition, evaluation, and solution skills by applying them to the readings. To do this, please complete the following tasks in collaboration with the members of your Learning Support Group:

- a) discuss the assigned readings, identifying one thing that surprised you or was of particular interest;
- b) identify the conditions under which this issue is understood as a social problem using the criteria from course readings for EITHER a “common social problem” OR “human rights violation”, providing evidence from the readings that *each* of the relevant criteria are met;
- c) critically evaluate the evidence (i.e. what are its flaws or limitations?);
- d) identify at least one way this problem may be addressed, identifying the functional outcome you are trying to achieve and labeling the 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.

Problem Identification and Evidence Evaluation Paper

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

Please select a social issue 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. You will be writing, presenting, and engaging in service learning relevant to this issue over the course of the semester - *so choose wisely*.

Write a short essay (approx. 1000 words) that:

- a) describes the major features of the issue you are investigating (e.g. definition, prevalence, etc.),
- b) identifies the conditions under which this issue is understood as a social problem using the criteria from course readings for EITHER a “common social problem” OR “human rights violation”,
- c) provides *scholarly or authoritative* evidence to support your argument that *each* of the relevant criteria are met,
- d) and critically evaluates that evidence (i.e. what are its flaws or limitations?).

You must use a minimum of 4 scholarly sources. **Failure to support your arguments with IN-TEXT CITATIONS of at least 4 sources will result in an automatic F on this assessment.** Required Readings do not count toward the minimum number of sources. Sources must be cited using proper ASA or APA format. ASA and APA formatting instructions can be found in respective style guides or by visiting the Purdue OWL website - <https://owl.english.purdue.edu/owl/resource/583/01/>

This essay must be submitted via Blackboard. It will be run through SafeAssign plagiarism software. That means a computer program will automatically check your essay against a database of websites, publications, and student essays checking for duplication. **Failure to properly cite (including quotation marks and page numbers for direct quotes) and/or reference sources of information used in the production of your written work is plagiarism and will result in an automatic F on this assessment in accordance with the Wayne State Student Code of Conduct.**

Reflective Service Learning

-submit via course website, marked by instructor, measures learning outcomes 2, 6

This assessment has 3 parts.

- 1) Complete 5 hours of service at an organization that attempts to address the social problem you are investigating. For example, if you are investigating poverty, you could volunteer with an organization that provides shelter, food, or another good to people who cannot afford to pay for these things. You must have a representative from the organization sign your time log. (Time logs are available on Blackboard.)
- 2) Take *field notes* (i.e. notes about what you observe and do that are relevant to the experience, production, or resolution of the problem you are investigating) during your service hours. Your field notes should be detailed enough that you can submit at least ½ a page of list or bullet-style notes per service hour.
- 3) Finally, write a 500-1000 word reflection on your service learning experience that connects your observations and experiences with a) course concepts and material and/or b) the scholarly research you have read about your topic. This essay **MUST** describe how your service learning enhanced or contributed to your understanding of the topic you have chosen to investigate.

For full credit on this assessment, you must submit your time log, typed field notes, and reflective essay on Blackboard AS A SINGLE FILE.

Problem Production and Intervention Presentation

-in-class performance, submit concept map and References via course website, marked by self & peers, measures learning outcomes 2, 3, 6

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

- a) describes the major features of the social problem you are investigating;
- b) illustrates how that problem is *produced* (i.e. caused) at the micro- (e.g. interaction), meso- (e.g. local institutions), and macro-levels (e.g. culture) of society using a concept map;
- c) and identifies one practical thing Team members could do to help make the problem better.

Your description of problem production must be supported by a minimum of 3 additional scholarly/authoritative sources NOT used in your Problem Identification and Evidence Evaluation Paper or Required Readings.

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. **Failure to support your arguments with IN-TEXT CITATION of at least 3 sources will result in an automatic F on this assessment.** You must also produce a References page that lists your sources in proper APA or ASA format.

Following each Presentation, the Learning Support Group will spend 5 minutes providing individual feedback 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 Group. *The concept map and References must be uploaded onto Blackboard AS A SINGLE FILE before I will put this mark in the grade book. That means that failure to submit these materials on Blackboard will result in a 0 regardless of in-class performance.*

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. Carry-out independent investigation of social problems.

Grading Scale

<u>Points</u>	<u>Percentage</u>	<u>Grade</u>
200-180	100-90	A
179-170	89-85	A-
169-160	84-80	B+
159-150	79-75	B
149-140	74-70	B-
139-130	69-65	C+
129-120	64-60	C

119-110	59-55	C-
109-100	54-50	D+
99-90	49-45	D
89-80	44-40	D-
Below 80	BELOW 40	F

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 and APA formatting instructions can be found in respective style guides or by visiting the Purdue 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 2020-03) 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.