

**SOCIOLOGY OF URBAN HEALTH, SOC 6750, CRN 24826 Sec 001**  
**Meets with SOCIOLOGY ADVANCED SEMINAR IN RACE/ETHNICITY, SOC 8710, CRN 24345 Sec 001**  
**5:00-8:40 p.m. State Hall Room 410**  
**Winter 2015**

**DR. JANET HANKIN**

**OFFICE: 2233 FACULTY ADMINISTRATION BUILDING, 656 W. KIRBY. TELEPHONE: (313) 577-8131**

**OFFICE HOURS: Thursdays 3:00-4:30 p.m.**

**IN ADDITION, I AM AVAILABLE BEFORE, AFTER CLASS, AND AT OTHER TIMES BY APPOINTMENT. If you want to stop in outside of office hours, I recommend you contact me and make sure I am available. As Chair, I am in every day.**

**HOW TO CONTACT ME:** I am always in during office hours. If I have to cancel my office hours, I will announce alternative hours for that week on blackboard and I will send an e-mail. The most reliable way to reach me is to call me at (313) 577-8131 and leave a message *with your phone number* on my voice mail. I have a mailbox in the Department of Sociology, Room 2228 F/AB in the room where the copy machine is located. My e-mail address is [janet.hankin@wayne.edu](mailto:janet.hankin@wayne.edu), and I constantly check my e-mail.

**BLACKBOARD:** This course has a website on <http://blackboard.wayne.edu>. The syllabus and assigned articles will be available there. Power point slides for each lecture will be posted no later than Wednesday evening. I will send you an e-mail letting you know that the slides are loaded on blackboard.

**REQUIRED READINGS:** The textbook for the course is Unhealthy Cities: Poverty, Race, and Place in America by Kevin Fitzpatrick and Mark LaGory, Routledge, 2011, isbn 978-0-415-80517-9. The book is available at WSU Barnes and Noble Bookstore. The textbook is on reserve at the David Adamany Undergraduate Library. Other required reading is posted on blackboard.wayne.edu.

### **Course Description**

This course focuses on race/ethnicity, neighborhood composition, and health. It will review the theories and research on health status and health care delivery issues in urban communities. It emphasizes the consequences of racial and ethnic subordination, discrimination, privilege, and segregation on the health of minority populations.

### **LEARNING OUTCOMES: YOU WILL BE ABLE TO...**

1. Locate relevant sociological literature on urban health using a scientific database and perform advanced searches using logical operators like AND and OR.
2. Select a neighborhood within the Detroit Metropolitan Area and collect data on residents' health status using computerized databases from DataDriven Detroit, Health Department, State of Michigan and community health assessments.
3. Collect data from the U.S. Census database on SES and racial composition for your neighborhood.
4. Collect data using Systematic Social Observation techniques on assets and deficits in your neighborhood that impact health status and access to health care.
5. Analyze the data collected as part of Learning Outcomes 2, 3, and 4 to link health status of residents to neighborhood characteristics.
6. Write a scientific paper that will include: refereed journal articles on neighborhood context and health, the data analyzed as part of Learning Objective 5, future directions for research, and policy implications.
7. Create and present a poster on your research findings for the Sociology Research and Award Day.

LEARNING OUTCOMES 8-10 WILL BE ASSESSED BY TWO EXAMS.

8. Identify the theoretical and methodological issues surrounding the impact of neighborhood segregation on health.

9. Describe the mechanisms that explain how neighborhood racial/ethnic composition impacts health and illness.
10. Analyze the gaps in the existing literature on neighborhood composition and health.

**EATING AND TEXTING: This is a long class. We will take a break around 6:30 p.m. Be sure to return after the break in order to receive attendance credit! If you want to eat during class, please consume quiet food. Cell phones must be turned off or on vibrate.** Texting during class, instant messaging on your laptop, and surfing the internet will not be permitted. If you engage in these behaviors, you will be asked to leave the classroom **(unless you can document that it is an emergency).**

**The course requirements total 300 points and include:**

1. ATTENDANCE: 30 POINTS. There are 15 class sessions, including the two exams and Sociology Research and Award Day on Thursday, April 23 at 4 p.m. You will receive 2 points for each session.
2. SHORT WRITTEN ASSIGNMENT ON NEIGHBORHOOD DUE ON February 12: 20 POINTS. The assignment will include the following items;
  - a. Name the area (city, neighborhood, census tract, etc.) that you will study.
  - b. Identify the boundaries of the area (name the streets)
  - c. Print out a map of the area (1 point)
  - d. Provide Census data about the neighborhood characteristics and interpret (9 points). I will explain how to do this in class.
  - e. Provide a list of websites you will use to find out information about the neighborhood (5 points). Find at least one website other than the ones suggested by Dr. Hankin that will provide data on your neighborhood.
  - f. List 5 refereed journal articles with complete citation you want to use in your paper. (5 points) These must be articles that are not listed on this syllabus.
  - g. Given the tables and map, the assignment will probably be 10-15 pages
3. ORAL POWER POINT PRESENTATION OF ONE RESEARCH ARTICLE CHOSEN FROM SYLLABUS: 30 POINTS. You will select one of the assigned articles. It must be a research study and not a “think piece.” First come first served on the article choice. Your presentation will be no more than 20 slides and no more than 15 minutes. Please send it to me via email attachment no later than the Wednesday before you present so I can post it on blackboard. An outline for the presentation will be distributed and also posted on blackboard.
4. MIDTERM ESSAY EXAM ON February 26: 45 POINTS. You will receive 4 essay questions to prepare for the exam ahead of time. Three will appear on the exam. You will choose two questions to answer. They will cover the readings and lectures through February 19. You will be expected to cite the assigned readings in your answers. Cheating on the exam will result in a score of 0.
5. FINAL ESSAY EXAM ON April 30: 45 POINTS. Same format with receipt of 4 questions ahead of time, three appearing on the exam, you will choose two of them. The exam covers ONLY the second half of the course, from March 5-April 16. Cheating on the exam will result in a score of 0.
6. POSTER PRESENTATION AT THE SOCIOLOGY RESEARCH AND AWARD DAY, THURSDAY, APRIL 23, 4 P.M. IN THE ATRIUM AT FAB. 30 POINTS. The poster should include a map of the neighborhood (3 points), data on sociodemographics of the neighborhood (age, sex, SES, race, unemployed—4 points), health status indicators (4 points), assets (4 points) and deficits (4 points), and a conclusion (4 points). Four points for

creativity (illustrations, pictures, tables, graphics, color) and 3 points for display, which includes clarity of the text, spelling, and grammar.

7. TERM PAPER DUE ON Monday May 4, SUBMITTED ELECTRONICALLY ON SAFE ASSIGN by 5 p.m.: 100 POINTS. Late papers will be penalized. For every day late, your grade will drop by 10 points. A copy of a great paper will be posted on blackboard. I recommend the Writing Center at Adamany Library as an excellent resource. Websites to help you find information about your neighborhood are listed at the end of the syllabus. Note \*that indicate additional requirements for students in 8710 version

The paper will have the following format and should have a text length of 20 pages. \*Students in 8710 will write a 30 page paper.

- a. Define the neighborhood. Describe the boundaries and include a map. (5 points)
- b. Description of the neighborhood using 2010 Census data. What are the sociodemographic characteristics of your neighborhood? These characteristics should include age, sex, race, homeownership, types of households, poverty. Is this a disadvantaged neighborhood? Why or why not? (10 points)
- c. Use existing data sources on the neighborhood *to add additional information about the areas*. You should include the yellow pages, newspaper files from on-line archives, Google searches. Are there churches, schools, health centers, hospitals, social service agencies in your neighborhood? You may want to consider doing a windshield survey to collect these data. I have a rubric to collect data from the windshield survey. However, please make sure you are safe if you choose this technique. Have someone else drive while you take notes. Let me know if you are going to do this survey and we will talk about safety precautions. (10 points)
- d. What are the residents' health characteristics? Use published data to find out information about morbidity and mortality data. (15 points)
- e. What are the assets and deficits of the neighborhood? Examples of assets: Neighborhood watch organization, health care clinic, social services, churches, child care, playgrounds, recreational facilities, grocery store. Examples of deficits: Empty lots, high crime rate, broken windows, toxic waste dump, liquor store, abandoned buildings. (15 points)
- f. Speculate on the relationship between neighborhood characteristics and health status. Incorporate class readings (use 10 of them) and 10 additional references. Be sure to cite appropriately. Use either MLA or APA styles for citations and bibliography. (15 points) \*Students enrolled in the 8710 version are expected to include an additional 10 references (total of 30 references) in their paper.
- g. Future directions for research. What are the gaps or limitations in the current research? What would you recommend for future research? (10 points)
- h. Policy Implications. What should we do to promote better health in your neighborhood? Be sure to draw these recommendations from the data from your neighborhood. End with a bottom line—a takeaway message. (20 points).

**DETERMINING THE FINAL GRADE FOR GRADUATE STUDENTS**

POINTS	PERCENTAGE	GRADE
300-270	100-90	A
269-255	89-85	A-
254-240	84-80	B+
239-225	79-75	B
BELOW 225	74 AND BELOW	FAILURE

**Graduate Students must earn a B or higher to pass the course**

**DETERMINING THE FINAL GRADE FOR UNDERGRADUATE STUDENTS**

POINTS	PERCENTAGE	GRADE
300-270	100-90	A
269-255	89-85	A-
254-240	84-80	B+
239-225	79-75	B
224-210	74-70	B-
209-195	69-65	C+
194-180	64-60	C
179-165	59-55	C-
164-150	54-50	D+
149-135	49-45	D
134-120	44-40	D-
Below 120	BELOW 40	F

**MORE ABOUT GRADES**

The University does not permit A+ grades. I do not curve the assignments. I do not give “extra credit” assignments to make up points. I am not sympathetic to requests at the end of the term that state: “Please, change my course grade because I missed an ‘A’ by only 20 points.” Therefore, you need to monitor your points throughout the semester on blackboard.wayne.edu. Please see me if you have concerns about your point total or if you are having problems in the course. Do not wait until the last minute to panic about your grade.

Attendance will count toward 10% of your grade or 30 points. For every class session attended you will earn two points. Be sure to sign the attendance sheet at each class session. I will excuse your absence in the case of serious illness, work requirements, or a family or personal emergency. However, you must notify me immediately of the reason for the absence, provide a note from your physician verifying your illness, or, in the case of another emergency, provide written verification of the problem. 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” or a significant other. Please notify me if you wish to request an excused absence as soon as possible. Students who add the class during late registration period will not be penalized.

Plagiarism, purchased papers, or papers acquired from the internet will result in a grade of 0. Late submissions will be penalized. For every day late, your grade will drop by 10 points. I will be glad to review a draft of the paper if you turn it in by April 27. The Purdy Kresge Library and Writing Center at the Adamany Library (577-2544, room 2310) are excellent resources for your paper. I can also arrange a session with our

library consultant to assist you in database searches to find articles for your final paper. You must submit the paper via Safe Assign on blackboard.wayne.edu. Specific instructions will be provided about submission.

### COURSE OUTLINE

**Note: All readings are either in the text or in articles posted on <http://blackboard.wayne.edu>. Since this is a seminar, students are expected to read the articles before class and be prepared to discuss them.**

#### **January 15: Race and Health**

D.R. Williams and S.A. Mohammed, "Racism and Health I: Pathways and Scientific Evidence." *American Behavioral Scientist* 57: 1152-1172, 2013.

D.R. Williams and S.A. Mohammed, "Racism and Health II: A Needed Research Agenda for Effective Interventions." *American Behavioral Scientist*, 2013. Retrieved on-line at <http://abs.sagepub.com>.

#### **January 22: Health and Urban Life**

Fitzpatrick and LaGory, chapters 1, 2, and 3.

G.C. Galster, "The Mechanism(s) of Neighborhood Effects: Theory, Evidence, and Policy Implications." Pp.23-56 in M. Van Ham et al. (eds.) *Neighborhood Effects Research: New Perspectives*. Springer, New York, 2012.

#### **January 29: Segregation and Health**

M. Oka and D.S.W. Wong, "Capturing the two dimensions of residential segregation at the neighborhood level for health research." *Front Public Health* 2:118, August 2014. Doi 10.3389/fph.2014.00.118.

K. White and L.N. Borrell, "Racial/ethnic residential segregation: Framing the context of health risk and health disparities." *Health & Place* 17: 438-448, 2011.

T.L. Osypuk, "Invited Commentary: Integrating a Life-Course Perspective and Social Theory to Advance Research on Residential Segregation and Health." *American Journal of Epidemiology* 177:310-315, 2013.

K. White, J.S. Haas, D.R. Williams. "Elucidating the Role of Place in Health Care Disparities: The Example of Racial/Ethnic Residential Segregation." *Health Services Research* 47: 3 Part II:1278-1299, 2012.

Fitzpatrick and LaGory, Chapters 4 and 5.

#### **February 5: Health Risks among Special Populations**

Fitzpatrick and LaGory, Chapter 6

C. Waggaman, P. Julian, L.M. Niccolai: "Interactive effects of individual and neighborhood race and ethnicity on rates of high-grade cervical lesions." *Cancer Epidemiology* 38:248-252, 2014.

J. L. Ford and C.R. Browning, "Neighborhood social disorganization and the acquisition of Trichomoniasis among young adults in the United States," *American Journal of Public Health* 101:1696-1703, 2011.

K.B. Biello, T. Kershaw, R. Nelson, M. Hogben, J. Ickovics, L. Niccolai, "Racial residential segregation and rates of Gonorrhea in the United States, 2003-2007," *American Journal of Public Health* 102:1370-1377, 2011

**February 12: Paper due on neighborhood selected, data sources, and a list of 5 refereed journal articles.**

## **February 12: Segregation and Mortality, Cardiovascular Disease, and Surgery**

Fitzpatrick and LaGory, Chapter 7

K.N. Kershaw, T.L. Osypuk, D.P. Do, P.J. DeChavez, A.V. Diez Roux, "Neighborhood-level racial/ethnic residential segregation and incident cardiovascular disease: The multi-ethnic study of atherosclerosis." *Circulation* December 2014, doi:10.1161/Circulationha.114.0133 45.

A.J. Hayanga, S.B. Zeliadt, L.M. Backhus, "Residential Segregation and Lung Cancer Mortality in the United States." *JAMA Surg.* 148:37-42, 2013.

A. Jones, "Segregation and Cardiovascular Illness: The Role of Individual and Metropolitan Socioeconomic Status." *Health & Place* 22:56-67, 2013.

J. Dimick, J. Ruhter, M. V. Sarrazin, J.D. Birkmeyer, "Black Patients More Likely than Whites To Undergo Surgery at Low-Quality Hospitals in Segregated Regions." *Health Affairs* 32:1046-1053, 2013.

## **February 19: Systematic Social Observations**

R.J. Sampson and S.W. Raudenbush, "Seeing disorder: Neighborhood stigma and the social construction of 'broken windows,'" *Social Psychology Quarterly* 67:319-342, 2004.

N. Schaefer-McDaniel, M. O'Brien Caughy, P. O'Campo, W. Gearey, "Examining methodological details of neighbourhood observations and the relationship to health: A literature review," *Social Science & Medicine* 70:277-292, 2010.

J.C. Hinkle and S-M. Yang, "A new look into broken windows: What shapes individuals' perceptions of social disorder," *Journal of Criminal Justice* 42: 26-35, 2014.

C.R. Browning, B. Soller, M. Gardner, J. Brooks-Gunn, "'Feeling Disorder' as a Comparative and Contingent Process: Gender, Neighborhood Conditions, and Adolescent Mental Health." *Journal of Health and Social Behavior* 54:296-314, 2013.

E.S. Bjornstrom, M.L. Ralston, Danielle C. Kuhl, "Social Cohesion and Self-Rated Health: The Moderating Effect of Neighborhood Physical Disorder." *American Journal of Community Psychology* 52:302-312, 2013.

## **February 26: Midterm Exam**

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### **March 5: Mental Illness and Race**

A.M. Shell, M.K. Peek, K. Eschbach, "Neighborhood Hispanic Composition and Depressive Symptoms among Mexican-Descent Residents of Texas City, Texas." *Social Science and Medicine* 99:56-63, 2013.

D. English et al., "Neighborhood racial composition, racial discrimination, and depressive symptoms in African Americans." *American Journal of Psychiatry* 54:219-228, 2014.

L. Becares, J. Nazroo, J. Jackson, "Ethnic Density and Depressive Symptoms Among African Americans: Threshold and Differential Effects Across Social and Demographic Subgroups." *American Journal of Public Health*.104: 2334–2341, 2014.

M. Alegria, K.M. Molina, C-Nan Chen, "Neighborhood and differential risk for depressive and anxiety disorders across racial/ethnic groups in the United States." *Depression and Anxiety* 31:27-37, 2014.

S. Hong, W. Zhang, E. Walton, "Neighborhoods and mental health: Exploring ethnic density, poverty, and social cohesion among Asian Americans and Latinos." *Social Science & Medicine* 111:117-124, 2014,

**March 12: Alcohol, Drug Abuse, and Race**

R. Jones-Webb and K.J. Karriker-Jaffe, "Neighborhood Disadvantage, High Alcohol Content Beverage Consumption, Drinking Norms, and Drinking Consequences: A Mediation Analysis." *Journal of Urban Health* 90:667-684, 2013.

N.D. Crawford et al. "The Influence of Neighborhood Characteristics on the Relationship between Discrimination and Increased Drug-Using Social Ties among Illicit Drug Users." *Journal of Community Health* 8:328-337, 2013.

J.A. Cedarbaum et al., "Alcohol outlet density and related use in an urban Black population in Philadelphia Housing Communities." *Health and Place* 31:31-38, 2015.

C.D.M. Furr-Holden et al. "Neighborhood environment and marijuana use in urban young adults." *Prevention Science* 10: published online July 2014

**MARCH 19: SPRING BREAK. NO CLASS.****MARCH 26: Obesity, Supermarkets, and Race**

S.N. Zenk, et al. "Relative and absolute availability of healthier food and beverage alternatives across communities in the United States." *American Journal of Public Health* 104:2170-2178, 2014.

H. Lee, "The role of local food availability in explaining obesity risk among young school-aged children," *Social Science & Medicine* 74:1193-1203, 2012.

R. T. Kimbro, J. Brooks-Gunn, S. McLanahan, "Young children in urban areas: Links among neighborhood characteristics, weight, status, outdoor play, and television watching." *Social Science & Medicine* 72:668-676, 2011.

L.M. Rossen and M. Talih, "Social determinants of disparities in weight among U.S. children and adolescents." *Annals of Epidemiology* 24:705-713, 2014.

K.M. Bower, R.J. Thorpe Jr., C. Rohde, D.J. Gaskin, "The interaction of neighborhood racial segregation, poverty, and urbanicity and its impact on food store availability in the United States." *Preventive Medicine* 58:33-39, 2014.

**APRIL 2: Pregnancy Outcomes and Race**

TC. Yang et al., "Racial segregation and maternal smoking during pregnancy—A multi-level analysis using the racial segregation interaction index." *Social Science & Medicine* 107:26-36, 2014.

M. R. Kramer, H. L. Cooper, C. D. Drews-Botsch, L. A. Waller, C. R. Hogue, "Metropolitan isolation segregation and Black White disparities in very preterm birth: A test of mediating pathways and variance explained," *Social Science and Medicine* 71: 2108-2116, 2010.

M. Precourt Debbink and Michael D.M. Bader, "Racial residential segregation and low birth weight in Michigan's Metropolitan Areas," *American Journal of Public Health*, 101:1714–1720, 2011.

P.J. Sparks, C.S. Sparks, J.J.A. Campbell, "An application of Bayesian spatial statistical methods to the study of racial and poverty segregation and infant mortality rates in the US." *GeoJournal* 78:389-405, 2013.

A.S. Madkour, E.W. Harville, Y. Xie, "Neighborhood disadvantage, racial concentration, and the birthweight of infants born to adolescents mothers." *Maternal and Child Health Journal* 18:663-671, 2014.

**April 9: Hispanics and Health**

- K.A. Nelson, "Does Residential Segregation Help or Hurt? Exploring Differences in the Relationship between Segregation and Health among U.S. Hispanics by Nativity and Ethnic Subgroup." *The Social Science Journal* 50:646-657, 2013.
- K.N. Kershaw, S.S. Albrecht, and M.R. Carnethon, "Racial and Ethnic Residential Segregation, the Neighborhood Socioeconomic Environment, and Obesity Among Blacks and Mexican Americans." *American Journal of Epidemiology* 177:299-309, 2013.
- I. Corral, H. Landrine, L. Zhao, "Residential Segregation and Obesity among a National Sample of Hispanic Adults." *Journal of Health Psychology*. Downloaded from hpq.sagepub.com, 2013.
- R.J. Shaw, K. Pickett, "The Health Benefits of Hispanic Communities for Non-Hispanic Mothers and Infants: Another Hispanic Paradox." *American Journal of Public Health* 103:1052-1057, 2013.
- I.M. DeCamp et al. Immigrant Latino neighborhoods and mortality among infants born to Mexican-origin Latina women." *Maternal and Child Health Journal*, published online 28 November 2014.

**April 16: Environment and Health****Student Evaluation of Teaching**

- R. Morello-Frosch, M. Zuk, M. Jerrett, B. Shamasunder, A.D. Kyle, "Understanding the Cumulative Impacts of Inequalities in Environmental Health: Implications for Policy." *Health Affairs* 30: 879-887, 2011.
- H.Q. Le, S.A. Batterman, J.J. Wirth, R.L. Wahl, K.J. Hoggatt, A. Sadeghnejad, M.L. Hultin, M. Depa, " Air pollutant exposure and preterm and term small-for-gestational-age births in Detroit, Michigan: Long-term trends and associations," *Environment International* 44:7-17, 2012.
- S. Lee and P. Mohal, "The socioeconomic dimensions of brownfield cleanup in the Detroit region," *Population Environment* DOI 10.1007/s11111-011-0163-z. Published on-line January 18, 2012.
- M.R. Jones et al. "Race/Ethnicity, Residential Segregation, and Exposure to Ambient Air Pollution: The Multi-Ethnic Study of Atherosclerosis (MESA) *American Journal of Public Health* 104:2130–2137, 2014.
- L.J. Rice et al., "Use of segregation indices, Townsend Index, and air toxics data to assess lifetime cancer risk disparities in metropolitan Charleston South Carolina, USA." *International Journal of Environmental Research and Public Health* 11:5510-5526, 2014.

**April 23: SOCIOLOGY RESEARCH AND AWARD DAY POSTER PRESENTATION****April 30: second exam**

**Monday, May 4: Term Papers due by 5 p.m. via Safe Assign! Late papers will be penalized.**

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**APPEALS OF GRADES AND POLICIES**

IF YOU WISH TO APPEAL YOUR GRADE OR ANY POLICIES PERTAINING TO THIS COURSE, YOU SHOULD FIRST CONSULT ME. IF A SATISFACTORY SOLUTION IS NOT REACHED, YOU SHOULD CONTACT THE LIBERAL ARTS AND SCIENCES DEAN'S OFFICE, Elizabeth Stone-Hall, "Elizabeth June Stone-Hall" [elizabeth.stone@wayne.edu](mailto:elizabeth.stone@wayne.edu), 313-577-2516. The office is located on the SECOND FLOOR OF OLD MAIN, room 2155.

STUDENTS SHOULD CONSULT THE UNIVERSITY BULLETIN REGARDING UNIVERSITY POLICIES THAT AFFECT COURSES, INCLUDING THE TIME LIMIT FOR FILING APPEALS. Procedures for filing a grade appeal can be found at: [http://clas.wayne.edu/Multimedia/CLAS/files/Students/Grade\\_Appeal\\_process.pdf](http://clas.wayne.edu/Multimedia/CLAS/files/Students/Grade_Appeal_process.pdf)

**EXTENSIONS AND MAKEUP EXAMS.** I permit makeup exams and paper extensions in the case of illness or death in the family or dire emergencies. I must be notified as soon as possible of these circumstances. Either send me an e-mail or leave a message on my voice mail. I must have a written note from a health care



provider, a significant other, or a funeral director or documentation of the emergency before you receive an extension or take a makeup exam. Exams should be made up within two weeks of the original date if possible. Time extensions for the term paper will be negotiated.

**Late Penalties.** Late papers will be penalized, unless you have made prior arrangements for an extension due to illness, death in the family, or dire emergencies. You will lose 10 points for each day your paper is late.

**Cheating on exams will result in a grade of 0 (zero). Plagiarism, purchased papers, papers written by someone other than you, or papers acquired from the internet will result in a grade of 0 (zero) on the paper. Appropriate citations must be used to cite the works of others. Lifting entire paragraphs or pages from other sources and inserting them into your paper is plagiarism. You may not use paragraph after paragraph of quotes from a source. SafeAssign score must be below 15%.**

<http://blackboard.wayne.edu>

Blackboard is an important part of this course. If you activate your Wayne State access ID, you will find important announcements and materials. There is a direct relationship in my courses between using Blackboard and receiving an "A" grade! I will review Blackboard the first day of class. Power point slides will be posted before each class session, as well as a copy of the assignments and readings.

## **OTHER IMPORTANT INFORMATION**

### **STUDENT DISABILITY SERVICES**

"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 at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is [313-577-1851](tel:313-577-1851) or [313-577-3365](tel:313-577-3365) (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special 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." Please refer to the SDS website for further information about students with disabilities and the services we provide for faculty and students:

<http://studentdisability.wayne.edu/>

### **GRADING RULES AT WSU.**

**a. Students who do not complete your course requirements, or do not withdraw appropriately (in timely ways), will receive a failing grade. So if you stop coming to class and forget to withdraw from the class, you will receive a F.**

B. Students who request withdrawals beginning with the 5th week of the term will now receive one of these notations:

- WP Withdrawal with a passing grade earned to date
- WF Withdrawal with a failing grade earned to date
- WN Withdrawal never attended, or no graded work to date

Students are able to make requests to withdraw on Pipeline. However, before your request is forwarded to me, you must go through SMART CHECK. Once the SMART CHECK is completed, I will be able to approve the request on Pipeline, much as happens now with final grades.

C. Incompletes will revert to a failing grade after one calendar year for both Undergraduates and Graduate Students. That means that work must be completed within one calendar year - **there will be no extensions. There is a contract that must be completed if you are taking an incomplete in a course. It must be signed by the instructor, student, and the department chair.** An Incomplete will be granted only in unusual circumstances, for example, serious illness or hospitalization.

The mark of I – Incomplete is intended to allow a student to complete the required work for a course after the semester has ended, if, in the judgment of the instructor, there is a legitimate reason why the work could not have been completed during the term. Incompletes (I) may be given only when the student has not completed all of the required work and when there is a reasonable probability that the student will complete the requirements successfully **without again attending regular class sessions**. If additional class attendance is required, the student must reregister for the course. The student must be passing at the time the Incomplete is given.

The work must be completed and a change of grade filed with the Office of the Registrar within one year of the end of the term when the course was originally taken. Any unchanged Incomplete at the end of the one-year will be changed to a grade of F. University statute clearly stipulates that no extension to the one-year limit is permitted and that once an Incomplete has been changed to an F, it cannot be changed again. The only recourse for a student not completing coursework in the time allowed is to repeat the course. **Instructors have the right to establish a deadline that is earlier than one year.**

Responsibility for completing all course work rests with the student. Responsibility for grading the completed work and reporting the grade change to the Office of the Registrar in a timely fashion rests with the instructor.

**OTHER IMPORTANT INFORMATION.** Important dates: (See of Schedule of Classes)

**January 12-18:** You can register for this class but will be charged a \$70 fee.

**January 19-26:** You can only add this class by presenting an add slip for my signature. You then must take the add form to the Department of Sociology in order to add the class. You need both my signature and the department's approval to add the class. There are no exceptions.

**January 26:** Last day to drop this class and get tuition cancellation. Also, it is the last day to add this class.

**January 27-February 8:** If you drop class, it will NOT appear on your academic record, but you are contractually liable for tuition of dropped courses.

**February 9-March 29:** Need my permission to drop this class. Go into pipeline and drop the class. Next, go to the Welcome Center for S.M.A.R.T. counseling. After the counseling I will receive notification from the registrar about your withdrawal request. A grade of WN, WP, WF will appear on your transcript, so it will indicate whether you ever attended class (WN=never attended), were passing (WP), or failing the class (WF) at the time of withdrawal. You are liable for tuition.

**NOTE THE EARLIER DEADLINE FOR DROPPING THIS CLASS. MARCH 29, 2015 IS THE LAST DAY TO DROP THE CLASS!!!! STUDENTS WHO DO NOT OFFICIALLY WITHDRAW FROM THE COURSE BEFORE THE DROP DEADLINE OF SUNDAY, MARCH 29 WILL RECEIVE A GRADE OF F. THERE ARE NO EXCEPTIONS.**

**Academic Integrity (Plagiarism & Cheating)** see [http://www.doso.wayne.edu/student-conduct/Academic\\_Integrity.html](http://www.doso.wayne.edu/student-conduct/Academic_Integrity.html)

“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.

Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to downgrading and/or additional sanctions as described in the Student Code of Conduct. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of the Student Code of Conduct.

It is important that each of us share the responsibility for maintaining a reputable University committed to academic excellence. Faculty should encourage academic honesty among students by including a statement in the course syllabus and by discussing issues such as cheating and plagiarism. Similarly, students should protect themselves by thoroughly studying and preparing for tests and assignments and by discouraging dishonesty among other students.

### **Cheating**

Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise.

*Examples:*

- Copying from another student's test paper.
- Allowing another student to copy from a test paper.
- Using unauthorized material such as a "cheat sheet" during an exam.

### **Fabrication**

Intentional and unauthorized falsification of any information or citation.

*Examples:*

- Citation of information not taken from the source indicated.
- Listing sources in a bibliography not used in a research paper.

### **Plagiarism**

To take and use another's words or ideas as one's own.

*Examples:*

- Failure to use appropriate referencing when using the words or ideas of other persons.
- 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.

### **Other**

Other forms of academic misbehavior include, but are not limited to, the following acts:

- 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. Enlisting the assistance of a substitute in the taking of examinations;
- Violating course rules as defined in the course syllabus or other written information provided to the student;
- Selling, buying or stealing all or part of an un-administered test or answers to the test. Changing or altering a grade on a test or other academic grade records.

### **Q: What happens when a faculty member suspects that a student has committed a dishonest act?**

A: When a faculty member has reason to suspect that academic misbehavior has occurred, he/she may adjust the grade downward for the test, the paper, the part or other course-related activity in question, or for the entire course.

**Q: Can the student appeal the downgrading decision by the faculty?**

A: YES. The student can appeal the action by filing a statement in writing with the department or unit head within ten school days of the oral note or postmarked written notice. NOTE: If the department head is the faculty, the appeal is to the dean. If the dean is the faculty, the appeal is to the provost.

**Q: What should you do if you suspect wrongdoing?**

A: Anyone can initiate charges against another individual or group believed to have committed academic misbehavior by writing and filing charges with the Student Conduct Officer.

If you know or suspect any individual or group of dishonesty please let someone know. The Student Conduct Officer, 577-1010, is responsible for directing and coordinating matters involving student discipline and is available to answer questions concerning the judicial procedure outlined in the Student Code of Conduct. The Office of the Ombudsperson, 577-3487, is also available to advise students at any stage in the proceedings.

**Interim suspension:** Whenever there is evidence that the continued presence of a student on University premises poses a substantial threat to that student or to others, or to the stability and continuance of normal University functions, the student may be suspended for an interim period pursuant to Section 7.0 of the Student Code of Conduct.

**Q: What kinds of sanctions are there if a student is found guilty of academic misbehavior?**

A: Students found in violation of committing, attempting or assisting to commit academic dishonesty may be subject to one or more of the following sanctions, in addition to the downgrading, depending on the seriousness of the violation:

**DISCIPLINARY REPRIMAND**

A formal notification to the student that his/her conduct has been unacceptable and a warning that another offense may result in a more serious sanction.

**Disciplinary probation**

A disciplinary status that does not interfere with the student's rights to enroll and attend classes but that includes specified requirements or restrictions for a specific period of time as determined in the particular case.

**Suspension**

A denial of the privilege of continuing as a student anywhere within the University, and denial of all student rights and privileges for a specified period of time.

**Expulsion**

A permanent denial of the privilege of continuing or enrolling as a student anywhere within the University and permanent denial of all student rights and privileges.

**Transcript disciplinary record**

An entry onto the student's transcript, permanently or for a specified period of time, indicating the violation and sanction imposed.

**Other sanctions**

Other sanctions may be imposed instead of or in addition to those specified above.

NOTE: The information contained on this page has been edited from the Student Code of Conduct and written in a condensed format. Anyone with specific questions regarding academic misbehavior should consult the source document at <http://www.doso.wayne.edu/codeofconduct.pdf>. If the provisions described on this page differ in any way from the provisions of the Student Code of Conduct, then the provisions of the Code shall prevail.

For additional information about the Student Code of Conduct, contact the Student Conduct Officer in the Dean of Students office, Room 351 Student Center, 577-1010.”

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## OMBUDSPERON

Accessed on August 24, 2012 from <http://www.ombudsman.wayne.edu/>

***“This is a safe place to get help and find the resources you need***

### ***At Student Ombudsperson Services...***

Our office exists as a point of contact for students who need assistance in identifying where they should go for help and in determining how to resolve issues related to academic or student life.

#### **Our Mission**

The mission of Student Ombudsperson Services is to assist students to be successful learners and to achieve their academic goals by providing assistance in accessing services and resolving issues that are hampering their academic progress. The Ombudsperson takes an active role in identifying areas for improvement in processes and systems that relate to academic and student life.

#### Services Available

- Assistance in accessing processes for academic appeals
- Identifying appropriate offices and individuals who can help students deal with student services needs, including enrollment and registration, tuition and fees, academic support, and student life
- Appropriate referral for personal or health-related issues
- Other assistance in navigating the university’s programs, process, and offices

The Ombudsperson is the Chairperson of the **Tuition and Fees Appeals Board (TFAB)**. Students who have exhausted the appeals process in the Office of the Registrar related to tuition and fees may appeal to the TFAB. The TFAB is the final arbiter of appeals for tuition and related fees. Each appeal is reviewed as an individual case, and cancellation of tuition and/or fees is granted only when circumstances warrant. The TFAB will consider only those appeals that are filed within one calendar year following the last day of the academic term in which the challenged fees were assessed. **Who?** All Wayne State University students are eligible for services. Contact: Laura Birnie-Lindemann 798 Student Center Building (SCB) (313) 577-3487  
 Fax: (313) 577-9296 e-mail: [ombudsoffice@wayne.edu](mailto:ombudsoffice@wayne.edu).

Student Ombudsperson Services is a safe place to ask for help. We will do everything possible to see that your needs are met and that you can focus on making academic progress at Wayne State. The office will maintain confidentiality as appropriate and feasible based on individual student needs and desires.”