

SOC 4966W, Section 001: MAJOR PROJECT SEMINAR

Summer 2016

Mondays and Wednesdays, 6:00-7:55 PM

260 Blegen Hall

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Office: 1160 Social Sciences  
Office Hours: Mondays and Wednesdays 4:30-5:30 or by appointment  
**The best way to reach me is by email.** Emails will be answered within 24 hours during business hours (M-F 9-5) unless otherwise specified.

## REQUIRED TEXT

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Lambert, Stephen. 2009. *Great Jobs for Sociology Majors* (Third Edition). New York: McGraw Hill.

**All other reading is available on the course moodle.**

## COURSE DESCRIPTION

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This course serves as a capstone to your studies in sociology. The focus is on how sociological knowledge, research, and thought help to promote critical thinking, effective communication, an appreciation of diversity, and social responsibility in public life. The main goal of the course is to guide you through the process of writing your senior project paper, a graduation requirement for all sociology majors. Course materials will encourage you to reflect on the role of sociological knowledge in the contemporary world and to connect your sociological knowledge to a research project of your choosing. Classes will include a combination of lectures, active learning exercises, writing exercises to help you prepare your main paper, and discussions of the required readings.

The goals of this course are:

1. To provide you with an opportunity to reflect on what you have learned as a sociology major.
2. For you to think about how the knowledge, skills, and insights of sociology can be used and applied in your lives and careers outside of the University.
3. For you to use that knowledge to write a senior project paper (usually based on community service learning). This paper will require you to thoroughly and critically examine a sociological topic of your choice. You will do this in the form of a term paper due at the end of the semester. We will spend the term developing your research questions and papers together, so that you are able to articulate a clear thesis, locate relevant scholarly sources, and critically evaluate your research topic in your term paper.
4. For you to improve your communication skills through writing. This class is writing intensive, which means that practicing the use of writing to communicate coherent ideas, questions, and arguments will be an important part of the course. Informal regular writing on course readings as well as a formal term paper will make up the majority of your grade and will be given great attention throughout the semester.

I hold high standards for my students in terms of completing readings, attendance, and submitting assignments on time, as well as critically engaging the topics that we will cover in this course through class discussion, reading responses, and your final project. You have a responsibility to show up, pay attention, and participate. In return, I have a responsibility to run an engaging class where relevant information is presented clearly and in an interesting way. Additionally, I have a responsibility to be available to you outside of class during office hours. I highly encourage you to attend office hours if you are struggling with any assignments or course content.

## YOUR SENIOR PROJECT

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Please note that all references for projects and other written work must be in ASA format.

The senior project paper will critically and sociologically engage a topic of your choosing in the form of an analytic term paper. Your analysis will engage no less than **20 scholarly, sociological sources**. This paper will be **between 20 and 25 pages** in length, double-spaced with 1" margins, in either 12 point Times New Roman or Calibri.

## **COURSE GRADE**

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**Attendance, Participation, and Reading Responses (20%).** Attendance and participation in class discussions are extremely important to your understanding and synthesis of course material. Attendance is therefore mandatory. If you will be missing class due to scheduled athletic events or other University sponsored events, you must notify me in writing within the first two weeks of class or as soon as possible for those events unscheduled by the beginning of the semester. If you will miss class due to a serious conflict, such as a death in the family or extreme illness, please email me prior to class (with documentation) and we can arrange a way for you to make up any work or submit any assignments that may be due that day. Attendance is tracked with in-class assignments. As I know many of you have competing demands on your time and that "life happens," you will be excused one absence during the course of the semester without excuse and without affecting your participation grade. However, past this excused absence, I will be very strict about requiring documentation for serious conflicts, as your presence in the classroom is very important for your success in this course.

This class uses a combination of lecture and class discussion. Not participating due to a lack of preparation is not acceptable. I understand that some students feel much more comfortable speaking in a group setting than others—for those of you who are less comfortable, the written portion of your participation grade, in the form of reading responses, will be even more important, BUT: I highly encourage you to challenge yourselves to speak up in class. The classroom is not a place for people to contribute the smartest-sounding or most-correct comments, it is a place for us to struggle, be confused, and work together towards understanding the content and implications of the material.

In order to ensure a safe and respectful environment where all students feel comfortable sharing ideas, I require that cell phones stay put away during class. If you are expecting an important phone call and need your phone out, notify me before class. Otherwise, any use of your phone during class, especially texting/games, is unacceptable. I do allow laptops for note taking, but if the TA or I find you using them for other purposes you will be asked to no longer bring your laptop to class.

Some weeks I will post a reading guide on moodle. This reading guide will contain questions that will orient you to the reading, highlighting the key questions we will attempt to answer in the following week's lecture and discussions. You are required to respond to them in short-essay form, to bring to class for reference during discussion. I will collect these at the end of class for participation credit for the day. The purpose of these reading responses is to ensure that (1) you have done the reading, (2) that you have begun to seriously *engage* the reading prior to class, and (3) that you are prepared to grapple with the issues raised by the readings during class. Each reading response will be graded not for "correctness," but for your demonstrated attempts to find the answers to the questions in the reading. Each reading response will be graded credit/no credit, with no credit assigned to responses that do not make a serious attempt to answer the questions. Other weeks, attendance will be tracked via other in-class projects and writing assignments. Any student who shows up only to complete a reading response/question and does not stay for the remainder of class will not receive credit for attendance that day.

**Project Proposal (10%, due Wednesday, June 22).** 1-2 pages in length, this paper will identify what topic(s) you might explore in your final paper and identify between 1 and 3 potential topics of research for the project. Students are encouraged to meet with the instructor prior to submitting your research topics for guidance on choosing a topic and developing a question that you will want to put time into answering in your final paper.

**Final Analytic Proposal (10%, due Wednesday, July 6).** 5-8 pages in length. This paper will commit you to a research question and identify the possible directions for your analysis. It will summarize your preliminary findings, engaging and citing **5 scholarly, sociological sources**.

**Outline of Final Paper with Annotated Reading List (10%, due Wednesday, July 20).** You will turn in a proposed outline and reading list for your final paper in hard copy format. This outline must include a draft of your thesis statement and description of the supporting points you will be making, using sociological literature, to sustain your overall argument. The outline will be accompanied by a reading list, **which must contain a minimum of 15 scholarly sources** that you plan to use in your paper. This bibliography must be in ASA format (see <http://owl.english.purdue.edu/owl/resource/583/01/> for a great, free guide on what that means) and **annotated**, meaning that each source must have an accompanying paragraph that outlines the main point that source is making or the main focus of the study, and why the information the source contains will be helpful to answering your research question. Part of your grade for this will rest on whether your sources are relevant to your research question. Again, you are encouraged to meet with the instructor if you feel you need guidance in completing this assignment. Prior to submitting this assignment we will have an in-class workshop on developing effective thesis statements and outlines.

**First Draft of Final Paper (10%, due Wednesday, August 10).** You will turn in a **complete** draft of your final paper with references (not annotated). This draft will be graded as if it is your final paper with in-depth comments from the instructor. Please remember that the more effort you put into your first draft, the higher quality feedback you will receive from your reviewer and your peers, and the less effort you will need to devote to the final draft.

**Final Paper (40%), due August 24. Late final papers will not be accepted after 4pm on August 29,** that is, more than 3 working days late.

**A Note on Extra Credit:** The only extra credit available for this course is the option of presenting your final paper research to the class. This presentation will be 5 minutes, highlighting your major findings and argument. Completing this presentation (on August 24) will bump your course grade by 1/3 of a letter grade, eg., from a B- to a B. You must notify the instructor of your intention to present via email by Wednesday, August 17.

**A Note on Late Assignments and Submitting your Work:** Any assignment turned in after the due date will drop 1/3 a letter grade for each day it is late (eg., A- to B+). Late assignments will only be accepted up to 3 working days past the due date. If an assignment is due on a Tuesday, the last day it will be accepted is Friday of that week. This policy will be lifted for extenuating circumstances on a case-by-case basis. If you have such circumstances, notify the instructor as soon as possible so that we can discuss a plan for you to turn in your assignment. If you need to miss class for a verifiable and excusable reason and an assignment is due that day, contact the instructor and plan on submitting the assignment prior to the due date.

If you need to turn in an assignment late, deliver it to 909 Social Sciences and ask the staff to put it in the instructor or TA's mailbox. Notify the instructor of this via email, but **do not send it via e-mail or slip it under the office door unless explicitly authorized otherwise by the course instructor.** Papers not turned in during class on the stated due date will be considered late and will be penalized.

## COURSE SCHEDULE

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### UNIT 1: REVIEWING THE SOCIOLOGICAL IMAGINATION AND ITS APPLICATION TO YOUR SENIOR PROJECT

#### Week 1 (June 13 and 15)

Monday: Introductions, Syllabus, Course and Capstone Paper Overview

Wednesday: Sociology in a Historical Perspective and Sociology in Public Culture

- Turn in and discuss "What is Sociology?" Exercise

Required Readings

- Hartmann, Douglas. 2009. "Re-Claiming the Sociological Imagination: A Brief Overview and Guide." Pp. 25-38 in *Bureaucratic Culture and Basic Social Problems: Advancing the Sociological Imagination*, edited by Bernard Phillips. Paradigm Publishing.
- McIntyre, Lisa J. 2002. "Hernando Washington" in L. McIntyre, ed., *The Practical Skeptic*. 2nd Ed. Boston: McGraw Hill, pp. 18-26.
- Calhoun, Craig and Troy Duster. 2005. "The Visions and Divisions of Sociology." *The Chronicle of Higher Education*, August 12: B7-B8.
- Kimmel, Michael. 2008. "Good Sociology Makes Lousy TV." *Contexts*, 7 (2): 62-64.
- Jacoby, Susan. 2008. "The Dumbing of America." *The Washington Post*, February 17.
- Coontz, Stephanie. 2005. "Putting on a Public Face." *Contexts*, 4 (4): 78-79.

## Week 2 (June 20 and 22)

Monday: Models of Engaged Sociology and Policy Sociology

### Required Readings

- Burawoy, Michael. 2004. "Public Sociologies: Contradictions, Dilemmas, and Possibilities." *Social Forces*, 82 (4): 1603-1618.
- Maris, Peter. 1990. "Witnesses, Engineers, or Storytellers? Roles of Sociologists in Social Policy." Pp. 75-87 in *Sociology in America*, edited by Herbert Gans. Newbury Park, CA: SAGE Publications.

Wednesday: Professional and Critical Sociology

### Required Readings

- Charon, Joel M. 2004. "Is Sociology Important? The Necessity for a Critical Understanding of Society." Pp. 284-297 in *Ten Questions: A Sociological Perspective*. Belmont, CA: Thomson/Wadsworth.

**\*\*\*PROJECT PROPOSALS DUE IN CLASS WEDNESDAY, JUNE 22\*\*\***

## Week 3 (June 27 and 29)

Monday: No class, one-on-one meetings to discuss project proposals

Wednesday: Finding and understanding empirical literature, Starting a sociological analysis

### Required Readings

- TBA

## Week 4 (July 6)

Monday: University holiday, no class.

Wednesday: Sociological analysis, Part 2

### Required Readings

- TBA

**\*\*\*FINAL ANALYTIC PROPOSALS DUE IN CLASS WEDNESDAY, JULY 6\*\*\***

## Week 5 (July 11 and 13)

Monday: No class, one-on-one meetings to discuss analytic memos

Wednesday: Working backwards from a paper to an outline

### Required Readings

- Sample papers on moodle

## Week 6 (July 18 and 20)

Monday: Thesis and outline workshop

Wednesday: Writing workshop: Using literature in your paper, writing efficiently and effectively.

### Required Readings

- TBA

**\*\*\*OUTLINE AND ANNOTATED READING LIST DUE WEDNESDAY, JULY 20\*\*\***

## UNIT 2: WORKING AND LIVING WITH THE SOCIOLOGICAL IMAGINATION

### Week 7 (July 25 and 27)

Monday: No class, one-on-one meetings to discuss outlines

Wednesday: Sociological Citizenship and Living the Sociological Life

#### Required Readings

- Charon, Joel M. 2004. "Does the Individual Really Make a Difference?" Pp. 212-242 in *Ten Questions: A Sociological Perspective*. Belmont, CA: Thomson/Wadsworth.
- Loeb, Paul Rogat. 1999. Introduction (pp. 1-13) and Ch. 1 (pp. 14-33) from *Soul of a Citizen: Living with Conviction in a Cynical Time*.

### Week 8 (August 1 and 3)

Monday: Career Paths from Sociology: How does sociology qualify you on the job market? With guest Presentation on Jobs and Careers in Sociology and Criminal Justice, Career and Community Learning Center

#### Required Readings

- Lambert's *Great Jobs for Sociology Majors*, chapters 1-4
- Little, Daniel. July 3, 2012. "Why a Sociology Major?" *Huffington Post*. [http://www.huffingtonpost.com/daniel-little/college-sociology-major\\_b\\_1641546.html](http://www.huffingtonpost.com/daniel-little/college-sociology-major_b_1641546.html)
- Lambert's *Great Jobs for Sociology Majors*, pp vii-xiii and chapters 6-9.
- Spalter-Roth, Roberta, Nicole Van Vooren, Michael Kisielewski, and Mary Senter. 2013. "Strong Ties, Weak Ties, or No Ties: What Helped Sociology Majors Find Career-Level Jobs?" *American Sociological Association*.

Wednesday: Career and Graduate School Panels

#### Required Readings

- Spalter-Roth and Van Vooren. 2009. "Idealists vs. Careerists: Graduate School Choices of Sociology Majors." *American Sociological Association, Department of Research and Development*, May.
- Lambert's *Great Jobs for Sociology Majors*, chapter 5.

### Week 9 (August 8 and 10): No class, work on rough drafts.

**\*\*\*ROUGH DRAFTS VIA EMAIL TO [STEP0310@UMN.EDU](mailto:STEP0310@UMN.EDU) BY 11:59PM WEDNESDAY, AUGUST 10\*\*\***

### Week 10 (August 15 and 17)

Monday: No class, one-on-one meetings to discuss rough drafts

Wednesday: Peer review exercise

### Week 11 (August 22 and 24)

Monday: No class, work on final drafts.

Wednesday: In-class presentations, Course Evaluations, Wrapping Up.

**\*\*\*FINAL PAPERS DUE WEDNESDAY, AUGUST 24\*\*\***

## STUDENT WRITING SUPPORT

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If you struggle with your writing, I highly suggest you use the University's Student Writing Support center. Student Writing Support provides **free** writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, they help students develop productive writing habits and revision strategies. You can find them at:

- 15 Nicholson Hall (make an appointment online at mySWS [[writing.umn.edu/mysws](http://writing.umn.edu/mysws)], in person, or by phone [612.625.1893]; limited walk-in availability)

- 9 Appleby Hall (walk-in only)
- SWS.online (make an appointment online at mySWS [writing.umn.edu/mysws]), where you interact with the consultant through submitting your documents and meeting for an online chat.

## ACADEMIC INTEGRITY

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Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**Scholastic Dishonesty:** Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" for the course. If you have any questions regarding the expectations for a specific assignment, please ask.

## DISABILITY ACCOMODATIONS

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The University of Minnesota provides, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Individuals should contact the course instructor to discuss any individual needs for accommodations, which is usually done through a letter from Disability Services. Any student needing to arrange accommodations for a documented disability should also contact the U. of M. Disability Services at 612-626-1333.

**Accommodations for Students Registered with Disability Services Doing Service-Learning.** If you are registered with Disability Services, you are eligible to receive accommodations from the University when doing service-learning in the community. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, service-learning staff can work with you to find a service-learning site that meets your needs. If you have an invisible disability, we encourage you to talk with your service-learning coordinator and/or your DS specialist to discuss the type of work environment and structure you need to be successful during your community experience.

## COLLEGE OF LIBERAL ARTS POLICY

**GRADES:** University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

**FINAL EXAMINATIONS** (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

**CLASS ATTENDANCE:** As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

**COURSE PERFORMANCE AND GRADING:** Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

**CLASSROOM BEHAVIOR:** You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures online at <http://advisingtools.class.umn.edu/cgep/>).

**ELECTRONIC DEVICES:** University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

**SCHOLASTIC CONDUCT:** The University Student Conduct Code defines scholastic dishonesty as follows:

*Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.*

**Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").** For the complete policy, visit: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

**STUDENT MENTAL HEALTH AND STRESS MANAGEMENT:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

## A REMINDER OF RELEVANT POLICIES AND PROCEDURES

### \* SOCIOLOGY DEPARTMENT POLICIES \*

**GRADE INFORMATION:** Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

**INCOMPLETES:** It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

**MAKE-UP EXAMINATIONS:** Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

**GRADE CHANGES:** Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

**DISABILITY SERVICES:** Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disabilities Services in 230 McNamara.

**SEXUAL HARASSMENT:** University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

**SOCIOLOGY PROGRAMS INFORMATION:** The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at <http://www.soc.umn.edu/undergrad/>

General information, Sociology Department, 909 Social Sciences - 624-4300  
Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300  
[Director of Undergraduate Studies, Professor Teresa Swartz, 1172 Social Sciences - 624-2310](#)  
Sociology Honors Advisor, Professor Kathleen Hull, 1131 Social Sciences - 624-4339  
Director of Graduate Studies, Professor Ann Meier, 1074 Social Sciences – 624-9828 and/or  
Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <http://z.umn.edu/socugrad>