

# Sociology 101 ONLINE

## Introduction to Sociology

FALL 2020, section 002  
T: 11-12:15 live online lecture;  
Th lecture posted online  
E-mail: [kredding@uwm.edu](mailto:kredding@uwm.edu)

Kent Redding  
Virtual Office Hours: M 3-4:30, Th 11-12:30  
and by appointment

Teaching Assistants: Felipe Reyes ([freyes@uwm.edu](mailto:freyes@uwm.edu)), Office hours: T 1-2; W 4-6  
Elizaveta Lepikhova ([lepikho2@uwm.edu](mailto:lepikho2@uwm.edu)), Office hours: W 1-3, F 11 to 12

### BACKGROUND

Sociology helps us understand why people do what they do by examining the social settings in which people live their lives. The primary goal of this course is to help you think sociologically -- to think about the social factors that shape people's actions and beliefs, using sociology to make sense of people's behavior and ideas.

The course is organized into three parts.

- First, we start with a simple question: Why do people do what they do? We will use tools from sociology to begin to answer this question. Sociology is fundamentally about patterns (we'll sometimes call them "structures") of social relations and interaction and how these patterns influence what people do and think. We introduce ideas and concepts that help us analyze and explain how behavioral patterns differ from person to person, from culture to culture, from one time to another.
- Second, we ask the question: Who gets what? And why? Here we look at structures of inequality and try to make sense of uneven distributions of valued resources among individuals, groups, and societies. What are the social mechanisms that maintain or change those inequalities?
- Third, we ask the questions: Why do things change? And why do they sometimes stay the same? Our focus here is on the great social institutions (from family and marriage, to religion, politics, criminal justice, and medicine). We also examine sources of social change -- such as social movements, population change, and globalization -- that shape and challenge inequalities and institutions.

This syllabus, along with additional required readings, lecture outlines, course grades, supplementary lecture material, links to interesting resources for UWM students, information on career options for sociology majors, and other items and information are posted on the course Canvas website ([uwm.edu/canvas](http://uwm.edu/canvas)).

*Sociology 101 meets UWM General Education Requirements (GER) for social science because it involves the study of:*

- interpersonal, and social-cultural factors associated with individual behavior, collective action, or societal development.
- human collectivities, organization, institutions, and cultures, their infrastructures and interrelationships.
- capacities for and/or techniques of behavior adoption and change.
- methodologies for conducting Inquiry into human behavior, collective action, societies, or cultures.
- alternative theoretical frameworks which attempt to explain social phenomena.

*Two key UWM GER learning goals for the course:*

- to analyze the socio-cultural factors influencing human behavior and societal development
- to understand and be able to distinguish the concepts and theories of sociology to appreciate alternative accounts of how social forces shape human behavior and belief

*Student work that will address these learning goals:* We address these goal in multiple ways, one of which is through essay assignments that ask you to apply sociological concepts and theories to social phenomena that interest you. Another way we address these learning goals is through multiple choice examination questions. One such question may provide a scenario or set of facts and ask the student to choose which theory best explains that social situation or which social factors likely affect that behavior or development

*Assessment Criteria:* Student essay and examination work will be assessed on the basis of whether the student can properly apply the tools of sociology to explain a social phenomenon and choose an exam response category which accurately represents a theory in the question.

## REQUIRED MATERIALS AND READINGS

- Giddens, Duneier, Appelbaum, and Carr *Essentials of Sociology* 7<sup>th</sup> edition, (hereafter, **GDAC**).
- Norton InQuizitive (online tool free with the purchase of the GDAC e-book or new paper copy)
- Additional required readings, videos, etc., are posted on the course Canvas site.

## GRADING

Lecture quizzes (7)	10%	late policy
Discussion posts (7)	15%	
InQuizitive exercises (10)	10%	
Exams (4 but lowest score is dropped)	15% (each, 45% total)	
Reflection Essays (2)	10% (each, 20% total, with opportunity for one rewrite)	

This online class is built to provide students with flexibility, second chances, and multiple ways to learn and achieve. There will be two online lectures each week, one which I'll deliver live (synchronously) on Tuesdays from 11am-12:15pm, the second of which I'll post as a video on Canvas on Thursdays. The Tuesday class will be recorded so if you miss the live class, you will be able to watch it later with no penalty. You are required to do course readings **prior** to each class for which they are assigned. It looks like there are lots of graded weekly assignments in this course but I promise you that they are manageable. Plus, you will have flexibility as to which weeks you want to complete those assignments and multiple opportunities to successfully complete them. They are built to incentivize and reward your effort and learning.

Lecture quizzes (10%). Within each Thursday lecture video will be 5-10 quiz questions on the material covered that day and on the previous Tuesday; you'll complete the quiz questions *while* you watch the lecture video. Those weekly Thursday quiz scores will be automatically reported to Canvas; I encourage you to watch the Thursday videos and complete the quizzes on Thursday but the deadline for watching the video and completing quizzes (and discussions posts) is the following Sunday, 11:59pm. There will be 10 lecture quizzes over the whole semester; **your 7 highest scores will count toward your final grade** so you have flexibility to complete these assignments. These quizzes will cover lecture material; think of them as an incentive to pay attention during the lectures, as practice for the class exams, and as fairly easy points to earn.

Discussion posts (15%). Each week on Thursday I will post some discussion questions/prompts. These questions ask you to engage with the material for that week and interact with your peers. Each student will be placed in groups of 15 students on Canvas and your posts will be visible to only those 15 students (and me and your TA). Your posts should be completed by the following Sunday, 11:59pm. The assignment has two parts: 1) answer one of the questions/prompts that week (minimum 100 words), and 2) respond to another student's answer on a different question/prompt (minimum 50 words). There will be 10 opportunities to make discussion posts but **you need to complete 7** to earn full credit. More details on this assignment will be provide in a separate handout.

InQuizitive exercises (10%). InQuizitive is an online, formative, adaptive quizzing tool with gaming elements that works with your textbook. You access InQuizitive assignments via links on the home page of our Canvas website. InQuizitive tasks are essentially pre-lecture assignments that will help you get prepared for lectures. I use InQuizitive to improve student understanding of important learning objectives in the course. Students answer quiz questions based on how well they understand the content of the textbook, and the engaging and game-like elements are designed to motivate you as you learn. There are 17 of these assignments, corresponding to each chapter (or section of a chapter) you read, but **you are required to complete only 10 of those 17; you choose which ones.** You will be required to complete these **by 10:45am on the day prior to each class lecture.** The first one is due by 10:45 Tuesday, Sept. 8<sup>th</sup>. If you miss the deadline, you will receive a 0 on that assignment. There are no makeup assignments but remember, you have 17 opportunities to complete the required 10; I will drop your 7 lowest scores from these 17 assignments at the end of the semester. If you miss one or get a low score, you still can do well on this portion of your grade. Think of these assignments as an incentive to read the text prior to lecture and as a fairly easy way to earn points for the learning you do via those readings.

Examinations (45%). The first three exams (**Oct. 1, Nov. 5, Dec. 3**) test the material covered during each of sections of the course noted above in the course description. The final exam (**Thursday, December 17, online**) covers the entire semester. If you take the first three exams and are satisfied with your learning and the grade you have earned, you are not required to take the final exam. **If you miss any one of the first three exams, you must take the final.** All exams will be held online via Canvas. They will be open-note, open book, with 50 multiple choice questions. Each exam will be available for 36 hours starting at 8am on the date scheduled and must be complete before 4pm the next day. Once you start an exam, you will have 75 minutes to finish.

Reflection essay assignments (25%). You will write two 1000 word essays over the semester and they will be due **Oct. 15 and Nov. 19.** The essay assignments are designed to have you apply concepts and ideas that we have recently covered to some familiar social topic that you choose. You will use your new sociological knowledge to re-examine something you already know about. That could be an experience, a job, a movie, TV show, music, food, etc. We will give you a list of sociological concepts which you have just learned about and you will choose 4 of them to analyze your social topic or phenomenon. Your goal in this assignment should be to demonstrate: a) your strong understanding of sociological concepts, b) your ability to apply them to an area of social life that you know and care about, and c) your reflections upon that application – what do these tools help you see that you did not or could not see before? Each essay will be worth 12 percent of your grade. **You will have the option to rewrite one of the essays, which you can turn in at any time until Tuesday, December 8.** We will provide further information on essay assignments on Canvas.

Managing your time. Students should expect to spend an average of 10 hours per week completing tasks for this course. Each week students should expect to spend 2.5 hours listening to lecture meetings and taking lecture quizzes, 3 hours reading, taking notes on assigned course materials, and doing InQuizitive exercises, 1 hour reviewing recent class meeting and reading material, and 3.5 hours writing discussion posts, writing reflection essays and/or preparing for exams. These are averages; some weeks may involve more or less time depending on whether an exam or reflection essay is scheduled.

Accessibility. The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I, will work either directly with the you or in coordination with the Accessibility Resource Center to identify and provide reasonable

instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Supplemental Instruction (SI) is offered for this course. SI sessions are group study opportunities, scheduled four times per week. These sessions are facilitated by your SI Leader, who prepares SI sessions based on the class content. Students should attend SI sessions to ask questions about course content and to develop learning/study strategies. Students who participate in SI sessions typically earn higher final course grades and exam grades than students who do not. SI attendance is voluntary, and it is not a substitute for class attendance. Caroline Clemens will be our SI leader. Her schedule will be posted on Canvas.

## COURSE SCHEDULE

### SECTION I. WHY DO PEOPLE DO WHAT THEY DO? BUILDING A SOCIOLOGICAL UNDERSTANDING OF HUMAN BEHAVIOR

<u>DATE</u>	<u>TOPIC</u>	<u>ACTION ITEMS/DUE DATES (+=text; *=canvas reading)</u>
Sept. 3	Introduction: <i>What is sociology?</i>	1. No readings due 2. <b>Watch</b> 9/3 lecture video, complete <b>Lecture Quiz 1</b> , complete <b>Discussion Post 1</b> by <b>11:59pm Sunday, 9/6</b>
Sept. 8	What is <i>sociology</i> (cont'd)? What are the main explanations of why people do what they do?	1. <b>Read</b> +ch. 1: pp. 2-21 and *The Sociological Imagination and complete <b>InQuizitive</b> by <b>10:45am Tuesday, 9/8</b> 2. <b>Attend</b> online lecture at <b>11am Tuesday, 9/8</b> (or watch recording later)
Sept. 10	<i>Methods</i> : How do we “do” sociology? What are the key methods for studying why people do what they do?	1. <b>Read</b> +ch. 1: 22-39 and *Telling the Truth about Damned Lies and Statistics and complete <b>InQuizitive</b> by <b>10:45am Thursday, 9/10</b> 2. <b>Watch</b> 9/10 lecture video, complete <b>Lecture Quiz 2</b> , and complete <b>Discussion post 2</b> by <b>Sunday, 9/13 11:59pm</b>
Sept. 15	What is <i>culture</i> ? Why is it so important to explaining people?	1. <b>Read</b> +ch. 2: all and *From Bikini to Burkini and complete <b>InQuizitive</b> by <b>10:45am Tuesday, 9/15</b> 2. <b>Attend</b> online lecture at <b>11am Tuesday, 9/15</b> (or watch recording later)
Sept. 17	<i>Socialization</i> : How do people learn culture?	1. <b>Read</b> +ch. 3: all and *Why Parenting Style Ensures Inequality and complete <b>InQuizitive</b> by <b>10:45am, Thursday, 9/17</b> 2. <b>Watch</b> 9/17 lecture video, complete <b>Lecture Quiz 3</b> , and complete <b>Discussion post 3</b> by <b>Sunday, 9/20 11:59pm</b>
Sept. 22	<i>Groups, Categories, Networks, and Identities</i>	1. <b>Read</b> +ch. 5: 128-139 and *Why it’s so hard for whites to understand Ferguson and complete <b>InQuizitive</b> by 10:45am, Tuesday, 9/22 2. <b>Attend</b> online lecture at <b>11am Tuesday, 9/22</b> (or watch recording later)
Sept. 24	<i>Organizations</i>	1. <b>Read</b> +ch. 5: 140-155 and *An Introduction to McDonaldization and complete <b>InQuizitive</b> by <b>10:45am, Thursday, 9/24</b> 2. <b>Watch</b> 9/24 lecture video, complete <b>Lecture Quiz 4</b> , and complete <b>Discussion post 4</b> by <b>Sunday, 9/27 11:59pm</b>

Sept. 29	<i>Deviance</i> : Why do people not conform?	<ol style="list-style-type: none"> <li>1. <b>Read</b> +ch. 6: 156-169 and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 9/29</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 9/29</b> (or watch recording later)</li> </ol>
Oct. 1	<b>EXAM 1</b>	(covers material from Sept.3-29). The exam will be online via Canvas, open-note, open book, with 50 multiple choice questions. It will be available for 36 hours starting at 8am Oct. 1. Once you start, you will have 75 minutes to finish.

## SECTION II: WHO GETS WHAT AND WHY? UNDERSTANDING INEQUALITY

Oct. 6	<i>Stratification, Class, and Inequality</i> (overview)	<ol style="list-style-type: none"> <li>1. <b>Read</b> +ch. 7: all and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 10/6</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 10/6</b> (or watch recording later)</li> </ol>
Oct. 8	Stratification (class and social mobility)	<ol style="list-style-type: none"> <li>1. <b>Read</b> *Want to make money like a CEO? Work 275 years and Harder for Americans to Rise by <b>10:45am, Thursday, 10/8</b></li> <li>2. <b>Watch</b> 10/8 lecture video, complete <b>Lecture Quiz 5</b>, and complete <b>Discussion post 5</b> by <b>Sunday, 10/11 11:59pm</b></li> </ol>
Oct. 13	Stratification (poverty)	<ol style="list-style-type: none"> <li>1. <b>Read</b> *Our Broken Social Contract and *The geography of food stamps by <b>10:45 Tuesday, 10/13</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 10/13</b> (or watch recording later)</li> </ol>
Oct. 15	<i>Gender</i> <b>REFLECTION ESSAY 1 DUE</b>	<ol style="list-style-type: none"> <li>1. <b>REFLECTION ESSAY 1 DUE 11:59pm, Thursday, 10/15</b></li> <li>2. <b>Read</b> +ch. 9: all and complete <b>InQuizitive</b> by <b>10:45am, Thursday, 10/15</b></li> <li>3. <b>Watch</b> 10/8 lecture video, complete <b>Lecture Quiz 6</b>, and complete <b>Discussion post 6</b> by <b>Sunday, 10/18 11:59pm</b></li> </ol>
Oct. 20	Gender (cont'd)	<ol style="list-style-type: none"> <li>1. <b>Read</b> *TBA by <b>10:45am Tuesday, 10/20</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 10/20</b> (or watch recording later)</li> </ol>
Oct. 22	Gender (cont'd)	<ol style="list-style-type: none"> <li>1. <b>Read</b> *TBA by <b>10:45am Thursday, 10/22</b></li> <li>2. <b>Watch</b> 10/22 lecture video, complete <b>Lecture Quiz 7</b>, and complete <b>Discussion post 7</b> by <b>Sunday, 10/25 11:59pm</b></li> </ol>
Oct. 27	<i>Race and Ethnicity</i> (overview)	<ol style="list-style-type: none"> <li>1. <b>Read</b> +ch. 10: all and *What we mean when we say "race is a social construct" and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 10/27</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 10/27</b> (or watch recording later)</li> </ol>
Oct. 29	Race and Ethnicity (racial inequality and segregation)	<ol style="list-style-type: none"> <li>1. <b>Read</b> *Affluent, Black, and Still Trapped by Segregation by <b>10:45am Thursday, 10/29</b></li> <li>2. <b>Watch</b> 10/29 lecture video, complete <b>Lecture Quiz 8</b>, and complete <b>Discussion post 8</b> by <b>11:59pm Sunday, 11/1</b></li> </ol>

Nov. 3	Race and Ethnicity (immigration)	<ol style="list-style-type: none"> <li>1. <b>Read</b> *Seeing Mexican Immigration Clearly and *Who's Afraid of a White Minority? and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 11/3</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 11/3</b> (or watch recording later)</li> </ol>
Nov. 5	<b>EXAM 2</b>	(covers material from Oct. 6-Nov. 3; same rules as Exam 1)

**SECTION III: WHY AND HOW DO PEOPLE, SOCIETY CHANGE? HOW AND WHY DO THEY STAY THE SAME?**  
**UNDERSTANDING SOCIAL INSTITUTIONS AND SOCIAL CHANGE**

Nov. 10	<i>Education</i>	<ol style="list-style-type: none"> <li>1. <b>Read</b> +ch. 12: 354-70 and *After the Bell Curve and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 11/10</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 11/10</b> (or watch recording later)</li> </ol>
Nov. 12	<i>Intimate Relationships and Family</i>	<ol style="list-style-type: none"> <li>1. <b>Read</b> +ch. 11: all and complete <b>InQuizitive</b> by <b>10:45am, Thursday, 11/12</b></li> <li>2. <b>Watch</b> 10/8 lecture video, complete <b>Lecture Quiz 9</b>, and complete <b>Discussion post 9</b> by <b>Sunday, 11/15 11:59pm</b></li> </ol>
Nov. 17	<i>Religion</i>	<ol style="list-style-type: none"> <li>1. <b>Read</b> +ch. 12: 371-389 and *Religious diversity may be making Americans less religious and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 11/17</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 11/17</b> (or watch recording later)</li> </ol>
Nov. 19	<i>Politics and Social Movements</i> <b>REFLECTION ESSAY 2 DUE</b>	<ol style="list-style-type: none"> <li>1. <b>REFLECTION ESSAY 2 DUE 11:59pm, Nov. 19</b></li> <li>2. <b>Read</b> +ch. 13: 386-404, +ch 16:505-13 and complete <b>InQuizitive</b> by <b>10:45am, Thursday, 11/19</b></li> <li>3. <b>Watch</b> 10/8 lecture video, complete <b>Lecture Quiz 10</b>, and complete <b>Discussion post 10</b> by <b>Sunday, 11/22 11:59pm</b></li> </ol>
Nov. 24	<i>Crime and Criminal Justice</i>	<ol style="list-style-type: none"> <li>1. <b>Read</b> +ch. 6: 156-169 and *TBA and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 11/24</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 11/24</b> (or watch recording later)</li> </ol>
Nov. 26	<i>THANKSGIVING, no class</i>	<b>Nothing due</b>
Dec. 1	<i>Medicine</i>	<ol style="list-style-type: none"> <li>1. <b>Read</b> +14: all and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 12/1</b></li> <li>2. <b>Attend</b> online lecture at <b>11am Tuesday, 12/1</b> (or watch recording later)</li> </ol>
Dec. 3	<b>EXAM 3</b>	(covers material from Nov. 10-Dec. 1; same rules as exam 1)
Dec. 8	<i>Globalization and Social Change</i> <b>Essay rewrite due by 11:59, Dec. 8</b>	<ol style="list-style-type: none"> <li>1. <b>REFLECTION ESSAY REWRITE</b> due <b>Thursday, 11:59pm, 12/10</b></li> <li>2. <b>Read</b> +ch. 16: all and complete <b>InQuizitive</b> by <b>10:45am, Tuesday, 12/8</b></li> <li>3. <b>Attend</b> online lecture at <b>11am Tuesday, 12/8</b> (or watch recording later)</li> </ol>
Dec. 10	<i>Wrapup and Review for Final Exam</i>	1. No readings, lecture quiz or discussion post due
Dec. 17	<b>FINAL EXAMINATION</b>	<b>Thursday (cumulative, same rules as exam 1)</b>

## BASIC SUGGESTIONS TO HELP YOU DO YOUR BEST IN SOC. 101

1. Get a good night's sleep throughout the semester; it will improve your cognitive abilities immensely.
2. If you are run into any difficulties, ASK FOR HELP! There are 4 of us (me, Felipe, Liz, and Caroline) whose job it is to help you succeed – MAKE US DO OUR JOBS by reading out when you need assistance. We want you to succeed!
3. Keep up with the readings, doing them before the class for which they are due, and complete the Lecture Quizzes, Discussion Posts, and InQuizitive assignments
  - For the chapters, read the brief summary on the first page and then the “conclusion” and “study outline” at the end of the chapter BEFORE you read the chapter as a whole
  - The important thing is not to understand every detail, but to have a basic understanding of the main topics BEFORE lecture. This will help you better understand and *remember* the lectures.
  - The InQuizitive exercises are designed to motivate your reading and help strengthen your understanding of what you have read. Persistence with these pays off – if you keep at each one you can earn 100% even if you struggle at first (these are not timed).
  - The Lecture Quizzes are part of the Thursday lecture videos and cover material from both that lecture and the Tuesday lecture. These are designed to help you pay attention, alert you if you are missing something, and reward you for your learning.
  - The Discussion Posts are designed to get you to think a bit deeper about what you are learning and interact with your fellow students in a smaller group setting.
  - Plan to spend roughly 8-10 hours per week on this course.
4. On note taking
  - Before lecture begins, write down the outline provided in the initial power point slide.
  - Once the lecture begins, add notes to this outline, keeping your notes organized by each subtopic in the outline.
  - Writing *is thinking* and aids memory; taking notes will help you remember the material covered in lecture
  - Keep your notes organized together by date and topic in a notebook, folder, or binder
5. Regularly review your notes
  - As soon as a class session ends, your memory fades; keep the material fresh by taking 15-20 minutes 3-4 times each week to review the lecture outlines and the notes you added. Multiple short reviews per week will pay big dividends later.
  - Regular reviews keep needed information in your memory (and keep it organized) so you won't need to “cram.” Cramming wastes time by loading information into big, disorganized piles in your brain; studying regularly helps you retain and better organize the material for easy recall in an exam.
6. How to best use the study guide
  - Download it as soon as it is available (usually 7-10 days before each exam) and work on right away.
  - First, try to answer all questions without using notes (this will help you figure out what you know and don't know). Mark those questions you can't answer with a different color of pen or pencil
  - On the second run through the questions, use your notes and readings to fill in the gaps in your knowledge.
  - Now try to answer the questions without looking at your notes/answers (make notecards or cover up the answers on the sheet as you try to answer them). “Examine” yourself to see what you know and don't know.
  - As a double check on your knowledge, mix up the order of the questions as you study them
  - Study the guide in each of the days before the exam rather than “cram” the day before the exam
7. During exam itself:
  - Read the question carefully before looking at the answers; form an answer BEFORE you look at the options. Eliminate as many options as possible. Choose the BEST answer (some may look good but be incorrect)
  - Don't skip around. Manage your time so you can take two looks at each question or, at least two looks at every difficult question. Make time to close your eyes, take deep breaths, and relax your mind for a minute.
  - Leave no questions blank; guesses have a 20% or 25% chance of being correct
  - Do NOT get stuck on particular questions; eliminate choices as possible and move on to the next question. Sometimes, later questions provide information that may help answer an earlier question. Don't be afraid to change an answer but do so for a specific reason (you remember, find relevant information)

## UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that page is:

<https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

**Students with Disabilities.** In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. To learn more, please visit: <http://uwm.edu/arc/>

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

**Students called to active Military Duty.** Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted.

**Students:** <http://uwm.edu/active-duty-military/>

**Employees:** <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>

**Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf>

**Discriminatory Conduct.** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

**Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator ([titleix@uwm.edu](mailto:titleix@uwm.edu)). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>

**Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

**Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

**Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>

**LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <https://uwm.edu/lgbtrc/>

**Smoke and Tobacco-Free campus.** UWM prohibits smoking and the use of tobacco on all campus property. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf>

**Final Examinations.** Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

**Book Royalties.** In accord with department policy, the royalties from the sale of UWM sociology faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities of UWM sociology students.