Qualitative Research Methods
SOCIOL 979 / URB STD 979
Tuesday's 4:30-7:10p
(2 hours 30 minutes + 10 minutes break)
Synchronously via Canvas

Instructor: Prof. Esther Chan
(she/her/hers)
Email: chane@uwm.edu
Office Hours: Monday's 3-5pm or by appointment
(Sign up for office hours here: https://signup.com/go/FmfUTjt)

Course Description

Qualitative methodologies are one of the key methodologies of the social sciences. In this course, you will become familiar with a variety of qualitative methods, including methodologies such as ethnography, participant observation, and in-depth interviewing. We will evaluate key empirical works that have utilized these methodologies and consider the logic and limit of each method. This course will also include hands-on assignments to begin building a sociological practice of qualitative methods. We will also consider the ethics of qualitative methods as well as practical approaches to managing qualitative data.

Please note, this course operates under the assumption that you have had some exposure to social science research methods. In other words, this is not an introductory research methodology course. With that said, it is still possible for you to take this course even without having taken a research methodology course and we will still go over some of the basics of research methodology in the beginning of the course.

To get the most out of this class, you ought to consider using the assignments to facilitate or "jump start" your own research. You will work with one primary research topic for all the assignments. You will conduct an observation in relationship to your topic, craft an interview research proposal and interview guide, conduct an interview, transcribe it, and create a coding key.

I have checked with UWM's IRB and we do not need to go through the IRB process for this class. If your research blossoms into a full-fledged project, you will need to go through UWM's IRB process. You can find more information here: https://uwm.edu/irb/

The best way to reach me is by e-mail. I will do my best to respond to your e-mail within twenty-four to forty-eight hours. If I do not respond within that time, please e-mail me again. Sometimes things get lost in the inbox.

Please note that **office hours** are by sign-up only or appointment only. In other words, there are no walk-in office hours. Office hours are virtual. **Please sign up using the link at the top of the syllabus**. If you cannot make that time period, please e-mail me to set up a meeting.

Required Texts

Lareau, Annette. 2021. *Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up*. University of Chicago Press. (Pre-order for release on October 8, 2021)

Saldana, Johnny M. 2015. *The Coding Manual for Qualitative Researchers.* Thousands Oaks: Sage Publications. (This is the copy I have, but there is also a more recent edition that you may want to buy.)

Other required readings will be posted on Canvas.

Readings aim to provide three things. First, the readings aim to provide how-to knowledge for the specific methods we will discuss in this course. Second, some readings will provide ethical dilemmas, frontiers, or areas of debate concerning a method. For example, can interviews provide insight into motivation or are they only useful for capturing justification? Third, readings will provide empirical examples of the specific methods discussed in this class. These published articles or book chapters are meant to provide examples of published work but also to give you an idea of how you might structure your own empirical work in the future.

Technology

We will be using **Zoom** on Canvas to meet. In general, please **mute** yourself when you are not speaking and please try to use your **camera** as much as possible, so we are able to see one another. Technology problems do happen, however, so we will also be patient with one another when these things occur! Please also feel free to use the **chat** function during the course. I will save a copy of the chat as a document and upload it to our Canvas page.

If you have concerns about your access to technology, please e-mail me.

Because staring at a screen can be exhausting, we will be taking ten-minute breaks during the course of each class.

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 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.

Course Expectations

Students should come to class having completed the readings for the week and be prepared to engage in discussion.

Reading Responses & Student Led Discussion
1. Students are required to write **weekly memos** (max: 350 words). These memos should address three things:
    a. Provide a brief synthesis of the readings. This moves beyond summarizing each piece to putting each reading in conversation with one another. How do the pieces connect? Are there areas where authors have different perspectives? Etc. We will also read empirical pieces as examples of published articles that use X method. How do you think the author may have drawn on principles discussed in a "how-to" reading? What do you think may have been some of their ethical dilemmas? Etc. (Note: These are just some questions to help guide this part of the memo and you are not required to answer these questions and you should feel the freedom to write about whatever stands out to you.)
    b. Raise at least one discussion question for the class.
    c. Describe how you might apply this method in your own work. Even if you do not plan to use said method, think creatively about how a study in your area could incorporate X method and what that method might help you find.

    Your memos are due the day before class (Monday's 4:30pm) to make sure discussion leaders have ample time to go through the memos and collate the questions. **You do not need to write memos for Weeks 7, 10, 14, and 15.** Memos are worth **15%** of your grade. Please turn in your memos on the Canvas "Discussions" page.

2. Students are required to **lead discussion in pairs**. Discussion leaders should go through all the memos before class to be prepared to lead discussion.

    a. Discussion leaders will spend ~10 minutes at the beginning of class summarizing the readings and synthesizing what their peers wrote in part (a) of the memos. The summary should move beyond summarizing each reading to synthesizing across readings and raising themes peers wrote in their memos.

    b. Discussion leaders will pick three to five discussion questions from the part (b) of the memos for class discussion. This can include their own questions. These discussion questions should be sufficiently different from each other. Ideally, these discussion questions reflect themes across discussion questions. For example, discussion leaders can organize discussion questions by theme and then choose a question from each theme for the class to discuss. Discussion leaders will offer their responses to the discussion questions they picked and facilitate broader discussion around these.

    c. Discussion leaders will facilitate discussion over applications of the method for research. Discussion leaders may discuss part (c) of their own memos or ask their classmates to share. Discussion leaders can also bring in an outside source (e.g. a video, social media post, image, interview segment) for us to analyze through the methodology of the week or create mock scenarios to apply the method. The purpose of this part of the discussion is to begin thinking creatively about how these methods can be applied, how one might troubleshoot issues, as well as provide some room for application.

Discussion leaders should ultimately engage with their classmates' responses to the readings and memos, but they should also feel the freedom and flexibility to engage the class and the material in their own pedagogical styles. Leading discussion is worth **10%** of your grade.

Qualitative Methods in Practice

One goal of this course is to develop skills and experience in conducting qualitative methods. Therefore, you will be expected to complete a number of assignments. Details about these different assignments are briefly described below.

1. Research Topic and Research Questions (5%) – due September 14 by 11:59p

In around one to two paragraphs, please detail your research topic and potential research questions. You should include why sociologists or experts in your discipline should be invested in your study. If you are struggling with this, take a look at the research proposals we will read the second week of class for examples. I will review these and let you know whether I think your topic is feasible for this class.

2. Introduction, Mini Literature Review, Research Questions (10%) – due September 28 by 11:59p

You will write an introduction and literature review as if you were writing a (mini!) research proposal. The introduction will explain the importance of your project and introduce us to your research question(s).

Your mini literature review should provide a brief overview of the literature relevant to your research topic and question. Strong literature reviews synthesize the literature while also setting up why your own work is important. There is no limit to the number of sources you may cite, but if you are struggling with this assignment, a minimum of eight will suffice. Please also look at the example proposals we will read for this course for examples of strong literature reviews. It is also helpful to look at published papers and see how they set up their literature reviews.

Overall, your introduction and mini literature review should be around 4-5 pages double spaced. At the end, please recap your research questions by listing them with bullet points.

3. Participant Observation Notes (15%) - due

This assignment is made up of two parts. First, you will conduct some kind of participant observation related to your proposed research area. This can be a virtual observation or an in-person observation. Second, you will write a set of notes from your observation.

The assignment you turn in will need to have the following things:

a. Methodology. Describe your methodology. How did you choose this site? What are its characteristics? Why are ethnographic methods a good choice for your study/answering

your research questions? You should also consider any ethical dilemmas that may arise. You should also briefly reflect on your social identities and how this might affect your place as a participant and an observer. Ultimately, you should write this part as if you are writing the methodology for an article. (Unlike writing a methodology for a research proposal, you will not say what you will do, but what you have done.)

b. Cataloguing information. Your notes do not need to follow the cataloguing template I will present in class, but should still have cataloguing information at the top to help you organize your notes and any future notes. This should go right before the beginning of your observation notes.

c. Observation Notes.

You will peer-review your classmates' participant observation notes and provide feedback to one another during **Week 7**.

4. Proposed Interview Methodology and Guide (15%) - due

This assignment can be thought of as a mini research proposal in which the primary method you are proposing to use are interviews. Overall, you should include the following components:

a. Introduction, Literature Review, and Research Questions. Include this part at the beginning of your assignment. This should be easy since it is assignment #2! This serves partly to remind us of your research area, but more broadly, if you submit a research proposal in the future, it will look something like this.

b. Proposed methodology. You should address why you are using interviews, what are the characteristics of your population of interest, how you will sample the population, and gain access to recruit individuals for interviews, how many people you plan to interview, etc. Although your methodology should primarily be about how and why you will conduct your interviews, feel free to include a brief discussion of other methods you plan to use. You should also consider any ethical dilemmas that may arise. You should also briefly reflect on your social identities and how this might affect the data collection process and your potential respondents.

c. Proposed interview guide. The interview guide should be single-spaced and can be of any length.

Your peers will be reading your mini proposal and interview guide and provide helpful feedback on your guide during **Week 10.**

5. Interview, Context Notes, and Transcription (20%) - due Dec

Using your interview guide, you will conduct a recorded interview. You will complete context notes for the interview. You will transcribe your interview and include it after your context notes.

The assignment will be made up of the following parts.

a. Cataloguing information to help you record demographic data about your respondent. I will provide you with a template, but you should feel free to adjust this according to your study's needs.

b. Context Notes. This provides detailed information on how you recruited your respondent and observations about your respondent and the interview. This is also a space for you to reflect on yourself as an interviewer and your interview guide. I will provide an example of context notes and a template, but you also ought to feel free to create your own context notes template to facilitate your study.

c. Transcribed interview. This should be completely singled-spaced with breaks between speakers. We will go over various transcription software and services in class.

6. Coding Key (10%) due Dec 21 by midnight

You will create a coding key for your interview. This will detail which coding method you are using, the codes, a brief description of what each code captures, and an example quote from your interview. Please provide a minimum of three codes. It is not required that you code your entire interview, but you may do so if you wish. We will also go over various coding software in class, but you will not be required to use any software for this assignment.

Overall, the course breakdown is as follows:

- Weekly Memos & Participation (15%)
- Discussion Leading (10%)
- Assignment #1 - Research Topic and Research Questions (5%) due week 2
- Assignment #2 - Introduction, Literature Review, Research Questions (10%) due week 4
- Assignment #3 - Participant Observation & Notes (15%) due week 7
- Assignment #4 - Proposed Interview Methodology and Guide (15%) due week 10
- Assignment #5 - Interview, Context Note, & Transcription (20%) due week 14
- Assignment #6 - Coding Key (10%) due finals week

As the UW System assumes "that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours" (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

• 37.5 hours in the classroom

• 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings

• 31.5 hours preparing for and writing major papers and/or exams.

Course Schedule at a Glance

Week	Date	Topic	Assignment due dates (not including weekly memos)	Discussion Leaders
1	7-Sep	Introduction to Course		N/A
2	14-Sep	Research Design	due: topic & research q's	
3	21-Sep	Ethics		
4	28-Sep	Participant Observation & Ethnography	due: intro & mini lit review	
5	5-Oct	Participant Observation & Ethnography		
6	12-Oct	Visual Sociology & Digital Ethnography		
7	19-Oct	Participant Observation Workshop	due: participant observation	N/A
8	26-Oct	Interviews		
9	2-Nov	Interviews		
10	9-Nov	Interview Proposal & Guide Workshop	due: mini proposal & interview guide	N/A
11	16-Nov	Coding		
12	23-Nov	Thanksgiving - No Class		N/A
13	30-Nov	Coding & Writing		
14	7-Dec	Context notes, transcription workshop part 1	due: interview context notes & transcription	N/A
15	14-Dec	Context notes, transcription workshop part 2		N/A
	21-Dec	Finals Week	due: coding key	

Weekly Schedule

Week 1, September 7: Introductions
- Introductions
- Review syllabus
- Research interests & getting the most out of this course
- How to think about the readings together

Week 2, September 14: Designing Qualitative Research Studies

<u>Due: Research Topic and Questions</u>

- John Creswell and Cheryl Poth. 2018. Qualitative Inquiry and Research Design: Choosing Among Five Approaches.
    - Ch 2: Philosophical Assumptions and Interpretive Frameworks
    - Ch 4: Five Qualitative Approaches to Inquiry
- Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences*. Cambridge: Harvard University Press.
    - Ch 4: What is this a Case of, Anyway?
    - Ch 6: On Sampling, Operationalization, and Generalization
- Example proposals – Rene Almeling & Elaine Howard Ecklund. Pay attention to how these individuals crafted their research question and proposed methods.

Optional

- Luker, Kristin. 2008. Salsa Dancing into the Social Sciences. Cambridge: Harvard University Press.

Week 3, September 21: Ethics
- Heimer, Carol A. and JuLeigh Petty. "Bureaucratic Ethics: IRBs and the Legal Regulation of Human Subjects Research," Annual Review of Law and Social Science 6: 601-26.
- Smith, L. T. 1999. **"**Chapter 4: Research Adventures on Indigenous Land" in *Decolonizing Methodologies: Research and Indigenous peoples*. New York, NY: Zed Books
- Allen, Charlotte. 1997. "Spies Like Us: When Sociologists Deceive their Subjects." *Lingua Franca* 7(8): 31-39.
- Williams et al. 2017. "Towards an Ethical Framework for Publishing Twitter Data in Social Research: Taking into Account Users' Views, Online Context and Algorithmic Estimation." Sociology 51(6): 1149-1168
- Caswell, Michelle and Marika Cifor. 2016. "From Human Rights to Feminist Ethics: Radical Empathy in the Archives." Archivaria 81:23-43

Week 4, September 28: Participant Observation & Ethnography

<u>Due: Introduction, Mini Literature Review, and Research Questions</u>

- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw 1995. *Writing Ethnographic Fieldnotes.* Chicago: University of Chicago Press. Chapter 1
- Cobb, Jessica S and Kimberly Kay Hoang. 2015. "Protagonist-Driven Urban Ethnography." City and Community. 14(4):348-51
- Hoang, Kimberly Kay. 2011. "She's Not a Low-Class Dirty Girl!": Sex Work in Ho Chi Minh City, Vietnam." Journal of Contemporary Ethnography.
- Hoang, Kimberly Kay. 2015. "Appendix." Dealing in Desire. University of California Press.

- <mark>EDC - go over PO cataloguing, PO notes, PO data management</mark>

Optional:
- Platt, Jennifer. 1983. "The Development of the 'Participant Observation' Method in Sociology: Origin Myth and History." Journal of the History of the Behavioral Sciences 19:379-393.
- Geertz, Clifford. 2001. "Thick Description: Toward an Interpretive Theory of Culture."

Week 5, October 5: Participant Observation & Ethnography
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw 1995. *Writing Ethnographic Fieldnotes.* Chicago: University of Chicago Press. Ch 2
- Lichterman, Paul. 2008. "Religion and the Construction of Civic Identity." American Sociological Review. 73(1): 83-104.
- Geertz, Clifford. 2005 [1972]. Deep Play: Notes on the Balinese Cockfight. Daedalus.
- Duneier, Mitchell. 2011. "How not to lie with ethnography." Sociological Methodology 41(1): 1-11.
- Stuart, Forrest. 2018. "Reflexivity: Introspection, Positionality, and the Self as Research Instrument: Toward a Model of Abductive Reflexivity" in Approaches to Ethnography: Analysis and Representation in Participant Observation. Eds. Colin Jerolmack and Shamus Khan. Oxford University Press.

Optional:
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw (1995). *Writing Ethnographic Fieldnotes.* Chicago: University of Chicago Press.

Week 6, October 12: Visual Sociology, Analyzing Images, Digital Ethnography

- Pauwels, Luc. Ch 3: "Researching Found or Pre-Existing Visual Materials"
- Pauwels, Luc. Ch 4: "A visual and multimodal model for analyzing online environments"
- Ferguson, Rachael-Heath. 2017. Offline 'stranger' and online lurker: methods for an ethnography of illicit transactions on the darknet. Qualitative Research 17(6):683-698.
- Phua, Voon Chin. 2020. "Gendering Graffiti in Brazil." Visual Studies 35(2-3):136-148.
- Hsu, WF Umi. "Digital Ethnography Toward Augmented Empiricism: A New Methodological Framework." Journal of Digital Humanities.

Week 7, October 19: Participant Observation Workshop

<u>Due: Participant Observation (PO) Assignment</u>

- Read your classmates' Introduction, Mini Literature Review, and Research Questions (this was due during Week 4)
- Read your classmates' PO assignments
- Be prepared to offer feedback
- No memo due!

Week 8, October 26: Interviews

- Lareau, Annette. 2021. Listening to People.
  - Chapter 4. Learning to Interview: What to Do before and after the Interview
  - Chapter 5. How to Conduct a Good Interview: Dig Deep
- Almeling, Rene. 2007. "Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material." American Sociological Review 72(3): 319-340.
- Rene's grant proposal + interview guide (return to this from week 2)
- Deakin, Hannah and Kelly Wakefield. 2014. "Skype interviewing: reflections of two PhD researchers." Qualitative Research 14(5):603-616.
- EDC – go over interview assignment

Optional:
- Gerson, Kathleen and Sarah Damaske. 2020. The Science and Art of Interviewing. Oxford University Press.
- Weiss, Robert S. (1994). *Learning from Strangers: The Art and Method of Qualitative Interview Studies.* New York: Free Press.

Week 9, November 2: Interviews

- Lamont, Michèle, and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing". Qualitative Sociology 37 (2):153-171.
- Pugh, Allison J. 2013. "What Good Are Interviews for Thinking About Culture? Demystifying Interpretive Analysis." American Journal of Cultural Sociology 1: 42–68.
- Ecklund et al. 2017. "Moral Schemas in Articulation and Intuition: How Religious People Evaluate Human Reproductive Genetic Technologies." Sociological Forum.
- Ecklund appendix & Elaine's proposal – return to this research proposal from week 2.
- Young, Alford A. 2004. "Experiences in Ethnographic Interviewing about Race: The Inside and Outside of it." Pp. 187-202 in Researching Race and Racism, edited by Martin Bulmer and John Solomos. London: Routledge.
- EDC go over data management for interviews – sample excel, interview excel.

Week 10, November 9: Proposal & Interview Guide Workshop

<u>**Due: Proposal and Interview Guide**</u>

- Review your peers' interview proposals and guides and be prepared to provide feedback on their methods & interview guide.
- No memo due!

Week 11, November 16: Coding

- Saldana, Johnny M. 2015. *The Coding Manual for Qualitative Researchers.*
  - Chapter 1. An Introduction to Codes and Coding

- o   Chapter 3. First Cycle Coding Methods.
- Guetzkow, Joshua, Michèle Lamont and Grégoire Mallard. 2004. "What is Originality in the Social Sciences and the Humanities?" *American Sociological Review* 69:190-212. [Read through Appendix! – example of coding key]

- <mark>EDC - Brief discussion of coding softwares</mark>

Optional

- Saldana, Johnny M. 2015. *The Coding Manual for Qualitative Researchers.* Thousands Oaks: Sage Publ.
- Biernacki, Richard. 2012. Reinventing Evidence in Social Inquiry: Decoding Facts and Variables

Week 12, November 23: Thanksgiving Break – Enjoy!

Week 13, November 30: Coding & Writing

- Lareau, Annette. 2021. Listening to People.
  - o   Ch 8. Data Analysis: Thinking as you Go.
  - o   Ch 9. Writing: Becoming Clearer about Your Contribution
- Nicole M. Deterding. "Flexible Coding: A 21st Century Approach to Coding Data" https://vimeo.com/385026200
- *or*
  Nicole M. Deterding and Mary C. Waters. 2018. "Flexible Coding of In-Depth Interviews; A 21st Century Approach." Sociological Methods and Research
- <mark>EDC – writing tips</mark>

Optional:
- Silvia, Paul. 2018. How to Write a Lot - A Practical Guide to Productive Academic Writing. American Psychological Association. 2nd edition.

Week 14, December 7: Interview Context notes, Interviews, Transcript Workshop Part 1

DUE: Interview Context Notes, Interviews, & Transcript

- No memo due!
- Review your peers' interview context notes and transcript and be prepared to provide feedback on their context notes & interview.
- We will peer review half of the classes' assignment.
- <mark>EDC – writing tips or professionalization presentation</mark>

Week 15, December 14: Interview Context notes, Interviews, Transcript Workshop Part 2

- No memo due!
- Review your peers' interview context notes and transcript and be prepared to provide feedback on their context notes & interview.

- We will peer review half of the classes' assignment.
- EDC – ask me anything

Finals Week, December 21: Coding Key Due

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). 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.

Updated 08/2020