

Sociol 750 Research Methods in Sociology
Fall Semester 2006

Bolton Hall 778B
Tuesdays 4:30 – 7:10 p.m.

Sociology 750 section 001
University of Wisconsin-Milwaukee

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Course Description and Objectives

In this course, we will critically explore various research methods in sociology including interviewing, participant observation, surveys, and unobtrusive data/historical methods. As you are already familiar with the basics of the methods from your undergraduate coursework, in this course we will analyze issues in social research methods and apply them to empirical research work. As the research question drives the method, we will approach the methods from the various substantive areas in which you are interested. Additionally, we will explore general methodological issues such as research design, the place of the researcher in the research, ethical issues, politics of social research, issues of sampling, and briefly, on issues in analysis (this course focuses on methods, not on analysis). The overall goal of this course is to prepare you to do research (e.g., your master's paper) by exploring possible sociological methods you can use. Requirements include readings, class participation, quizzes, in-class assignments, and written papers.

Required Texts

Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.

Seale, Clive. (ed) 2004. *Social Research Methods: A Reader*. London: Routledge.

Individual readings available on D2L.

Desire2Learn

A Desire2Learn site is active for this course at <http://d2l.uwm.edu/>. Your username is your alpha username and your password is your alpha password. If you have any questions or difficulties logging into D2L, e-mail help@uwm.edu, call 229-4040, or see the service staff in Bolton 225. All course handouts and information will be on this site. In addition, you will be posting your reaction papers to the site for your colleagues to read.

Course Requirements

Readings

With only fifteen weeks and a multitude of methods to cover, we will focus on just four of the primary sociological research methods. The readings are not comprehensive explanations of each method, rather, they are explorations of particular issues of those methods. I have chosen not to require a methods textbook as many of you have undergraduate texts or can refer to other texts in the library. As undergraduates, you have already had an introduction to research methods. The goal of this course is to explore and analyze the issues with the methods, not to simply describe the methods.

Here is a brief list of recommended texts if you want further information:

Babbie, Earl. 1998. *The Practice of Social Research*. Wadsworth.

Bernard, H. Russell. 2000. *Social Research Methods: Qualitative and Quantitative Approaches*. Sage Publications.

Schutt, Russel K. 2006. *Investigating the Social World*. Sage Publications.

Singleton and Straits. 2004. *Approaches to Social Research*. Oxford University Press.

Also, check cites from the course readings, look at Seale's "further reading" sections, and/or come see me for more information and references.

Spend time with the readings! They are not all easy and you may have to read some selections more than once – I know I do. Each set of readings must be read in preparation for that week's class.

Reaction Papers

To encourage a more productive discussion during class, each student will write six brief reaction papers to the readings. The purpose of this assignment is to ensure that students come to class prepared, ready to ask questions, and ready to engage in an informed discussion. In the reaction papers, I want to hear *your* thoughts on the readings.

In your reaction paper, address the following: (1) Discuss the material in terms of what you found most interesting. E.g., Which of the authors' points did you enjoy most? Which did you find to be the most challenging? What was provocative? What did you disagree with? What did you learn? (2) Write at least two discussion questions based on all the readings for that week.

The goal of the reaction papers is for you to think critically about the readings and the methods discussed in this course. By thinking critically, you are engaging with the problems presented in the readings as you question the assumptions made and seek divergent views. Writing both is the process of doing critical thinking and it is the product communicating the results of your critical thinking.

Write a *maximum* of two double-spaced pages. This is intentionally short. One of the skills you will work on is how to communicate your ideas in an efficient manner.

I will not be grading your reaction papers. But, bring in a hard copy of your reaction paper into class with you to use during class and to hand in to me on a "check" basis. This will factor into your class participation grade. Post your reaction papers to D2L by the time class starts for other students to read. Please read other students' reactions papers so you can learn from others' comments and thoughts on the readings.

Practice Papers

To get some experience with each of the main four methods, you will practice each of these methods outside of the class and prepare a brief paper (*maximum* four double-spaced pages) on the experience. Be sure to use the readings for the week in which the practice paper is due to inform your practice of these methods and your writing of the practice paper. In other words, do the readings first, then do the methods' practice. Post your practice papers to D2L by the time class starts and hand in a hard copy to me in class.

Interviewing practice paper:

Conduct a mock in-depth individual interview with a fellow class member. Your topic is broadly framed as "how people experience a sudden injury." Prior to the interview, focus on a specific topic of interest within this broad frame and come up with a short list of interview questions. Then, take turns being the interviewer and the respondent. Tape-record or take detailed notes during the interview. Each interview should last no longer than 30 minutes.

For your practice paper, address the following: (1) List your specific topic and the interview questions you wrote. (2) Describe the setting of the interview you conducted (including who your respondent was). (3) How did the interview you conducted go? As the interviewer, what did you do that was successful? What did you do that was not successful? What would you do differently next time? (4) How did the interview in which you were the respondent go? As the respondent, what did the interviewer do that helped you respond well? What did the interviewer do that was unhelpful? What did you learn from being a respondent that will help you be a better interviewer?

Observation practice paper:

Conduct a non-participant observation in a public place (do not interact in the setting, just observe). The setting *must* be public. Observe in the setting for one hour and take notes (as you can, depending on the setting).

For your practice paper, address the following: (1) Describe your setting and participants in detail (do not forget to say what day, date, and time you observed). (2) What did you learn about the setting from your observation? Try to interpret, speculate, and extrapolate from the scene. What you can infer from the participants' behaviors? Provide some analysis of the scene. Provide an appropriate descriptive title for your observation.

Survey practice paper:

Write a short paper-and-pencil self-administered questionnaire to learn about "how undergraduate students selected their book bag." Think of what your specific research questions might be and write questions to capture the dimensions of book bag selection in which you are interested.

Your practice paper will comprise of: (1) listing your research question(s), (2) your short questionnaire, and (3) a brief discussion of your methodological choices in writing your questionnaire.

Visual data practice paper:

Purchase the current issue of *Men's Health*. Analyze a sample of the visual images.

In your practice paper, answer the following: (1) What is your research question(s)? (2) What is your sampling frame (e.g., all ads for shower products)? What is your sampling strategy within each photo (what are you looking for in each photo)? (3) What is your procedure for systematic observation? (4) What are your analytic findings?

10 points each
40 points total

Methods Proposals

At the beginning of the course, each student will select a general research topic of interest (due in week 4). As the specific research question defines the method, your research questions will change and develop depending on which method we are discussing (yes, this is somewhat backwards). The purpose of the methods proposals is for each student to develop a viable proposal of research using each of the four primary methods we will be discussing. By writing methods proposals, you can explore the practical uses of these methods within your own substantive interest area.

For each of the research methods topics we discuss, you will write a methods proposal that describes your research topic and how you will use the target method to explore that topic. These proposals will consist of the following sections: introduction (2 pts), literature review (5 pts) (to frame the problem in existing research), research questions or hypotheses (2 pts), methods section (12 pts), anticipated results (4 pts), and a works cited page. The best papers run approximately 12 pages, double-spaced. Again, this is intentionally short, as I want you to work on concise and efficient writing. For the survey paper and the interview paper, also include an appendix (in addition to the ~12 pages) that lists sample survey and interview questions.

The bulk of your paper should be the methods sections, which should be quite detailed. In addition, I expect you to use the class reading materials (and cite them) in your paper. The goal is to thoroughly investigate the method based on materials from discussion and the readings – include the pros, cons, issues, difficulties, practicalities, ethical issues, etc. These papers are similar to “regular” research proposals although the focus will not be on the literature as much as on the methods and research questions. However, it is important that you contextualize your proposed research in the existing literature and I expect that you will develop and improve your literature reviews with each successive methods proposal.

Some of the class readings are examples of research using the particular method-of-the-week (noted in syllabus as “empirical research example”). These readings might be useful for you to model your papers after for this class and future classes. The most effective and efficient way of writing good introductions, literature reviews, and methods sections is to model a good paper that you like.

Your papers should be, although exploratory, indicative of sophisticated thought on the issues and the material in the course readings. Avoid underdeveloped and surface skimmings of the readings and issues presented. I am looking for how well your writing reveals engaged thinking about the method.

The methods papers are due to my mailbox by Thursday at 1:00 pm on the week noted in the syllabus schedule. If you are late, hand it in to the main sociology office so they can time/date it. Late assignments will be penalized, as described below.

25 points each
100 points total

Late Assignments

An assignment that is late will be penalized one letter grade for each day it is overdue (e.g. from an A to a B). The first overdue date begins right after the class in which the assignment is due with each subsequent day bringing down your grade another letter grade. Only in the most serious of circumstances will I accept late assignments with no penalty, and this must be arranged *prior* to the due date.

Class Participation

Attending class is the most important requirement of this course! Your participation grade will be lowered for excessive (more than one) and/or unexcused absences. If you miss a class for serious unusual circumstances, you must contact me (e-mail or phone) *before* the class in order to make up the class work. You can make up class work *once* during the semester by doing a one-page single-spaced write-up on the readings for that week. Class participation is an important aspect of lectures and discussions and is additionally important for your learning, your success in the course, and most importantly, your enjoyment of the material. If you are not as comfortable talking in class and in groups, you may send me e-mails with questions and thoughts on the readings and/or class material.

Learning is a collaborative endeavor in which we collectively explore and understand sociology and society. During class discussions, we will explore different opinions and views that may differ from your own. One of the most exciting aspects of learning is talking about new ideas and exploring them with others. I hope you will find these discussions stimulating and useful to your own understandings of sociology.

Class participation will count for 100 points of your final grade. I will grade participation for the each half of the semester (50 points each). Participation grades will be based on attendance, listening, being prepared, asking questions, contributing responses to the discussion, reaction papers, and D2L posts.

Grading

Your final grade is based on 240 points possible:

Practice papers	10 points each, 40 points total
Methods papers	25 points each, 100 points total
Class participation	50 points each half of semester, 100 points total

The letter grades are calculated on a straight percentage scale:

A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F Below 60.

Thus, the grade distribution for your final course points is as follows:

A: 223-240; A-: 216-222; B+: 209-215; B: 199-208; B-: 192-198; C+: 185-191; C: 175-184; C-: 168-174; D+: 161-167; D: 151-160; D-: 144-150; F: below 143.

Course Outline

Note: I reserve the right to make adjustments to this syllabus as needed throughout the semester. Any changes will be announced in class as early as possible.

Week 1: Introduction to Research Methods in Sociology (9/5/06)

Class discussion: What are research methods?
 Linking methods with theory
 Objectivity and subjectivity in social research
 Approaches to research
 Moving from consumers to producers of social research
 Social scientific audiences expect social research to....

Week 2: Research Design (9/12/06)

Class discussion: **Reaction Paper 1 due in class**
 Goals of social research
 The steps in research
 What is a research proposal?

Readings:

Denscombe, Martyn. 2002. "Ground Rules for Good Research: A 10 Point Guide" in *Ground Rules for Good Research: A 10 Point Guide for Social Researchers*. Buckingham: Open University Press. [D2L]
Brint, Steven. 2001. "Will and Wile: The Way of the Researcher." *Teaching Sociology* 29:390-402. [D2L]
Becker, Howard. 1998. "Chapter 1: Tricks" in *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.
Becker, Howard. 1998. "Chapter 2: Imagery" in *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.
Seale, Clive. 2004. "Introduction to the Reader." Pp. 1-10 in Seale Reader.
Mills, C. Wright. 1959. "On Intellectual Craftsmanship." Pp. 19-25 in Seale Reader.

Week 3: Ethical Issues in Social Research (9/19/06)

Class discussion: **Reaction Paper 2 due**
 UWM's Institutional Review Board (IRB)
 ASA's Code of Ethics
 Issues of power, the role of the research participant

Readings:

Complete UWM IRB Human Subjects Tutorial: <http://www.uwm.edu/Dept/EHSRM/IRB/tutorial/>
Browse through UWM IRB Guidelines: <http://www.uwm.edu/Dept/EHSRM/IRB/Guide/index.html>
Gouldner, Alvin W. 1972. "Toward a Reflexive Sociology." Pp. 381-383 in Seale Reader.
Rosaldo, Renato. 1989. "Grief and a Headhunter's Rage." Pp. 395-400 in Seale Reader.
Hammersley, Martyn. 1995. "Hierarchy and Emancipation." Pp. 478-486 in Seale Reader.

Week 4: The Politics of Social Research (9/26/06)

Class discussion: **Reaction Paper 3 due**
 Research topic for methods papers due in class
 Political implications of social research
 Public Sociology
 Action research

Readings:

Hammersley, Martyn. 1995. "Chapter 6: Is Social Research Political?" in *The Politics of Social Research*. London: Sage Publications. [D2L]
Weiss, Carol H. 1979. "The Many Meanings of Research Utilization." Pp. 444-447 in Seale Reader.
Meyer, Julienne. 2000. "What is Action Research?" Pp. 453-455 in Seale Reader.
Harding, Sandra. 1987. "Is There a Feminist Method?" Pp. 456-464 in Seale Reader.
Maynard, Mary. 1994. "Methods, Practice and Epistemology: The Debate About Feminism and Research." Pp. 465-472 in Seale Reader.
Back, Les and John Solomos. 1993. "Doing Research, Writing Politics: The Dilemmas of Political Intervention in Research on Racism." Pp. 473-477 in Seale Reader.

Week 5: Sampling in Social Research (10/3/06)

Class discussion: **Reaction Paper 4 due**
 Sampling
 Validity, reliability, generalizability
 Qualitative and quantitative approaches

Readings:

Becker, Howard. 1998. "Chapter 3: Sampling" in *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.
Hedges, Barry. 1978. "Sampling." Pp. 63-72 in Seale Reader.
Glaser, Barney G. and Anselm L. Strauss. 1967. "Theoretical Sampling." Pp. 226-231 in Seale Reader.

Week 6: Introduction to Interviewing (10/10/06)

Class discussion: **Practice interview paper due**
 Finding research participants
 Issues in interviewing (control, presentation, equipment, etc.)
 Examples of interview questions
 Individual and Group Interviewing

Readings:

Preparation Checklist for ASR Manuscripts. See section on how to cite in-text and the format for your end-of-paper references. You must use this ASA format in your 750 papers. [D2L]
Galvan, Jose L. 2004. "Comprehensive Self-Editing Checklist for Refining the Final Draft." Pp. 95-100 in *Writing Literature Reviews*. Los Angeles: Pyczak Publishing. [D2L]
Jones, Sue. 1985. "Depth Interviewing." Pp. 257-260 in Seale Reader.
Oakley, Ann. 1981. "Interviewing Women: A Contradiction in Terms (and a Subsequent Exchange with Joanna Malseed)." Pp. 261-268 in Seale Reader. >>>>>>>>>cont. next page

Banks, Ingrid. 2000. "Appendix I: Methods, Methodology and the Shaping of 'Hair Matters'" in *Hair Matters: Beauty, Power, and Black Women's Consciousness*. New York: New York University Press. [D2L]

Week 7: Discussion on Interviewing (10/17/06)

Class discussion: **Interviewing Methods Paper due Thursday by 1:00 pm.**
Discussion on interviewing, continued

Readings:

- Kitzinger, Jenny. 1994. "The Methodology of Focus Groups: The Importance of Interaction Between Research Participants." Pp. 269-272 in Seale Reader.
- Eder, Donna and Laura Fingerson. 2002. "Interviewing Children and Adolescents." Pp. 181-201 in *Handbook of Interview Research*, edited by J. F. Gubrium and J. A. Holstein. Thousand Oaks, CA: Sage Publications. [D2L]
- Becker, Howard S. and Blanche Geer. 1991. "Participant Observation and Interviewing: A Comparison (and a Subsequent Exchange with Martin Trow)." Pp. 246-252 in Seale Reader.
- Fingerson, Laura. 1999. "Active Viewing: Girls' Interpretations of Family Television Programs." *Journal of Contemporary Ethnography* 28:389-418. [Empirical Paper Example] [D2L]

Week 8: Introduction to Field Research and Participant Observation (10/24/06)

Class discussion: **Practice observation paper due**
Issues in field research and PO (access, what to do, role, equipment)
Taking notes
Units of analyses

Readings:

- Duneier, Michell. 1999. "Appendix" from *Sidewalk*. New York: Farrar, Straus and Giroux. [D2L]
- Junker, Buford H. 1960. "The Field Work Situation: Social Roles for Observation." Pp. 221-225 in Seale Reader.
- Whyte, William Foote. 1981. "First Efforts." Pp. 217-220 in Seale Reader.
- Lofland, John. 1971. "Field Notes." Pp. 232-235 in Seale Reader.
- Geertz, Clifford. 1988. "Being There." Pp. 236-240 in Seale Reader.

Week 9: Discussion on Field Research and Participant Observation (10/31/06)

Class discussion: **Field Research and PO Methods Paper due Thursday by 1:00 pm**
Issues in field research and PO, continued

Readings:

- Hammersley, Martyn. 1991. "Some Reflections on Ethnography and Validity." Pp. 241-245 in Seale Reader.
- Atkinson, Paul. 1992. "Transcriptions." Pp. 289-294 in Seale Reader.
- Brewer, John D. 1994. "The Ethnographic Critique of Ethnography." Pp. 405-408 in Seale Reader.
- Adler, Patricia A., Steven J. Kless, and Peter Adler. 1992. "Socialization to gender roles: Popularity among elementary school boys and girls." *Sociology of Education* 65:169-187. [Empirical Paper Example] [D2L]

Week 10: Introduction to Surveys (11/7/06)

Class discussion: **Practice survey paper due**
 Questionnaire design
 Mailed, telephone, face-to-face, and web survey administration methods
 Critical consumption of statistics in the media
 Discussion of uses and sources of secondary data

Readings:

Moser, Sir Claus and Graham Kalton. 1971. "Questionnaires." Pp. 73-87 in Seale Reader.
Hacking, Ian. 1990. "The Taming of Chance." Pp. 125-128 in Seale Reader.
Sheehan, Kim and Mariea Hoy. 1999. "On-line Surveys." Pp. 105-110 in Seale Reader.
Couper, Mick P. 2000. "Web Surveys: A Review of Issues and Approaches." *Public Opinion Quarterly* 64: 464-494. [D2L]
Oppenheim, A.N. 1966. "Attitude Scaling Methods." Pp. 96-104 in Seale Reader.

Week 11: Discussion on Surveys (11/14/06)

Class discussion: **Surveys Methods Paper due Thursday by 1:00 pm**
 Discussion on surveys, continued

Readings:

Dale, Angela, Sara Arber, and Michael Procter. 1988. "A Sociological Perspective on Secondary Analysis." Pp. 136-140 in Seale Reader.
Kiecolt, K. Jill and Laura E. Nathan. 1985. "Secondary Analysis of Survey Data." Pp. 133-135 in Seale Reader.
Lewontin, R.C. 1995. "Sex, Lies, and Social Science." Pp. 182-192 in Seale Reader.
Freese, Jeremy, Brian Powell, and Lala Carr Steelman. 1999. "Rebel Without a Cause or Effect: Birth Order and Social Attitudes." *American Sociological Review* 64:207-231. [Empirical Paper Example] [D2L]

Week 12: Introduction to Historical Methods and Unobtrusive Data (11/21/06)

Class discussion: **Practice visual data paper due**
 Historical, archival, and found data methods
 Wide variety of unobtrusive data sources
 Historical events and historical process research

Readings:

Collier, Jr., John and Malcolm Collier. 1986. "Principles of Visual Research." Pp. 277-281 in Seale Reader.
Plummer, Ken. 1983. "On the Diversity of Life Documents." Pp. 282-289 in Seale Reader.
Leiss, William, Stephen Kline and Sut Jhally. 1986. "Semiology and the Study of Advertising." Pp. 341-344 in Seale Reader.
Mamman, Robin. 2002. "The Application of Ethnographic Methodology in the Study of Cybersex." Pp. 295-298 in Seale Reader.

Week 13: Discussion on Historical Methods and Unobtrusive Data (11/28/06)

Class discussion: **Historical Methods Paper due Thursday by 1:00 pm**
Discussion on historical methods and unobtrusive data, continued

Readings:

Hammersley, Martyn. 1997. "Qualitative Data Archiving: Some Reflections on its Prospects and Problems." Pp. 290-294 in Seale Reader.

Carpenter, Laura M. 1998. "From Girls Into Women: Scripts for Sexuality and Romance in Seventeen Magazine, 1974-1994." *Journal of Sex Research* 35:158-168. [Empirical Paper Example] [D2L]

[Since there are so many readings to cover on analysis and they relate to unobtrusive methods, we begin those readings this week:]

Charmaz, Kathy. 1983. Indented quote on page 315 of the Kelle reading in the Seale Reader. (No need to read Kelle article, just read this quote.)

Weber, Robert Philip. 1990. "Content Analysis." Pp. 117-124 in Seale Reader.

Strauss, Anselm L. and Juliet Corbin. 1990. "Open Coding." Pp. 303-306 in Seale Reader.

Week 14: Brief Thoughts on Qualitative Data Analysis; Using Multiple Methods (12/5/06)

Class discussion: **Reaction Paper 5 due**
How do we do analysis of qualitative data? (Sociol 760 covers quant. analysis)
Issues in analysis and data management
Multiple methods

Readings:

Fairclough, Norman and Ruth Wodak. 1997. "Critical Discourse Analysis." Pp. 357-265 in Seale Reader.

Widdowson, H.G. 1998. "The Theory and Practice of Critical Discourse Analysis. Pp. 366-370 in Seale Reader.

Riessman, Catherine Kohler. 1990. "Strategic Uses of Narrative in the Presentation of Self and Illness: A Research Note." Pp. 371-376 in Seale Reader.

Bryman, Alan. 1992. "Quantitative and Qualitative Research: Further Reflections on their Integration." Pp. 505-509 in Seale Reader.

Giordano, Peggy C., Wendy D. Manning, and Monica A. Longmore. 2006. "Gender and the Meanings of Adolescent Romantic Relationships: A Focus on Boys." *American Sociological Review* 71:260-287. [Empirical Paper Example] [D2L]

Week 15: Thinking About Methods and Sociology (12/12/06)

Class discussion: **Reaction Paper 6 due**
Relating research methods back to theory and concept construction

Readings:

Becker, Howard. 1998. "Chapter 4: Concepts" from *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.

Becker, Howard. 1998. "Chapter 5: Logic" from *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.

Becker, Howard. 1998. "Coda" from *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.

Names of Classmates:

Take a moment and write down the names and contact information of some of your classmates. You never know when you will desperately need to contact someone in the class!

Name: _____ Name: _____

e-mail: _____ e-mail: _____

phone: _____ phone: _____

Name: _____ Name: _____

e-mail: _____ e-mail: _____

phone: _____ phone: _____

<http://www.uwm.edu/Dept/Sociology>

UNIVERSITY AND DEPARTMENT POLICIES FOR GRADUATE STUDENTS

Participation by Students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact the Student Accessibility Center (SAC) as soon as possible. You can learn more about the SAC at http://www.uwm.edu/Dept/DSAD/SAC/SAC_Info.htm

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance (from UWM Faculty Document #1853 amended). Please let your instructor know about such absences as soon as possible, and preferably before the day(s) missed.

Academic Misconduct

The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Appeals Procedures

Appeals of academic decisions proceed through a three-step procedure beginning in the student's program or department and ending with the dean of the Graduate School. A graduate student who chooses to appeal an academic decision (e.g., grades, scholastic standing, graduation decisions) initiates the appeal with the appropriate authority within the department or program in which the decision was made. As dean of the school administering graduate programs, the dean of the Graduate School is the final authority on appeals of academic decisions. An appeal to the dean of the Graduate School is the third and final step in the appeal procedure and is made only after the first two steps in the appeals procedure have failed to produce a result that the student considers satisfactory. Additional information is available at the following website:
http://www.uwm.edu/Dept/Grad_Sch/Publications/HandBook/AcademicRules/index.html#appeals

Sexual Harassment

Sexual Harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment. A more detailed description of Sexual Harassment Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-36.1 and UWM Faculty Document #1605.

Discrimination Against Students

No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course, or facility of the [UW] system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status. A more detailed

description of the policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-49.7.

Book Royalties

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

OTHER UWM POLICIES THAT AFFECT THE CONDUCT OF A COURSE

Attendance

The Department expects students to attend class regularly, but any specific attendance requirements are established by the instructor and made clear to the class during the first week of class. Students are responsible for getting notes or assignments for any classes they may have missed. Instructors may have additional requirements for exams that may be missed.

Incompletes

It is your responsibility to initiate a request for an Incomplete. Reasons for requesting an Incomplete in a course must be acceptable to the instructor. If approved, the instructor will indicate the conditions for the removal of the Incomplete, including the dates for submitting all remaining work (within one year from assigning the Incomplete grade.) The instructor may deny a request for an Incomplete and assign a letter grade based on the work completed at that point. An Incomplete is appropriate only when the following conditions are present:

1. You have done satisfactory work in a substantial fraction of the course requirements prior to grading time and provide the instructor with evidence of potential success in completing the remaining work.
2. Extraordinary circumstances, not related to class performance, such as illness or family emergency, have prevented you from finishing the course requirements on time.

An Incomplete will not be given to enable you to do additional work to improve a grade.

You are responsible for seeing that the Incomplete is removed before the agreed deadline and that the instructor has reported the grade to the Graduate School. The instructor may change the I to a letter grade (including an F) or to a PI (Permanent Incomplete) if you fail to meet the deadline for completion.

Final Examinations

All final examinations will be given during the time assigned in the final examination schedule (published in the Schedule of Classes). The time of a final examination for an individual or a class may be changed only with the prior approval of the Dean.

Safety

In some class settings (e.g., classes with labs or field trips), the instructor will present safety guidelines and procedures. These procedures must be followed carefully to insure your safety

and the safety of your fellow classmates. Failure to follow safety procedures may result in disciplinary action.

Financial Obligation

The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the Schedule of Classes. It is important to both you and the University that you make payment on time. Please note that some classes in the Department have special course fees, and every student in the class is required to pay this fee. A complete description of UWM fee policies may be found in the Schedule of Classes.

For further information about Academic Rules and Policies governing UWM Graduate Students, visit:
http://www.uwm.edu/Dept/Grad_Sch/Publications/HandBook/AcademicRules/