

SOC 4170/GLOS 4406: Sociology of International Law

3 credits

Tu/Th 8:15-9:30am

Blegen 250

Fall 2010

Instructor:	Shannon Golden	TA:	Chris Pappas
	1052 Social Sciences		1181 Social Sciences
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	Office hours: Tu/Th 9:30-11:00 (& by appt)		Office hours: Tu 11:00-1:00 (& by appt)

Course Description and Goals:

This course will look at the rise of international law, focusing particularly on the development of human rights norms and laws in response to human rights violations in the 20th and 21st centuries. We will analyze the actors, processes, histories, and debates of international law, and will also explore a variety of conflicts and issues to which international law is applied.

We approach a range of complex questions from a sociological perspective, such as: What are human rights, how did this concept develop, and what salience do human rights have in our globalizing world? What is international law, where does it come from, and how does it work? Who are the major actors in the international law system, and what are their particular interests? Does international human rights law make a difference in the world? Does it have a real impact on the daily lives of individuals? Is it obeyed? Why or why not?

I have designed this class with the following goals in mind:

1. Develop knowledge about major instances of human rights violations and how international law was or is applied to each situation.
2. Gain a basic understanding of the history of international law and human rights.
3. Identify the players who are active in the international legal system and know their various interests.
4. Identify the methods through which international law is constructed and enforced, and the benefits and shortcomings of those methods.
5. Improve your ability to articulate thoughts about course material during class discussions and in written assignments.
6. Develop analytical skills and the ability to frame and answer intelligent and timely sociological questions about international law and human rights.

Accessibility:

I *want* to talk with you throughout the semester. Although I may be available if you drop by my office, it is best to make an appointment. Email is the best method to make an appointment. I'll keep Tuesdays and Thursdays after class (from 9:30 to 11:00) open for drop-in appointments. Please see me if you are having a problem with some aspect of the course, but also remember that office hours are not only a time to address problems. I am eager to address questions you have, explore your ideas, brainstorm topics that interest you for your papers, or discuss future academic or professional goals.

Chris is also available to you throughout the semester. He and I meet regularly to discuss how we might best help students succeed in this course. He thoroughly understands the challenges students may face and is eager to work with you. Chris's office hours are Tuesdays from 11:00 to 1:00, and by appointment.

In addition to being able to access me or the TA, you should also be able to utilize your fellow classmates as a resource throughout the semester. Please exchange names and email addresses with at least two other people:

Name: _____ Email: _____

Name: _____ Email: _____

Class Format:

Class sessions will usually be a mixture of lecture and discussion or other in-class activities. This mixed-method approach will be designed to constantly engage with course material, focus on learning outcomes, and recognize the various ways in which people learn. Lectures will be concise and relevant, helping to outline new content or grasp difficult concepts. Other tools designed to facilitate learning will include large and small group discussions, active learning exercises, case studies, video and other multimedia, written reactions, and guest speakers. Such opportunities will allow you to work with fellow students and grapple with the material presented in lectures and readings on a deeper level, often applying concepts to your own life experiences. I am open to dialogue and feedback about what best helps you learn.

Writing Center:

Writing well is an essential skill that will help you excel in future courses, jobs, or graduate school, but it is not a skill that can be developed without practice. To assist in the development of your writing ability, there are several writing assignments in this course. You will be given peer and instructor feedback on your work and will have an opportunity to revise your writing.

The Center for Writing (612-625-1893, 15 Nicholson Hall) offers individual consultations, including help with writing style and the development of paper topics. It also offers special resources to non-native speakers of English. The Center is able to refer you to other writing resources on campus as well. Their Student Writing Support program is online at <http://writing.umn.edu/sws/index.htm> .

Texts:

There are no required texts for this class. All readings are posted as .pdf files on the course website or accessed online through the U of M library. Please bring the readings with you to each class period to aid in class discussion and to help you with in-class exercises.

Web Content:

This course will utilize a “Moodle” site. On this site there is a copy of the syllabus, a forum for your reading reactions, course announcements, and files containing all required readings. Please check the site frequently for updates! To access:

1. Go to <https://moodle.umn.edu/> and log in with your x500 name and password.
2. Search for our course by name and number

Please contact Moodle support (moodle@umn.edu) if you have trouble logging on. You will not be able to log on if you are not formally registered for the course.

Overview of Requirements:

	<u>Weight</u>	<u>Due Dates</u>
<i>Attendance & in-class exercises</i>	80 points	Weekly
<i>Writing requirements (175 points)</i>		
Reading reactions & comments	75 points	Twice, according to rotation schedule
Essay (first draft)	40 points	Nov. 4
Essay (final draft)	60 points	Nov. 30
<i>Group Presentation</i>	75 points	Dec. 2, 7, or 9
<i>Testing requirements (170 points)</i>		
Quizzes	45 points	Sep. 21, Sep. 30, Oct. 14
Midterm	50 points	Oct. 26
Final	75 points	Dec. 22
TOTAL:	500 points	

Explanations of Requirements:

Generally, you can expect a B grade if you attend class regularly, participate, contribute good reading reactions, do reasonably well on the exam, produce a sound formal essay, and have an interesting group presentation. Especially insightful in-class participation, excellent written work, an engaging group project, and a thoughtful exam will increase your grade. Sloppy or late work, infrequent class attendance, or a noticeable lack of effort will result in a lower grade.

To receive a good grade on any requirement, you do not need to reproduce the answer that you think I may be expecting. Instead, you should demonstrate a good grasp of the readings and other materials and should advance a well-thought out, well-organized, and critical argument. Most importantly, you need to think for yourself and provide evidence to support your claims and arguments. If you have any questions or concerns about your grade, you should talk with me or the TA.

Attendance will be a combination of your attendance at class sessions, coming to class having done the readings, and participating in class activities and discussions. To receive full credit you will need to regularly attend class, and you should also come prepared. Commit to do the readings carefully, make notes to yourself, and review your notes about the material. Periodically, we will conduct in-class exercises to ensure you are attending class and keeping up on the reading. Finally, **you will need to participate actively in class sessions**. By engaging in activities and discussions, you will be able to learn from one another, develop your ability to clearly articulate your ideas, and build your confidence in speaking your opinions. Effort matters!

Quizzes will be online and fact-based, designed to bring you up to speed on some background information that is helpful in understanding international law. There are three quizzes on the course website. The first is on the geography of the international system, the second is on international organizations, and the third is on international law. You may take the quizzes at any point before the due date (you may also take quizzes multiple times before the due dates to improve your scores). You can use notes, maps, the Internet, etc. to help answer questions, but you need to take the quizzes by yourself. The quizzes are **due September 21st, September 30th, and October 14th**.

Reading Reactions are designed to help you explore readings that are particularly interesting to you. You need to complete two reading reactions, uploaded to the website *before the class session in which we discuss the readings*. You need to do **two reading reactions, according to the sign-up sheet distributed the first day of class**. Each reaction should be 500-700 words. The reactions should not be a summary of the readings, but should be a critical analysis of the ideas presented. You may discuss how the readings relate to one another, discuss what aspects of the arguments you find particularly compelling or interesting, explore how ideas from the readings relate to issues we covered in previous class periods, or consider how the readings may be applied to current events. Critically engage the reading on a deeper level.

In addition to posting two reading reactions, **you must also comment at least five times** (on at least five **different** reading reaction posts) throughout the semester on your peers' reading reactions. The goal is to foster thoughtful dialogue about some of the ideas we may not be able to cover fully in class sessions and to get you engaged with the readings before coming to class.

The International Law Essay (first draft) provides an opportunity to intentionally hone your writing skills and develop a more in-depth understanding of an international law topic. The essay should be 5-7 double-spaced pages. The first draft is not a "rough" draft, but should be a complete, well-organized essay without grammar or spelling errors. Detailed expectations and topic options will be distributed in advance. The first draft will be used for peer-review, in-class discussion, and to form groups for presentations (see below). We will discuss the essays in class on **November 4th**. Using the completed first drafts, we will conduct a writing workshop and you will be expected to provide constructive comments on one of your peer's work. Additionally, you will receive instructor feedback on the content and the writing of your draft.

The essay **must reference** at least three academic articles or books, at least one course reading, and at least ten references in total. Essays will be graded on: 1) accuracy in applying course concepts to an empirical situation; 2) the insightfulness and innovativeness of the analysis and critique; and 3) writing (grammar, spelling, style).

The International Law Essay (final draft) should be a significant improvement upon your first draft both in the sophistication of your argument and the quality of your writing. You will need to incorporate peer comments, instructor feedback, writing center advice, and your own revisions and development of your thinking. The final draft is **due November 30th**.

The Group Presentation will further develop the topic of your individual essay. Each group of approximately six people will collaborate to prepare a 15-20 minute presentation designed to expose your classmates to your topics in greater depth. The group will also provide a handout with facts and resources related to your topic, and will facilitate a time for questions or discussion from the class. The groups will have considerable freedom to be creative and to think “outside the box” about your topic. The TA and I will be available to provide guidance. Presentations will be **December 2nd, 7th, and 9th**.

The exams will test your understanding of key concepts and your ability to think critically and apply the ideas discussed in class more broadly. The Midterm will be given in class; it will be a mixture of multiple choice and short answer. The cumulative Final will be a take-home essay exam. Material covered will be taken from readings, lectures, and class activities. Grading, particularly on the essays, will be based not only on the content, but also on your ability to form a complete and effective argument.

Classroom Dialogue:

The issues we deal with in this course are often controversial and you may be exposed to arguments with which you do not agree in the readings, discussions, class activities, or lectures. You are encouraged to voice your opinions about these issues, but I also expect you to support your opinions with evidence. Together, we need to create a comfortable environment by sharing ideas, observations, and questions *respectfully*; such an environment is only possible when instructors and students treat each other with mutual respect and listen without interruption. Therefore, we will not tolerate words or actions that result in hostility in the classroom. The following ideas help us create a positive atmosphere:

- We are all knowledgeable in different ways. We all have something to teach and something to learn.
- No one is to be blamed for the circumstances of their existence that have been beyond their control. We cannot be blamed for repeating misinformation we have learned in our social locations, but we can hold each other accountable to not repeat misinformation after we have learned otherwise.
- Learn to appreciate different personalities. Try to draw out those who are quieter than others, but respect people’s comfort levels and learn to recognize active listening. Those who are more assertive should try to recognize and refrain from dominating the conversation.
- Everyone should be encouraged to rethink the assumptions and knowledge we bring into the classroom; approach learning with an open mind.
- Respect each person’s experience, never demeaning or trivializing another’s life experience.
- Each class is a learning community with a unique dynamic. We will welcome and thoughtfully consider critical feedback and constructive suggestions for change to enhance the classroom dynamic.

Policies:

Grades will be assigned as follows:

93-100%	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	60-66	D
87-89	B+	73-76	C	59-0	
83-86	B	70-72	C-		

You are responsible for meeting course requirements. Keep track of your assignments and attendance, and be aware of all deadlines listed on the syllabus.

Late assignments will be graded down **1/3 of a grade for every day late** (including assignments turned in after the **time** due), except in cases of verifiably legitimate reasons. Such reasons include illness or other severe circumstances and ***must be communicated to the instructor before the assignment due date.***

If you must miss the exam because of illness or some other severe circumstance, you must contact me, either by email or phone, ***before the exam begins.***

Plagiarism and other forms of academic dishonesty will not be tolerated. Please see the College of Liberal Arts description or contact me if you are uncertain about the meaning of academic dishonesty. Depending on the severity of the offense, the consequence may range from failing the assignment to failing the course.

I will only give incompletes in extraordinary circumstances, and only with a written contract. Almost always, it will be better to submit a “work in progress” than to delay your academic progress by taking an incomplete.

It is University policy to provide flexible and individualized accommodations to students who have disabilities that may affect their ability to participate in the course or meet requirements. Please contact me to discuss any individual needs. The sooner you do, the better.

The syllabus can be understood as a contract between us. I do, however, reserve the right to make minor changes in the course as I see necessary for the good of the class. I will do my best to maintain this original syllabus, and will make sure everyone is made aware of *any changes* in a timely and appropriate manner.

Extra Credit:

Extra credit opportunities are available throughout the semester for attending university and local community events related to our course topics. A list of acceptable events is on the course website. You may attend these public events and submit one-page summaries for 10 extra points per event, with a maximum of 3 events. The write up needs to include: 1) event title, date, location; 2) summary of the event; 3) analysis of relationship between the event’s themes and course topics (key!); and 4) excellent writing. These are **due electronically the day after the event.** They will not be accepted late. Please email both golde118@umn.edu and papp0030@umn.edu.

Course Calendar:

Sep. 7 (T) Course Introduction: syllabus, website orientation, get to know each other, survey

PART I: HUMAN RIGHTS VIOLATIONS

Sep. 9 (Th) Types of human rights

READ: DeLaet, "The Contested Meaning of Human Rights" (p.10-24)

Sep. 14 (T) Crime of human rights violations

READ: Savelsberg, "Introduction" (p.1-12) and "When Are Atrocities Crimes?" (p.15-24)

Sep. 16 (Th) A sociological perspective: human rights

READ: Turner, "Outline of a Theory of Human Rights" (p.489-512) and Waters, "Human Rights and the Universalisation of Interests" (p.593-600)

Sep. 21 (T) Cases of grave human rights violations: Armenia & the Holocaust

*****Online geography quiz must be completed before class*****

READ: Jones, "The Armenian Genocide" (p.101-121) and "The Jewish Holocaust" (p.147-180)

Note: The Jones readings are accessed online through the U of M library. Go to <http://site.ebrary.com/floyd.lib.umn.edu/lib/uminnnesota/docDetail.action?docID=10164318> and sign in with your x500.

Sep. 23 (Th) Cases of grave human rights violations: the Balkans & Rwanda

READ: Jones (online library access), "Bosnia and Kosovo" (p.212-231) and "Holocaust in Rwanda" (p.232-249)

Sep. 28 (T) Cases of grave human rights violations: Congo, Darfur, & Uganda

READ: Jones (online library access), "Box 9A: Congo and Darfur" (p.250-255) and Hagan & Rymond-Richmond, "Darfur Crime Scenes" (p.1-29)

Upstanders presentation

PART II

INTERNATIONAL LAW: RESPONDING TO HUMAN RIGHTS VIOLATIONS

Sep. 30 (Th) Historical development of international law (focus on the Holocaust)

*****Online international organizations quiz must be completed before class*****

- READ: DeLaet, “The Development of International Human Rights Law” (p.25-43)
- Oct. 5 (T) A sociological perspective: international law
- READ: Hirsch, “The Sociology of International Law” (p.891-930; p.931-939 are optional)
- Oct.7 (Th) Non-state advocacy actors (focus on Amnesty International)
- READ: Clark, “How Norms Grow” (p.21-36) and Keck and Sikkink, “Transnational Advocacy Networks in International Politics” (p.1-38)
- Oct. 12 (T) U.N. structure (focus on gender-based violence)
- READ: Merry, “Creating Human Rights” (p.36-71)
- Oct. 14 (Th) Declarations and treaties
- **Online international treaties quiz must be completed before class*****
- READ: Hafner-Burton, Tsutsui, and Meyer, “International Human Rights Law and the Politics of Legitimation” (p.115-141) and choose ONE of the core international human rights treaties to skim (all on the website)
- Oct. 19 (T) Transitional justice
- READ: Minow, “Breaking the Cycles of Hatred” (p.14-29) and Hayner, “Truth versus Justice” (p.86-106)
- Oct. 21 (Th) Collective memory
- READ: Savelsberg and King, “Law and Collective Memory” (p.190-211)
- Mid-semester course evaluations
- Oct. 26 (T) **Midterm**
- Oct. 28 (Th) International tribunals (focus on the Balkans)
- READ: Hagan, “The Srebrenica Ghost Team” (p.132-175)
- Nov. 2 (T) International Criminal Court (focus on Uganda)
- READ: Southwick, “Investigating War in Northern Uganda” (p.105-119) and Branch, “Uganda’s Civil War and the Politics of ICC Intervention” (p.179-198)
- Nov. 4 (Th) Peer review and in-class discussion of student essays
- **First draft of essay DUE – Bring two copies to class*****

Work on group presentations

PART III

INTERNATIONAL LAW: DEBATES AND CRITIQUES

- Nov. 9 (T) Taking culture seriously (focus on female genital cutting)
READ: Boyle and Corl, "Law and Culture in a Global Context"
Guest presentation: Liz Boyle
- Nov. 11 (Th) Translating international law into local contexts
READ: Merry, "Disjunctures between Global Law and Local Justice" (p.103-133)
- Nov. 16 (T) Integrating local justice mechanisms (focus on Rwanda)
READ: Longman, "Justice at the Grassroots?" (p.206-228)
- Nov. 18 (Th) State sovereignty and the gap between principle & practice
READ: DeLaet, "Collective Rights in a World of Sovereign States" (p.78-101)
- Nov. 23 (T) Critiques of international legal approaches
READ: Snyder and Vinjamuri, "Trials and Errors" (p.5-44)
- Nov. 25 (Th) THANKSGIVING BREAK
- Nov. 30 (T) Work on group presentations
****Final draft of essay DUE in class****
- Dec. 2 (Th) Group presentations
- Dec. 7 (T) Group presentations
- Dec. 9 (Th) Group presentations
- Dec. 14 (T) Wrap-up: future of international law (reading to be announced)
Course evaluations and exam review
- Dec. 22 (W) **Final exam due** (10:00 a.m.)

COLLEGE OF LIBERAL ARTS POLICY

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

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

FINAL EXAMINATIONS (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final

examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

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

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

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

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

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. Should misconduct arise, the college's Scholastic Conduct Committee in cooperation with the Office of Student Academic Integrity/Student Judicial Affairs (OSAI/SJA) assists instructors in resolving cases, reviews cases in which students believe themselves unfairly treated, and checks for multiple offenses in different courses. Faculty members who suspect students of scholastic misconduct must report the matter to OSAI/SJA. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").**

A REMINDER OF RELEVANT POLICIES AND PROCEDURES

* SOCIOLOGY DEPARTMENT POLICIES *

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

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

MAKE-UP EXAMINATIONS: Each semester the Sociology Department arranges a special time for make-up examinations, with proctors arranged by the department. This exam is mainly for students who need to make up work from the previous semester, (i.e. quiz, midterm, or final) and who have made arrangements with the instructor to do so. A make-up session is held near mid term each semester, including summer session. Information about the make-up session is available from the front office (909 Soc Sci). Students who wish to take the exam must contact the front office early in the semester and get approval to attend the make-up session from their instructor. Any other arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements.

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

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

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

General information, Sociology Department, 909 Social Sciences - 624-4300

Undergraduate Advisor, Ann Miller, 923 Social Sciences – 624-6013

Director of Undergraduate Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310

Sociology Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273

Director of Graduate Studies, Professor Penny Edgell, 1039 Social Sciences – 624-9828

and/or Robert Fox, Graduate Program Associate, 931 Social Sciences - 624-2093