SYLLABUS

IUPUI office address: 305 Cavanaugh Bldg (CA305).

Tuesdays 8a-12n, Wednesday 12n-4p, Fridays 12n-4p, Sundays 8p-10p.

Dedicated Online Hours:

Other virtual appointments also available. Please ask for a special time if you need one: I’m available to meet your online learning needs.

Sociology Department Phone: (317) 274-8981 Mrs. Watkins

Dr. Gardner’s Telephone: (317) 274-2703

24-hr. Voicemail; if you leave a message, please speak slowly and clearly, state your full name, the date and time of your call, a callback number and a good time to call, which course you’re taking.

Office Fax: (317) 278-3654 (emergency only)
0.0 GENERAL: ABOUT THE COURSE

Sociology R415, Sociology of Disability, is the Sociology Department’s general upper-division course in the ways in which social institutions invoke, reify, support, and formulate expectations about disability in particular and about some stigmas and some health statuses in general.

Disability itself can be a construct that is relational, that is, we only can speak about people with disabilities in relation people without disabilities, regardless of whether we are aware of it or not. In this way, we also sometimes find that we need to modify the very concept of disability to match what we find in social life—for example, when we decide that we need to speak about people with visible disabilities in ways that are different from people with invisible disabilities, pr when we realize that people with some disabilities are subject to different and discriminatory treatment in some classrooms, religious congregations, and, yes, parking lots. As you can see, disability is a topic that touches many areas of our social lives, is potentially as controversial an issue as can be, and to be open to discussing our attitudes and behavior concerning disability can feel very open indeed.

Are you taking both of my courses? If you are taking both of my online classes this semester, please know that we’ve tried to make your life as uncomplicated as possible. When possible, we’ve coordinated assignments so all major assignments have a bit of breathing space—so that the Paper for this class and the other class, for example, aren’t due at exactly the same time. The finals are both during Finals week, but both are open for an extended amount of time to facilitate your success.
--cbg
INTRODUCTORY Welcome to our online Liberal Arts class in disability and society. The class is writing-intensive and depends on your learning a factual basis about our topics and also develops your skills in critical sociological inquiry and analysis (the sociological perspective as it can be applied to investigating and especially altering social conditions). The class will concentrate on giving you a background in the facts available, and on developing your demonstrated understanding of the sociological perspective as shown in your resulting ability to examine those facts. This is what we do; this is what is rewarded.

Your skill in the factual material is measured by objective test items. Your ability to apply you’re a comprehensive sociological perspective is measured by at least one original 7-to-10-page paper requiring you to examine sociologically your own experience, behavior, and attitudes. If you do not know how to use sociology to examine society or are not certain you understand the obligation to do original work or not certain you can write a 7-to-10-page paper, do not take this class.

All work in the course requires that you sign the Honor Pledge.

You are required to have Sociology R100 (Introduction) as a prerequisite for this class, as is noted in the course catalogue. Sociology S100 at Bloomington is an acceptable substitute. In any case, you must recall your Introduction to Sociology class as well.

For this class, it is also recommended that you are skilled in writing and understand what a paper using a critical analysis and critical thinking is and is not, and what a sociological perspective is and is not. High performance in W131 and W132 and in other upper-division courses might net you this sort of ability. You should certainly know, right now, some of the basics of academic work--originality in attribution, for example, so that you avoid plagiarism. While professors recommend that you have prerequisites, when it comes right down to it, please understand that to take this course is your decision and one for which only you are responsible.
This general upper-division Sociology course is not suitable for new incoming students. In addition, students sometimes contact the professor to tell him or her that they're required to take this particular course or they “must have it this semester.” In truth, this is seldom the case, and student statements that it is work to disadvantage students experiencing true emergencies in their lives or circumstances, for this elective course is required for no department or program. If you believe that you must take this course, check out the many other classes that also fit your needs.

0.2. TANGIBLES: RELIABLE COMPUTER & INTERNET ACCESS. TEXTBOOK. PRACTICAL: USING ONCOURSE. Tangible items you will need for our course: You need regular access to a reliable computer with reliable Internet access. You cannot be excused for an assignment based on a problem with your own computer or Internet access, no more than you can if you forget to submit an assignment or take a test. You will need the text, Julie Smart's *Disability, society, and the individual*, published by W. Kluwer (2/e only) as soon as possible. This text is required and we’ll read all of it. Arrange to get it as soon as you are able. You can check on the availability of the text at our online bookstore, where you will find that it is likely available a number of ways: in paperback, to rent, as an e-text. If you choose to purchase a copy online, make sure you get the 2nd edition, the only one useful for our class.

Here is the basic bookstore address: [http://bookstore.iupui.edu](http://bookstore.iupui.edu).

You also need to have the practical ability to use Oncourse. Students sometimes assume we have designed Oncourse (probably with malevolent intent), also believing that, because they do not know how to use a feature of Oncourse, it is really our fault and they’ll be given a pass. Not so. If you experience a problem using Oncourse, in (e.g.) Tests & Surveys, you should immediately call UITS’s Helpline at 274-HELP, while the problem is occurring.

0.3. COURSE DESCRIPTION

R415 Sociology of Disability (3 cr.) An examination of current models of disability and of disability at the interpersonal and societal level. Topics include recent legal, social, and educational changes; the ways in which people with disabilities interact with people without disabilities; the role played by relatives, attendants, and caregivers; and the image of people with disabilities in film, television, and other media. Recommended for students in nursing, education, physical and occupational therapy, and social work, as well as for the medical sociology minor.

0.4. COURSE OBJECTIVES

This course covers some social aspects of disability (and when we say “disability” we automatically invoke the state of “nondisability”) . By the time you have finished this course successfully, you will--

Be acquainted with the many disability-related topics and perspectives that sociologists have examined in their work;

Be able to use these concepts, ideas, emphases, theories, and approaches to explore topics of current interest and importance; and last but not least--

Have developed your ability to think and analyze critically about yourself and the social worlds of which you are a part, the very same skills required in many jobs, professions, and careers.
Because of its extremely wide range, it is hard for even a general course in disability to cover the full spectrum of concerns while spending enough time on each one to do it justice. I have done what most instructors do and offered a general portrait of the sociology in many different institutions, and that is also your text’s approach. If one or more of these areas interests you, you will find that there are more courses out there from which you can learn.

*The PULs (Principles of Undergraduate Learning):* This is a good place to remind you of the Principles of Undergraduate Learning (PULs). These are the guiding principles according to which all Liberal Arts School courses are governed and they characterize the importance and significance of your higher education and suggest the general use in your life of this education.

Among them are a number of principles already implied, namely, values that emphasize and reward your ability to analyze society creatively (PULs 2, Critical Thinking; 3, Integration and Application of Knowledge; PUL 5, Understanding Society and Culture) and your ability to write (PUL Number 1, Core Communication Skills).

Each element of our course is designed to refer to at least one PUL. Having a knowledge or factual basis is required first in order to analyze sociologically. Becoming familiar with them will help you understand both what distinguishes a course in Liberal Arts from other courses, and it will reinforce the ways in which your learning for this class is evaluated and rewarded.

Jobs nowadays often require just these same basic skills. When you complete this course, you can expect to have developed your abilities in communication, thinking and reasoning, and appreciating cultural diversity as well as mainstream culture.

0.5. **COURSE COMMUNICATION.** We use Oncourse, IUPUI’s Web-based learning environment, as a course requirement. All communication will be done using Oncourse. Be in the habit of checking our Oncourse class daily.
IUPUI also provides computer access; become familiar with IUPUI computer access in case of a need you already know you’ll have and just in case of a need you find you have. The University has a number of workstations you may use if you aren’t able to work at home. You will need an IUPUI username and password to access Oncourse.

I post all class material to Oncourse, and so will you as a student. For example, I require you to submit papers, using Word, via Oncourse’s Assignments 2 feature. I also make Forums available for academic and scholarly inquiry. **There is no grade for using these Forums.** Oncourse Coursemail Messages are a good way to ask general or specific questions. Assignments 2 is the place to submit papers. Syllabus stores your Syllabus and Schedule; updates are also posted there. Resources stores lectures, material on critical thinking and writing in sociology, and any other materials are distributed throughout the semester.

Grades will also be posted to Oncourse Gradebook. Gradebook will be closed till the end of the semester. Please therefore keep a separate copy of your grades and of your work.

**Most student queries are about information already contained in the material (like the Syllabus) provided for you.**

Most queries about when grades will be furnished are tautological, that is, they answer themselves: If the material had been graded, you’d have it back.

**Material is graded and returned to you as soon as humanly possible.**

Unless you are sure we’ve missed grading your work (for example, a month has gone by and your assignment hasn’t been returned), please don’t ask about an item. Believe us: It’s in the works!

IUPUI computer facilities and technical helpers exist to help you succeed in these requirements, as does Oncourse’s tutorials. If you’ve not used Oncourse before, be sure to complete the tutorial features. This is a requirement for the class. Still have questions about Oncourse? Call 274-HELP to find a specialist who can help you get all you can out of the student resources you’ve paid for with your tuition.
If you’ve never taken an online class before, I recommend Kevin Johnson and Susan Manning’s Online Education for Dummies (New York: Wiley, 2010). This recent book is written using examples from up-to-date technology and with a practical eye to the experiences students have.

1.0 ABOUT YOUR COURSEWORK

1.1 COURSE ORGANIZATION PowerPoint Lectures will be devoted to discussing text readings. Lectures will be posted (under “Resources”) weekly beginning January 17. Lectures emphasize the key points of the reading, rather than regurgitating it. Lectures can be accessed at the Resources tab on Oncourse for the appropriate section of the text for that week. Student questions about readings can be submitted via the appropriate Discussion Forum. Communication in Forums and Messages needs to be strictly academic. Think before you ask a question; make sure it’s related to the material covered by the Forum; make sure it doesn’t duplicate other material available in the course. If you ask a question that’s well answered elsewhere, I will likely not respond.

Expect me to be available during the posted dedicated online hours (listed at the beginning of this syllabus) starting January 17, Week 2, and at many other times as well. If for any reason I cannot be on during a dedicated online period, I’ll tell the class via an Oncourse Message or Announcement absolutely as soon as possible.

If you need a virtual appointment with me for any reason, let me know via an Oncourse Message.

1.2. COURSE EXPECTATIONS: Online class expectations.

It would be ideal if every student could check into and participate in Oncourse every day. Of course, that’s what we expect.

Yet, practically, we know that can’t or won’t happen for every person in every online class. Do the best you can. Online classes strive to ensure that students with very different schedules can be accommodated.
If you’re going to have an interruption in your class participation of more than around 5-7 days, please make sure us tell me as soon as possible.

If you already know that you can’t make the time expectations for delivering or meeting a course requirement, please let me know before—not after—the due-date so we can arrange an alternative. (It’s your task to know these dates, by the way.) . . . Having a baby, dealing with cancer, getting married, having surgery? These may be good reasons to reschedule your responsibilities. Forgot about the test, forgot to study, didn’t know how Assignments 2 or Tests & Surveys worked, overslept, Internet connection failed, fussy laptop? Very probably not . . .

Remember: I'll work to accommodate fairly any reasonable request if you tell me as soon as you can what you need.

1.3. CONDUCT EXPECTATIONS Civility and (virtual) classroom conduct This class is a community of learners, which means we will depend on each other to support one another. The IUPUI’s Student’s Code of Conduct is provided at [http://www.iupui.edu/code](http://www.iupui.edu/code) and summarized in that section.

   Especially important for this course is the requirement that your work on quizzes and Final be honest and that your writing for your Paper be honest and original—original for this class, not misrepresented or plagiarized in any part or any way, consistent with both the spirit and the content of course requirements.

The University asks us to make sure you understand the basic rules contained in IUPUI’s Code of Student Conduct. Please refer to the online Code if you’ve not checked it before, and please review this summary.

*Cheating* is when a student uses or attempts to use unauthorized materials, student aids, or information in any academic exercise. Some examples of cheating are:

- Using an aid on an "in-class" or "take-home" examination when these aids have not been authorized by the course instructor.
• Having another person take an examination or quiz in place of the student.
• Stealing examinations or otherwise gaining unauthorized prior access to the examination content.
• Submitting research or papers prepared by others as the student's own original work.
• Using the work of a group as the student's individual work.
• Using assistance in a laboratory, on a computer terminal, or for field work when this assistance has not been authorized by the course instructor (like using texts and other posted material for quizzes, papers, and midterms, for example).
• Changing a grade or score in any way.
• Using substantial parts of the same academic work for credit or honors more than once without the permission of the instructor.
• Attempting to gain a re-grading of a returned examination the student has altered after consulting a posted key or after discussion of the answers with others.

Fabrication is when a student falsifies or invents information or data in an academic assignment. Some examples include:

• Falsifying data in laboratory results.
• Inventing information for records or reports.
• Falsifying citations to sources of information.
• Reporting fictitious interviews, or ascribing information to an interview that did not take place or that did not cover the topic claimed.

Remember that this course is not cleared for interviews: do not do work that involves an interview. I cannot accept it for an assignment or even read it (says the Institutional Review Board of IUPUI).

Facilitating academic dishonesty is when a student aids or attempts to aid another student in committing academic misconduct. Examples of such activities might be:

• Allowing another student to copy answers on examinations.
• Writing a paper for another student.
**Interference** is when a student prevents another student's work from being completed or evaluated properly. Examples might include:

- Stealing or changing another student's work before it is evaluated.
- Destroying another student's work.
- Stealing or defacing shared necessary resources to deprive others of their use.
- Offering bribes or favors to affect a grade or an evaluation of academic work.
- Making threats to affect a grade or an evaluation of academic work.

**Plagiarism** is when a student uses ideas, words or statements of another person without giving credit to that person. Students sometimes believe that they know what plagiarism is, and professors assume students have been taught it; and both are often wrong. Examples could include:

- Presenting the ideas, opinions or theories of others as your own.
- Using another person's exact words without proper citation.
- Using facts, statistics, tables, or figures from existing sources without proper citation.

**Violation of course rules** is when a student fails to abide by the rules stated in the course syllabus when those rules are related to course content or to enhancement of the learning process in the course.

*The course rules are what is in the Syllabus and Schedule and distributed through other avenues. You’re reading the course rules right now. When you enter the course, you tacitly accept them.*

Examples of common violations include:

- Working with a group when a project is intended to be for each individual.
- Using unauthorized materials for examinations or projects, like papers written for another course, even if they are original and academically sound. The paper you delivered for your Psych class or Health class isn’t acceptable for a class that requires the sociological perspective. It is also violating course rules to lie yourself or cover-up for another. This includes lying to someone
else when relating what has occurred during a semester or what your instructors have done.

That’s what the experts and the rules say.

This is my view:

If you cheat or plagiarize, you won’t learn anything except how to cheat or plagiarize, and there aren’t too many job opportunities where that’s in the skill-set they’re rewarding.

Since you’re spending both your time and your money on getting a higher education, why not give yourself the best odds of succeeding and learning the most? Getting an education is more and more an experience that is costly, and it certainly requires that you open your wallet—why not open your mind as well?

Here’s an additional reminder that uses concepts from sociologists Max Weber and Erving Goffman:

**Sociological *Verstehen* and the (online) classroom:** When debating issues in this course, be careful to maintain a professional demeanor and to present reasoned and balanced arguments supported by evidence from the readings, from lecture and discussion, or from sociologically analyzed personal experience. It is my intention to ensure that this course is a safe place for all to voice their sociologically based information and sociologically analyzed personal experience.

Because electronic communication does not have the same ability to communicate subtle nonverbal cues or intonation, at least in the same way as Goffman would tell us that face-to-face interaction does in the classroom, it is important to be aware of how our statements will sound to others as they read our words. The mastery of *Verstehen*—seminal sociologist Max Weber’s term for “taking the place of the other”—is assumed to be part of a sociological perspective used to understand others, including others who may, at first glance, seem very much different from whatever we consider to be “our” group.

2.0. EVALUATION AND GRADING
2.1. BACKGROUND: GRADING CRITERIA

These five grading criteria are used to evaluate your written work, roughly 20% per criterion. Your work is judged by how well you can be said to fulfill these criteria:

1. You will be responding knowledgeably by showing the formal study for the course that you've done on the topic;
2. You will be arguing in a valid sociological way;
3. You will be demonstrating your grasp of the sociological perspective in analyzing material;
4. You will be demonstrating your sociological creativity and imagination in analyzing a subject;
5. You will displaying your communicative skills in writing and self-expression.

As you write, you should whenever possible use examples that are original with you to illustrate and to add depth and nuance to what you say. However, do avoid lengthy personal examples that are not linked to sociological topics.

Emphasize, as you write, the ways in which you have critically analyzed your topics. Critical reasoning and thinking are common academic requirements. If you need to remind yourself of how to achieve them, this book is a good source: Chris Swoyer’s book, a book that Dr. Swoyer generously posted online, Critical thinking: A users’ manual:

http://www.ou.edu/ouphil/faculty/chris/crmscreen.pdf

2.2. BREAKDOWN OF GRADED MATERIALS

| 8 quizzes (25 objective items; 25 pts. each quiz) | 200 pts | 20% |
| 1 Final: 100 objective items @ 3 pts./question | 300 pts | 30% |
| 1 Papers (500 pts) | 500 pts | 50% |
In order to complete the course, you will be required to complete both Paper and Final with a grade greater than zero.

2.3. COURSEWORK: OBJECTIVE TESTING ASSIGNMENTS

2.3.1. QUizzes There are 8 quizzes that cover the relevant readings by testing with objective questions. They are based on the readings and lectures only. While quizzes are challenging, they are also fair. You cannot pass them without doing the reading. (Lectures help on your way through the material and provide enrichment. They are not a substitute for reading and study.) Quizzes will always open at 9a and close at 11p.

The exact dates and topics for quizzes are on your Schedule. Do not panic if you cannot see them now. Professors commonly don’t list an “open” time for visibility till very close to when students will be expected to take the test or deposit the paper. Don’t worry—we’ve got it. You just can’t see it quite yet.

Our technical expert for this semester is Shola Sade Jhanji. We are fortunate to have Shola Jhanji to help us. If you have a question for her, please send it to “Instructor role” so that we both see it. In this way we can work more efficiently to answer you.

The lectures for the class present a good general guide to the reading. Of course, you will also need to read and master the text. Ask questions you have through Forums.

Each quiz is worth 25 points and has 25 items; quizzes are over the text chapters (and lectures) listed in the schedule and the PowerPoint lectures. No Quiz covers specifically different material than noted. There are 200 points possible for all 8 quizzes. Check the Schedule for the chapters covered in each quiz.
Quizzes will be taken via the Oncourse Tests and Surveys tool. The quizzes, like the Final, will be objective and based on the text/lecture material. Each quiz will have 25 items, and will be comprised of multiple-choice and true/false items. Quizzes are based overwhelmingly on readings from the texts/lectures; if questions from other sources are used, this will be announced in advance. Each quiz will become available at least two days prior to its due date. You will have 90 minutes to complete each quiz. The end of the 90 minutes must occur before the window closes at 11p. If you begin to take a quiz at 10:45p, you’ll have 15 minutes to complete it.

You may submit each quiz only once, and you may enter the test environment only once for each quiz. You will only see one question at a time. They are not scored until the quiz is submitted, so don’t agonize over your initial answer. The tool we are using has a helpful feature for reviewing only the questions you are unsure of. Below each question, there will be a check-box with the text “Mark for Review.” By clicking on this box, you bookmark the questions you want to come back to before submitting the quiz. There is also a “Save” button below each question. Click it periodically so that you don’t lose work if your internet connection falters.

Answers will not be immediately available since others may still be taking the quiz. Your grade for the quiz, however, will be recorded immediately. Be sure you get an answer key for the quiz. You can only get an answer key if you take the quiz (not my personal favorite as a practice, but there you are). If you have the choice between skipping a quiz you’ll do badly on or taking the quiz and doing badly--choose the latter. Even 15 points out of 25 are better than 0 points out of 25.

*If you have Oncourse-related trouble taking the quiz, do not leave the test environment. Call 274-HELP immediately. Tests & Surveys is more forgiving than it might seem. You are often in not so much trouble as it might seem--but Oncourse folks at UITS are the people to help you.*

2.3.2. FINAL EXAM The all-objective Final is worth 300 points and is composed of 100 items at 3 points each, and it is 3/10 of your final grade. It is based on material from the text only. (Quiz answer keys may be a useful way to review.) The format and content of the Final will
be similar to the quizzes, and it must also be accessed via the Oncourse Tests &Surveys tool.

*The same wisdom concerning Oncourse problems applies, to wit, don’t panic, but call UITS while you’re in the test environment.*

The Final is on May 2. It opens at 6a and closes 11p. Once in, you have 200 minutes during your one time in. The 200 minutes must be completed by the time the quiz closes at 11p. If you log in at 10p, you’ll have 60 minutes to take the Final.

*Again:* If you’re taking both my online classes this semester, note that we’ve set things up—so much as possible—so that the two Finals both are open for an extended amount of time to allow you breathing space and to allow you to succeed at both. They’re also open for an extended period of time, too, in order to decrease the possibility of conflicts with your other courses, your work, your family obligations, and your personal life as an individual (remember that?).

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2.4. COURSEWORK: WRITTEN WORK: PAPER: The paper for this class is your written original response to a chapter “bullet question” on this very first page of a chapter. Smart divides her provocative opening questions into bullet points. You choose one, and only one, such point; copy it out and post it in your Forum posting complete with number and page ref; and thereby lay claim to it as the topic for your original sociological perspective paper.

The paper is not a research paper, however. You need no backup besides your large brain and the information Smart has given you. The paper will be your personal sociological perspective on this topic as stated in the bullet-point question. You will make it your task to mine your personal experiences for sociologically relevant attitudes and behaviors analyze them critically.

A quick example: “Why do PWDs view charities and telethons as another form of victimization?” (Chapter 4, page 171.)
Possibility 1: You yourself may have a disability associated with a telethon, and you may have your own set of feelings and experiences that might or might not illustrate “victimization” (it’s a strong word). The word victimization speaks strongly to you, so you decide to use your own biography in order to illustrate how this word does, and does not, fit with your experience.

Possibility 2: You read the same item. You are someone who has worked in a charity much like those Smart speaks of, and you choose to write about your experience and how different it is to be someone without a disability who works “for” people with disabilities--that’s how you see it.

Another quick example: “Do CODAs assume responsibilities beyond their capabilities?” (Chapter 8, page 435.) While you’re neither Deaf nor a CODA, you do have a parent who is blind. You choose to explore your experience and demonstrate how it illustrates, and how it compares with, what Smart has to say about CODAs.

Possibility: You craft an analysis that responds to your own observations.

What other possibilities do you see, checking just the first topics that catch your eye and your interest? Although you will be claiming “your” item through the Forum, I will certainly look at tentative questions before that.

Aside from this introduction, the information in your Syllabus that follows is largely general information you’ll need to know for writing your Paper. You already know the basics of the nature, the length, and the procedure for writing the paper. A detailed document on directions for your papers will be posted to “Resources” Wednesday, January 18, with complete information to help guide you. At that time a Forum will open for you to declare your topic. Only one student can write on a given topic. The Forum is student monitored with relation to “calling entries.” I also monitor it if you choose to add an explanation of what lines you’ll be following, Forums are not graded. However, you do need to submit a claim.
Your knowledge of the factual material is measured by objective test items. The paper reflects your ability to use this material to show your original critical analysis of a topic and your ability to demonstrate your comprehensive sociological perspective. The paper, with a body of 7-to-10 pages, requires you to examine sociologically your own experience and the experience of others.

*It is not a conventional research paper. Do not go forth and assemble a list of articles you plan to read. It is a mark of the worst papers I receive, and you can see why: The student bothered neither to read nor understand the nature of the work we do in this course. Successful critical analysis papers just like this can be written using only the concepts, observations, and theories learned in the class and related to what you know. Most crucial is your openness to examining your own preconceptions, assumptions, stereotypy, and reactions to the subject matter.*

You will therefore demonstrate that you have made our study in this class truly your own by reflecting on your relevant experience and what you have learned.

*At this point only one paper is planned. If the class is one with difficulties in mastery of the information and perspective, another paper of approximately the same length may be added to ensure student success with all the material.*

The paper is due Wednesday, April 18, by 11p, delivered only in a Word document at least minimum length via Assignments 2. Note that you have a high level of control over the paper and are able to pick the topic that most interests you. I would start examining those candidate items now.

You need to be sure you understand and apply these general guidelines and this perspective to all work you do in the class. Sometimes students say to professors that they really don’t know “what you want.” The plaintive word “wanting,” conjuring up as it does a bad-tempered arbitrary old academic who has still believes a visit to her Scooter Store is a pretty exciting prospect, is probably a less useful term than the phrase “how to conceptualize the task in a way that allows the student [your name here] to demonstrate creative critical thinking using a sociological perspective,” for example conceptualizing analysis using
terms like those in the paragraph that follows this one. As you read it, think of this: If you cannot fairly readily think of an interest of yours using the terms that follow, or if you cannot see yourself writing a 7-10 page paper, you might want to reconsider taking the course.

Sociology is the study of people in social groups or categories. Sociology prepares us to examine relevant topics using a particular vocabulary, one pertaining to social groups (like primary and secondary groups); to institutions like education and healthcare; using methods like case studies, surveys and ethnographies, and participant observation; studying social groupings and categories like gender, and sexual preference groups; examining categories of “race”/ethnicity like “biracial” women or African- or Swedish-Americans; thinking about socioeconomic statuses like the upper-middle class, the aristocracy, the truly disadvantaged, and the working class; considering the impact of age; and health statuses like women with disabilities or people without disabilities.

A sociological perspective requires your objective view as a student of sociology and your empathy as a member of the society. Sociology itself is broadening.

Your paper for our course is worth 500 points or half of all the numerical points you can accrue. There is no extra credit planned for your class.

If you are taking both of my classes this semester: If you believe that you can combine a paper for this class with a paper for the other class as one paper, you will need to make a formal proposal in order to do so. You must then write the “combo” Paper for these two classes, but your mandatory length is 14-20 pages. I do not recommend this, but if you make a persuasive argument I will consider it.

2.5. FINAL GRADE CALCULATION
Oncourse totals your points and determines a grade, and does so automatically, so that at the end of class this is very likely the grade you receive.

When Gradebook is opened, you will see that it is keeping a running total of your work in the class according to percentage grades for only the work you have completed. **Realize what this means:** *It tells you you’ve earned 95% if you’ve received 95% on the two only quizzes you’ve taken.* Please note this—it’s caused great disillusion and endless gnashing of teeth and weeping when students forget that, yes, the 95% Gradebook lists for them (looks like an “A,” no?) is *only* for the work they’ve submitted. If they do no more work? They’d fail the class, of course.

Gradebook also totals points, and this is a much simpler way of knowing how you’re doing, for it’s the total of all those points that in the end is almost sure to determine your grade.

Grades depend on the number of points you accumulate of the 1,000 possible points in a very straightforward way:. Compare your point total to the possible 1,000 points, moving the decimal point over to the left. After you see this total, it will be easy to determine your own grade: 100-90 A; 89-80 B; 79-70 C; 69-60 D; 59 and below F. Letter grades may, at my discretion, be designated ‘+’ or ‘-’ for the highest and lowest two points within the range—*e.g., 70-71 = C-, 72-77 = C, 78-79 = C.*

I customarily override only in two instances. One is the case of the student who might merit “A+” for work above and beyond the course requirements. The other instance I override is to assist any student who has previously requested an Incomplete and had me grant it, and who has completed about 75 percent of the classwork with a passing grade. Both of these are at my discretion. However, standards for Incompletes are in the end determined by school criteria.

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3.0. OTHER POLICIES AND INFORMATION

3.1. UNIVERSITY SERVICES

Make a habit of using IUPUI’s Home-page at iupui.edu to find out everything that’s going on in our community and to discover all that
IUPUI offers you. You can learn more about art or sculpture exhibits—where free yoga classes are given—how to use the Writing Center and the Online Writing Center—you can learn about scholarships—you can find out more about next semester’s courses—there’s even information on how you may be able to borrow a laptop for a short period if yours is out for repairs. In short, it’s a great online presence, and it helps you to make the most of your tuition dollar. Use it. You’ve paid to make it the Website it is.

The Academic Calendar for a given semester contains all the dates and deadlines important for you in a given semester. Here’s where you can find those important dates (like dates for dropping and adding) for Spring 2012 classes and related deadlines:

http://registrar.iupui.edu/enrollment/4108/cal4108.html

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3.2 AMERICANS WITH DISABILITIES ACT ACCOMMODATIONS

Students needing accommodations for a documented disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations can be given. Do this as early as possible in the semester, since it sometimes takes time to document some disabilities, and some disabilities require independent testing for which you will pay with your tuition. Professors may not be able to help with accommodations requests past the first weeks of class. Check the Website for more information.

By the way: Professors and your fellow students don’t need to know anything about your disability unless you decide to tell them. This is your private business, thanks to many pieces of legislation, among them the Americans with Disabilities Act of 1990. The extent to which people without disabilities believe it is good etiquette to ask people with disabilities “what’s wrong with you” is still incredible, some 20 years after the passing of the ADA as we now are.

All your professor needs to know is what changes or modifications she or he needs to make to ensure that you have the same chance of succeeding in the class as anyone else. We’re paid to
accommodate you, not peek into your private lives, so allow us to accommodate you.

Most professors appreciate being reminded a few days before an exam or paper due-date or any other situation that will need modifications, so, if you can, it’s courteous to drop your professor a brief Oncourse Message and remind her or him.

3.3 NEW DROP LIMIT POLICY

First-year University College students (25 hours or below) may not drop more than one course per semester. This policy will be enforced through advisor sign-off on drop requests. The policy does not include course adjustments made during the first week of class nor does it apply to classes in which a student has been “administratively withdrawn.”

3.4 COMPLAINTS. REGRADING UP & DOWN/

We hope this doesn’t happen for you--most students are so pressed for time they have little time to study, much less to complain--but if you have a serious problem with any feature of the course, please let me know. Remember that by definition the class has very specific requirements for work with which not all students are familiar, as well as presuming you recall basic sociology, have followed the rules of the course as set out in the Syllabus (it’s your responsibility in every class), can use the Internet and Oncourse, and have a facility for writing (most upper-division courses require the same, though they don’t always say so).

Always be sure to have written verification for anything you say, since that will help us both understand what you’ve experienced. Be sure you present your case accurately: If your complaint is that you really “needed an A in the class because [you’re] a straight-A student,” that you thought you were a great writer “because [a classmate or another professor] told [you] so,” that “no one understood this assignment
“anyway” when it turns out that everyone but you scored an A or B on it, be prepared to be told your argument is less than compelling.

This is especially true if your situation involves your accuse of another student’s misconduct. Cyber-bullying in any form from anyone in the class to anyone else in the class is grounds for you to be ousted from the class. Do not confuse rude accusation with stating your complaint.

If you ask for work to be re-graded, keep in mind that re-grading can bring the grade up or down, as well as remaining the same. The pace of the class is such that I cannot respond to requests till after the end of the semester. On re-reading for re-grading, I may also find plagiarism that I missed the first time, and this does require a grade change--nothing I can do.

If for some reason we can’t work out your problem, you should go to our Chair, Dr. Neale Chumbler (nchumble@iupui.edu). If this isn’t helpful, our Dean of Students is the next logical source, and after that the Dean of our Liberal Arts School.

3.5. LATENESS & RELATED POLICIES Late assignments will ordinarily not be accepted; if they are accepted, they will be subject to a penalty. Never assume otherwise. A paper is considered one day late beginning at midnight the day it is due, so if you decide not submit on time an assignment due at (for example) 11p on April 24, then it is 1 day late at 12:01a on April 25. Makeup quizzes will ordinarily not be given. In an average class of 50, perhaps one quiz will be provided as a makeup for one student during a given semester, and the circumstances would be unusual. Quizzes are kept low in point value just so 1 or 2 can be missed without unduly affected your grade.

If you have what you consider a legitimate excuse, you can certainly ask, but keep in mind that you’ll require documentation of your situation (from physicians, workplace supervisors, and so on) that are specific about dates and states. You’ll need written communication verification, in the form of an incident report, from UITS if you state you had an Oncourse problem; assume you’ll need such a report whenever you report what you feel is an Oncourse problem.
Makeup tests will only be given if I am notified that you will not be able to take the test long, long before the test is scheduled and I’m presented with a timely and appropriate supporting document when you discuss the situation with me. A makeup can be requested no later than three days after the date of the original test. The later it is requested, the more unlikely it is that we can help you. Much the same system works for papers.

All makeup assignments differ from the regularly scheduled exams and papers, for example in form, sometimes in other respects, and almost certainly in due-date. You may need to wait many weeks in order to receive a substitute makeup or assignment. You typically incur a substantial penalty.

Depending on the situation, you are subject to a penalty of 25-50% or more before you even take the exam or submit the assignment. A common action is to accept the assignment but deduct 10% or 20% or much more for each day late.

In a course that depends on technology, someone will reliably have a technical issue of some sort. Here’s our policy on that:

A problem with your computer or your computer equipment, your Internet connection, your landline, cellphone, or modem, or a similar problem concerning your taking a test or submitting any assignment, or meeting a deadline or recalling one, is indeed your problem. We do not mean this dismissively—it’s just an issue of personpower. If you think about it for a moment you’ll understand why this must be so. We cannot give you a special pass on or the opportunity to retake a test or blow a deadline in a class that has about 500 individual grades, 1,000 email Messages, and requires reactions to many Forum posts among other things.

However, any technical problem you have taking a test in Tests & Surveys is the responsibility of Oncourse and should be reported to them at 274-HELP. We’re often mistaken for Oncourse designers or magicians--and we wish this were so--but in fact we’re mere sociologists utilizing Oncourse elements much like you.

When you are taking a test and having a problem you believe is Oncourse-related: (1) The first thing to remember is not to exit the Tests &
Surveys environment. (2) The second is that you might have to call UITS while you're taking the test, so it’s a good idea to keep a cell near you whenever using Tests & Surveys. (3) The third is that Oncourse might need to know information that you will have learned when you went through tutorials with Oncourse but might need to be reminded of—like Oncourse preferring Firefox as your browser, asking you to save your answers throughout the test and always noting the server you're on, inquiring as to whether you're working off or on campus—all of it technical information we, of course, can't know.

There is another situation for which Oncourse is responsible, and that is the complete failure of any Oncourse feature or the periods when Oncourse is down for routine maintenance and repair. If a feature fails, you can bet we’ll all know it quickly, as in that joyous romp last semester when Tests & Surveys failed for Quiz 1 and Assignments 2 was down the entire semester. When a feature fails: Certainly send us a Message via Oncourse email. You will very likely see other Messages there from other students. Soon you will also see a Message or Announcement from me telling you what’s happening and how we’ll get around it. That is one key reason we require you to check into Oncourse every day to read Announcements, Messages emails, and Forums posts.

3.6 SYLLABUS AND SCHEDULE CHANGES

Be aware that this syllabus and schedule are always subject to change. Always check that you have the latest version. Typically, any change to the Syllabus will be announced on Oncourse Announcements and on Messages.

R321 SCHEDULE  Thinking ahead Be sure you have read this Syllabus and Schedule thoroughly and are familiar with all of the requirements for the course and with the due-dates. If you’re balancing some other role identity with that of student, coordinate your personal calendar with this Schedule. Be sure that you have cleared important dates that come up regarding your workplace, parental duties, birthdays, vacations, graduation, and anniversaries. Think about those family
members who descend (cheerfully) for holidays, graduation, and
vacations:- How will you plan in such a way that you are prepared both
for class and for your family? Do you know where you can find various
materials and information in this Syllabus and Schedule (quizzes? final?
paper assignment?), as well as where you can find an explanation of
how (and why) your work was evaluated as it was? Explanations of why
late work is not generally accepted and what penalties you incur if it is?

Weeks 1-2: January 9-23

Read Chapter 1 and the associated PowerPoint lectures.

Lectures post the second week of a two-week period of study.

Class begins January 9

Office hours begin the second week of class.

Discussion Forum for picking paper topics opens January 18 at 9a,
closes March 11 at 11p. Write out the one bullet-point entry you have
chosen. One person per entry, first one who calls it, no trading. Students
themselves call the topics and make sure they’ve read one another’s
entry choices so that no two paper topics will be the same. I will of
course monitor your posts in case of questions.

There is no class on Monday, January 16, for the observation of Dr.
Martin Luther King, Jr., Day. Please observe the day as you wish.
Know that there are IUPUI activities on campus expressly for this day--
just check our IUPUI homepage.

Complete Quiz 1 (Chapters1) by Monday, January 23, at 11p; opens
Saturday, January 21, at 9a.

Topics: Defining disability

Weeks 3-4: January 24-February 7

Read Chapters 2 and the associated PowerPoint lectures.
Complete Quiz 2 (Chapter 2) by Tuesday, February 7, at 11p, opens Sunday, February 5, at 9a.

Topics: Models of disability: The biomedical model, the environmental model, the functional model, and the sociopolitical model

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Weeks 5-6: February 8-22

Read Chapter 3 and the associated PowerPoint lectures.

Complete Quiz 3 (Chapter 3) by Wednesday, February 22, by 11p, opens Monday, February 20, at 9a.

Topics: Sources of prejudice and discrimination 1

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Weeks 7-8: February 23-March 8

Read Chapter 4 and the associated PowerPoint lecture.

Complete Quiz 4 on Chapter 4 by Thursday, March 8, at 11p; opens Tuesday, March 6, at 9a.

Topics: Sources of prejudice & discrimination2

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Weeks 9-10: March 9-March 30 NO CLASS MARCH 12--18--SPRING BREAK

Read Chapter 5 and the associated PowerPoint lecture.

Discussion Forum for picking paper topics loses March 11 at 11p.

Complete Quiz 5 by Friday, March 30, by 11p; opens Wednesday, March 28, at 9a.

Topics: The effects of prejudice & discrimination

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Weeks 11-12: March 31-April 13

**Read** Chapters 6-7 and the associated PowerPoint lectures.

**Complete Quiz 6** (on Chapters 6-7) by Friday, April 13; opens Wednesday, April 11, at 9a.

**Topics:** Experiencing prejudice and discrimination/The individual’s response to the disability

Weeks 13-14: April 14-27

**Read** Chapters 8-9 and the associated PowerPoint lectures.

**Complete Quiz 7** (on Chapter 8 only) by Friday, April 20, at 11p; opens Wednesday, April 18, at 9a.

**Complete Quiz 8** (on Chapter 9 only) by Friday, April 27 by 11p opens Wednesday, April 25, at 9a.

Submit your paper by Wednesday, April 18, by 11p, prepared only for this class following the structure and requirements of our work, in Word only, transmitted only through Oncourse’s Assignments 2. Opens Wednesday, April 18, at 6a.

**Studying for the final exam:** Make sure you have answer keys for all your old quizzes. This is the time when you should be thinking back to questions you may have had about all of the quizzes, both for your own knowledge and also because the Final tends to focus on just those same areas.

**Topics:** The onset and diagnosis of the disability/Other factors of the disability

**Activities:** Paper due (by Wednesday, April 18, by 11p; opens Saturday, April 14. At 6a); Studying for the final exam (which must be taken by Friday, May 4 by 11p, opens Friday, May 4, at 6a)
Class remains in session even after the last day. I will be grading Papers and all late work that I decide I can reasonably accept. Class remains in session until the day of the Final at 1a to make sure students have an opportunity to ask questions as they prepare. I cannot promise that all late work will be accepted for full credit, but if it is suitable work for the course, I can promise to read and respond to it. At this time, students also need to make sure they have not only submitted all required work, but that it has been accepted and graded. You will also need to study and take the final on Friday, May 4. Unless you submit both major (Paper, Final) assignments and both have been accepted and have received grades greater than zero, you cannot receive credit for the course at all.

The final exam must be taken by Friday, May 4, by 11p; opens May 4 at 6a. It has 100 objective questions derived from the textbook @ 3 points/question = 300 points.