

Sociological Theory / 3 Credit Hours
Sociology 3140-090 / Online
University of Utah
Summer Semester, 2019
Dr. Frank J. Page

Office Phone: 801-581-3075, Home phone: 801-664-5590,
Office: Rm. 429 Beh. Sci.
Office Hours: Tuesday & Thursday, 11.00 till 3:00 pm, or by appointment.
Email: frank.page@soc.utah.edu

Teaching Assistant: Shane Miller
shane.miller@soc.utah.edu

Course Goals

The goal of this course is to introduce undergraduate students to sociological theory in a way that is understandable and relevant to personal development and well-being. It emphasizes a basic sociological model of society, core sociological concepts and theories, and their application to the real world. In harmony with what C. Wright Mills called the *Sociological Imagination*, the materials covered should give students a basic understanding of the relationship between individual well-being and the structure and nature of society. This knowledge should empower students to make more enlightened decisions regarding events in their personal lives and a number of public issues and problems.

General Online Course Requirements

There are two objective exams and a paper required for this class. The exams are taken online and the paper is turned in online. As explained below, there are also options for extra credit that include posting up on the Discussion Board and/or doing an extra credit report.

Video-taped lectures and lecture note outlines are posted online on the Canvas web page. The lectures address core materials and complement the text and assigned readings on Canvas, and include exam reviews. I am teaching this class with an associate, Shane Miller. Shane will be monitoring and occasionally responding to questions and comments on the discussion board. If you have particular questions regarding the materials, along with myself, he can be reached

on canvas or by email. He will also be grading your papers. You can contact either of us, and we will be glad to schedule a meeting with you on campus.

As an online summer semester course, students will necessarily cover 16 weeks of lectures and readings in 12 weeks and that will require more study time, so I advise all students to stay up with the readings, and if possible get a week ahead. If you get behind and try to cover everything in the last week before an exam, you will not do well. So, stay up with the readings and the class will be more fun and less stressful. I urge each of you to introduce yourself to the other students on the discussion page, by noting your interests, major, or something unique about yourself.

Exams, Grading, and Extra Credit

There will be an online midterm and a final that will consist of multiple choice, fill in the blank, true-false questions. Each exam will cover lectures and assigned readings, and will be worth 75 points. There will be a review before each exam. In preparing for exams, students should also review the “Weekly Lecture Reviews” that are posted on the Discussion Board. Note that these reviews are organized in terms of a 16 week semester that is collapsed into 12 lessons, some of which will contain more than one week during summer semester. They highlight core materials that will be on the exams, and I suggest you go over them weekly, and review them carefully before exams. The paper is worth 60 points.

There are three options for extra credit. First, all students can post up on the discussion board with a question or response to another person’s question regarding materials addressed in the lectures or readings. If you post up at least 10 times during the semester, you will receive 10 extra credit points. In addition, students can either (a) watch one of the supplemental videos posted on pages and write a double spaced two page summary and analysis for up to 5 points, or (b) read one of the suggested books and submit a double-spaced three-page summary for up to 10 extra credit points. All students can post up for extra credit, but must choose either option a or b, and can’t do both. All extra credit work is due before the final begins, and should be well-written to get full credit.

There are 210 possible total assignment and quiz points plus up to 20 possible extra credit points. Final grades reflect the following scale: 93-100%=A, 90-92%=A-, 87-89%=B+, 82-86%=B, 80-81%=B-, 77-79%=C+, 72-76% =C, 70-71%=C-, 67-69%=D+, 62-66%=D, 60-61%= D-, below =E. If no one gets 100% on an exam, I will add points to all the scores until at least one or more students get

100%. Feel free to call or email me or Shane if you have any questions or problems. If you have any technical problems call TACC at 801-585-5959, and if they can't fix it let us know.

Paper

Each student must write one five to seven page double spaced paper in a readable sized font, at least size 12. It should include a title page, an abstract, and a reference page if needed. To save space, please put the abstract below the title on the title page. ASA, APA, MLA guidelines are recommended, just be consistent.

There are six options for the paper. The first option (A) entails writing a paper about one of the theoretical schools addressed in the class. Here, the student will summarize a particular school of thought within the field of sociology. This option requires the student to summarize the major assumptions, concepts and theorists associated with the school of thought that they have chosen. The second option (B) calls upon the student to write a paper about a particular theorist and theory. In this paper the student should summarize the theorist's basic conceptual model and highlight its strengths and weaknesses. The third option, (C) entails writing a paper about a particular book chosen from the suggested readings list. This paper should summarize the key assumptions of the book and their relevance to social theory and human-wellbeing. The fourth option (D) entails summarizing the basic sociological model put forth in this class. Here, the student should summarize the key concepts and assumptions addressed in the course with an eye to their moral and social importance. The fifth option (E) entails writing about the particular concepts and principles in the course that the student personally found to be the most useful, enlightening, and morally and politically relevant. The sixth (F) option entails writing a critical analysis of sociology in terms of the weaknesses, misconceptions, and unfounded propositions, methods or assumptions associated with the field, and their moral and political relevance.

The grade a student receives on the papers will reflect the degree to which the student can make clear sound arguments and effectively define and explain sociological concepts and evaluate their relevance to sociological theory and important moral and political issues. Plagiarism will result an in E for the assignment, so be sure to do your own work. More specific criteria for grading papers in terms of points are as follows:

Up to 30 points if the paper is readable, coherent, and the proper length.
Up to 10 points for correct application of concepts and materials.
Up to 10 points if the paper is thoughtful and insightful.
Up to 5 points if there are no or only a few grammatical or spelling errors.
Up to 5 points if the paper is authentic and creative.

Required Reading

The required reading for this class consists of your text and assigned readings listed on the Canvas Home Page. The E-Reserve readings are meant to give the student some firsthand experience reading the actual theorists. They can be accessed through Canvas by clicking on them or found online at E-Reserve at the Marriott Library. Typically you will read a chapter or two a week or just some readings from E-Reserve. Due to the shortened length of summer semester, there are a number of articles to read each week, but know that many of them are short, varying from two or three pages to ten pages in length. So, don't get behind in the reading, and stay up with the lectures and this should be a fun class.

Text: Sociological Theory: Classical Statements, Sixth Edition, by David Ashley and David Michael Orenstein.

Assigned Readings on E. Reserve can be found on the Home Page or E-Reserve at the Marriott Library.

Course Outline

Week One: May 13. Introduction / Society / The Sociological Imagination Epistemology / Scientific Method / Causality / Correlation / Theory

- Lesson One Online Lectures and Lecture Notes
- Lesson Two Online Lectures and Lecture Notes
- Sociological Theory: Chapter One: Ideology, History, and Classical Sociological Theory.
- Sociological Theory: Chapter Two: The Nature and Types of Sociological Theory.
- E-Reserve: The Classic Tradition, C. Wright Mills from Images of Man.
- E-Reserve: The Cultural Apparatus, C. Wright Mills, from Power, Politics and People.
- E-Reserve: Language in Thought and Action. S. I. Hayakawa.
- E-Reserve: The Power Elite, C. Wright Mills.

Week Two: May 20. Theoretical Schools / Functionalism / Conflict Theory / Symbolic Interactionism / Exchange Theory - Rational Choice Theory / Phenomenology / Feminist Theory / Sociobiology / Dramaturgical Theory, World Systems Theory

- Lesson Three Online Lectures and Lecture Notes
- E-Reserve: Sex and Super Sex,, by Desmond Morris from The Human Zoo.
- E-Reserve: The Bottleneck, Edward O. Wilson, from The Future of Life.
- E-Reserve: Varieties of Feminist Theory, Rosemarie Tong, from Feminist Thought.
- E-Reserve: Political Parties. A Sociological Study of the Oligarchical Tendencies of Modern Democracy, Robert Michels.
- E-Reserve: Imperialism, and the Myth of Underdevelopment, Michael J. Parenti, from The Sword and the Dollar.

Week Three: May 27. The Basic Sociological Model and Concepts / Culture / Socialization / Social Control / Norms / Deviance, The Social Order / Institutions / Roles / Power / Authority / Stratification / Class

- Lesson Four Online Lectures and Lecture Notes
- E-Reserve: Mountain People, Colin M. Turnbull
- E-Reserve: Jonestown as Perverse Utopia
- E-Reserve: The Presentation of Self in Everyday Life, by Erving Goffman.
- E-Reserve: Some Principles of Stratification, Kingsley Davis and Wilbert E. Moore.

Week Four: June 3. Metaphysical, Religious, Biological, Psychological, Sociological Theories of Deviance, (Nietzsche, Beccia, Lombroso, Sheldon, Freud)

- Lesson Five Online Lectures and Lecture Notes
- Sociological Theory: Chapter Fourteen, Friedrich Wilhelm Nietzsche.
- E-Reserve: The Madman, Friedrich Nietzsche
- Sociological Theory: Chapter Ten, Sigmund Freud

Week Five: June 10. Sociological Theories of Deviance / Labeling Theory, (Merton, Sutherland, Becker) / Midterm Review / Midterm

- Lesson Six Online Lectures and Lecture Notes
- E-Reserve: Social Structure and Anomie, Robert K. Merton.

- E-Reserve: Principles of Criminology, Edwin Sutherland and Donald R. Cressey.
- E-Reserve: The Other Side: Introduction by Howard S. Becker

Week Six: June 17. Lecture on Rise of Science, Aristotle / Plato / Thomas Hobbes / Locke / Rousseau / Online Midterm

- Online Midterm: June 20-21. On Weeks 1-5.
- Lesson Seven Online Lectures and Lecture notes.
- E-Reserve: Bounded Rationality and Satisficing, March and Simon
- E-Reserve: Public Goods, Free Rider Problem, Mancur Olson

Week Seven: June 24. Rational Utilitarians & Exchange Theorists (David Hartley, Adam Smith, Jeremy Bentham, John Stewart Mill, Willard Waller, A. G. Homans, Peter Blau, James Coleman)

- Lesson Eight Online Lectures and Lecture Notes.
- Sociological Theory: Chapter Three Auguste Marie François-Xavier Comte
- Sociological Theory: Chapter Five, Herbert Spencer.

Week Eight: July 1. Functionalism / August Comte, Herbert Spencer, Emile Durkheim

- Lesson Nine Lectures and Lecture Notes
- Lesson Ten Lectures and Notes
- Sociological Theory: Chapter Four, Emile Durkheim.
- E-Reserve: The Elementary Forms of the Religious Life, Emile Durkheim.

Week Nine: July 8. American Pragmatism, Charles S. Peirce and William James, Charles Cooley, George Herbert Mead, John Dewey, C. Wright Mills

- Lesson Eleven Online Lectures and Lecture Notes
- Lesson Twelve Online Lectures and Lecture Notes.
- Sociological Theory: Chapter Thirteen, George Herbert Mead
- Sociological Theory: Chapter Nine, George Simmel.
- E-Reserve: Chapter XII, Freedom, Charles Cooley, from Human Nature and the Social Order.
- E-Reserve: The Self, George Herbert Mead
- E-Reserve: Symbolic Interactionism, Herbert Blumer.
- E-Reserve: Metropolis and Mental Life, Georg Simmel from Image of Man.

Week Ten: July 15. Symbolic Interactionism / The Sociology of Knowledge / Social Construction of Reality, (Max Weber, Karl Mannheim, Georg Simmel, Gerth and Mills, Berger and Luckmann, Herbert Blumer)

- Lesson Thirteen Online Lectures and Lecture Notes
- Lesson Fourteen Online Lectures and Lecture Notes
- Sociological Theory: Chapter Eight, Max Weber.
- E-Reserve: Class, Status, and Party, Max Weber.
- E-Reserve: Ideology and Utopia, Karl Mannheim.
- E-Reserve: The Social Construction of Reality, Peter L. Berger and Thomas Luckmann.

Week Eleven: July 22. Karl Marx on Power, Class, Capitalism, Social Change, Alienation & Happiness / Erich Fromm & the Frankfurt School / Thorstein Veblen

- Lesson Fifteen Online Lectures and Lecture Notes
- Sociological Theory: Chapter Seven, Karl Marx.
- E-Reserve: Alienated Labor, Karl Marx.
- E-Reserve: Moral Mazes: Bureaucracy and Managerial Work, Robert Jackall.
- E-Reserve: Man in Capitalist Society, Erich Fromm, from The Sane Society Part One and Two

Paper Due July 26th

Week Twelve: July 29. Globalization, Critical Theory / Postmodernism / New Directions in Theory / Final Review / Final

- Lesson Sixteen Online Lectures and Lecture Notes
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- Final Review:
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- Online Final Exam: August 1-2, on weeks Six through Twelve, lectures and Readings.

Suggested Readings

- *Dark Ages Ahead*, Jane Jacobs (coming decline of western civilization)
- *A Peoples History of the United States*, Howard Zinn
- *Deep Ecology: As if Nature Mattered*. (ecology) Bill Devall & George Sessions
- *Never Cry Wolf*, Farley Mowat (naturalist, deep ecology)
- *Silent Spring*, Rachel Carson (ecology)
- *For Those I loved*, Martin Grey (holocaust autobiography, alienation, survival)
- *The Heart of Darkness*, Joseph Conrad (imperialism, society, truth)
- *The Sane Society*, Erich Fromm (alienation, capitalism)
- *Escape From Freedom*, Erich Fromm (alienation, capitalism)
- *Of Wolves and Men*, Barry Lopez (speciesism, wolf society)
- *Culture Against Man*, Jules Henry (culture as vehicle and obstacle)
- *One Dimensional Man*, Herbert Marcuse (alienation, technology)
- *The Unsettling of America*, Wendell Berry, (ecology, economics, business)
- *What Are People For*, W. Berry (culture, economy, ecology)
- *Small is Beautiful*, Economics as if People Mattered. Schumacher (ecology & survival)
- *Bury My Heart at Wounded Knee*, Dee Brown (racism, imperialism)
- *Gorillas in the Mist*, Diane Fossey (speciesism)
- *The Culture of Narcissism*, Christopher Lasch (anomie, alienation in America)
- *The Minimal Self*, Christopher Lasch (alienation and anomie in America)
- *On Being Human*, Ashley Montagu (social interdependence and meaning)
- *Native Son*, Richard Wright (racism)
- *Black Boy*, Richard Wright (racism)
- *All Quiet on The Western Front*, Erich Maria Remarque (the reality of War)
- *There Are No Children Here*, Alex Kotlowitz (documentary on life in the ghetto)
- *The Jungle*, Upton Sinclair (industrialization, exploitation, alienation)
- *Johnny Get Your Gun*, Dalton Trumbel (the reality of war)
- *The Clansman*, Dixon (turn of the century racist novel, telling artifact)
- *Cry of the Kalahari*, (overpopulation, ecology, animal rights)
- *Animal Rights*, Peter Singer
- *The Acorn People*, Ron Jones, (Life with disabled and terminally ill kids, stigma)
- *The Sword and the Dollar*, M. J Parenti (imperialism)
- *The Conditions of the Working Class*. Frederick Engels
- *The Other Side*, Howard S. Becker (deviance)
- *The Hidden Injuries of Class*, Sennet & Cobb (real people talk on stratification)
- *Body Politics*, Nancy M. Henley (Social control under the skin)
- *Asylums*, Erving Goffman (total institutions)
- *The Abyss*, Jack London (powerful ethnography of poverty in England, 1900.)
- *Democracy for the Few*, Michael Parenti (radical view on elitism, class wars)
- *The Revolution Within*, Gloria Steinem (sexism)
- *The Second Sex*, Simone de Beauvoir (feminism, sexism)
- *Savage Inequalities*, Johnathan Kozol (school inequalities)
- *Civilization and It's Discontents*, Sigmund Freud (Society, control, human nature)
- *The Future of an Illusion*, Sigmund Freud (social function of religion)
- *The McDonaldization of Society*, George F. Ritzer

- *The Pursuit of Attention*, Charles Derber (identity , recognition, status)
- *Race Matters*, Cornel West (racism)
- *Man's Search For Meaning*, Viktor E. Frankl (holocaust, racism)
- *Black Elk Speaks*, John G. Neihardt (American Indian biography, racism)
- *The Lonely Crowd*, David Riesman (modern alienation)
- *The Axe maker's Gift*,(evolution of consciousness) James Burke and Robert Ornstein
- *Of Mice and Men*, John Steinbeck (human nature, stratification, social order, poverty)
- *Grapes of Wrath*, John Steinbeck (stratification, human nature, social criticism)
- *The Sociological Imagination*, C. Wright Mills (sociology, meaning, and morality)
- *The Power Elite*, C. Wright Mills, (Elites)
- *White Collar*, C. Wright Mills. (stratification, power, morality)
- *Power, Politics, and People*, C. Wright Mills (collected essays)
- *The Causes of World War Three*, C. Wright Mills, (social criticism)
- *The Marxists*, C. Wright Mills, (critical survey of Marxist thought)
- *The Social Order*, Charles Cooley, (Timeless classic on human nature)
- *Human Nature and the Social Order*, Charles Cooley.
- *Theory of the Leisure Class*, Thorstein Veblen
- *On Psychology*, William James (foundations of western psychology, classic)
- *Varieties of Religious Experience*, William James (psychology of religion, classic)
- *The Human Zoo*, Desmond Morris (human nature, naturalistic)
- *On the Division of Labor*, Emile Durkheim (classic in sociology)
- *Presentation of Self in Everyday Life*, Erving Goffman (classic on social interaction)
- *Mutant Message from Forever*, Marlo Morgan (Aboriginal assimilation, persecution)
- *Obedience*, Stanley Milgram (authority)
- *Flow, The Psychology of Optimal Experience*, Michaly Csikzentmilhalyi (
- *Working*, Studs Terkel (work in America)
- *Walden and Civil Disobedience*, Henry David Thoreau (classic on individual & society)
- *Uncle Tom's Cabin*, H. B. Stowe (racism)
- *Geronimo*, Penn Muller (imperialism, racism, war, exploitation)
- *Crazy Horse*, Larry McMurtry (imperialism, racism, war, exploitation)
- *The Nature of Prejudice*, Gordon Allport (prejudice)
- *Gulliver's Travels*, Jonathan Swift (Early Social Criticism)
- *On Civil Disobedience*, Thoreau (dissent, morality and society)
- *Tuesdays with Morrie*, Mitch Albom (social commentary)
- *Four Sociological Traditions*, Randall Collins, (overview of classical theory)
- *The Accidental Century*, Michael Harrington (critical analysis of U.S. culture)
- *The Social Construction of Reality*, Peter & Luckmann (sociology of knowledge)
- *Technopoly*, Neil Postman, (critical analysis of technology and progress)
- *On Violence*, Hannah Arendt (social psychology of violence)
- *Who Rules America*, G. William Domhoff (power elite)
- *Life is A Miracle*, Wendell Berry (science, art, knowledge, morality)
- *In the Presence of Fear*, Wendell Berry (globalization)
- *Feminist Thought*, A Comprehensive Introduction, Rosemarie Tong (feminism)
- *On Human Nature*, Edward O. Wilson (socio-biology)
- *On the Future of the Planet*, Edward O. Wilson (deep ecology)
- *The Protestant Ethic and the Spirit of Capitalism*, Max Weber

- *The Organizational Man*, William F. White (classic in sociology on conformity)
- *The Great Unraveling*, Paul Krugman (economics, elite deviance)
- *Manufactured Consent*, Noam Chomsky (media, communication, politics)
- *Hegemony or Survival* Noam Chomsky (media, left criticism)
- *In Cold Blood*, Truman Capote, (deviance, Murder)
- *The Sea of Cortez*, John Steinbeck, (science, art, evolution, human nature)
- *The Lemming Condition*, Alan Arkin (family, deviance, labeling)
- *Genome*, Matt Ridley, (Genetics, Deep Sociobiology)
- *The True Believer*, Eric Hoffer (Social psychology of reactionary movements)
- *Life is a Miracle*, Wendell Berry (modernity, globalization)
- *Marx's Concept of Man*, Eric Fromm
- *Selected writings of George Herbert Mead*, Edited by Andrew J. Reck
- *On Suicide*, Emile Durkheim
- *Freedom and Culture*, John Dewey
- *The End of Faith*, Sam Harris (critique of modern religion)
- *Beyond the Chains of Illusion*, Eric Fromm
- *The Robbers Cave Experiment*, Muzaffer Sherif, Harvey, White, Hood, Sherif
- *Collapse*, Jerad Diamond, (ecological basis of society)
- *Freakonomics*. Steven D. Levitt. (creative data analysis of social problems)
- *Overthrow; America's Century of Regime Change*, Stephen Kinzer
- *The Sacred Canopy*, Peter Berger (sociology of religion)
- *Souls of Black Folk*, W.E. B. Du Bois
- *Anatomy of Peace*, Arbinger Institute
- *Primates and Philosophers: How Morality Evolved*, Frans De Waal
- *Gang Leader For a Day*, Sudhir Venkatsh (ethnography of a gang)
- *A Long Way Gone, Memoirs of a Boy Soldier*, Ishmael Beah (biography on child's experience of war)
- *In the Wake of 9/11 The Psychology of Terror*, Tom Pyszczynski, Sheldon Solomon, and Jeff Greenberg, (Terror Management Theory)
- *Terror in the Mind of God, the Global Rise*
- *The Lucifer Effect: Understanding How Good People Become Evil*, Philip C. Zimbardo
- *The Happiness Hypothesis*, Jonathan Haidt research on the nature of happiness)
- *The Social Conquest of Earth*. David O. Wilson (Socio-biology)
- *The Spirit Level: Why Greater Equality Makes Societies Stronger*. Richard Wilkinson and Kate Picket. (inequality, stratification)
- *The Righteous Mind: Why Good People are Divided by Politics and Religion*, Jonathan Haidt (Ideology, psychology, politics)
- *On Violence*, Hannah Arendt (classic work on violence)
- *The Origins of Totalitarianism*, Hannah Arendt (classic)
- *Shop Class as Soulcraft* Mathew B Crawford (revaluing skilled labor in the modern age)
- *Agenda for A New Economy: Moving From Phantom Wealth to Real Wealth*, David Korten
- *The Good Society*. Walter Lippmann (classic on the good society)
- *Saving Capitalism*, Robert Reich (challenging inequality through legislation)
- *The New Jim Crow*, Michelle Alexander (racism in the drug war)
- *The Protestant Ethic and the Spirit of Capitalism*. Max Weber

- *Tribes: On Homecoming and Belonging*. Sebastian Junger (Society and PTSD)
- *Labor and Monopoly Capital, The Degradation of Work in the Twentieth Century*, Harry Braverman
- *Four Sociological Tradition*, Randall Collins
- *On Social Psychology*, George Herbert Mead
- *On Pragmatism*, William James
- *The Will to Believe*, William James
- *Democracy and Social Ethics*. Jane Addams (pragmatism and feminism)
- *The Protestant Ethic and the Spirit of Capitalism*, Max Weber,
- *The Sociology of Religion*, Max Weber
- *Countdown*, Alan Weisman (overpopulation)
- *The Rules of Sociological Method*, Emile Durkheim
- *Elementary Forms of Religious Life*, Emile Durkheim
- *Conditions of the Working Class in London*, Friedrich Engels
- *Symbolic Interactionism*, Herbert Blumer
- *On Psychology, The Briefer Course*, William James
- *On Feminist Thought, A Comprehensive Introduction*. Rosemarie Tong
- *The Price of Inequality, How Today's Divided Society Endangers Our Future*, Joseph E. Stiglitz
- *When Corporations Ruled The World*. David C. Korten
- *The Culture of Make Believe*, Derrick Jensen
- *Buddha's Brain*, Rick Hansen (coping in the modern world)
- *White Rage, The Unspoken Truth of Our Racial Divide*. Carol Anderson
- *Hardwiring Happiness* Rick Hansen (good mental health habits)
- *Dog Whistle Politics*, Ian Haney Lopez (ideology, southern strategy & oppression)
- *The Faith Instinct*, Nicholas Wade (*evolutionary origins of religion*)
- *The Ecological Rift, Capitalism's War on the Earth* Foster, Clark, York
- *God and His Demons*, Michael Parenti (*Marxist critique of religion*)
- *The Fire Next Time*, James Baldwin (*experience of racism*)
- *The Price of Fear*, Wendell Berry (Local vs total economies and deep ecology)
- *The Collected Essays from 1960-1985*, Wendell Berry
- *The Jungle*, Upton Sinclair (*novel about oppression of American workers*)
- *The House on Mango Street*, Sandra Cisneros (Latin American ghetto in Chicago)
- *The Tortilla Curtain*, Frank T.C. Boyle (privilege of white suburbanites vs oppression of undocumented immigrants)
- *Countdown: Our last, Best Hope for A future on Earth*, Alan Weisman (overpopulation)
- *Sex and War, How Biology Explains Warfare and Terrorism and Offers A Path to a Safer World*. Malcolm Potts and Thomas Hayden
- *Double Speak*, William Lutz (commentary on the misuse of language and propaganda)
- *Fiver and the Psychology of Rabbits*, Dr. Frank J. Page (A novel about meaning and morality in the modern world) (Available at Kings English, Sam Weller's, The University Bookstore, and on Amazon.com in paperback and Kindle)

Institutional Polices & Procedures

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
 - a. **Accommodation Policy (see Section Q):**
<http://regulations.utah.edu/academics/6-100.php>
2. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. **Drop/Withdrawal.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes.
4. **Plagiarism/Cheating.** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* For detailed definitions and possible sanctions please see the **Student Code** below. <http://regulations.utah.edu/academics/6-400.php>
5. **Wellness Statement.** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA

before issues become problems. And, for helpful resources, contact the Center for Student wellness at www.wellness.utah.edu or 801-581-7776.

6. **Veterans Support Center.** The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.
7. **LGBT Resource Center.** The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.
8. **Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writing-program.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).

CSBS Emergency Action Plan





BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- **Safety Escorts:** For students who are on campus at night or passed business hours and would like an escort to your care, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.