**Curriculum Proposal**

**SOC/ANTH/GWS 18-19 #15**

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<td>1.69 ANTH 2610 Women Around the World (3 cr)</td>
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<td><strong>Signatures</strong></td>
</tr>
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<td>1.76 ANTH 2710 Anthropology of Religion (3 cr)</td>
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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: College of Individual and Community Health
Department: Sociology and Communication Studies
Proposer: Rucha Ambikar
Proposer’s position: Chair, Department of Sociology and Communication Studies

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

- The sociology program has been changed in order to reflect current research and theoretical priorities in the field of sociology.
- The program is being modified to align with the theme of social inequality, diversity and social justice. The sociology department has agreed that this is the central thematic focus of the department, including all of its course offerings. The sociology program remains the only program on campus with a central focus on social inequality, diversity and social justice. This is in keeping with Priority 3 of the Master Academic Plan which states *Increase Diversity and the Depth to which Diversity is Understood, Honored, and Celebrated through Academic and Other Learning Experiences.*
- Another focus on the Priority 3 in the Master Academic Plan was to *Strengthen civic engagement opportunities.* Sociology Faculty are leading efforts to do this at a campus wide level. Our upper division course offerings have also been added with this priority in mind.
- This new focus of the sociology program aligns with the new Strategic Goals of the university – especially *Goal 4. Strengthen BSU’s academic identity by infusing its Shared Fundamental Values into all academic programs. Goal 5: Create a university culture in which diversity is embraced and all members are safe, welcome, and validated.*
- The sociology program is currently facing a lack of resources in terms of faculty. The program has 2.5 tenure lines available to its faculty. While Dr. Deb Peterson is on leave as she serves in the administration, the department has also been given the additional responsibility of teaching the GWS curriculum. All of our curriculum changes are geared towards offering sociology students the most current knowledge, and streamlining our offerings to dovetail with changes in the Anthropology and GWS courses.
- The GWS minor has been moved to the Sociology Department and this program modification was done with the intent of reducing redundancies in the curriculum across Sociology, GWS and Anthropology. Each of the three programs are being modified so that the course offerings are each aligned with the overall department focus of social inequality, diversity and social justice.
- The department is also facing difficulty staffing the GWS courses given the overload already carried by Sociology and Anthropology faculty. Since no additional resources were made available to the department, which were dedicated to GWS, this program modification attempts to build on existing GWS strengths present in the department.
- The Anthropology program has remained unchanged for a number of years and some of these courses have not been offered in anthropology for over five years. Many of these courses have now been incorporated under the Indigenous Studies program. The current program
modification of the anthropology program is focused on two areas – offering courses with foundational anthropological knowledge and creating a more global focus in the anthropology curriculum. The proposed program changes are also contributing to the electives in the new curriculum proposed in the Gender and Women’s Studies and Sociology.

Modifications proposed (specify number of each):

___6___Course Modification(s) (form 2)
___7___New Course(s) (form 3)
___13___Course Drop(s) (form 4)
___3___Program Modification(s) (form 5)
___New Program(s) (form 6)
___Program Drop(s) (form 7)

The modifications affect (check):

_____Liberal Education
_____Undergraduate Curriculum
_____Graduate Curriculum
_____Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: SOC 3010
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate: N/A
  Graduate:

Current Course Title: Social Theory
Proposed Course Title, if different: Social Explorations – Classic and Contemporary Sociological Theory

Current Course Description: An overview of selected sociological theories and theorists considered against the background of the classical period of sociological theorizing in the nineteenth and early twentieth centuries. Emphasis on comparative understanding of the major models of society - order, pluralism, conflict, etc. - that have dominated sociological thinking in the modern period. Prerequisites: SOC 1104 or consent of instructor.

Proposed Course Description, if different: In this class we will explore classic and contemporary sociological theories. We will begin by examining Karl Marx, Emile Durkheim, Max Weber, Georg Simmel, and W.E.B. Du Bois, and then move toward more contemporary understandings about culture and society as discussed by symbolic interactionism, feminist theory and poststructuralism. The class is designed to help students understand how theorists think about structures and individuals, how historical time periods and intellectual environments shape theoretical understandings, and how theoretical discussions inform social research. Although much of the material in this class is designed to help students understand theory, another goal of the course is to help students critique existing theories and actually “do theory”. Prerequisites: SOC 1104 or consent of instructor.

Current Credits: 3 credits
Proposed Credits, if different:

Current Prerequisite(s):
  Undergraduate: SOC 1104 or consent of instructor.
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate:
  Graduate:

1) Reason(s) for change(s): Course title and course description changed to better reflect current priorities in the field of sociology. This will also be a better fit with the overall change in the sociology curriculum.
2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes: Yes _____ No ___X___
   - Major Content Areas: Yes ___X___ No _____
   - Projected Maximum Class Size (Cap): Yes _____ No ____X__

4) Current Course fee(s) per student: $ 
   for: N/A
   Proposed Course fee(s) per student, if different: $ 
   for: 

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   - Criminal Justice, B.S. major Law Enforcement Emphasis | part of elective list
   - Criminal Justice, B.S. major Corrections Emphasis | part of elective list
   - Criminal Justice, B.S. major Victimology Emphasis | part of elective list
   - Social Studies, B.A. major Economics Emphasis | required course
   - Social Studies, B.A. major Geography Emphasis | required course
   - Social Studies, B.A. major History Emphasis | required course
   - Social Studies, B.A. major Political Science Emphasis | required course
   - Social Studies, B.A. major Psychology Emphasis | required course

   Teacher Licensure programs:
   - Social Studies Education, B.S. major (Teacher Licensure) | required course

   Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on ____9.16.19____ (date) by ________________ (mail, email, or phone).

Please check one of the items below:
   ___X_____ No comments were received from other programs or departments within one week of the notification.
   _____ Comments were received within one week of the notification, and are attached.

For 3 – Yes Answer:
Please see the description in the syllabus and the reason listed above. We are adding in some aspects of social psychology that are part of the theoretical understandings of sociology. This is due to the fact that we are eliminating our stand-alone Social Psychology course.

New Major Content Areas: Classic sociological theory including social psychology and contemporary sociological theory.

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From: Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>
Sent: Friday, September 13, 2019 3:25 PM
to: Ellis, John P <John.Ellis@bemidjistate.edu>
cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: Sociology Program Modification

Hello John,
I am writing to you with further news of the Sociology Program Modification. SOC 3010 which is Sociological Theory is listed as part of the Social Studies curriculum and I wanted to inform you that the name of the course will change slightly and that the course description will also change slightly. In essence the course will still fulfill all the course objectives and continue to fulfill the same role in your curriculum.

Thanks
Rucha

Dr. Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology and Communication Studies
Bemidji State University.
Sattgast 215 D, Box #27
Phone: 218-755-2540

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From: Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>
Sent: Friday, September 13, 2019 3:39 PM
to: Kujava, Elizabeth R <Elizabeth.Kujava@bemidjistate.edu>; Heuer, Janet A <Janet.Heuer@bemidjistate.edu>; Herbert, Michael H <Michael.Herbert@bemidjistate.edu>; Jergenson, Stacie A <Stacie.Jergenson@bemidjistate.edu>; Laffin, Amber J <Amber.Laffin@bemidjistate.edu>
cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: changes to Sociology curriculum

Hello everyone,
I am writing to you with further news of the Sociology Program Modification. SOC 3010 which is Sociological Theory is listed as part of the CJ curriculum and I wanted to inform you that the name of the course will change slightly and that the course description will also change slightly. In essence the course will still fulfill all the course objectives and continue to fulfill the same role in your curriculum. Please let me know if you have any concerns about this and I will be happy to address them.

Thanks
Rucha

Dr. Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology and Communication Studies
Bemidji State University.
Sattgast 215 D, Box #27
Phone: 218-755-2540
Sociology 3010
Professor Colleen Greer
Social Explorations – Classic and Contemporary Sociological Theory
Office: HS 308
Email: Colleen.Greer@bemidjistate.edu
Phone: 218-755-2829

**Required Texts:**


**Selections from the following will be posted to D2L:**


**Course Objectives:**

In this class we will explore classic and contemporary sociological theories. We will begin by examining Karl Marx, Emile Durkheim, Max Weber, Georg Simmel, and W.E.B. Du Bois, and then move toward more contemporary understandings about culture and society as discussed by symbolic interactionism, feminist theory and poststructuralism. The class is designed to help students understand how theorists think about structures and individuals, how historical time periods and intellectual environments shape
theoretical understandings, and how theoretical discussions inform social research. Although much of the material in this class is designed to help students understand theory, another goal of the course is to help students critique existing theories and actually “do theory”.

Additional course information:
While this may seem to be a monumental task, keep in mind that humans are always attempting to engage in theoretical constructions of one form or another. This class brings those attempts into clearer focus as students are taught to systematically analyze, to think abstractly, and to develop detailed reasoning skills. To accomplish these goals students will be asked to move beyond understanding and critique, to a point where they will engage in systematically analyzing social situations and personal experiences.

Prerequisite(s): SOC 1104 or consent of instructor

Sociology Program Mission:
Our primary mission involves using sociological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

Sociology Program Learning Outcomes:
As a result of our mission statement, our program has established student learning outcomes that are associated with particular courses. In this course we will be practicing and assessing the following learning outcomes. At the end of this course students will be able to:

- Differentiate among theoretical concepts associated with micro, meso, and macro levels of social processes.

Additional specific outcomes associated with this course are listed below.

Course Outcomes:
By the end of this class students will be able to:

- Classify theoretical concepts.
- Synthesize key themes from various viewpoints.
- Compare and contrast ideas from classical scholars with those presented by contemporary scholars.
- Critique theoretical interpretations.
- Construct basic theoretical statements using supporting documentation.
- Use theoretical understandings to interpret social situations.

EXPECTATIONS OF STUDENTS

Exams: 200 points
There will be two essay exams during this course. Each exam is worth 100 points. Possible essay questions will be distributed prior to the first exam date. When the essay questions are distributed students may ask questions of clarification. Each student may bring one 3 x 5 index card to the mid-semester examination containing notes that may assist them in responding to examination questions. If you must miss the mid-semester exam, please contact me as soon as possible to arrange a make-up. The final exam is a “take home” examination. The specified due date is listed in the schedule at the end of the syllabus.

Critiques: 140 points

Students are required to complete seven (7), three to five page critiques during the semester. There will be nine (9) opportunities provided. Each critique is worth 20 points. In each paper students must state the central theme in the readings for the day (maximum 1 page), the strengths and/or weaknesses of the material, an application of one of the key concept(s) to a particular social issue, and one question and answer for class discussion. Papers must be typed, double spaced with appropriate mechanics. Place your name and the date in the upper right hand corner of the first page. Staple the pages together. Papers are due at the end of the class period listed in the schedule. The critiques will be assessed in the following manner:

   a. Summary is clear (4 points).
   b. Critique is insightful (5 points).
   c. Application is well developed (4 points)
   d. Question is well formed with a clearly considered answer (5 points)
   e. Paper mechanics (2 points)

Paper Assignment: 100 points

Students are required to complete one paper during the semester. The paper involves a research interest of your choice. Students should select a topic that engages them, for example social stratification, and explore that topic by comparing and contrasting how a classical theorist and a modern or postmodern theorist would understand this topic. Please use examples to illustrate your points, and to expand and clarify your interpretations.

Selected topics must be approved by the instructor prior to beginning the research. The paper, without the title page, endnotes, or bibliography, must be seven to nine pages in length. It must be typed, double spaced, with appropriate citations. Please follow the American Sociological Association Style Guide for in-text citations and all bibliographical references. The paper should be organized in the following manner:

Title Page: Paper title, name of the author, date
Text: Introduction – State the idea or issue clearly
      Body – Develop in detail the two or three points outlined in the introduction in a systematic manner. Please use headings and subheadings to delineate sections.
      Conclusion – State the idea or issue again, and draw a conclusion (e.g., new concept developed, new application, new hypothesis)
NOTE: In all sections you should use in-text citations.

Endnotes: Include items that you may have wanted to address in the main body of the text, or point to additional interests that may relate in a peripheral way to the key topic.

Bibliography: Include all works cited, and any other sources that you feel are relevant to the topic. You must use three scholarly sources in addition to your text and reader.

Point Totals:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Critiques</td>
<td>140</td>
</tr>
<tr>
<td>Paper</td>
<td>100</td>
</tr>
</tbody>
</table>

440

To calculate your grade, divide the total points you have earned by the total for that assignment.

A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  59% and Below

Other Course Policies

Academic Honesty and Integrity:

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for all or part of this course, as well as suspension from the University. Please refer to the Student Code of Conduct for additional information on academic integrity.

Class Content:

This class will deal with social topics about which you may have already formed opinions. Considering this fact, it is important to remember that you are responsible for carefully thinking about how and why you formed a particular opinion, and how it is similar to or different from the sociological theories and research discussed during class. Please remember that exams and other assignments will test your understanding of data and sociological concepts based in social scientific research.

Inclusiveness and Classroom Behavior:

It is important that during this class you exhibit respect for other class members. Therefore, I must ask you to refrain from denigrating persons/groups because of race, gender, religion, nationality, political orientation, physical disability, age, or sexual orientation. In addition, this is a large, primarily lecture,
class. Conversations with classmates during lecture, when another person is responding during a question and answer session, when a DVD or You Tube is playing, or when a formal presentation is taking place is not acceptable. If you engage in any of these behaviors, you will be asked to leave the class. If it continues over several class periods, I may seek to withdraw you from the course. Also, if you need to arrive late or leave early due to a scheduled appointment, you must contact me prior to the class period. Otherwise, I expect all students to arrive on time and to remain in the classroom until class is officially dismissed.

In addition, I expect participation in class during discussions. It is essential that you remain attentive, that you take notes, and that you are prepared for the day. If you are using a laptop to take notes, please be aware that if I find that you are not engaging in note taking, but rather emailing, watching movies or other entertainment, or engaging in work related to another class during our class session, I will remove everyone’s privilege to use laptops in this class.

Finally, recording lecture is prohibited without special permission through the Accessibility Office. Copying and disseminating information from this class, or engaging in replication of presented information without citation, essentially engaging in plagiarism, is prohibited. Please see the Student Code of Conduct for further information on this topic.

Time Expectations:

Since this is a lecture-based course, it is expected that for every hour of time you spend in class during the semester you will spend a minimum of two hours outside of class preparing for the next class session. This includes reading the text, reviewing or rewriting your notes, developing assigned papers, and creating questions that may be asked during class or during my office hours.

Make-up Exams:

Opportunities for make-up exams may be provided to students who contact me due to illness or emergency within 24 hours of the scheduled examination. A make-up must be completed within one week after the scheduled examination. Please note that a make-up exam will NOT have the same format as a regular class examination.

Cell Phones:

Unless there is a specific class activity requiring students to access material via the internet, cell phones must be turned off during regular class periods. Anyone texting or accepting telephone calls during a class session will be asked to leave the class for that period. If you find that you have a situation that must be monitored closely during class, please let me know prior to the beginning of class session so that I am aware of the circumstances and we can discuss alternative steps for you.

Emails:

Please use your BSU email account to contact me. Use of other accounts often results in the communication being sent to my junk mail box. I do not check this very often and it is often filled with multiple spam messages, so I may miss an important message from you. If you are interested in a timely response from me you need to engage in appropriate email etiquette, including providing a salutation
“Dear Dr. Greer”, an indication of which class you are in, and a clear message regarding whatever topic you are addressing. Finally, sign your full name.

Late Papers:

If you are absent on the day a Commentary assignment is due, be sure to contact me as soon as possible. Late assignments will be accepted with a documented excuse, however if there is not a documented excuse papers will be docked 10% of the total points possible for every weekday that they are late. If you are turning materials in late and outside of class time, please drop them off at the Hagg-Sauer Reception Center, 3rd floor, Hagg-Sauer and make sure that my name is on the envelope you use. Do not send me electronic copies of your material unless I specifically request that you turn papers in using the D2L Dropbox or as an email attachment.

Incompletes:

Incomplete grades, “I,” are reserved only for extreme circumstances. To be eligible for an incomplete a student must be in good academic standing (i.e., grade of C or better), must have completed two-thirds of all class assignments, and must have a documented reason for his or her request (e.g., medical emergency with doctor’s statement). Requests that do not fit the above listed criteria will not be considered.

Accessibility Services:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the university accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. Please call 218-755-3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800-627-3529.

Mental Health and Counseling:

Students may experience mental health concerns or they may find that stressful events lead to diminished academic performance. The Student Center for Health & Counseling is available to assist students with concerns which can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Emergency Contingency:
In the event of an emergency, course requirements and deadlines are subject to change.

Tentative Schedule of Readings:

Week 1 Introduction, What is social theory? Ritzer – Chapter 1
Week 2
Ritzer – Chapter 2 (Marx)
Marx (on D2L) – Wage Labour and Capital

Critique 1 Due

Week 3
Ritzer – Chapter 2 (Weber)
Weber, Max. The Protestant Ethic and the Spirit of Capitalism – Part I

Critique 2 Due

Week 4
Ritzer – Chapter 3 (Simmel)
Kivisto, Peter. “Alcohol Related Window on Simmel’s Social World.”

Critique 3 Due

Week 5
DuBois (on D2L)
Video on DuBois

Week 6
Exam 1

Week 7
Ritzer – Chapter 3 (Veblen, Mead), Fromm – Escape From Freedom (Chapter 1 & 2)

Critique 4 Due

March 8
Spring Break

Week 8
Ritzer – Chapter 6
Kivisto, Peter. “Personal Sales and Service in a Commodified World

Week 9
Ritzer – Chapter 4
Kivisto, Peter. “Criminalizing Transgressing Youth: A Neofunctionalist Analysis of Institution Building”

Critique 5

Week 10
Ritzer – Chapter 5
Kivisto, Peter. “Critical Theory, Legitimation Crisis, and the Deindustrialization of Flint, Michigan”

Critique 6

Week 11
Ritzer – Chapter 8
Goffman – *Frame Analysis* – Keys and Keying
Hochschild – *The Managed Heart* – Chapters 1 and 2

**Critique 7**

**Week 12**
Ritzer – Chapter 9
Foucault, Michel. *History of Sexuality* – Part Four
Kivisto, Peter. “Contrasts of Carnival”

**Critique 8**

**Week 13**
Ritzer – Chapter 10
Kivisto, Peter. “Globalization Theory and Religious Fundamentalism”

**Critique 9**

**Week 14**
Hill-Collins & Bilge – Chapter 1

**Week 15**
Paper Due!
Exam Questions Distributed

**Week 16**
Final Exam Due to my mailbox by 4:00 p.m.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: SOC 3080
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate: SOC 4600
  Graduate:

Current Course Title: Work and Careers
Proposed Course Title, if different:

Current Course Description:
Students identify career avenues complementary to their chosen major and develop materials necessary for conducting a job search. In addition, students will learn what sociology has to say about work, occupations, and the organizations within which that work takes place. Prerequisites: Second semester sophomore or junior standing is ideal.

Proposed Course Description, if different:
Change to prerequisites only

Students identify career avenues complementary to their chosen major and develop materials necessary for conducting a job search. In addition, students will learn what sociology has to say about work, occupations, and the organizations within which that work takes place. Prerequisites: Junior or senior standing suggested.

Current Credits:
Proposed Credits, if different:

Current Prerequisite(s):
  Undergraduate: Second semester sophomore or junior standing is ideal.
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate: Junior or senior standing suggested
  Graduate:

1) Reason(s) for change(s):

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _____ No _____ If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

- Student Learning Outcomes: Yes __X___ No _____
- Major Content Areas: Yes _____ No __X____
- Projected Maximum Class Size (Cap): Yes _____ No __X____

4) Current Course fee(s) per student: $

   for:

   Proposed Course fee(s) per student, if different: $

   for:

5) Service Areas:

   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   - Sociology, B.A. major – required course
   - Sociology minor – required course

   Teacher Licensure programs: N/A

   Liberal Education: N/A

   The above “service area” programs/departments were notified of this modification on ________ (date) by ___________N/A_______ (mail, email, or phone).

   Please check one of the items below:

   ______ No comments were received from other programs or departments within one week of the notification.

   ______ Comments were received within one week of the notification, and are attached.
SAMPLE SYLLABUS

Sociology 4600: WORK AND CAREERS

Instructors:
Dr. Rucha Ambikar. Email: rucha.ambikar@bemidjistate.edu

Course Description:
Students identify career avenues complementary to their chosen major and develop materials necessary for conducting a job search. In addition, students will learn what sociology has to say about work, occupations, and the organizations within which that work takes place.

Pre-requisites
Junior or senior standing suggested

Learning outcomes
At the end of this course, students will be able to:
1. Identify their own areas of expertise
2. Identify their own experience as it applies to future job prospects
3. Identify their soft skills
4. Prepare job application materials such as resume/CV, cover letter
5. Be familiar with the job application process including job ads, requirements, letters of reference and the interview process
6. Develop understanding of the culture and structure of work environments

Textbooks
This class does not use a textbook. Instead several readings will be uploaded to the D2L shell for this class. Students will be expected to read, discuss and reflect on these readings.

Assignments/Class Activities
1. Reflection papers: Students will be asked to write a brief reflection paper (2-3 pages each) based on lectures and assigned reading material. Detailed instructions on how to write each research paper will be provided in class. Total points: 60 (10 points each).
2. Class activities based on the job search process: Details will be provided in class. Total: 40 points.
3. Portfolio documents: Resume/CV, Cover letter, letters of reference, peer assessment of application materials. Total points: 100 (25 points for each assignment)
4. Final presentation: This assignment will be a mock-up of the entire job search and application process. Detailed instructions will be provided in class. Total 100 points.

Total points: 300

Attendance policy:
Student attendance is integral to success in this course. While we will accommodate emergency situations (death in the family, student illness, etc.) on a case-by-case basis; being absent for more than 3 class periods may result in a lowered overall grade. Please also refer to the extended student absence policy listed below. If you do have to miss class, please be sure to email at least one of your instructors. You will still be expected to make up missed assignments and other activities to earn points towards your final grade in this class.

**Academic Integrity:**
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

**Students with Special Needs OR Accessibility Statement:**
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Decker Hall 202, PH: 218-755-3883, email: accessibility@bemidjistate.edu This information is also available through Minnesota Relay Services at 800-627-3529.

**Mental Health and Counseling:**
Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

**Recording and Sharing Course Materials:**
Students will not be allowed to take pictures or audio/videotape or otherwise record the class unless they have our explicit and written permission to do so. Posting notes, course materials, or recordings of this class without such permission on public websites, social media, etc. will be considered a violation of the expected student code of conduct for this class. If you have any concerns regarding this policy please approach your instructors for a more detailed discussion.

**Disruptive Behavior in the Classroom:**
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.
Extended Leave Procedure
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Class Schedule
Please note: This class schedule may be subject to change. All changes will be announced in class and will be posted to D2L. It is the responsibility of the student to keep abreast of all schedule changes (if any).

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructor</th>
<th>Topic</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>WEEK 1</strong></td>
</tr>
<tr>
<td>Mon/Aug 27</td>
<td>,, Rucha</td>
<td>DEFINING WORK AND CAREER</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
</tr>
<tr>
<td>Wed/Aug 29</td>
<td></td>
<td>What is the difference between work and career?</td>
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<tr>
<td>Fri/Aug 31</td>
<td>,, Rucha</td>
<td>Work/Careers/Burnout and other issues. Students should come prepared for a Q+A session</td>
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<tr>
<td></td>
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<td>Handout: Role of unions</td>
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<td><strong>WEEK 2</strong></td>
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<tr>
<td>Mon/Sep 3</td>
<td></td>
<td>LIFE AFTER COLLEGE</td>
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<tr>
<td></td>
<td></td>
<td>NO CLASS: LABOR DAY</td>
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<tr>
<td>Wed/Sep 5</td>
<td></td>
<td>Introduction to “Life after College”</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Complete Reading 1 uploaded to D2L</td>
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<tr>
<td>Fri/Sep 7</td>
<td>,, Rucha</td>
<td>Discussion on Life after College continued</td>
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<td>Jobs skills that employers look for.</td>
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<td>What is the value of certificates, internships etc.</td>
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<td>Reading: Reading 2 on D2L</td>
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<td><strong>WEEK 3</strong></td>
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<tr>
<td>Mon/Sep 10</td>
<td>Rucha</td>
<td>WORK OUTLOOK</td>
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<td></td>
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<td>How to look for a job (Indeed, monster, Glassdoor, LinkedIn)</td>
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<td>How to read a job ad</td>
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<td>Students: Please bring laptops to class if available</td>
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<tr>
<td>Wed/Sep 12</td>
<td>Rucha,</td>
<td>Regional, national and international jobs</td>
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<td>Reading: Social mobility through geographic mobility</td>
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<td>Students: Bring example of jobs you would apply to</td>
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<td>Date</td>
<td>Activity</td>
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<tr>
<td>Fri/ Sep 14</td>
<td>Certificates, Internships, Moving for a job, Money prospects – early career and mid career</td>
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<tr>
<td><strong>WEEK 4</strong></td>
<td><strong>PREPARE YOURSELF FOR THE JOB YOU WANT</strong></td>
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<tr>
<td>Mon/Sep 17</td>
<td>, Rucha Discussion: Students bring job ads to class</td>
<td></td>
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<tr>
<td>Wed/Sep 19</td>
<td>, Rucha Graduate Schools: Admissions, Assistantships and Scholarships</td>
<td></td>
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<tr>
<td>Fri/ Sep 21</td>
<td>, Rucha Tentative: Guest Lecture: How to prepare for GRE</td>
<td></td>
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<tr>
<td><strong>WEEK 5</strong></td>
<td><strong>BUILDING YOUR DOCUMENTS/PORTFOLIO</strong></td>
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<tr>
<td>Mon/Sep 24</td>
<td>, Students: Bring a complete list of all courses you have taken, and all jobs (paid and unpaid) you have held</td>
<td></td>
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<tr>
<td>Wed/ Sep 26</td>
<td>Tentative: Guest Lecture, Career Services/Nancy Haugen</td>
<td></td>
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<tr>
<td>Fri/ Sep 28</td>
<td>Rucha Discussion/Students working in class</td>
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<tr>
<td><strong>WEEK 6</strong></td>
<td><strong>INTERPRETING YOUR SKILL SET</strong></td>
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<tr>
<td>Mon/Oct 1</td>
<td>Rucha Examples of skills learned in classes</td>
<td></td>
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<tr>
<td>Wed/Oct 3</td>
<td>/ The skills taxonomy</td>
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<tr>
<td>Fri/Oct 5</td>
<td>/ In class group work</td>
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<tr>
<td><strong>WEEK 7</strong></td>
<td><strong>PERSONALIZE YOUR APPLICATION MATERIALS /DOCUMENTS</strong></td>
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<tr>
<td>Mon/Oct 8</td>
<td>Resume/CV/ Cover letter/ Choosing your references</td>
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<tr>
<td>Wed/Oct 10</td>
<td>Time to work on documents in class</td>
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<tr>
<td>Fri/ Oct 12</td>
<td>Rucha Professional interaction during reference request, application process etc.</td>
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<tr>
<td><strong>WEEK 8</strong></td>
<td><strong>PERSONALIZE APPLICATION MATERIALS/ DOCUMENTS CONTD.</strong></td>
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<tr>
<td>Mon/ Oct 15</td>
<td>Rucha Pair-Share-Review: In class student work</td>
<td></td>
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<tr>
<td>Wed/Oct 17</td>
<td>, Rucha Class exercise on assessing application materials</td>
<td></td>
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<tr>
<td>Fri/ Oct 19</td>
<td>, NO CLASS: In service day, no class</td>
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<tr>
<td><strong>WEEK 9</strong></td>
<td><strong>WORKPLACE CULTURE</strong></td>
<td></td>
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<tr>
<td>Mon/Oct 22</td>
<td>Rucha Stratification: how it affects you</td>
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<tr>
<td>Wed/ Oct 24</td>
<td>, Rucha Contd.</td>
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<tr>
<td>Fri/Oct 26</td>
<td>Rucha Documentary/In class work</td>
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<tr>
<td><strong>WEEK 10</strong></td>
<td><strong>DIVERSITY AND COMMUNICATION IN THE WORKPLACE</strong></td>
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<tr>
<td>Mon/ Oct 29</td>
<td>Rucha Issues of diversity in the workplace</td>
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<tr>
<td>Fri/ Nov 2</td>
<td>Rucha Communication in the workplace</td>
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<td>WEEK 11</td>
<td>POLICIES/LAWS IN THE WORKPLACE</td>
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<tr>
<td>Mon/Nov 5</td>
<td>Legal obligations</td>
<td></td>
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<tr>
<td>Wed/Nov 7</td>
<td>Institutional policies</td>
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<tr>
<td>Fri/Nov 9</td>
<td>Privacy, discrimination in the workplace</td>
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<tr>
<th>WEEK 12</th>
<th>SOCIAL MEDIA AND OTHER CITIZENSHIP ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon/Nov 12</td>
<td>Rucha</td>
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<tr>
<td>Wed/Nov 14</td>
<td>Being a good work citizen</td>
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<tr>
<td>Fri/Nov 16</td>
<td>Being a good citizen in your community</td>
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<tr>
<th>WEEK 13</th>
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<tbody>
<tr>
<td>Mon/ Nov 19</td>
<td>Rucha</td>
</tr>
<tr>
<td>Wed/ Nov 21</td>
<td>NO CLASS THANKSGIVING</td>
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<tr>
<td>Fri/ Nov 23</td>
<td>NO CLASS THANKSGIVING</td>
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</tbody>
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<tr>
<th>WEEK 14</th>
<th></th>
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<tbody>
<tr>
<td>Nov 26-30</td>
<td>Students will work on final presentations</td>
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<tr>
<th>WEEK 15</th>
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</thead>
<tbody>
<tr>
<td>Dec 3-7</td>
<td>In class assignments</td>
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</tbody>
</table>
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s): Sociology 3270
  Undergraduate: X
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Intersections of Sexuality and Gender
Proposed Course Title, if different: Intersectionality

Current Course Description:
Exploration of the sexual norms associated with being male and female in Western and non-Western societies. Examines how particular forms of sexuality are privileged and the social and political implications of these hierarchies. Also examined is how the nature of race, sexuality, and gender creates hybrid identities, communities, and cultures that resist and reinforce ethnic and national boundaries.

Proposed Course Description, if different:
This course will explore the complexity of the interaction of race, class, gender, sexuality, citizenship and age on the life chances and positioning of people within social environments. As part of this exploration we will examine aspects of inequality and privilege and the social and political implications of hierarchies. We will also look at how the nature of race, sexuality and gender can create hybrid identities, and communities and cultures that resist and reinforce ethnic and national boundaries.

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s):
  Undergraduate: none
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate:
  Graduate:

1) Reason(s) for change(s): Sociologists considering diversity from an inequality perspective have moved beyond a singular or bi-variable perspective to a multifaceted, or intersectional, perspective. To ensure that students have the skills and capacities to understand diversity from this standpoint and to prepare them for careers and citizenship involving this more complex interpretation, we are moving the course from its former configuration to this new approach.
2) May this modified course replace the current course for students remaining in the old curriculum? Yes __X__ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes __X__ No _____
   - Major Content Areas Yes __X__ No _____
   - Projected Maximum Class Size (Cap) Yes _____ No ___X__

4) Current Course fee(s) per student: $
   - for:
     Proposed Course fee(s) per student, if different: $
   - for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Gender and Women’s Studies minor (elective list)
   Sociology, B.A. major (required course)
   Sociology minor (required course)

   Teacher Licensure programs:

   Liberal Education:

   The above “service area” programs/departments were notified of this modification on __________ (date) by ____________________ (mail, email, or phone).

   Please check one of the items below:
   ____ No comments were received from other programs or departments within one week of the notification.
   ____ Comments were received within one week of the notification, and are attached.

   Item 3 above – Student Learning Outcomes and Content Areas have changed.

   Learning Outcomes:
   By the end of this course students will be able to:
• describe the development of intersectionality as a perspective
• interpret social position and context
• analyze critical education using an intersectional lens
• interpret masculinity and femininity across social class, ethnicity, and race within the U.S.
• compare and contrast various social statuses across nation states
• examine the relationship among social identities, social position, and violence
• understand privilege and its manifestations
• be able to interpret how particular individuals can function simultaneously within dominant and subordinate positions
• explore the viability of praxis within various social contexts

Major Content Areas now include:
• Development of intersectionality as a perspective.
• Interpreting education through an intersectional, critical education, lens.
• Analyzing race, class, gender, age, class, and citizenship using standpoint perspectives.
• Interpreting masculinity and femininity through regional and global comparisons.
• Analyzing the development of identities within a social framework.
• Exploring aspects of privilege and subordination.
New Course Form

Course Number:
  Undergraduate: SOC 3310
  Graduate:

Course Title: Community Organizing for Social Change

Course Description: This course explores the history of community organizing and how individuals have come together to more deeply understand the rights and obligations of citizenship and how to organize for social justice for themselves and others in their communities. Students will develop deeper knowledge of the overall worldview associated with community organizing and will be able to articulate and apply the tools and tactics to effect change. They will also learn how to assess action taken and they will address how alternative approaches inform future action cycles. Liberal Education Goal Area 9.

Credits: 3

Prerequisite(s):
  Undergraduate:
  Graduate:

1. Reason(s) for creating this course: The Sociology program focus is on stratification, particularly stratification and social action. This course has been designed to emphasize the way in which theories and concepts in Sociology can be used to frame social action. More specifically, it will assist students in understanding how to work with communities and groups in establishing strategies and processes to interpret issues and effect change in their workplaces and in their communities. We have had interest expressed by local tribal colleges in having the program deliver a course of this type for students who transfer to BSU.

2. How often will this course be offered? Once per academic year – Fall term

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   Students will define terms associated with community organizing.
   Students will describe the history of community organizing.
   Students will describe and evaluate community organizing strategies.
   Students will understand and apply core concepts (politics, rights, obligations, justice, liberty) to specific issues (GA 9.2).
   Students will describe what social justice means within particular contexts.
   Students will analyze and reflect on ethical dimensions of legal, social and scientific issues (GA 9.3).
   Students will examine, articulate, and apply your own ethical views (GA9.1).
   Students will recognize the diversity of political motivations and interests of others (GA9.4).
Students will arrive at collective agreements regarding action. 
Students will map power structures and organizing strategies. 
Students will identify ways to exercise the rights and responsibilities of citizenship (GA9.5). 
Students will create and implement a program for action.

4. What are the major content areas for the course? 
Organizational frames of community organizing across time, 
Strategies and tactics related to organizing, inequality and social justice, civic action, power and structure.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 40

8. What qualified faculty will be available to teach this course? Dr. Colleen Greer, Dr. Rucha Ambikar

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). 
Amount per student: $ 
For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Required Readings

Textbook:

Readings:
Additional readings will be available through D2L, will be handed out in class, or will be available through the library. Required readings are identified on the specific due dates in the Tentative Schedule at the end of the syllabus.

Course Overview and Objectives:

This course explores the history of community organizing and how individuals have come together to more deeply understand the rights and obligations of citizenship and how to organize for social justice for themselves and others in their communities. Students will develop deeper knowledge of the overall worldview associated with community organizing and will be able to articulate and apply the tools and tactics to effect change. They will also learn how to assess action taken and they will address how alternative approaches inform future action cycles. Liberal Education Goal Area 9.

Sociology Program mission and student learning outcomes:
Our primary mission involves using sociological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

Sociology and Liberal Education Program Learning Outcomes:

As a result of our mission statement, our program has established student learning outcomes that are associated with particular courses. In this course we will be practicing and assessing the following learning outcomes. At the end of this course students will be able to:

Specify patterns of inequality and organizing for change.

In addition to this broad outcome, more specific learning outcomes for this class address Liberal Education competencies (Goal Area 9) and additional student learning goals for this particular course. By the end of this course students will be able to:

- define terms associated with community organizing
- describe the history of community organizing
- describe and evaluate community organizing strategies
- understand and apply core concepts (politics, rights, obligations, justice, liberty) to specific issues (GA 9.2)
- describe what social justice means within particular contexts
- analyze and reflect on ethical dimensions of legal, social and scientific issues (GA 9.3)
- examine, articulate, and apply your own ethical views (GA9.1)
• recognize the diversity of political motivations and interests of others (GA9.4)
• arrive at collective agreements regarding action
• map power structures and organizing strategies
• identify ways to exercise the rights and responsibilities of citizenship (GA9.5)
• create and implement a program for action

Expectations of Students:

Attendance:

Attendance is required. Students are expected to attend class and to participate in class discussions. If an absence is unavoidable, please leave a message prior to the class session by either emailing me or calling my office number. If you miss class on a particular day, it is your responsibility to obtain notes from your peers. Be sure to contact me if you are confused about any of the material. Please remember that lecture is directly related to the text, but typically covers additional material. It will be impossible for you to do well in the class if you are often absent or fail to take appropriate notes.

Reviews: 100 points

During the semester students will engage in reviews of specific community issues and will create analyses that describe how the identified issues emerged, who is involved, what power dynamics occurred, what strategies are present for addressing the issue, and possible tactics that could be implemented.

Communication Documents: 60 points

Write letters to legislators, op-eds, newsletter materials that will outline key aspects of concern and request particular forms of redress. Students will be required to appropriately identify audience, write clear and concise arguments regarding the identified issue, and articular forms of redress that appropriately addresses the collective community concern.

Action Project: 200 points

During the semester students will meet together in teams to outline core concerns when presented with an identified community issue, establish effective strategies to address the issues, design education and intervention options, and write an overall plan of action. Students will be required to assess the strategies developed and the feasibility of action under existing circumstances.
Grade Summary:

Total points for this class:

- Reviews: 100
- Communication Documents: 60
- Action Project: 200

Total: 360

Other Course Policies

Academic Honesty and Integrity:

Students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for all or part of this course, as well as suspension from the University. Please refer to the Student Code of Conduct for additional information on academic integrity.

Class Content:

This class will deal with social topics about which you may have already formed opinions. Considering this fact, it is important to remember that you are responsible for carefully thinking about how and why you formed a particular opinion, and how it is similar to or different from the sociological theories and research discussed during class. Please remember that exams and other assignments will test your understanding of data and sociological concepts based in social scientific research.

Inclusiveness and Classroom Behavior:

It is important that during this class you exhibit respect for other class members. Therefore, I must ask you to refrain from denigrating persons/groups because of race, gender, religion, nationality, political orientation, physical disability, age, or sexual orientation. In addition, this is a large, primarily lecture, class. Conversations with classmates during lecture, when another person is responding during a question and answer session, when a DVD/video is playing, or when a formal presentation is taking place is not acceptable. If you engage in any of these behaviors, you will be asked to leave the class. If it continues over several class periods, I may seek to withdraw you from the course. Also, if you need to arrive late or leave early due to a scheduled appointment, you must contact me prior to the class period. Otherwise, I expect all students to arrive on time and to remain in the classroom until class is officially dismissed.

In addition, I expect participation in class during discussions and during CLG activities. It is essential that you remain attentive, that you take notes, and that you are prepared for the day. If you are using a laptop to take notes, please sit in the front of the class. If I find that you are not engaging in note taking, but rather emailing, watching movies or other entertainment, or engaging in work related to another class during our class session, I will remove everyone’s privilege to use laptops in this class.
Finally, recording lecture (audio or video) is prohibited without special permission through the Accessibility Office. Copying and disseminating information from this class, or engaging in replication of presented information without permission from me, essentially engaging in plagiarism or copyright violation of my scholarly work, is prohibited. Also, taking a picture of class members or of me without official consent and using it on social media is not allowed.

Please see the Student Code of Conduct under Statement of Responsible Behavior for further information on these topics.

Time Expectations:

Since this is a lecture-based course, it is expected that for every hour of time you spend in class during the semester you will spend a minimum of two hours outside of class preparing for the next class session. This includes reading the text, reviewing or rewriting your notes, developing assigned papers, and creating questions that may be asked during class or during my office hours.

Make-up Exams:

Opportunities for make-up exams may be provided to students who contact me due to illness or emergency within 24 hours of the scheduled examination. A make-up must be completed within one week after the scheduled examination. Please note that a make-up exam will NOT have the same format as a regular class examination.

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Unless there is a specific class activity requiring students to access material via the internet, cell phones must be turned off during regular class periods. Anyone texting or accepting telephone calls during a class session will be asked to leave the class for that period. If you find that you have a situation that must be monitored closely during class, please let me know prior to the beginning of class session so that I am aware of the circumstances and we can discuss alternative steps for you.

Emails:

Please use your BSU email account to contact me. Use of other accounts often results in the communication being sent to my junk mail box. I do not check this very often and it is often filled with multiple spam messages, so I may miss an important message from you. If you are interested in a timely response from me you need to engage in appropriate email etiquette, including providing a salutation “Dear Dr. Greer”, an indication of which class you are in, and a clear message regarding whatever topic you are addressing. Finally, sign your full name.
Late Papers:

If you are absent on the day of a Discussion assignment, be sure to contact me as soon as possible when you return in order to identify an opportunity for a “make-up”. Not all make-up assignments will have the same format as those distributed during class. Late Analysis Papers assignments will be accepted with a documented excuse, however if there is not a documented excuse papers will be docked 10% of the total points possible for every weekday that they are late. If you are turning materials in late and outside of class time, please drop them off at the faculty office. Do not send me electronic copies of your material unless I specifically request that you turn papers in using the D2L Dropbox or email attachment.

Incompletes:

Incomplete grades, “I,” are reserved only for extreme circumstances. To be eligible for an incomplete a student must be in good academic standing (i.e., grade of C or better), must have completed two-thirds of all class assignments, and must have a documented reason for his or her request (e.g., medical emergency with doctor’s statement). Requests that do not fit the above listed criteria will not be considered.

Accessibility Services:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the university accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. Please call 218-755-3883 or email: disabilityservices@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800-627-3529.

Mental Health and Counseling:

Students may experience mental health concerns or they may find that stressful events lead to diminished academic performance. The Student Center for Health & Counseling is available to assist students with concerns which can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Emergency Contingency:

In the event of an emergency, course requirements and deadlines are subject to change.
Tentative Schedule:

Week 1  Introduction/Planning for Change – Text Chapter 1
Week 2  History of Community Organizing – Reading: Text Chapter 2 & Saul Alinsky
Week 3  Contemporary Organizing – Reading: Text Chapter 3; & Frances Fox Piven
Week 4  Frances Fox Piven continued
        Review 1 due
Week 5  Text Chapter 3 continued; & Elizabeth Minnich
Week 6  Elizabeth Minnich continued
Week 7  Tools of the Trade – Reading: Chapter 4; Campus Compact – Civic Action
        Communication 1 due
Week 8  New Networks – Reading: Chapter 5
        Review 2 due
Week 9  Organizing and Electoral Politics – Reading: Chapter 6
Week 10 Chapter 6 continued
        Communication 2 due
Week 11 Alternative Approaches – Reading: Chapter 7
        Communication 3 due
Week 12 What’s Next – Reading Chapter 8
Week 13 National and Global applications
Week 14 Presentations & Implementation – Action Project Draft due
Week 15 Presentations & Implementation - Action Project Final due
Week 16 Assessments
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: SOC 3320
  Graduate:

Course Title: Social Class and Inequality

Course Description:
On some level, most people understand that social class matters; rarely do they grasp how by how much. The primary goal of this course is to examine social stratification, particularly focusing on social class, primarily in the contemporary United States, but also including historical and comparative information. It is only by doing so that we can understand why stratification is as it is in the United States and how and why it is different from those systems found elsewhere. Liberal Education Goal Areas 5 & 7.

Credits: 3

Prerequisite(s):
  Undergraduate:
  Graduate:

1. Reason(s) for creating this course: Social class is at the very center of developing a sociological imagination and being able to interpret status and positioning in a society. The Sociology program has included courses on inequality from a racial ethnic and gender perspective, but historically we have not had a course focused on social class. This course will remedy that deficit and will better position our students to understand the complexity of social class as it exists in the U.S. and through comparison with other societies, the world.

2. How often will this course be offered? Once per academic year.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   - Students will differentiate among theoretical concepts associated with micro, meso, and macro levels of social stratification processes.
   - Students will specify how social class and the political and economic institutions have affected one another over the course of U.S. history (Goal 5.2; BSU Goal 5B).
   - Students will summarize the historical and contemporary mechanisms resulting in the development of the world stratification system (Goal 5.2; BSU Goal 5B).
   - Students will compare the early and modern explanations for social stratification (Goal 5.3; BSU Goal 5C).
• Students will discuss the strengths and weaknesses of contemporary theories of poverty (Goal 5.4; BSU Goal 5D).
• Students will summarize the development of social class identities in the United States and the extent to which meanings attributed to these identities have changed over time (Goal 7.1; BSU Goal 7A).
• Students will discuss how gender and race/ethnicity interact with social class to produce unequal consequences (Goal 7.2; BSU Goal 7B).
• Students will compare social mobility opportunities and legitimation processes in the United States (Goal 7.2; BSU Goal 7B).
• Students will analyze their own attitudes, beliefs, and behaviors regarding social class and diversity (Goal 7.3; BSU Goal 7C).
• Students will differentiate the social classes according to income and wealth, basic necessities, and health and well-being (Goal 7.4; BSU Goal 7D).

4. What are the major content areas for the course? Introduction and explanation of social stratification, the U.S. class structure, process of social stratification, and social stratification beyond the U.S.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 45

8. What qualified faculty will be available to teach this course? Dr. Colleen Greer, Dr. Rucha Ambikar

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $

   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Sociology 3320
Social Class and Inequality

Course Instructor: Dr. Colleen Greer
Contact Information: HS 308
Email: Colleen.Greer@bemidjistate.edu
Phone: 218-755-2829

Required Texts/Readings:
- Other readings will be required but will be made available either as handouts, in the BSU library, or through the course D2L website.

Course Description: On some level, most people understand that social class matters; rarely do they grasp how by how much. The primary goal of this course is to examine social stratification, particularly focusing on social class, primarily in the contemporary United States, but also including historical and comparative information. It is only by doing so that we can understand why stratification is as it is in the United States and how and why it is different from those systems found elsewhere. Liberal Education Goal Areas 5 & 7.

Sociology Program mission and student learning outcomes:

Our primary mission involves using sociological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

As a program, two student learning outcomes pertain to this course. By the end of this course students will be able to:
- Specify patterns of inequality
- Differentiate among theoretical concepts associated with micro, meso, and macro levels of social processes.

Student Learning Outcomes for this course: By the end of this course students will be able to
- Differentiate among theoretical concepts associated with micro, meso, and macro levels of social stratification processes;
- Specify how social class and the political and economic institutions have affected one another over the course of U.S. history (Goal 5.2; BSU Goal 5B);
- Summarize the historical and contemporary mechanisms resulting in the development of the world stratification system (Goal 5.2; BSU Goal 5B);
- Compare the early and modern explanations for social stratification (Goal 5.3; BSU Goal 5C);
- Discuss the strengths and weaknesses of contemporary theories of poverty (Goal 5.4; BSU Goal 5D);
- Summarize the development of social class identities in the United States and the extent to which meanings attributed to these identities have changed over time (Goal 7.1; BSU Goal 7A)
- Discuss how gender and race/ethnicity interact with social class to produce unequal consequences (Goal 7.2; BSU Goal 7B);
• Compare social mobility opportunities and legitimation processes in the United States (Goal 7.2; BSU Goal 7B);
• Analyze their own attitudes, beliefs, and behaviors regarding social class and diversity (Goal 7.3; BSU Goal 7C); and
• Differentiate the social classes according to income and wealth, basic necessities, and health and well-being (Goal 7.4; BSU Goal 7D)

Evaluation of Student Performance:

• Exams – 300 Points
There are three examinations in this course. Each exam is worth 100 points and will consist of a combination of multiple choice, short answer, and essay questions. Students are required to take the exams when they are scheduled unless other arrangements have been made with me prior to the exam (with the exception of illness, inclement weather, etc.). Make-up exams need to be taken within one week of the original exam. Make-up exams will not necessarily be the same as that taken by students in class. Students will have one week’s notice of upcoming exams.

• Student Reflection and Analysis Paper – 100 Points
Student reflection and analysis paper. Determine your social class, and once accomplished, formulate an argument justifying this placement. As a part of this argument you will want to discuss the extent to which your attitudes, beliefs and behaviors are consistent with your social class. If you/your family of origin have/has changed social classes (in your lifetime), provide additional information describing the shift and the resulting reasons that mobility was possible using sociological information. In your analysis, be careful to delineate how gender and race/ethnicity affected your past and present social class experiences. In addition, your analysis should specify how micro and macro legitimation processes have affected your/your family of origin’s social mobility. You may rely on the text and readings for references, but you are required to find 5-10 additional scholarly sociological sources to help you make your case. Citations and references should be formatted in keeping with the ASA Style Guide, 3rd ed. (Copies are available in the University Bookstore.) Student papers should take the form of a concise, smoothly flowing essay. Your papers should be typewritten and 7-10 pages in length (Title page, and Reference page do not count in the paper length). Please use 12-point font, 1 inch margins, and page numbers.

Evaluation Summary:  
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<tr>
<td>3 Examinations @ 100 points each</td>
<td>300</td>
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<tr>
<td>Reflection and Analysis Paper</td>
<td>100</td>
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<td>Total</td>
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Grading Policy: I will use the following guides to determine students’ grades: 90% (A), 80% (B), 70% (C), and 60% (D). Students will be able to access grades on the course website.
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Emergency Contingency:
In the event of an emergency, course requirements and deadlines are subject to change.

Course Reading and Event Schedule

Introduction and Explanations of Social Stratification

Week 1:
- Introduction to the course and to course expectations
- Kerbo, Chapter 1: Perspectives and Concepts in the Study of Social Stratification

Week 2:
- Kerbo, Chapter 2: Dimensions of Inequality in the United States (Income and Wealth, Basic Necessities, Health, and Political Outputs)
  - Amy Gluckman and Alissa Thuotte, “Inequality: Bad for Your Health: An Interview with Social Epidemiologist Ichiro Kawachi” (pp. 74-82 in Rothenberg)
- Kerbo, Chapter 3: Social Stratification in Human Societies: The History of Inequality

Week 3
- Kerbo, Chapter 4: Social Stratification Theory: Early Statements
  - Kingsley Davis and Wilbert E. Moore, “Some Principles of Stratification” (Grusky 1994)
  - Karl Marx, “Alienation and Social Classes” (pp. 65-69 in Grusky 1994)

Week 4
- Kerbo, Chapter 5: Modern Theories of Social Stratification

Week 5
- Finish up course material
- Exam

The U.S. Class Structure

Week 5
- Kerbo, Chapter 6: The Upper Class
- Kerbo, Chapter 7: The Corporate Class
  - Michael Useem, “The Inner Circle” (pp. 175-183 in Grusky 1994)

Week 6
- Kerbo, Chapter 8: The Middle and Working Classes
- Katherine Newman, excerpt from *Falling From Grace: The Experience of Downward Mobility in the American Middle Class*.
- Lillian B. Rubin, excerpt from *Worlds of Pain: Life in the Working Class Family*.

**Week 7**
- Kerbo, Chapter 9: Poverty and the Political Economy of Welfare
  - Barbara Ehrenreich, “Nickel-and-Dimed: on (not) Getting by in America” (pp. 317-326 in Grusky 2008)
  - Sharon Hays, “Flat Broke with Children: Women in the Age of Welfare Reform” (pp. 407-419 in Grusky 2008)

**Week 8**
- Kerbo, Chapter 10: Gender Stratification and Inequalities: The Persistence of Ascription
  - Tony Tam, “Why Do Female Occupations Pay Less?” (pp. 838-842 in Grusky 2008)
- Kerbo, Chapter 11: Inequalities of Race and Ethnicity: The Persistence of Ascription
  - Annette Lareau, “Unequal Childhoods: Class, Race, and Family Life” (pp. 926-935 in Grusky 2008)
  - Marianne Bertrand and Sendhil Mullainathan, “Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination” (pp. 673-677 in Grusky 2008)

**Week 9**
- Finish course material for second exam
- Exam 2

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**The Process of Social Stratification**

**Week 9**
- Kerbo, Chapter 12: Social Mobility: Class Ascription and Achievement
  - Richard Breen, “Social Mobility in Europe” (pp. 465-480 in Grusky 2008)

**Week 10**
- Kerbo, Chapter 13: The Process of Legitimation
  - Jean Anyon article
  - Kohn, Melvin L. Job Complexity and Personality (pp. 430-438 in Grusky 1994) or Annette Lareau article

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**Social Stratification Beyond the United States**

**Week 11**
- Kerbo, Chapter 14: The World Stratification System: Dominance and Competition among Core Nations
  - Glenn Firebaugh, “The New Geography of Global Income Inequality” (pp. 1044-1055 in Grusky 2008)
  - Joseph E. Stiglitz, “Globalism’s Discontents” (pp. 1036-1043 in Grusky 2008)

**Week 12**
- Kerbo, Chapter 15: Social Stratification in Japan
- Kerbo, Chapter 16: Social Stratification in Germany
- **Reflection and Analysis Papers are Due**

**Week 13**
- Kerbo, Chapter 17: World Stratification and Globalization: The Poor of This Earth
Alan B. Krueger and Jitka Maleckova, “Does Poverty Cause Terrorism? The Economics and the Education of Suicide Bombers” (pp. 1056-1062 in Grusky 2008)

Week 14
  • Review

Final Exam
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: SOC 3330
   Graduate:

Course Title: Sociology of Health and Medicine

Course Description:
In this course we will explore, from a sociological perspective, how health care is organized, inequalities related to health care organization, and how, as an institution, health care systems interact with other institutions. We will also be examining delivery interactions within the medical systems, the culture of medicine, professional power, and who gets to define "wellness." Finally, we will explore how health care is shaping individual lives and the understandings of the human.

Credits: 3

Prerequisite(s): None
   Undergraduate:
   Graduate:

1. Reason(s) for creating this course: Sociology focuses on inequalities and institutions. Currently we have very few courses that start from an institutional perspective and provide students with that deeper understanding by examining the roles, statuses, and organizational features of a system. This course will explore these aspects of an institution that is currently playing a major role in shaping peoples' lives, the health care system. The course also parallels increasing interests of students as reflected by one of the growth areas on campus, Nursing.

2. How often will this course be offered? Once per academic year.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   
   - Students will describe how health care is organized.
   - Students will specify patterns of inequality associated with health care in the U.S.
   - Students will construct and apply theoretical concepts related to health and medicine.
   - Students will interpret the institutional aspects of the health care system and how it interacts with other institutions.
   - Students will identify the micro, meso, and macro levels of social structure associated with health care in contemporary society.
• Students will compare and contrast health care systems across time and space and their impact on communities.
• Students will analyze the professional aspects of the health care system and patterns of interaction with patients and other professionals.

4. What are the major content areas for the course? Social organization of health care, the social nature of disease, social class and illness, racial and gender context related to health care, social relationships and health care, cost and financial aspects, medical culture, and health care reform.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

7. What is the projected maximum class size (cap)? 45

8. What qualified faculty will be available to teach this course? Dr. Colleen Greer, Dr. Rucha Ambikar

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $

   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Sociology 3330
Sociology of Health and Medicine
Office: HS 308
Contact Information:
Email – Colleen.Greer@bemidjistate.edu
Phone – 218-755-2829

Required Texts:

Additional Readings:
Additional readings will be posted to D2L or will be accessible through online, full access, sources. See the tentative schedule regarding additional readings for each week.

Course Objectives:
In this course we will explore, from a sociological perspective, how health care is organized, inequalities related to health care organization, and how, as an institution, health care systems interact with other institutions. We will also be examining delivery interactions within the medical systems, the culture of medicine, professional power, and who gets to define “wellness.” Finally, we will explore how health care is shaping individual lives and the understandings of the human.

Sociology Program mission and student learning outcomes:
Our primary mission involves using sociological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

By the end of this course students will be able to:

- describe how health care is organized
- specify patterns of inequality associated with health care in the U.S.
- construct and apply theoretical concepts related to health and medicine
- interpret the institutional aspects of the health care system and how it interacts with other institutions
- identify the micro, meso, and macro levels of social structure associated with health care in contemporary society
- compare and contrast health care systems across time and space and their impact on communities
- analyze the professional aspects of the health care system and patterns of interaction with patients and other professionals

EXPECTATIONS OF STUDENTS

Exams: 200 points

There will be two essay exams during this course. Each exam is worth 100 points. Possible essay questions will be distributed prior to the first exam date. When the essay questions are distributed
students may ask questions of clarification. If you must miss the mid-semester exam, please contact me as soon as possible to arrange a make-up. The final exam is a “take home” examination. The specified due date will be listed in the schedule at the end of the syllabus.

**Commentary and Participation:** 50 points

Students will have seven opportunities over the semester to create commentaries for class discussion purposes. Each commentary is worth 10 points. Five of these commentaries will be graded amounting to 50 total possible points for the semester. The commentaries are designed to encourage student reflection and preparation for discussion over the readings for the day. All commentaries must be typed, double-spaced with appropriate mechanics. Please place your name and the date in the top right hand corner. Commentaries must be one to two pages in length and need to address the following:

- In the first paragraph you must outline the key idea presented across all assigned readings for the day.
- In the second paragraph you must respond to the readings (central ideas) by either providing an application to a social situation, discussing a personal experience that highlights the issues involved, or discussing questions not directly addressed by this idea/theory.

**Paper Assignment:** 100 points

Students are required to complete one paper during the semester. The paper involves a research interest of your choice. Students should select a topic that interests them, for example social stratification and why health care might be considered a “cathedral of consumption.” Please use examples to illustrate your points, and to expand and clarify your interpretations.

Selected topics must be approved by the instructor prior to beginning the research. The paper, without the title page, endnotes, or bibliography, must be nine to ten pages in length. It must be typed, double spaced, with appropriate citations. Please follow the American Sociological Association Style Guide for in-text citations and all bibliographical references. The paper should be organized in the following manner:

| Title Page: | Paper title, name of the author, date |
| Text: | Introduction – State the idea or issue clearly |
| | Body – Develop in detail the two or three points outlined in the introduction in a systematic manner. Please use headings and subheadings to delineate sections. |
| | Conclusion – State the idea or issue again, and draw a conclusion (e.g., new concept developed, new application, new hypothesis) |
| NOTE: | In all sections you must use in-text citations. |
| Endnotes: | Include items that you may have wanted to address in the main body of the text, or point to additional interests that may relate in a peripheral way to the key topic. |
| Bibliography: | Include all works cited, and any other sources that you feel are relevant to the topic. You must use a minimum of five scholarly sources in addition to your text and reader. |

| Point Totals: | Exams 200 |
| | Commentary/Part. 50 |
| | Paper 100 |
| | 350 |
To calculate your grade, divide the total points you have earned by the total for that assignment.

A  90-100%
B  80-89%
C  70-79%
D  60-69%
F  59% and Below

Other Course Policies:

Academic Honesty and Integrity:

Students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for all or part of this course, as well as suspension from the University. Please refer to the Student Code of Conduct for additional information on academic integrity.

Class Content:

This class will deal with social topics about which you may have already formed opinions. Considering this fact, it is important to remember that you are responsible for carefully thinking about how and why you formed a particular opinion, and how it is similar to or different from the sociological theories and research discussed during class. Please remember that exams and other assignments will test your understanding of data and sociological concepts based in social scientific research.

Inclusiveness and Classroom Behavior:

It is important that during this class you exhibit respect for other class members. Therefore, I must ask you to refrain from denigrating persons/groups because of race, gender, religion, nationality, political orientation, physical disability, age, or sexual orientation. In addition, this is a large, primarily lecture, class. Conversations with classmates during lecture, when another person is responding during a question and answer session, when a DVD or You Tube is playing, or when a formal presentation is taking place is not acceptable. If you engage in any of these behaviors, you will be asked to leave the class. If it continues over several class periods, I may seek to withdraw you from the course. Also, if you need to arrive late or leave early due to a scheduled appointment, you must contact me prior to the class period. Otherwise, I expect all students to arrive on time and to remain in the classroom until class is officially dismissed.

In addition, I expect participation in class during discussions. It is essential that you remain attentive, that you take notes, and that you are prepared for the day. If you are using a laptop to take notes, please be aware that if I find that you are not engaging in note taking, but rather emailing, watching movies or other entertainment, or engaging in work related to another class during our class session, I will remove everyone’s privilege to use laptops in this class.
Finally, recording lecture is prohibited without special permission through the Accessibility Office. Copying and disseminating information from this class, or engaging in replication of presented information without citation, essentially engaging in plagiarism, is prohibited. Please see the Student Code of Conduct for further information on this topic.

Time Expectations:

Since this is a lecture-based course, it is expected that for every hour of time you spend in class during the semester you will spend a minimum of two hours outside of class preparing for the next class session. This includes reading the text, reviewing or rewriting your notes, developing assigned papers, and creating questions that may be asked during class or during my office hours.

Make-up Exams:

Opportunities for make-up exams may be provided to students who contact me due to illness or emergency within 24 hours of the scheduled examination. A make-up must be completed within one week after the scheduled examination. Please note that a make-up exam will NOT have the same format as a regular class examination.

Cell Phones:

Unless there is a specific class activity requiring students to access material via the internet, cell phones must be turned off during regular class periods. Anyone texting or accepting telephone calls during a class session will be asked to leave the class for that period. If you find that you have a situation that must be monitored closely during class, please let me know prior to the beginning of class session so that I am aware of the circumstances and we can discuss alternative steps for you.

Emails:

Please use your BSU email account to contact me. Use of other accounts often results in the communication being sent to my junk mail box. I do not check this very often and it is often filled with multiple spam messages, so I may miss an important message from you. If you are interested in a timely response from me you need to engage in appropriate email etiquette, including providing a salutation “Dear Dr. Greer”, an indication of which class you are in, and a clear message regarding whatever topic you are addressing. Finally, sign your full name.

Late Papers:

If you are absent on the day a Commentary assignment is due, be sure to contact me as soon as possible. Late assignments will be accepted with a documented excuse, however if there is not a documented excuse papers will be docked 10% of the total points possible for every weekday that they are late. If you are turning materials in late and outside of class time, please drop them
off at the Hagg-Sauer Reception Center, 3rd floor, Hagg-Sauer and make sure that my name is on
the envelope you use. Do not send me electronic copies of your material unless I specifically
request that you turn papers in using the D2L Dropbox or as an email attachment.

Incompletes:

Incomplete grades, “I,” are reserved only for extreme circumstances. To be eligible for an
incomplete a student must be in good academic standing (i.e., grade of C or better), must have
completed two-thirds of all class assignments, and must have a documented reason for his or her
request (e.g., medical emergency with doctor’s statement). Requests that do not fit the above
listed criteria will not be considered.

Accessibility Services:

BSU is committed to making all educational programs, course materials, services and activities
sponsored by the university accessible to individuals with disabilities. Students requesting
accommodations due to a disability or other need for access should contact Accessibility
Services as soon as possible. Accessibility Services is located at Decker Hall 202. Please call
218-755-3883 or email: accessibility@bemidjistate.edu. This information is also available
through Minnesota Relay Services at 800-627-3529.

Mental Health and Counseling:

Students may experience mental health concerns or they may find that stressful events lead to
diminished academic performance. The Student Center for Health & Counseling is available to
assist students with concerns which can include stress relief services. They can be reached in
Cedar Hall, First Floor. Phone: (218) 755-2053.

Emergency Contingency:
In the event of an emergency, course requirements and deadlines are subject to change.

Example of Reading Schedule & Assignment Dates

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction &amp; Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Conrad and Leiter – The Social Nature of Disease</td>
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<tr>
<td>Week 3</td>
<td>Conrad and Leiter – Social Class and Illness (Commentary 1)</td>
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<tr>
<td>Week 4</td>
<td>Racial Ethnic Contexts and Health (Reading 1)</td>
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<td>Week 5</td>
<td>Conrad and Leiter – Sex, Gender &amp; Health (Commentary 2)</td>
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<tr>
<td>Week 6</td>
<td>“Medical Sociology and Health Services Research”</td>
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<tr>
<td>Week</td>
<td>Course Title</td>
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<td>Week 7</td>
<td>Conrad and Leiter – Health Politics (Commentary 3)</td>
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<tr>
<td>Week 8</td>
<td>Research Proposal Due</td>
</tr>
<tr>
<td></td>
<td>EXAM 1</td>
</tr>
<tr>
<td>Week 9</td>
<td>Conrad and Leiter – Social Relationships and Health</td>
</tr>
<tr>
<td>Week 10</td>
<td>Conrad and Leiter – Comparative Models (Commentary 4)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Conrad and Leiter – Cost and Financing</td>
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<tr>
<td>Week 12</td>
<td>Conrad and Leiter – Rise and Fall of the Dominance of Medicine (Commentary 5)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Conrad and Leiter – Medical Culture; Ehrenreich Natural Causes (Commentary 6)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Conrad and Leiter – Sociology of Healthcare Reform</td>
</tr>
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<td></td>
<td>PAPER DUE</td>
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<tr>
<td>Week 15</td>
<td>Conrad and Leiter – Reform continued (Commentary 7)</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: SOC 2925
   Graduate: N/A

Course Title: People of the Environment: Sociology Perspective (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: N/A

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: N/A

   Teacher Licensure programs: N/A

   Liberal Education: Goal area 10

The above “service area” programs/departments were notified of this modification on ________ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

__ N/A ____  No comments were received from other programs or departments within one week of the notification.

___ N/A ___  Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Sociology program modification. Faculty do not have capacity to teach this course.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: SOC 3040
   Graduate: N/A

Course Title: Global Issues (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: N/A

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
      International Relations minor (elective list)
      Sociology, B.A. major (current)
      Sociology minor (current)

   Teacher Licensure programs: N/A

   Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on 9.13.19 (date) by _____________________________ (mail, email, or phone).

Please check one of the items below:

___ x ___   No comments were received from other programs or departments within one week of the notification.

___ N/A ___   Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Sociology Program Modification
Hi Tom,

I was writing to inform you about some curricular changes happening to Sociology and Anthropology. The following courses were listed as electives in the International Relations minor:

- SOC 3040 Global Issues
- ANTH 3117 Religions of Pre-Literate Societies

Both of these courses will be dropped.

There will be some alternate courses that might suit the International Relations minor in the new curriculum we are proposing, and I will be sure to get in touch as soon as this is approved.

Thanks,

Rucha

Dr. Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology and Communication Studies
Bemidji State University.
Sattgast 215 D, Box #27
Phone: 218-755-2540
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: SOC 3230
   Graduate: N/A

Course Title: Social Psychology (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:
   Criminal Justice, B.S. major Corrections Emphasis (is an “or” in the required section – PSY 3367 or SOC 3230)
   Criminal Justice, B.S. major Victimology Emphasis (external elective section)
   Leadership minor (elective section)
   Leadership Certificate (elective section)
   Sociology, B.A. major (current)
   Sociology minor (current)

Teacher Licensure programs: N/A

Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on ___Oct 22, 2018_____ (date) by _____email_____________ (mail, email, or phone).

Please check one of the items below:
______ No comments were received from other programs or departments within one week of the notification.
____X____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Sociology Program modification. Department of Psychology teaches a course called Social Psychology as well (although focus is different). In order to increase upper division enrollment, sociology will drop this course and offer other (new) upper division courses.

RESPONSE FROM CRIMINAL JUSTICE ABOUT CURRICULUM MODIFICATIONS

Good Afternoon Rucha,

We have had an opportunity to review your proposed curriculum revision as it affects students majoring/minoring in Criminal Justice.

As I am sure you are aware, the courses that Sociology is proposing to drop for the curriculum has a tremendous impact on students in our Corrections and Victimology areas of emphasis.

Because faculty resources are a scarce commodity, we understand the rationale of dropping courses from the curriculum, in fact, we were also bracing for the same predicament that your department is currently experiencing.

As I am sure you are aware, the Criminal Justice Department is down 3 faculty this academic year (out of 6 faculty), therefore, we simply do not have the required resources to react to your curriculum revision by drafting a revision of our own. I am respectfully requesting that Sociology delay the execution of your proposal for one (1) academic year so that we are able to revise our curriculum to accommodate the changes Sociology is proposing.

I have included Dean Ritter on this email so that he remains in the communication loop.

Please feel free to give me a call if you would like to chat further about this very important matter.

Regards,
Jan

Janet A. Heuer, J.D.
Associate Professor
Chair, Criminal Justice Department
Office – Bensen Hall #307
Bemidji State University
1500 Birchmont Dr. NE, #35
Bemidji, MN 56601

(218) 755-2833
Janet.Heuer@bemidjistate.edu

From: Ambikar, Rucha <Janet.Heuer@bemidjistate.edu> Sent: Monday, October 22, 2018 4:19 PM To: Heuer, Janet A

Subject: GWS curriculum change: feedback requested

Dear Department Chair,
I am writing to you because the Sociology department is currently going through a curriculum change. The Gender and Women’s Studies program has now become a GWS minor housed in the Sociology Department. We are amending this curriculum to ensure a better synthesis with the existing course offerings in Sociology and Anthropology. We have found that GWS 2600 Women and Diversity is listed as an elective in programs on Corrections and Victimology in your department. It is our intention to drop this course from our curriculum. Would you please review this curricular change and write back to me with feedback, questions/concerns etc by this Friday Oct 26?

Thanks,
Rucha

Dear Department Chair
I am writing to you because the Sociology Department is currently undertaking curriculum change and one of the courses we are intending to drop is listed as an elective in a program under your department.

SOC 3230 Social Psychology
Listed as elective in Criminal Justice (Victimology and Corrections emphasis areas)

Would you please review this curricular change and write back to me with feedback, questions/concerns etc by this Friday Oct 26?
Thanks,
Rucha

Dr Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology
Bemidji State University.
1500 Birchmont Drive NE, #23
Bemidji MN 56601
Email: rambikar@bemidjistate.edu
Phone: 218-755-2540

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From: "Lunt, Dennis A" <Dennis.Lunt@bemidjistate.edu>
Date: Tuesday, October 23, 2018 at 8:51 AM
To: "Ambikar, Rucha" <Rucha.Ambikar@bemidjistate.edu>
Subject: Re: Sociology Curriculum Changes: feedback requested

Hi Rucha,

Got it. As you complete curriculum changes, let us know if there are other SOC courses that would fill a similar role on our elective list.
Best,

Dennis Lunt, PhD

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified:
Sociology, B.A. major
Sociology minor

List all proposed change(s):

COURSES DROPPED
SOC 3040 Global Issues (3 credits)
SOC 3230 Social Psychology (3 credits)

COURSES MODIFIED
SOC 3010: Social theory. Name changed to Social Explorations: Classic and Contemporary Sociological Theory. Course description changed to better reflect current theoretical priorities in the field of sociology.

SOC 3080: Work and Careers : Modified to upper level SOC 4600. This course in conjunction with capstone will be the senior sociology student experience. This course prepares sociology students for the job market.

SOC 3270 Intersections of Sex and Gender: Name changed to Intersectionality. Course description changed to better reflect current theoretical priorities in the field of sociology.

NEW COURSES
SOC 3310 Community Organizing for Social Change
SOC 3320 Social Class and Inequality
SOC 3330 Sociology of Health and Medicine

Reason(s) for the change(s):

• The sociology program has been changed in order to reflect current research and theoretical priorities in the field of sociology
• The program is being modified to align with the theme of social inequality, diversity and social justice. The sociology department has agreed that this is the central thematic focus of the department, including all of its course offerings. The sociology program remains the only program on campus with a central focus on social inequality, diversity and social justice. This is in keeping with Priority 3 of the Master Academic Plan which states Increase Diversity and the Depth to which Diversity is Understood, Honored, and Celebrated through Academic and Other Learning Experiences.
  • Another focus on the Priority 3 in the Master Academic Plan was to Strengthen civic engagement opportunities. Sociology Faculty are leading efforts to do this at a campus wide level. Our upper division course offerings have also been added with this priority in mind.
• This new focus of the sociology program aligns with the new Strategic Goals of the university – especially **Goal 4. Strengthen BSU’s academic identity by infusing its Shared Fundamental Values into all academic programs. Goal 5: Create a university culture in which diversity is embraced and all members are safe, welcome, and validated.**

• The sociology program is currently facing a lack of resources in terms of faculty. The program has 2.5 tenure lines available to its faculty. While Dr. Deb Peterson is on leave as she serves in the administration, the department has also been given the additional responsibility of teaching the GWS curriculum. All of our curriculum changes are geared towards offering sociology students the most current knowledge, and streamlining our offerings to dovetail with changes in the Anthropology and GWS courses.

**Note:** In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

**Note:** If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course’s department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on ____Oct 22_____ (date) by _______email/phone__________ (mail, email, or phone).

Please check one of the items below:
_____ No comments were received from other programs or departments within one week of the notification.

__ X____ Comments were received within one week of the notification, and are attached.

**Note:** If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alert:** Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)

**CURRENT**

**Sociology, B.A. major**

**Note:** No course grade below a C may be used to meet these requirements and a minimum GPA of 2.50 in this major is required for graduation. At least 21 of the credits have to be taken at Bemidji State University.
Required Credits: 36  
Required GPA: 2.50

I REQUIRED COURSES

COMPLETE THE FOLLOWING COURSES:

- SOC 1104 **Society and Social Issues** (3 credits)
- SOC 2200 **Social Movements and Change** (3 credits)
- SOC 2230 **Race and Ethnic Relations** (3 credits)
  or SOC 2240 **Men, Women, and Society: A Sociological Interpretation** (3 credits)
- SOC 3001 **Social Statistics** (3 credits)
- SOC 3003 **Research Methods** (3 credits)
- SOC 3010 **Social Theory** (3 credits)
- SOC 3040 **Global Issues** (3 credits)
  or SOC 3270 **Intersections of Sexuality and Gender** (3 credits)
- SOC 3230 **Social Psychology** (3 credits)
- SOC 3080 **Work and Careers** (3 credits)
- SOC 4800 **Capstone in Sociology** (3 credits)

II REQUIRED ELECTIVES

SELECT 2 OF THE FOLLOWING COURSES:

- SOC 3050 **Environmental Sociology** (3 credits)
- SOC 3090 **Social and Ethical Issues in Health and Medicine** (3 credits)
- SOC 3300 **Family and Society** (3 credits)
- ECON 3040 **Environmental Economics** (3 credits)
  or ENVR 3040 **Environmental Economics** (3 credits)
  or ECON 3070 **Labor Economics** (3 credits)

Proposed

*Sociology, B.A. major*

**Note:** No course grade below a C may be used to meet these requirements and a minimum GPA of 2.50 in this major is required for graduation. At least 21 of the credits have to be taken at Bemidji State University.

PROPOSED

Required Credits: 36
Required GPA: 2.50

I REQUIRED COURSES

COMPLETE THE FOLLOWING COURSES:
• SOC 1104 Society and Social Issues (3 credits)
• SOC 2200 Social Movements and Change (3 credits)
• SOC 2230 Race and Ethnic Relations (3 credits)
  or SOC 2240 Men, Women, and Society: A Sociological Interpretation (3 credits)
• SOC 2240 Men, Women, and Society: A Sociological Interpretation (3 credits)
• SOC 3001 Social Statistics (3 credits)
• SOC 3003 Research Methods (3 credits)
• SOC 3010 Social Theory Social Explorations: Classic and Contemporary Sociological Theory (3 credits)
• SOC 3320 Social Class and Inequality (3 credits)
• SOC 3040 Global Issues (3 credits)
  or SOC 3270 Intersections of Sexuality and Gender (3 credits)
• SOC 3230 Social Psychology (3 credits)
• SOC 4600 Work and Careers (3 credits)
• SOC 4800 Capstone in Sociology (3 credits)

II REQUIRED ELECTIVES

SELECT 2 OF THE FOLLOWING COURSES:
Select 2 (6 credits) of the following courses:

• SOC 3050 Environmental Sociology (3 credits)
• SOC 3090 Social and Ethical Issues in Health and Medicine (3 credits)
• SOC 3300 Family and Society (3 credits)
• SOC 3310 Community Organizing
• SOC 3270 Intersections of Sexuality and Gender Intersectionality (3 credits)
• SOC 3330 Sociology of Health and Medicine
• ECON 3040 Environmental Economics (3 credits)
  or ENVR 3040 Environmental Economics (3 credits)
  or ECON 3070 Labor Economics (3 credits)
CURRENT

Sociology minor

Note: No course grade below a C may be used to meet these requirements and a minimum GPA of 2.25 in this minor is required for graduation. At least 12 of the credits have to be taken at Bemidji State University.

Required Credits: 21
Required GPA: 2.25

I REQUIRED COURSES

COMPLETE THE FOLLOWING COURSES:

- SOC 1104 Society and Social Issues (3 credits)
- SOC 2230 Race and Ethnic Relations (3 credits)
  or SOC 2240 Men, Women, and Society: A Sociological Interpretation (3 credits)
- SOC 3003 Research Methods (3 credits)
- SOC 3040 Global Issues (3 credits)
  or SOC 3270 Intersections of Sexuality and Gender (3 credits)
- SOC 3010 Social Theory (3 credits)
  or SOC 3230 Social Psychology (3 credits)
- SOC 3080 Work and Careers (3 credits)
- SOC 3090 Social and Ethical Issues in Health and Medicine (3 credits)
  or SOC 3300 Family and Society (3 credits)
PROPOSED

_Sociology minor_

**Note:** No course grade below a C may be used to meet these requirements and a minimum GPA of 2.25 in this minor is required for graduation. At least 12 of the credits have to be taken at Bemidji State University.

Required Credits: 21  
Required GPA: 2.25

**REQUIRED COURSES Required Courses**

**COMPLETE THE FOLLOWING COURSES:**
Complete the following courses:

- SOC 1104 _Society and Social Issues_ (3 credits)  
- SOC 2230 _Race and Ethnic Relations_ (3 credits)  
  or SOC 2240 _Men, Women, and Society: A Sociological Interpretation_ (3 credits)  
- SOC 3003 _Research Methods_ (3 credits)  
- SOC 3040 _Global Issues_ (3 credits)  
  or SOC 3270 _Intersections of Sexuality and Gender_ (3 credits)  
- SOC 3010 _Social Theory and Social Explorations: Classic and Contemporary Sociological Theory_ (3 credits)  
  or SOC 3230 _Social Psychology_ (3 credits)  
- SOC 3080 _Work and Careers_ (3 credits)  
- SOC 3090 _Social and Ethical Issues in Health and Medicine_ (3 credits)  
  or SOC 3300 _Family and Society_ (3 credits)  
- SOC 3320 _Social Class and Inequality_ (3 credits)

Choose 3 from the following courses:

- SOC 3090 _Social and Ethical Issues in Health and Medicine_ (3 credits)  
- SOC 3270 _Intersections of Sexuality and Gender: Intersectionality_ (3 credits)  
- SOC 3300 _Family and Society_ (3 credits)  
- SOC 3310 _Community Organizing for Social Change_ (3 credits)  
- SOC 3330 _Sociology of Health and Medicine_ (3 credits)
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
    Undergraduate: ANTH 2510
    Graduate: N/A

Course Title: Visual Anthropology: Films and Culture

Course Description:
This course examines visual communication through the medium of films. We will employ a visual anthropology framework to understand how cultures shape knowledge making through visual elements. We will focus on films made around the world in order to examine how cultural values are embedded in film. We focus on subjectivity, authority and value formation and the ideas of authenticity and representation. As we explore world cinema, the primary objective of the course remains to understand how cultures around the world see themselves and are seen by others. Liberal Education Goal Area 8.

Credits: 3

Prerequisite(s):
    Undergraduate: None
    Graduate:

1. Reason(s) for creating this course:
Increase the breadth of anthropology courses. This course explores a sub-field of anthropology – visual anthropology which has not been offered in this department.

2. How often will this course be offered?
Once in every three/four semesters

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
At the end of this course, students will be able to:
   - Understand and articulate basics of visual anthropology
   - Be familiar with major film producing cultures around the world
   - Articulate and identify the elements of visual communication
   - Demonstrate basic understanding of anthropological analysis of visual communication
   - Identify and conduct a basic analysis of representation of cultures and subjectivities in film.
4. What are the major content areas for the course?
Visual anthropology, cultural analysis, visual communication, orientalism, representation, authenticity.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
N/A

7. What is the projected maximum class size (cap)?
35

8. What qualified faculty will be available to teach this course?
Rucha Ambikar

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
No additional resources required. Current anthropological resources are sufficient.

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
Amount per student: $ N/A
For: N/A

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Please see attached.
ANTH 2510: VISUAL ANTHROPOLOGY: FILMS AND CULTURE

<table>
<thead>
<tr>
<th>Course Title: Visual Anthropology: Films and culture</th>
<th>Course No.: ANTH 2510</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Dr. Rucha Ambikar</td>
<td>Class time:</td>
</tr>
<tr>
<td>Email: <a href="mailto:rucha.ambikar@bemidjistate.edu">rucha.ambikar@bemidjistate.edu</a></td>
<td>Class room:</td>
</tr>
<tr>
<td>Office: Hagg Sauer 309</td>
<td>Office Hours: Mon-Thu 2pm to 4pm</td>
</tr>
</tbody>
</table>

Contacting the instructor: The best way to get in touch with me is over email at the above address, using your BSU email id. All emails are usually answered within 24 hours.

COURSE DESCRIPTION:

This course examines visual communication through the medium of films. We will employ a visual anthropology framework to understand how cultures shape knowledge making through visual elements. We will focus on films made around the world in order to examine how cultural values are embedded in film. We focus on subjectivity, authority and value formation and the ideas of authenticity and representation. As we explore world cinema, the primary objective of the course remains to understand how cultures around the world see themselves and are seen by others. Liberal Education Goal Area 8.

Additional course information:
To engage a rich theoretical analysis of films, we will be employing several anthropological frameworks – we will examine the use of racial and gendered stereotypes in film focusing on Orientalism. We will undertake basic semiotic and narrative analysis of the elements of films. We will focus on the juxtaposition of visual elements such as gestures, performances, mise en scene, editorial and directorial elements to analyze the cultural values within their representation in films.

LEARNING OUTCOMES
At the end of this course, students will be able to:
1. Understand and articulate basics of visual anthropology
2. Be familiar with major film producing cultures around the world
3. Articulate and identify the elements of visual communication
4. Demonstrate basic understanding of anthropological analysis of visual communication
5. Identify and conduct a basic analysis of representation of cultures and subjectivities in film.

LIB ED GOAL AREA: 8
To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Learning outcome 2: be familiar with major film producing cultures around the world and learning outcome 5: identify and conduct analysis of representation of cultures and subjectivities in this film will fulfill this goal area.
Identification of elements, articulation of anthropological theory, and analysis of cultural representations will all contribute to **Lib Ed Goal Area 2: critical thinking**.

**TEXTBOOKS**
(Suggested) Seeing Anthropology: Anthropology through Film. By Karl G Heider, Pamela A R Blakely

**CLASS WEBSITE**
This class will be using the D2L Brightspace site for all class materials. This can be accessed through your MyBSU portal. The quizzes, additional readings, group information etc. will be uploaded here. Navigating the D2L site is essential to successfully participating in the course. Initial training in using the D2L site will be provided in class during the first week.

**SOCIOLGY/ANTHROPOLOGY PROGRAM MISSION**
Our primary mission involves using anthropological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

**PROGRAM LEARNING OUTCOMES**
As a result of our mission statement, our program has established student learning outcomes that are associated with particular courses. In this course we will be practicing and assessing the following learning outcomes. At the end of this course students will be able to:

- **Theoretical Ability**: Students will be able to construct and apply theoretical concepts
- **Social Structure**: Students will be able to identify micro-, meso-, and macro-levels of social structure in contemporary society.

**ASSIGNMENTS**
1. **Quiz (8)**: 40% of overall grade. Each quiz is worth 5 points.
2. **Class Discussion (4)**: 10% of overall grade. Students will be asked to write brief research reports on selected topics, and bring these talking points to class for an in-class discussion. Each discussion is worth 5 points.
3. **Midterm**: 20%: Will be conducted online.
4. **Final**: 30%: Will be conducted online.

**ASSESSMENT OUTCOMES**
1. This course will be assessed for Sociology/Anthropology program outcome 2 Analytical ability (learning outcome 4 and 5). Assignments to be included in this assessment – Final exam, class discussion. This will also contribute to assessment of Lib Ed Goal are 2: Critical Thinking.
2. This course will also be assessed for Outcome 4 Theoretical Ability (learning outcome 1 and 3. Assignments included in this assignment: Midterm, Final and Class discussion. Testing students for their comprehension and application of theoretical ability to course material covering films from the world will contribute to Lib Ed Goal Area 8: growing interdependence of nations in the world.
CALCULATING FINAL GRADES

It is my policy to grade all submissions to D2L within two weeks. You will be able to access comments, grading rubrics and your grades on D2L through out the semester. I encourage you to keep track of your grades to get an estimate of your performance in class. If you require further explanations, I encourage you to see me during office hours.

Final grades are calculated based on your performance in every assignment according to above-mentioned percentages. You need to earn at least 60% in order to pass this class. The following is a brief description of the grades -

D  60+  C  70+  B  80+  A  90+

COURSE REQUIREMENTS AND POLICIES

Attendance & participation: are required to succeed in this class. If you do miss a class, you are responsible for obtaining missed notes, announcements, assignments, etc. from your classmates. While I will make every effort to keep the class website updated with the latest notes and announcements, it is the students responsibility to keep up with coursework and assignments. Students may miss upto 3 classes without any penalty. Any additional absences will result in lowered overall grade. Missing more than 10 classes may result in a failing grade.

Required Readings: You are required to complete your weekly assigned readings prior to attending class. You will be expected to demonstrate your capacity for reading comprehension through in-class discussion and quizzes and other ongoing assignments.

Communication. I am available via email at rambikar@bemidjistate.edu Please note that you may only use your official bsu email id to communicate with me. I will not be responding to emails that originate from any other email address. When you write an email to me, please be sure to include your name, which class you are enrolled in and clearly state the reason that you are writing to me. It is important to remember that these emails are professional communications so be sure to use proper spelling, grammar etc and refrain from using “texting” language. I will usually respond within 24 hours but please allow for a possibly longer response time on weekends and evenings.

Students may also drop in without an appointment during office hours (M/W/F 2-4pm) held in my office at HS 309; or make an appointment according to their schedules. I will not discuss your grades over email and these discussions must be held face to face during office hours or other appointments.

Late Work: I encourage you to submit your assignments on time. No late assignments or homework will be accepted. Extraordinary circumstances such as illness, accidents, death in the family will be considered on a case by case basis and will need proper documentation.

Makeup Quizzes: Makeup quizzes will not be administered. Quizzes are meant as a supplement to gauge attendance and participation. You must be prepared to take the online quiz within the allotted time.

Use of electronic items: I encourage you to take notes during class with pen/pencil and paper. The use of computers/cell phones/tablets etc. is discouraged; but may be allowed only in the case of
documented need. Cell phones must be silenced and headphones must be removed and put away. Any students who are found to be in violation of this policy may be asked to leave.

**Recording and video:** Students will not be allowed to audio/videotape or otherwise record the class unless they have my explicit, written permission to do so. Posting notes, recordings of this class without my explicit written permission on public websites, social media etc will be considered a violation of the expected student code of conduct for this class.

**Academic Integrity:**
Bemidji State University fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication, and cheating on examinations, papers, and other course-related work; stealing, duplicating, or selling examinations; substituting for others in class discussions or examinations; producing other students’ papers or projects; knowingly furnishing false or misleading academic information to University officials or on official University records; and altering such information on official University records are considered violations of academic integrity and destructive to the central mission of the University. **Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations and in courses, and suspension or expulsion.** Established academic integrity policies, procedures, and sanctions are communicated in classes and publications such as the student/faculty guides, and during orientation programs. For more information see the Student Handbook.

**Students with Special Needs:**
We would like to make sure that all the class materials discussions and activities that are part of the course are accessible to you. In order to request accommodations in this class, the request must be evaluated by and come through the Disability Services. If you would like to request accommodations or other services, please forward your request to Disability Services as soon as possible. It is possible to contact Disability Services located at Decker Hall 202 or Ph: (218) 755-3883. You may contact them at [http://www.bemidjistate.edu/services/disability/](http://www.bemidjistate.edu/services/disability/)

**CLASS SCHEDULE**

Please note that this class schedule is tentative and will change during the course of the semester. I will keep the class website updated with the latest schedule as it changes. It is the student’s responsibility to keep track of the changing class schedule.

**WEEK1:** Introduction: What is visual anthropology?
**WEEK2:** How do we communicate visually?
  Film: Harishchandra chi factory. India. 2009
**WEEK3:** Identifying elements of visual communication
  Film: Rashomon. Japan. 1950
**WEEK 4:** Who speaks in film?
  Film: Camille Claudel. France. 1988
**WEEK 5:** Power and identity in film
WEEK 6:  Representation
Film: Baran. Iran. 2001.

Week 7:  Representation continued: focus on inequality

WEEK8: MIDTERM

WEEK 9:  Discussion.

WEEK 10:  Semiotic Analysis
Film: You Tube clips

Week 11:  Semiotic Analysis continued
Film: You Tube clips

WEEK 12:  Elements of narrative analysis
Film: Star Wars: A new hope. 1977. USA.

WEEK 13:  Culture and film
Film: The Third Man. 1949. UK.

WEEK 14:  Anthropology and films: what did we learn?

WEEK 15:  CLASS PROJECT PRESENTATIONS

WEEK 15:  FINALS
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: ANTH 2610
   Graduate:

Course Title: Women around the World

Course Description: This course explores the concepts of sex, gender and of gender identity around diverse countries in the world. We will survey how womanhood is defined in cultures around the world. We will focus on issues connected to women, on transgender issues as they relate to identification as women. The course surveys the embedded nature of women’s lives in cultural institutions like family, community, patriarchy and the state. Liberal Education Goal Area 8.

Credits: 3 credits

Prerequisite(s):
   Undergraduate: None
   Graduate:

1. Reason(s) for creating this course: To fill curriculum gap in anthropology. This course will also contribute to GWS program goals.

2. How often will this course be offered? Every 3 semesters

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")? At the end of this course, students will be able to:
   1. Understand and articulate basics gender identity
   2. Be familiar with the diversity of women’s issues around the world
   3. Articulate and identify the diversity of how gendered identity is defined around the world
   4. Demonstrate basic understanding and application of anthropological analysis of women’s lives
   5. Analyze how cultural institutions affect lives of women and how women’s agency in turn affect these cultural institutions

4. What are the major content areas for the course?
Women, diversity, global issues, representation, First World, subaltern women
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? N/A

7. What is the projected maximum class size (cap)? 35

8. What qualified faculty will be available to teach this course? Rucha Ambikar

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Please see attached
ANTH 2610: Women around the World

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<tr>
<th>Course Title: Women around the world</th>
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<td>Email: <a href="mailto:rucha.ambikar@bemidjistate.edu">rucha.ambikar@bemidjistate.edu</a></td>
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Contacting the instructor: The best way to get in touch with me is over email at the above address, using your BSU email id. All emails are usually answered within 24 hours.

COURSE DESCRIPTION:
This course explores the concepts of sex, gender and of gender identity around diverse countries in the world. We will survey how womanhood is defined in cultures around the world. We will focus on issues connected to women, on transgender issues as they relate to identification as women. The course surveys the embedded nature of women’s lives in cultural institutions like family, community, patriarchy and the state. Liberal Education Goal Area 8.

Additional information:
The course proposes a basic question – how do women around the world understand themselves and their positions in complex cultural institutions? We will explore the diversity women’s agency in social change, and notions of feminism around the world. We will also critically examine the central argument of identity politics centered around women.

LEARNING OUTCOMES
At the end of this course, students will be able to:
1. Understand and articulate basics gender identity
2. Be familiar with the diversity of women’s issues around the world
3. Articulate and identify the diversity of how gendered identity is defined around the world
4. Demonstrate basic understanding and application of anthropological analysis of women’s lives
5. Analyze how cultural institutions affect lives of women and how women’s agency in turn affect these cultural institutions

LIB ED GOAL AREA: 8
To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
Learning outcome 2: be familiar with diversity of women’s issues around the world and learning outcome 5: identify and conduct analysis of representation of cultures and subjectivities in this film will fulfill this goal area.
Identification of elements, articulation of anthropological theory, and analysis of cultural representations will all contribute to Lib Ed Goal Area 2: critical thinking.
TEXTBOOKS

CLASS WEBSITE
This class will be using the D2L Brightspace site for all class materials. This can be accessed through your MyBSU portal. The quizzes, additional readings, group information etc. will be uploaded here. Navigating the D2L site is essential to successfully participating in the course. Initial training in using the D2L site will be provided in class during the first week.

SOCIOLOGY/ANTHROPOLOGY PROGRAM MISSION
Our primary mission involves using anthropological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

PROGRAM LEARNING OUTCOMES
As a result of our mission statement, our program has established student learning outcomes that are associated with particular courses. In this course we will be practicing and assessing the following learning outcomes. At the end of this course students will be able to:

- Theoretical Ability: Students will be able to construct and apply theoretical concepts.
- Social Change: Students will be able to illustrate how social change has happened and can happen

ASSIGNMENTS
1. Quiz (8): 40% of overall grade. Each quiz is worth 5 points.
2. Class Discussion (4): 10% of overall grade. Students will be asked to write brief research reports on selected topics, and bring these talking points to class for an in-class discussion. Each discussion is worth 5 points.
3. Midterm: 20%: Will be conducted online.
4. Final: 30%: Will be conducted online.

ASSESSMENT OUTCOMES
1. This course will be assessed for Sociology/Anthropology program outcome 6 Social Change (learning outcome 5). Assignments to be included in this assessment – Final exam, class discussion. This will also contribute to assessment of Lib Ed Goal are 2: Critical Thinking
2. This course will also be assessed for Outcome 4 Theoretical Ability (learning outcome 1 and 3). Assignments included in this assignment: Midterm, Final and Class discussion. Testing students for their comprehension and application of theoretical ability to course material covering films from the world will contribute to Lib Ed Goal Area 8: growing interdependence of nations in the world.

CALCULATING FINAL GRADES
It is my policy to grade all submissions to D2L within two weeks. You will be able to access comments, grading rubrics and your grades on D2L through out the semester. I encourage you to keep track of your grades to get an estimate of your performance in class. If you require further explanations, I encourage you to see me during office hours.

Final grades are calculated based on your performance in every assignment according to above-mentioned percentages. You need to earn at least 60% in order to pass this class. The following is a brief description of the grades -

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>D</td>
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<tr>
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<tr>
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<tr>
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</table>

COURSE REQUIREMENTS AND POLICIES

**Attendance & participation:** are required to succeed in this class. If you do miss a class, you are responsible for obtaining missed notes, announcements, assignments, etc. from your classmates. While I will make every effort to keep the class website updated with the latest notes and announcements, it is the students responsibility to keep up with coursework and assignments. Students may miss **upto 3 classes without any penalty.** Any additional absences will result in lowered overall grade. Missing more than 10 classes may result in a failing grade.

**Required Readings:** You are required to complete your weekly assigned readings prior to attending class. You will be expected to demonstrate your capacity for reading comprehension through in-class discussion and quizzes and other ongoing assignments.

**Communication.** I am available via email at rambikar@bemidjistate.edu Please note that you may only use your official bsu email id to communicate with me. I will not be responding to emails that originate from any other email address. When you write an email to me, please be sure to include your name, which class you are enrolled in and clearly state the reason that you are writing to me. It is important to remember that these emails are professional communications so be sure to use proper spelling, grammar etc and refrain from using “texting” language. I will usually respond within 24 hours but please allow for a possibly longer response time on weekends and evenings.

Students may also drop in without an appointment during office hours (M/W/F 2-4pm) held in my office at HS 309; or make an appointment according to their schedules. I will not discuss your grades over email and these discussions must be held face to face during office hours or other appointments.

**Late Work:** I encourage you to submit your assignments on time. **No late assignments or homework will be accepted.** Extraordinary circumstances such as illness, accidents, death in the family will be considered on a case by case basis and will need proper documentation.

**Makeup Quizzes:** Makeup quizzes will not be administered. Quizzes are meant as a supplement to gauge attendance and participation. You must be prepared to take the online quiz within the allotted time.

**Use of electronic items:** I encourage you to take notes during class with pen/pencil and paper. The use of computers/cell phones/tablets etc. is discouraged; but may be allowed only in the case of documented need. Cell phones must be silenced and headphones must be removed and put away. Any students who are found to be in violation of this policy may be asked to leave.
Recording and video: Students will not be allowed to audio/videotape or otherwise record the class unless they have my explicit, written permission to do so. Posting notes, recordings of this class without my explicit written permission on public websites, social media etc will be considered a violation of the expected student code of conduct for this class.

Academic Integrity:
Bemidji State University fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication, and cheating on examinations, papers, and other course-related work; stealing, duplicating, or selling examinations; substituting for others in class discussions or examinations; producing other students' papers or projects; knowingly furnishing false or misleading academic information to University officials or on official University records; and altering such information on official University records are considered violations of academic integrity and destructive to the central mission of the University. Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations and in courses, and suspension or expulsion. Established academic integrity policies, procedures, and sanctions are communicated in classes and publications such as the student/faculty guides, and during orientation programs. For more information see the Student Handbook.

Students with Special Needs:
We would like to make sure that all the class materials discussions and activities that are part of the course are accessible to you. In order to request accommodations in this class, the request must be evaluated by and come through the Disability Services. If you would like to request accommodations or other services, please forward your request to Disability Services as soon as possible. It is possible to contact Disability Services located at Decker Hall 202 or Ph: (218) 755-3883. You may contact them at http://www.bemidjistate.edu/services/disability/

CLASS SCHEDULE

Please note that this class schedule is tentative and will change during the course of the semester. I will keep the class website updated with the latest schedule as it changes. It is the student’s responsibility to keep track of the changing class schedule.

WEEK1: How do women see themselves?
WEEK2: Gender and gender identity
WEEK3: Women first: First world women and feminism
WEEK 4: Can the subaltern speak? Class discussion on Gayatri Spivak’s classic essay.
WEEK 5: Power and gender identity
WEEK 6: Representation: Women and Transgender
Week 7: Representation continued: focus on inequality
WEEK8 MIDTERM
WEEK 9 Discussion.
 Current issues in women’s lives around the world
WEEK 10 Income inequality
Week 11 International development and gender identity
WEEK 12 Hegemony and first world feminisms
WEEK 13 Agency and social change
WEEK 14 What do women want?
WEEK 15 What do women want?
WEEK 15 FINALS
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: ANTH 2710
Graduate: N/A

Course Title: Anthropology of Religion

Course Description: This course examines world religions from an anthropological lens. In addition to understanding major religions of the world and their practices, we will study how religions affect culture and how culture in turn affects religions. Liberal Education Goal Areas 7 & 8.

Credits: 3 credits

Prerequisite(s):
Undergraduate: None
Graduate:

1. Reason(s) for creating this course: This course addresses a curricular gap in not only the anthropology curriculum but also university wide. (History department offers a course on religion – however this course distinguishes itself by analyzing the interconnectedness of religion and culture and by focusing on using theoretical analysis in the anthropology of religion to bear on religions around the world and in the US.

2. How often will this course be offered? Every three semesters

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
At the end of the course students will -

- be familiar with major religions of the world
- articulate some of the values of major religions of the world and in the U.S.
- identify the influence of religion on culture,
- identify and analyze religious practice across different cultures
- identify and analyze how religions affect social institutions

4. What are the major content areas for the course?
Religion, anthropology of religion, world cultures, comparative religion, religion and culture.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? Not repeatable
6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? N/A

6. What is the projected maximum class size (cap)? 35

8. What qualified faculty will be available to teach this course? Rucha Ambikar

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $ N/A
   For: N/A

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Please see attached
ANTH 2710: Anthropology of Religion

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<thead>
<tr>
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Contacting the instructor: The best way to get in touch with me is over email at the above address, using your BSU email id. All emails are usually answered within 24 hours.

COURSE DESCRIPTION
This course examines world religions from an anthropological lens. In addition to understanding major religions of the world and their practices, we will study how religions affect culture and how culture in turn affects religions. Liberal Education Goal Areas 7 & 8.

Additional Course Information:
This course serves as an introduction to the major religions of the world. This course is oriented in the anthropological approach of studying religion. In addition to understanding major religions of the world and their practices, we will study how religions affect culture and how culture in turn affects religions.
We will study and analyze traditional topics in anthropology such as myths, rituals, magic, witchcraft and spirituality. In addition, we will also explore the differences between organized religions and practices in smaller scale societies. More importantly the course will focus on the influence of religion on a diversity of social life – through political, economic, social, national and international levels. We will address current issues around religion such as freedom of religion, the separation of church and state vs. theocratic states, the influence of religion in international politics and the continued influence of religion on moral values.
In the end, students will be able to identify and analyze the complex interrelationship between religion and all major aspects of modern life.

Learning Outcomes:
At the end of the course students will -
1. be familiar with major religions of the world and in the US
2. articulate some of the values of major religions of the world and in the US
3. identify the influence of religion on culture,
4. identify and analyze religious practice across different cultures
5. identify and analyze how religions affect social institutions

LIB ED GOAL AREA: 7, 8.
GOAL AREA 7: The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.
• Learning outcome 1: Be familiar with major religions of the world and in the US
• Learning outcome 2: Be able to articulate some of the values of major religions of the world and in the US

GOAL 8: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
• Learning outcome 1: Be familiar with major religions of the world and in the US
• Learning outcome 4 Identify and analyze religious practice across different cultures

Identification of cultural institutions, articulation of anthropological theory, and analysis of global development will all contribute to Lib Ed Goal Area 2: critical thinking.

SUGGESTED TEXTBOOK
Religions in Practice: An approach to the anthropology of Religions by John R Bowen.

SOCIOLOGY/ANTHROPOLOGY PROGRAM MISSION

Our primary mission involves using anthropological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

PROGRAM LEARNING OUTCOMES

As a result of our mission statement, our program has established student learning outcomes that are associated with particular courses. In this course we will be practicing and assessing the following learning outcomes. At the end of this course students will be able to:

• Students will be able to differentiate among concepts associated with classic and contemporary social theory.

ASSIGNMENTS
1. Quiz (8): 40% of overall grade. Each quiz is worth 5 points.
2. Reflective writing (4): 20% of overall grade. Students will be asked to write brief research reports on selected topics, or reading responses based on assigned material. Each homework/writing response is worth 5 points.
3. Midterm: 20%: Will be conducted online.
4. Final: 20%: Will be conducted online.

PROGRAM ASSESSMENT OUTCOMES

1. This course will be assessed for Sociology/Anthropology program outcome 3 Concept Differentiation (learning outcome2, 4 ). Assignments to be included in this assessment – Final paper, reflective writing. This will also contribute to assessment of Lib Ed Goal area 2: Critical Thinking
2. This course will also be assessed for Program Outcome 5 Social Structure (learning outcome 2,3,4, and 5). Assignments included in this assignment: Midterm, Final and quiz. Testing students for their comprehension and application of theoretical ability to course material covering religions around the world will contribute to Lib Ed Goal Area 7: Human diversity and 8: growing interdependence of nations in the world.

CALCULATING FINAL GRADES

It is my policy to grade all submissions to D2L within two weeks. You will be able to access comments, grading rubrics and your grades on D2L through out the semester. I encourage you to keep track of your grades to get an estimate of your performance in class. If you require further explanations, I encourage you to see me during office hours.

Final grades are calculated based on your performance in every assignment according to above-mentioned percentages. You need to earn at least 60% in order to pass this class. The following is a brief description of the grades -

D 60+  C 70+  B 80+  A 90+

COURSE REQUIREMENTS AND POLICIES

Attendance & participation: are required to succeed in this class. If you do miss a class, you are responsible for obtaining missed notes, announcements, assignments, etc. from your classmates. While I will make every effort to keep the class website updated with the latest notes and announcements, it is the students responsibility to keep up with coursework and assignments. Students may miss upto 3 classes without any penalty. Any additional absences will result in lowered overall grade. Missing more than 10 classes may result in a failing grade.

Required Readings: You are required to complete your weekly assigned readings prior to attending class. You will be expected to demonstrate your capacity for reading comprehension through in-class discussion and quizzes and other ongoing assignments.

Communication. I am available via email at rambikar@bemidjistate.edu Please note that you may only use your official BSU email id to communicate with me. I will not be responding to emails that originate from any other email address. When you write an email to me, please be sure to include your name, which class you are enrolled in and clearly state the reason that you are writing to me. It is important to remember that these emails are professional communications so be sure to use proper spelling, grammar etc. and refrain from using “texting” language. I will usually respond within 24 hours but please allow for a possibly longer response time on weekends and evenings.

Students may also drop in without an appointment during office hours (M/W/F 2-4pm) held in my office at HS 309; or make an appointment according to their schedules. I will not discuss your grades over email and these discussions must be held face to face during office hours or other appointments.

Late Work: I encourage you to submit your assignments on time. No late assignments or homework will be accepted. Extraordinary circumstances such as illness, accidents, death in the family will be considered on a case by case basis and will need proper documentation.
**Makeup Quizzes:** Makeup quizzes will not be administered. Quizzes are meant as a supplement to gauge attendance and participation. You must be prepared to take the online quiz within the allotted time.

**Use of electronic items:** I encourage you to take notes during class with pen/pencil and paper. The use of computers/cell phones/tablets etc. is discouraged; but may be allowed only in the case of documented need. Cell phones must be silenced and headphones must be removed and put away. Any students who are found to be in violation of this policy may be asked to leave.

**Recording and video:** Students will not be allowed to audio/videotape or otherwise record the class unless they have my explicit, written permission to do so. Posting notes, recordings of this class without my explicit written permission on public websites, social media etc will be considered a violation of the expected student code of conduct for this class.

**Academic Integrity:**
Bemidji State University fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication, and cheating on examinations, papers, and other course-related work; stealing, duplicating, or selling examinations; substituting for others in class discussions or examinations; producing other students' papers or projects; knowingly furnishing false or misleading academic information to University officials or on official University records; and altering such information on official University records are considered violations of academic integrity and destructive to the central mission of the University. **Students who violate academic integrity shall, after due process, be subject to University sanctions that may include failure on assignments and examinations and in courses, and suspension or expulsion.** Established academic integrity policies, procedures, and sanctions are communicated in classes and publications such as the student/faculty guides, and during orientation programs. For more information see the Student Handbook.

**Students with Special Needs:**
We would like to make sure that all the class materials discussions and activities that are part of the course are accessible to you. In order to request accommodations in this class, the request must be evaluated by and come through the Disability Services. If you would like to request accommodations or other services, please forward your request to Disability Services as soon as possible. It is possible to contact Disability Services located at Decker Hall 202 or Ph: (218) 755-3883. You may contact them at [http://www.bemidjistate.edu/services/disability/](http://www.bemidjistate.edu/services/disability/)

**CLASS SCHEDULE**
Please note that this class schedule is tentative and will change during the course of the semester. I will keep the class website updated with the latest schedule as it changes. It is the student’s responsibility to keep track of the changing class schedule.

WEEK1: What is religion?
WEEK2: Elements of religious life: preliterate societies
WEEK3: Myths and religion
WEEK 4: Magic and Witchcraft
WEEK 5: Christianity
WEEK 6: Christian cultural dominance
Week 7: World religions: Santeria
WEEK 8 MIDTERM
WEEK 9 Islam.
WEEK 10 Islam and world politics
Week 11 Buddhism
WEEK 12 Hinduism
WEEK 13 Religion and politics
WEEK 14 Student generated topics
WEEK 15 Religion and culture
WEEK 15 FINALS
BSU Curriculum Forms

Form 3  
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: ANTH 2810  
  Graduate: N/A

Course Title: Anthropology of Current World Issues

Course Description: Uses anthropological theory to analyze current world events and focus on interconnected nature of global economics, politics, religion, development and cultures. Liberal Education Goal Area 8.

Credits: 3 credits

Prerequisite(s):
  Undergraduate: None  
  Graduate:

1. Reason(s) for creating this course: Anthropology program modification. This course will fill a previous gap in curriculum with its focus on current events. Anthropological analysis will be employed to provide holistic analysis of the interconnectedness of world events and institutions.

2. How often will this course be offered? Every three semesters

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   At the end of this course, students will be able to:
   - Understand and articulate basics of anthropological analysis
   - Articulate and examine the components of global culture
   - Articulate and describe the interconnected nature of global development
   - Examine and analyze political, economic and cultural institutions at a global scale
   - Articulate and analyze the influence of the United States on current world issues

4. What are the major content areas for the course?
   Anthropological theory, current world events, global institutions, world politics and economics
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? N/A

7. What is the projected maximum class size (cap)? 35

8. What qualified faculty will be available to teach this course? Rucha Ambikar

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $ N/A
   For: N/A

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.

Please see attached.
ANTH 2810: ANTHROPOLOGY OF CURRENT WORLD ISSUES

<table>
<thead>
<tr>
<th>Course Title: Anthropology of Current World Issues</th>
<th>Course No.: ANTH 2810</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Dr. Rucha Ambikar</td>
<td>Class time:</td>
</tr>
<tr>
<td>Email: <a href="mailto:rucha.ambikar@bemidjistate.edu">rucha.ambikar@bemidjistate.edu</a></td>
<td>Class room:</td>
</tr>
<tr>
<td>Office: Hagg Sauer 309</td>
<td>Office Hours: Mon-Thu 2pm to 4pm</td>
</tr>
</tbody>
</table>

Contacting the instructor: The best way to get in touch with me is over email at the above address, using your BSU email id. All emails are usually answered within 24 hours.

COURSE DESCRIPTION:
Uses anthropological theory to analyze current world events and focus on interconnected nature of global economics, politics, religion, development and cultures. Liberal Education Goal Area 8.

Additional Course Information:
This course employs a cultural anthropological lens to critically examine world events. Using holistic perspectives from anthropology we will undertake an analysis of the interconnected nature of countries and cultures around the world. We will first examine significant cultural components like politics, economics, religion to understand how each of these affect the culture of the countries and in turn, global culture. We will then examine how global events, in turn, can affect significant cultural changes at the local, national and global levels. We will trace the recent history of the world – especially that of colonization, the two world wars, the cold war, the collapse of the Soviet Union – in order to understand their impact on current economic and political divisions in the world. We will then examine how cultures of specific places have changed under the onslaught of globalization. The course will undertake to study topical current events to illustrate these ideas. This course is meant to serve especially as an introduction to American college students to the realities of globalization and the interconnectedness of world development, poverty and culture.

LEARNING OUTCOMES
At the end of this course, students will be able to:
1. Understand and articulate basics of anthropological analysis
2. Articulate and examine the components of global culture
3. Articulate and describe the interconnected nature of global development
4. Examine and analyze political, economic and cultural institutions at a global scale
5. Articulate and analyze the influence of the United States on current world issues
LIB ED GOAL AREA: 8
To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

1. Learning outcome 2: Articulate and examine the components of global culture
2. Learning outcome 3: Articulate and describe the interconnected nature of global development
3. Learning outcome 4: Examine and analyze political, economic and cultural institutions at a global scale
4. Learning outcome 5: Articulate and analyze the influence of the United States on current world issues

Identification of cultural institutions, articulation of anthropological theory, and analysis of global development will all contribute to **Lib Ed Goal Area 2: critical thinking.**

CLASS WEBSITE
This class will be using the D2L Brightspace site for all class materials. This can be accessed through your MyBSU portal. The quizzes, additional readings, group information etc. will be uploaded here. Navigating the D2L site is essential to successfully participating in the course. Initial training in using the D2L site will be provided in class during the first week.

SOCIOLOGY/ANTHROPOLOGY PROGRAM MISSION

Our primary mission involves using anthropological theory and empirical approaches to educate and collaborate with multiple publics on community engagement and social stratification.

PROGRAM LEARNING OUTCOMES

As a result of our mission statement, our program has established student learning outcomes that are associated with particular courses. In this course we will be practicing and assessing the following learning outcomes. At the end of this course students will be able to:

- **Analytical Ability:** Students will be able to select an appropriate research method and justify its use
- **Theoretical Ability:** Students will be able to construct and apply theoretical concepts.
- **Social Structure:** Students will be able to identify micro-, meso-, and macro-levels of social structure in contemporary society.

TEXTBOOKS


ASSIGNMENTS
1. Reflective writing (5): 25% of overall grade. Students will be asked to write brief research reports on selected topics, or reading responses based on assigned material. Each homework/writing response is worth 5 points
2. Class Presentation: 15%
3. Midterm: 25%: Will be conducted online.
4. Final: 35%: Will be conducted online.

ASSESSMENT OUTCOMES
1. This course will be assessed for Sociology/Anthropology program outcome 2 Analytical ability (learning outcome 2, 4 and 5). Assignments to be included in this assessment – Final exam, class discussion. This will also contribute to assessment of Lib Ed Goal are 2: Critical Thinking
2. This course will also be assessed for Program Outcome 5 Social Structure (learning outcome 2, 3, 4, and 5). Assignments included in this assignment: Midterm, Final and Class discussion. Testing students for their comprehension and application of theoretical ability to course material covering current issues from around the world will contribute to Lib Ed Goal Area 8: growing interdependence of nations in the world.

CALCULATING FINAL GRADES

It is my policy to grade all submissions to D2L within two weeks. You will be able to access comments, grading rubrics and your grades on D2L throughout the semester. I encourage you to keep track of your grades to get an estimate of your performance in class. If you require further explanations, I encourage you to see me during office hours.

Final grades are calculated based on your performance in every assignment according to above-mentioned percentages. You need to earn at least 60% in order to pass this class. The following is a brief description of the grades -

D  60+  C  70+  B  80+  A  90+

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which class you are enrolled in and clearly state the reason that you are writing to me. It is important to remember that these emails are professional communications so be sure to use proper spelling, grammar etc. and refrain from using “texting” language. I will usually respond within 24 hours but please allow for a possibly longer response time on weekends and evenings.

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We would like to make sure that all the class materials discussions and activities that are part of the course are accessible to you. In order to request accommodations in this class, the request must be evaluated by and come through the Disability Services. If you would like to request accommodations or other services, please forward your request to Disability Services as soon as possible. It is possible to contact Disability Services located at Decker Hall 202 or Ph: (218) 755-3883. You may contact them at [http://www.bemidjistate.edu/services/disability/](http://www.bemidjistate.edu/services/disability/).
CLASS SCHEDULE

Please note that this class schedule is tentative and will change during the course of the semester. I will keep the class website updated with the latest schedule as it changes. It is the student’s responsibility to keep track of the changing class schedule.

WEEK 1: Introduction:
WEEK 2: What is the anthropological lens? Tools of anthropological analysis
WEEK 3: Cultural institutions: religion, politics,
WEEK 4: Globalization: History of globalization: colonization to the Brettonwood Institutions
WEEK 5: Globalization: Current economic institutions, divisions and inequality
WEEK 6: Economies and global development
WEEK 7: Postcolonial concerns in global development
WEEK 8 MIDTERM
WEEK 9 World trade organizations: history and current events
WEEK 10 First world, second world, third world: connections in economics and political institutions
WEEK 11 Religion and politics
WEEK 12 Topic: current world events
WEEK 13 Topic: current world events
WEEK 14 What did we learn through anthropological inquiry? A revision of the anthropological lenses
WEEK 15 CLASS PROJECT PRESENTATIONS
WEEK 15 FINALS
BSU Curriculum Forms

Form 4

Course Drop Form

Course Number:
   Undergraduate: ANTH 2100
   Graduate: N/A

Course Title: Native North Americans   (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: N/A

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs
   International Studies Emphasis (program approved for drop effective 20205)

   Teacher Licensure programs: N/A

   Liberal Education: Goal Areas 5 and 7

   Prereq for ANTH 3119 which is being dropped

The above “service area” programs/departments were notified of this modification on ________ (date) by __________________ (mail, email, or phone). N/A as program is being dropped

Please check one of the items below:

      No comments were received from other programs or departments within one week of the notification.

      Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:

Anthropology program modification. Similar courses are now taught under Indigenous Studies Programs. Faculty lack expertise to teach this course.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: ANTH 3117
   Graduate: N/A

Course Title: Religions of Preliterate Societies (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
      International Relations minor (group B elective list of many options)
   
   Teacher Licensure programs: N/A

   Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on __9.13.19____ (date) by ___email________________ (mail, email, or phone).

Please check one of the items below:
   ___x___ No comments were received from other programs or departments within one week of the notification.
   ______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Anthropology program modification.

From: Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>
Sent: Friday, September 13, 2019 3:30 PM
Hi Tom,
I was writing to inform you about some curricular changes happening to Sociology and Anthropology. The following courses were listed as electives in the International’s Relations minor SOC 3040 Global Issues and ANTH 3117 Religions of Pre-Literate Societies. Both of these courses will be dropped.

There will some alternate courses that might suit the International Relations minor in the new curriculum we are proposing and I will be sure to get in touch as soon as this is approved.

Thanks
Rucha

------------------------------------------
Dr. Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology and Communication Studies
Bemidji State University.
Sattgast 215 D, Box #27
Phone: 218-755-2540
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file. To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
  Undergraduate: ANTH 3119
  Graduate: N/A

Course Title: Ojibwe Culture (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
  1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
  2) click on “Areas of Study, and Course Descriptions,”
  3) click on “PDF of Entire Catalog” in upper right,
  4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

  Non-licensure programs: N/A

  Teacher Licensure programs: N/A

  Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on ________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Anthropology Program modification. Similar courses are now taught in Indigenous studies, and the current anthropology program is shifting its focus to more global cultural issues.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file. To drop a course from a program only, use Form 5 Program Modification Form)

Course Number: ANTH 3200
Undergraduate: Yes
Graduate: N/A

Course Title: Methods in Archaeology (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: N/A
Teacher Licensure programs: N/A
Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on ________ (date) by _________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Anthropology Program Modification. Faculty lack expertise.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
Undergraduate: ANTH 3208
Graduate: N/A

Course Title: North American Prehistory (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: N/A

Teacher Licensure programs: N/A

Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on __________ (date) by ________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Anthropology program modification.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: GWS 2220
  Graduate: N/A

Proposed Course Number(s), if different:
  Undergraduate: GWS 1210
  Graduate:

Current Course Title: Women’s Issues
Proposed Course Title, if different:

Current Course Description: An overview of women’s studies as an academic discipline, including an examination of the causes and consequences of sexism and gender discrimination. Geared toward developing personal awareness of women’s reality in a patriarchal society. Topics include gendered language; stereotypical images; media representations of women; gender violence; and women's roles in relationships, the home, the workplace, and politics. Liberal Education Goal Areas 5 & 7.

Proposed Course Description, if different: N/A

Current Credits: 3 credits
Proposed Credits, if different: N/A

Current Prerequisite(s): N/A
  Undergraduate: N/A
  Graduate: N/A

Proposed Prerequisite(s), if different: N/A
  Undergraduate: N/A
  Graduate: N/A

1) Reason(s) for change(s): Pursuant to other program changes in GWS. This course is being modified to a lower level to serve as an introductory course in GWS.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _X____ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes _____ No __X___
   - Major Content Areas Yes _____ No __X___
   - Projected Maximum Class Size (Cap) Yes _____ No __X___
4) Current Course fee(s) per student: $ N/A
   Proposed Course fee(s) per student, if different: $
   for: N/A

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this
course appears search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Criminal Justice B.S. major Corrections Emphasis (select 15 cr from a list)
   Gender and Women’s Studies minor
   Psychology, B.A. major (select 12 cr from a list)
   Psychology, B.S. major (select 12 cr from a list)

   Teacher Licensure programs: N/A

   Liberal Education: Goal Area 5, 7

The above “service area” programs/departments were notified of this modification on Oct 22, 2018
and 9.13.19 (date) by email (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the
notification.

___X____ Comments were received within one week of the notification, and are attached.

Please see below

From: "Heuer, Janet A" <Janet.Heuer@bemidjistate.edu>
Date: Thursday, October 25, 2018 at 3:09 PM
To: "Ambikar, Rucha" <Rucha.Ambikar@bemidjistate.edu>
Cc: "Ritter, Joseph M" <Joseph.Ritter@bemidjistate.edu>
Subject: RE: GWS curriculum change: feedback requested

Good Afternoon Rucha,

We have had an opportunity to review your proposed curriculum revision as it affects students majoring/minoring
in Criminal Justice.

As I am sure you are aware, the courses that Sociology is proposing to drop for the curriculum has a tremendous
impact on students in our Corrections and Victimology areas of emphasis.
Because faculty resources are a scarce commodity, we understand the rationale of dropping courses from the curriculum, in fact, we were also bracing for the same predicament that your department is currently experiencing.

As I am sure you are aware, the Criminal Justice Department is down 3 faculty this academic year (out of 6 faculty), therefore, we simply do not have the required resources to react to your curriculum revision by drafting a revision of our own. I am respectfully requesting that Sociology delay the execution of your proposal for one (1) academic year so that we are able to revise our curriculum to accommodate the changes Sociology is proposing.

I have included Dean Ritter on this email so that he remains in the communication loop.

Please feel free to give me a call if you would like to chat further about this very important matter.

Regards,
Jan

Janet A. Heuer, J.D.
Associate Professor
Chair, Criminal Justice Department
Office – Bensen Hall #307
Bemidji State University
1500 Birchmont Dr. NE, #35
Bemidji, MN 56601

(218) 755-2833
Janet.Heuer@bemidjistate.edu

---

From: Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>
Sent: Friday, September 13, 2019 3:33 PM
To: Gonzalez, John <John.Gonzalez@bemidjistate.edu>
Cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: changes to GWS curriculum

Hi John,

As you know we are in the middle of curriculum change in our department. GWS will also be changing and one of them may affect the Psychology department. Women’s Issues which is currently a 2000 level course is being dropped down to a 1000 level course. Please let me know if you have any concerns about this.

Thanks
Rucha

Dr. Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology and Communication Studies
Bemidji State University.
Sattgast 215 D, Box #27
Phone: 218-755-2540
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: GWS 2223
   Graduate: N/A

Proposed Course Number(s), if different:
   Undergraduate: GWS 1200
   Graduate:

Current Course Title: Men’s Issues
Proposed Course Title, if different:

Current Course Description: An exploration of the theoretical and social construction of masculinities. Hegemonic masculinity is examined in an attempt to understand the challenges it has created for men, women, and children. Students engage in reading, writing, and conversations about how gender and masculinity shape and impact relationships, family, work, education, and society. Personal beliefs and values related to masculinity are also addressed. Liberal Education Goal Areas 5 & 7

Proposed Course Description, if different: N/A

Current Credits: 3 credits
Proposed Credits, if different: N/A

Current Prerequisite(s):
   Undergraduate: N/A
   Graduate:
Proposed Prerequisite(s), if different: N/A
   Undergraduate:
   Graduate:

1) Reason(s) for change(s): Pursuant to other program changes in GWS. This course is being modified to a lower level to serve as an introductory course in GWS.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _X____ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   
   Student Learning Outcomes Yes _____ No _X____
   Major Content Areas Yes _____ No _X____
   Projected Maximum Class Size (Cap) Yes _____ No _X____
4) Current Course fee(s) per student: $ N/A
for:
Proposed Course fee(s) per student, if different: $
for: N/A

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this
course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Criminal Justice B.S. major Corrections Emphasis (select 15 cr from a list)
   Criminal Justice B.S. major Victimology Emphasis (complete 9 cr from a list)
   Gender and Women’s Studies minor

   Teacher Licensure programs: N/A

   Liberal Education: Goal Area 5, 7

The above “service area” programs/departments were notified of this modification on _Oct 22,
2018________ (date) by _____email_____________ (mail, email, or phone).

Please check one of the items below:

_______ No comments were received from other programs or departments within one week of the
notification.

___X___ Comments were received within one week of the notification, and are attached.

Please see below

From: "Heuer, Janet A" <Janet.Heuer@bemidjistate.edu>
Date: Thursday, October 25, 2018 at 3:09 PM
To: "Ambikar, Rucha" <Rucha.Ambikar@bemidjistate.edu>
Cc: "Ritter, Joseph M" <Joseph.Ritter@bemidjistate.edu>
Subject: RE: GWS curriculum change: feedback requested

Good Afternoon Rucha,
We have had an opportunity to review your proposed curriculum revision as it affects students majoring/minoring in Criminal Justice.

As I am sure you are aware, the courses that Sociology is proposing to drop for the curriculum has a tremendous impact on students in our Corrections and Victimology areas of emphasis.

Because faculty resources are a scarce commodity, we understand the rationale of dropping courses from the curriculum, in fact, we were also bracing for the same predicament that your department is currently experiencing.

As I am sure you are aware, the Criminal Justice Department is down 3 faculty this academic year (out of 6 faculty), therefore, we simply do not have the required resources to react to your curriculum revision by drafting a revision of our own. I am respectfully requesting that Sociology delay the execution of your proposal for one (1) academic year so that we are able to revise our curriculum to accommodate the changes Sociology is proposing.

I have included Dean Ritter on this email so that he remains in the communication loop.

Please feel free to give me a call if you would like to chat further about this very important matter.

Regards,
Jan

Janet A. Heuer, J.D.
Associate Professor
Chair, Criminal Justice Department
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Bemidji, MN 56601

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Janet.Heuer@bemidjistate.edu
BSU Curriculum Forms

Form 2
Updated 9.18.15

Course Modification Form

Current Course Number(s):
   Undergraduate: GWS 3850
   Graduate: N/A
Proposed Course Number(s), if different:
   Undergraduate: N/A
   Graduate: N/A

Current Course Title: Sex, Gender and Power: Theories and Practice
Proposed Course Title, if different:

Current Course Description:
How, and from where, does gender emerge? What are the implications when the workings of power are played out in existing societal systems and relational understandings of gender? Students will examine feminist theories, liberal, socialist, radical, multicultural, postcolonial, ecofeminist; as well as Queer theory. This exploration of theory will introduce students to one of the most exciting and dynamic areas of contemporary inquiry, while preparing them for engagement in social movement, community and social transformation, and social justice. Prerequisite: GWS 1100.

Proposed Course Description, if different: N/A

Current Credits: 3 credits
Proposed Credits, if different: N/A

Current Prerequisite(s):
   Undergraduate: GWS 1100
   Graduate: N/A
Proposed Prerequisite(s), if different:
   Undergraduate: None
   Graduate: None

1) Reason(s) for change(s): Pursuant to other program changes in GWS. The prerequisite GWS 1100 course is being dropped.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _X____ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No ___X____
Major Content Areas: Yes _____ No X_____  
Projected Maximum Class Size (Cap): Yes _____ No __X____

4) Current Course fee(s) per student: $ N/A  
   for:
   Proposed Course fee(s) per student, if different: $ 
   for: N/A

5) Service Areas:  
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),  
   b) click on “Areas of Study, and Course Descriptions,”  
   c) click on “PDF of Entire Catalog” in upper right,  
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:  
   Criminal Justice, B.S. major Law Enforcement Emphasis (n/a prereq change only)  
   Criminal Justice, B.S. major Tribal Justice Emphasis (n/a prereq change only)  
   Criminal Justice, B.S. major Corrections Emphasis (n/a prereq change only)  
   Criminal Justice, B.S. major Victimology Emphasis (n/a prereq change only)  
   Gender and Women’s Studies minor

   Teacher Licensure programs: N/A

   Liberal Education:  

   The above “service area” programs/departments were notified of this modification on _ _______ (date)  
   by ____ __________________ (mail, email, or phone).

   Please check one of the items below:

   ______ No comments were received from other programs or departments within one week of the notification.

   ____ ___ Comments were received within one week of the notification, and are attached.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
    Undergraduate: GWS 1100
    Graduate: N/A

Course Title: Introduction to Gender Studies (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: N/A

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
    1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
    2) click on “Areas of Study, and Course Descriptions,”
    3) click on “PDF of Entire Catalog” in upper right,
    4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs: Gender and Women’s Studies minor (current)
Teacher Licensure programs: N/A
Liberal Education: Goal Area 7, 9

Prerequisite for:
    GWS 3220 (n/a as this course is being dropped)
    GWS 3330 (n/a as this course is being dropped)
    GWS 3850 (n/a as course mod to remove in this packet)

The above “service area” programs/departments were notified of this modification on __________ (date) by ________________ (mail, email, or phone).

Please check one of the items below:

___ N/A ___ No comments were received from other programs or departments within one week of the notification.

___ N/A ____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
GWS program modification.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: GWS 2600
   Graduate: N/A

Course Title:
Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: N/A

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:
   Criminal Justice, B.S. major Law Enforcement Emphasis (select 9 cr from a list)
   Criminal Justice, B.S. major Corrections Emphasis (complete 15 cr from a list)
   Criminal Justice, B.S. major Victomology Emphasis (complete 9 cr from a list)
   Gender and Women’s Studies minor (n/a as will be removed from minor)

   Teacher Licensure programs: N/A
   Liberal Education: Goal Area 5, 7

The above “service area” programs/departments were notified of this modification on ___10/22/2018____ (date) by ___email________________ (mail, email, or phone).

Please check one of the items below:
   ____ No comments were received from other programs or departments within one week of the notification.
   X ____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
GWS program modification.
RESPONSE FROM CRIMINAL JUSTICE ABOUT CURRICULUM MODIFICATIONS

Good Afternoon Rucha,
We have had an opportunity to review your proposed curriculum revision as it affects students majoring/minoring in Criminal Justice.

As I am sure you are aware, the courses that Sociology is proposing to drop for the curriculum has a tremendous impact on students in our Corrections and Victimology areas of emphasis.

Because faculty resources are a scarce commodity, we understand the rationale of dropping courses from the curriculum, in fact, we were also bracing for the same predicament that your department is currently experiencing.

As I am sure you are aware, the Criminal Justice Department is down 3 faculty this academic year (out of 6 faculty), therefore, we simply do not have the required resources to react to your curriculum revision by drafting a revision of our own. I am respectfully requesting that Sociology delay the execution of your proposal for one (1) academic year so that we are able to revise our curriculum to accommodate the changes Sociology is proposing.

I have included Dean Ritter on this email so that he remains in the communication loop.

Please feel free to give me a call if you would like to chat further about this very important matter.

Regards,
Jan
Janet A. Heuer, J.D.
Associate Professor
Chair, Criminal Justice Department
Office – Bensen Hall #307
Bemidji State University
1500 Birchmont Dr. NE, #35
Bemidji, MN 56601
(218) 755-2833
Janet.Heuer@bemidjistate.edu

Dear Department Chair,

I am writing to you because the Sociology department is currently going through a curriculum change. The Gender and Women’s Studies program has now become a GWS minor housed in the Sociology Department. We are amending this curriculum to ensure a better synthesis with the existing course offerings in Sociology and Anthropology. We have found that GWS 2600 Women and Diversity is listed as an elective in programs on Corrections and Victimology in your department. It is our intention to drop this course from our curriculum. Would you please review this curricular change and write back to me with feedback, questions/concerns etc by this Friday Oct 26?
Thanks,
Rucha

Dear Department Chair
I am writing to you because the Sociology Department is currently undertaking curriculum change and one of the courses we are intending to drop is listed as an elective in a program under your department.

SOC 3230 Social Psychology
Listed as elective in Criminal Justice (Victimology and Corrections emphasis areas)

Would you please review this curricular change and write back to me with feedback, questions/concerns etc by this Friday Oct 26?
Thanks,
Rucha

Dr Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology
Bemidji State University.
1500 Birchmont Drive NE, #23
Bemidji MN 56601
Email: rambikar@bemidjistate.edu
Phone: 218-755-2540
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file. To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: GWS 3220
   Graduate: N/A

Course Title: Gender Politics (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:
Gender and Women’s Studies minor (n/a as being removed from minor)
Leadership minor (select 9 cr from a list)
Leadership Certificate (select 6 cr from a list)

Teacher Licensure programs: N/A
Liberal Education: Goal Area 7, 9

The above “service area” programs/departments were notified of this modification on __9.13.19_______ (date) by _____email______________ (mail, email, or phone).

Please check one of the items below:

_______ No comments were received from other programs or departments within one week of the notification.

__X____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course:
Modification of GWS program.

From: Lunt, Dennis A <Dennis.Lunt@bemidjistate.edu>
Sent: Friday, September 13, 2019 4:18 PM
To: Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>
Cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: RE: changes to the GWS curriculum

Hi Rucha,

Thank you for letting me know. I’ll let my-codirector know. Let’s meet soon to come up with alternatives, since I’d like to keep SOC/ANTH courses in the mix.

Best,

Dennis Lunt, PhD

Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities
Bemidji State University

1500 Birchmont Dr., Box #35
Bemidji, MN 56601

Office: Bensen 232
218-755-2737

From: Ambikar, Rucha <Rucha.Ambikar@bemidjistate.edu>
Sent: Friday, September 13, 2019 3:36 PM
To: Lunt, Dennis A <Dennis.Lunt@bemidjistate.edu>
Cc: Gullickson, Robin S <Robin.Gullickson@bemidjistate.edu>
Subject: changes to the GWS curriculum

Hi Dennis,

I am writing to you in your capacity as Co-Director of Leadership Studies. GWS curriculum change will include dropping the course GWS3220 Gender Politics. This will affect the leadership minor. However the new curriculum in GWS and Anthropology may provide some alternatives to this dropped course. I will be happy to discuss these with you in person.

Please let me know if you have any concerns,

Thanks

Rucha

Dr. Rucha Ambikar
Assistant Professor, Sociology/Anthropology
Chair, Department of Sociology and Communication Studies
Bemidji State University.
Satgast 215 D, Box #27
Phone: 218-755-2540
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: GWS 3330
   Graduate: N/A

Course Title: **International Gender Issues (3 credits)**

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Gender and Women’s Studies minor (n/a as will be removed)

   Teacher Licensure programs: N/A

   Liberal Education: Goal Area 8

The above “service area” programs/departments were notified of this modification on _______ (date) by ______________________ (mail, email, or phone).

Please check one of the items below:

_ N/A _____ No comments were received from other programs or departments within one week of the notification.

_ N/A _____ Comments were received within one week of the notification, and are attached.

**Reason(s) for dropping this course:**
Gender and Women’s Studies Course Modification
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Gender and Women’s Studies

List all proposed change(s):

**MODIFICATION**
GWS 2220 Women’s Issues: to a 1000 level course. Course description remains the same, with attendant goal areas.
GWS 2223 Men’s Issues: to a 1000 level course. Course description remains the same, with attendant goal areas.
GWS 3850 Sex, Gender and Power: Theories and Practice. Drop Prerequisite GWS 1100 (since we will be dropping that course)

**DROP**
GWS 1100 Introduction to Gender Studies (3 credits)
GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
GWS 3220 Gender Politics (3 credits)
GWS 3330 International Gender Issues (3 credits)

Reason(s) for the change(s): Alignment with current understanding of the area and available resources in the department

- The GWS minor has been moved to the Sociology Department and this program modification was done with the intent of reducing redundancies in the curriculum across Sociology, GWS and Anthropology. Each of the three programs are being modified so that the course offerings are each aligned with the overall department focus of social inequality, diversity and social justice.
- The department is also facing difficulty staffing the GWS courses given the overload already carried by Sociology and Anthropology faculty. Since no additional resources were made available to the department, which were dedicated to GWS, this program modification attempts to build on existing GWS strengths present in the department.

**Note:** In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjiSTATE.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjiSTATE.edu/faculty_staff/faculty_association/forms/).

**Note:** If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on ______ OCT 22____ (date) by ____EMAIL/PHONE_____________ (mail, email, or phone).

Please check one of the items below:

   _N/A_____ No comments were received from other programs or departments within one week of the notification.

   __X____ Comments were received within one week of the notification, and are attached.

   Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

   Alert: Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
CURRENT:

*Gender and Women's Studies minor*

Required Credits: 21  
Required GPA: 2.25

I REQUIRED CORE COURSES

COMPLETE THE FOLLOWING COURSES:

- GWS 1100 *Introduction to Gender Studies* (3 credits)
- GWS 2220 *Women's Issues* (3 credits)  
  *or* GWS 2223 *Men's Issues* (3 credits)
- GWS 2600 *Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality* (3 credits)
- GWS 3220 *Gender Politics* (3 credits)  
  *or* GWS 3330 *International Gender Issues* (3 credits)
- GWS 3850 *Sex, Gender and Power: Theories and Practice* (3 credits)

II REQUIRED ELECTIVES

SELECT 6 SEMESTER CREDITS FROM THE FOLLOWING COURSES:

- ENGL 3607 *Film Topics* (3 credits)
- GWS 3100 *Topics in Gender and Women's Studies* (3 credits)
- HST 2660 *Women and History* (3 credits)
- INST 3888 *Indigenous Women Writers* (3 credits)
- PHIL 2260 *Women and Philosophy* (3 credits)
- PSY 2200 *Human Sexuality* (3 credits)
- SOC 3270 *Intersections of Sexuality and Gender* (3 credits)
- SOWK 3030 *Family Violence* (3 credits)
- SOWK 3110 *Parent-Child Relations in Contemporary Family Forms* (3 credits)
PROPOSED:

Gender and Women's Studies minor

Note: No course grade below a C may be used to meet these requirements and a minimum GPA of 2.25 in this minor is required for graduation. At least 12 of the credits have to be taken at Bemidji State University.

Required Credits: 21
Required GPA: 2.25

I REQUIRED CORE COURSES Required Core Courses

COMPLETE THE FOLLOWING COURSES: Complete the following courses

- GWS 1100 Introduction to Gender Studies (3 credits)
- GWS 2220 1210 Women's Issues (3 credits)
- or GWS 2223 1220 Men's Issues (3 credits)
- GWS 2600 Women and Diversity: Crossing Boundaries of Race, Class, Gender & Sexuality (3 credits)
- GWS 3220 Gender Politics (3 credits)
- or GWS 3330 International Gender Issues (3 credits)
- GWS 3850 Sex, Gender and Power: Theories and Practice (3 credits)

II REQUIRED ELECTIVES Required Electives

SELECT 6 SEMESTER CREDITS FROM THE FOLLOWING COURSES:

Select 2 of the following 2000 level courses:

- ENGL 3607 Film Topics (3 credits)
- GWS 3100 Topics in Gender and Women's Studies (3 credits)
- HST 2660 Women and History (3 credits)
- INST 3888 Indigenous Women Writers (3 credits)
- PHIL 2260 Women and Philosophy (3 credits)
- ANTH 2610 Women Around the World (3 credits)
- PSY 2200 Human Sexuality (3 credits)
- SOC 2240 Men, Women and Society (3 credits)
- SOC 3270 Intersections of Sexuality and Gender Intersectionality (3 credits)
- SOWK 3030 Family Violence (3 credits)
- SOWK 3110 Parent-Child Relations in Contemporary Family Forms (3 credits)

Select 2 of the following 3000 level courses:

- COMM 3150 Gender and Communication (3 credits)
- SOC 3270 Intersections of Sexuality and Gender Intersectionality (3 credits)
- SOWK 3030 Family Violence (3 credits)
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Rucha Ambikar / Chair Department of Sociology / 10.30.18
Proposer / Title / Date

Rucha Ambikar / Sociology / 10.30.18
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Joseph M Ritter / Individual and Community Health / 11.29.18
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.