

SOCIOLOGY 1001: INTRODUCTION TO SOCIOLOGY

Fall 2024

Lectures: M/W, 9:45 AM - 11:00 AM

Anderson Hall 210

Instructor: Natália Otto

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Office: Social Sciences Building (SSB) 1178

Office Hours: M/W 11:15am-12:15pm & by appointment

TEACHING TEAM

Name	Contact	Office Hours
Eric Seligman	selig056@umn.edu	W 11 am – 1 pm @ Social Sciences Building (SSB) 1052
Gunercindo Espinoza	espin129@umn.edu	W 2 pm – 4 pm @ Social Sciences Building (SSB) 1080
Sierra Clark	clar2540@umn.edu	TBD
Taylor Nelson	nels9559@umn.edu	W 2 pm – 4 pm @ Zoom (link on Canvas)

*All office hours include options by appointment.

DISCUSSION SECTIONS

Discussion Section	Date and Time	Room	Instructor
002	M 11:15 am-12:05 pm	Blegen Hall 230	Eric Seligman
003	M 11:15 am-12:05 pm	Blegen Hall 225	Taylor Nelson
004	W 08:40 am-09:30 am	Blegen Hall 225	Eric Seligman
005	W 08:40 am-09:30 am	Blegen Hall 205	Sierra Clark
006	W 08:40 am-09:30 am	Blegen Hall 260	Gunercindo Espinoza
007	W 11:15 am-12:05 pm	Blegen Hall 225	Sierra Clark
008	W 11:15 am-12:05 pm	Hubert H Humphrey School 184	Gunercindo Espinoza
009	W 11:15 am-12:05 pm	Blegen Hall 335	Taylor Nelson

COURSE DESCRIPTION

This course introduces students to the sociological imagination: the ability to see connections between individual lives and larger social forces such as capitalism, inequality, and globalization. What makes us who we are? What forces sustain the historical continuities in human society – such as how we

work, who we marry, who and how we punish? Students will learn about historical and contemporary sociological perspectives on labour, inequality, deviance, gender, racialization, the market, and the state. We will explore how various sociological theories have analyzed social, political, and economic structures and the forces that drive and/or hinder change.

COURSE OBJECTIVES

1. To understand the sociological imagination and learn how to use this concept to analyze various social issues
2. To understand the origins of sociology as a discipline and its contemporary applications
3. To understand how social structures and institutions such as capitalism, the state, and the family shape individual lives
4. To examine and think critically about various forms of social inequality, such as those related to gender, racialization, and stratification

COURSE REQUIREMENT FULFILLMENTS

Social Science Core

This course meets the Council on Liberal Education's (LE) Social Science Core requirement. In this course, we will examine how sociologists describe and analyze human behaviour and review key theories and bodies of knowledge in the discipline. We address questions that are central to both social scientific knowledge and current societal debates as we explore the interrelationships among individuals, institutions, social structures, events and ideas. We also engage in social science methods and analysis during class sessions, both individually and collaboratively, and through our course assignments. In this course, you will learn to think sociologically and practice doing sociology.

Race, Power and Justice in the United States Theme

This course fulfills the Council on Liberal Education's (LE) Race, Power, and Justice in the United States theme. Liberal education themes provide you with opportunities to critically examine complex contemporary issues, consider their causes and consequences, reflect on their ethical implications, respectfully discuss and debate issues, and connect what you are learning to your own lives and the world we live in. Engaging this theme provides us with the opportunity to deeply consider the ways that race, racism, and racial inequalities (and other inequalities such as those associated with class, gender, sexuality, religion and their intersections) have shaped U.S. institutions, society, and power structures. We will investigate the ways that systemic racism and other inequalities have shaped and continue to be perpetuated in major institutions of society such as the educational, health care, housing, media, economic, criminal justice, and political systems. We will consider implications and potential ways to address these, and students will apply what they have learned to develop ideas for change and actions to address social injustice. Understanding the complex ways in which diversity can be both an asset and a source of social tension is integral to an informed, responsible and ethical citizenry. The course promotes understanding of how social differences (such as race, ethnicity, class, gender, religion and sexuality, and their intersections) have shaped social dynamics and inequalities in

the United States and encourages students to imagine actions to address power hierarchies and promote social justice.

REQUIRED MATERIALS

Conley, Dalton. 2024. *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. 8th edition. W.W. Norton & Company.

Although we are using the 8th edition, previous editions of the text can be used, and you can potentially find cheaper copies to purchase or rent online. There are trivial differences between the 4th, 5th, 6th, and 7th editions of the book, so earlier editions can provide you with more affordable options. Please get in touch with me if you have difficulty finding an affordable version of the textbook. If you have an earlier edition of the textbook, it is your responsibility to align the page numbers and match up sections. To help with that, I included the 8th edition's table of contents on our Canvas page and wrote the Sections' titles, not just the pages, in the course schedule.

EVALUATIONS

Assignment	Percentage of Final Grade	Setting Where Assignment Will Take Place
Participation Quizzes (20)	15%	Lecture
Discussion Section Assignments (8)	30%	Discussion Sections & Home
Exams (3)	55%	Lecture

Participation (20 submissions, 15% total). Participation and attendance will be marked based on Canvas Quizzes taken during each lecture. These quizzes will be multiple choice or short answer, and you will have time to complete them during the lecture. They will be marked as Pass/Fail, and everyone who complete the quiz will receive a Pass. You do not need to get the “right” answer to receive credit. There will be 20 lecture days in the term, excluding test weeks and Thanksgiving week. You are allowed to miss 4 lecture days without penalty. This means you can miss 4 days and still have 100% participation. These 4 days are meant to account for excused absences due to illness or other personal reasons.

Discussion Section Assignments (8 submissions, 30% total). During your discussion sections, you will discuss a prompt about the week's topic with your classmates and Teaching Assistant. By Friday 11:59 pm of each week, you will upload a 400–450-word reflection about the discussion. I will upload the prompt on Wednesday of the previous week (for example, the prompt for Week 3 will be

posted on Wednesday of Week 2). There will be 9 discussion sections during the term, excluding the weeks with tests and the week of Thanksgiving. You can miss one section without penalty and must submit 8 Discussion Section Assignments to obtain the full mark.

Tests (3 tests, 18.4% of final grade each, 55% total). There will be 3 multiple-choice, closed-book exams during the term. Exam dates are in the course schedule below. Exams will be taken in person during lecture (on Wednesdays). Exams will be preceded by a review lecture on Monday during exam weeks. ***About make-up tests:** Make-up tests are permitted under rare and specific circumstances. If you believe you will not be able to write a test due to illness or another extenuating circumstance, let your TA know as soon as possible.

GRADING SCALE

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
F	00-62.99

COMMUNITY GUIDELINES

E-mail policy: Feel free to contact the Teaching Team for any questions or personal requests regarding illness, accommodations, grades, or any concerns you might have. Your Discussion Section TA will be your main point of contact between you and the Professor, therefore please direct questions and requests to them. Please write our course code, SOC1001, in the e-mail subject. Please avoid e-mailing me or the TAs requesting information that is already on the syllabus.

Equity and respect: In this course, we will strive to build an environment in which all feel included, safe, and respected. This is our collective responsibility. As a course instructor, I will not condone behaviour that undermines the dignity, safety, and well-being of any student in this course. If you believe that the instructor, the TAs, or any person in this course is engaging in language or practices that make you or your classmates feel unsafe or excluded, please reach out to the Teaching Team.

Recording and sharing lectures: You may **not** record, share or live stream any materials from this course in the public domain or social media, in its entirety, or in small excerpts. Please note that this is a fundamental policy to maintain the safety and privacy of the teaching team and your classmates. Warning: I'm addicted to social media, and I *will* find out if the course ends up on TikTok.

AI Policy: Please do not use AI tools to complete your assignments or input course material on AI tools. We cannot let the machines win. Watch *The Matrix* (1999) if you're tempted.

Late Policies: Assignments turned in late will receive a 10% penalty. An additional 10% penalty will be added every 24 hours that the assignment is not turned in. Please let your TA know in advance if you are dealing with issues that might prevent you from submitting your assignments on time.

Accessibility: We are committed to creating an inclusive learning environment within this course. Inclusivity and accessibility are ongoing community processes, and I hope that you as a member of our class share our commitment to creating a classroom experience that fosters belonging. Please contact me immediately if you become concerned—for any reason—about your capacity to fully participate in our course due to the structure of the course, activities, or assignments. If you work with the Disability Resource Center (DRC, <https://disability.umn.edu/>), please notify me as soon as possible so that we can discuss access (see contact information below). If you do not work with the DRC but know that access barriers may arise (due to undiagnosed health conditions, mental health, learning style, life circumstances, etc.), please reach out to me as soon as possible so that we can work together to support your learning. I welcome the conversation.

Academic Integrity: All students are expected to abide by the University of Minnesota's code of conduct, <https://policy.umn.edu/education/studentconductcode-proc01>. You are expected to turn in your own work. The Teaching Team will follow university protocol for any instance of student misconduct, including plagiarism.

Student Conduct Code: The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University, you are expected to adhere to Board of Regents Policy: [*Student Conduct Code*](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence: The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential resource on your campus. If you want to report sexual misconduct or have questions about the University's policies and procedures

related to sexual misconduct, please contact your campus [Title IX office or relevant policy contacts](#). Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role. For more information, please see Administrative Policy: [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#).

Mental Health and Stress Management: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health Website](#). As an instructor/University community member, we care about the wellbeing of students. If health, safety, or mental health concerns are conveyed, we may consult with campus support offices to provide support and resources to a student.

COURSE SCHEDULE

WEEK 1	W, SEPT 4
INTRODUCTIONS	No required reading
No Discussion Section	

WEEK 2	M, SEPT 9	W, SEPT 11
SOCIOLOGICAL IMAGINATION	<i>Chapter 1</i>	<i>Chapter 1</i>
No Discussion Section	Read until (including) ‘ <i>Getting that piece of paper</i> ’ (p. 5-16)	Read ‘ <i>What is a social institution?</i> ’ (p. 16-19)

WEEK 3	M, SEPT 16	W, SEPT 18
THE BIRTH OF SOCIOLOGY	<i>Chapter 1</i>	<i>Chapter 1</i>
Discussion Section Assignment 1 due Friday 11:59 pm	Read until (including) ‘ <i>The sociology of sociology</i> ’ (p. 19-38)	Read ‘ <i>Sociology and its cousins</i> ’ and ‘ <i>Divisions within sociology</i> ’ (p. 38-45).

WEEK 4	M, SEPT 23	W, SEPT 25
METHODS	<i>Chapter 2</i>	<i>Chapter 2</i>
Discussion Section Assignment 2 due Friday 11:59 pm	Read until (including) <i>'Validity, Reliability, and Generalizability'</i> (p. 49-60)	Read from <i>'Role of the researcher'</i> to (including) <i>'Ethics of social research'</i> (p. 60-76).

WEEK 5	M, SEPT 30	W, OCT 2
FIRST TEST	Review	Test 1
No Discussion Section	No required reading	

WEEK 6	M, OCT 7	W, OCT 9
CAPITALISM	<i>Chapter 14</i>	<i>Chapter 14</i>
Discussion Section Assignment 3 due Friday 11:59 pm	Read until (including) <i>'Theorizing the transition to capitalism'</i> (p. 595-607)	Read from <i>'Recent changes in capitalism'</i> to (including) <i>'The service sector'</i> (p. 607-631).

WEEK 7	M, OCT 14	W, OCT 16
THE STATE	<i>Chapter 15</i>	<i>Chapter 15</i>
Discussion Section Assignment 4 due Friday 11:59 pm	Read until (including) <i>'Authority, legitimacy, and the state'</i> (p. 637-652)	Read from <i>'The international system of states'</i> to (including) <i>'Beyond strawberry and vanilla'</i> (p. 652-672).

WEEK 8	M, OCT 21	W, OCT 23
THE FAMILY	<i>Chapter 12</i>	<i>Chapter 12</i>
Discussion Section Assignment 5 due Friday 11:59 pm	Read until (including) <i>'Families after World War II'</i> (p. 499-514)	Read from <i>'The gendered nuclear family'</i> to (including) <i>'The future of families'</i> (p. 514-541).

WEEK 9	M, OCT 28	W, OCT 30
CRIME AND SOCIAL CONTROL	<i>Chapter 6</i>	<i>Chapter 6</i>
Discussion Section Assignment 6 due Friday 11:59 pm	Read until (including) <i>Broken windows theory of deviance</i> (p. 205-231)	Read from <i>Crime</i> to (including) <i>The US Criminal Justice System</i> (p. 232-249).

WEEK 10	M, NOV 4	W, NOV 6
SECOND TEST	Review	Test 2
No Discussion Section	No required reading	

WEEK 11	M, NOV 11	W, NOV 13
RACIALIZATION	<i>Chapter 9</i>	<i>Chapter 9</i>
Discussion Section Assignment 7 due Friday 11:59 pm	Read until (including) <i>Racial Realities</i> (p. 345-369).	Read from <i>Inter-Group Relations</i> to (including) <i>The future of race</i> (p. 369-397).

WEEK 12	M, NOV 18	W, NOV 20
GENDER	<i>Chapter 8</i>	<i>Chapter 7</i>
Discussion Section Assignment 8 due Friday 11:59 pm	Read until (including) <i>Growing up, getting ahead, and falling behind</i> (p. 297-319).	Read from <i>Theories of gender inequality</i> to (including) <i>Sociology in the bedroom</i> (p. 319-341).

WEEK 13	M, NOV 25	W, NOV 27
STRATIFICATION	<i>Chapter 7</i>	<i>Chapter 7</i>
No Discussion Section *Thanksgiving Week	Read until (including) <i>Views of inequality</i> (p. 255-269).	Read from <i>Standards of equality</i> to (including) <i>Social reproduction vs. social mobility</i> (p. 269-293).

WEEK 14	M, DEC 2	W, DEC 4
COLLECTIVE ACTION	<i>Chapter 18</i>	<i>Chapter 18</i>
Discussion Section Assignment 9 due Friday 11:59 pm	Read until (including) ' <i>Social movements</i> '	Read from ' <i>Premodern, modern, and postmodern societies</i> ' to (including) ' <i>The causes of social change</i> '

WEEK 10	M, DEC 9	W, DEC 11
THIRD TEST	Review	Test 3
No Discussion Section	No required reading	

COLLEGE OF LIBERAL ARTS POLICIES

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

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

FINAL EXAMINATIONS (see schedule on the Calendar web site at onestop.umn.edu/calendar/final-exam-times): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

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

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

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined on-line at <https://communitystandards.umn.edu/policies-and-procedures/what-kind-consequences-could-i-face>

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://policy.umn.edu/education/studentresp>

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").** For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES * SOCIOLOGY DEPARTMENT POLICIES *

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through the MyU Portal.

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

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

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

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disability Resource Center in 180 McNamara. <https://disability.umn.edu>. This publication/material is available in alternative formats upon request. Please contact the Coordinator of Undergraduate Advising at socadvis@umn.edu or visit the Department of Sociology in 909 Social Sciences Building, 271 19th Ave SE, Minneapolis, MN 55455

SEXUAL HARASSMENT: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Faculty, Graduate Students, and full time Staff are Mandated Reporters for prohibited conduct. Such behavior is not acceptable in the University setting. If you have experienced sexual misconduct, discrimination, harassment, or related retaliation; or if you have questions about any EOAA-related issue, please contact Equal Opportunity and Affirmative Action (EOAA) at (612) 624-9547 or eoaa@umn.edu For the complete policy, visit policy.umn.edu/hr/sexharassassault

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons via email or online at <http://cla.umn.edu/sociology>

General information, Sociology Department – soc@umn.edu
Coordinator of Undergraduate Advising, Bobby Bryant – socadvis@umn.edu
Director of Undergraduate Studies, Prof. Jane VanHeuvelen – jvanheuv@umn.edu
Soc Honors Faculty Representative, Prof. Jane VanHeuvelen – jvanheuv@umn.edu
Director of Graduate Studies, Professor Michelle Phelps – phelps@umn.edu
Graduate Program Associate, Becky Drasin – drasi001@umn.edu

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <https://sociologyundergrad.wordpress.com/>