COURSE OVERVIEW
This course has two main substantive goals. The first goal of this seminar will be to help all students deepen their understanding of classic and contemporary sociological and feminist theories about gender as well as the causes and consequences of inequality. For instance, you will learn to differentiate Weberian from Marxian ways of looking at the causes and consequences of gender inequalities – and you will most certainly learn about the differences and disagreements among feminists regarding ways to minimize said inequalities.

The second goal is to enable all students to ground their expertise in contemporary empirical research regarding several substantive areas and social institutions in which gender inequalities remain manifest. Given my own areas of substantive expertise in this field, much of the remaining course material will focus on structural and institutional dynamics, with particular emphasis on social policies from a comparative-historical and –international perspective.

Because this course enrolls advanced undergraduate and graduate students, the additional goals for each group of students do diverge. If you have no background in Sociology, you will find this course challenging. It is designed for budding social scientists, especially those with professional or graduate education plans in academic or applied occupations. If you lack background in Sociology or Women’s Studies, please consider taking SOCI 200 first.

The course aims to help graduate students prepare for a comprehensive exam or dissertation project in the areas of gender and/or social stratification. To that end, graduate students will write several short papers designed to help you engage in analysis and reflection (aka “critical syntheses”). In addition, students will complete a final paper that may take the form of a literature review (e.g., for a thesis or dissertation), grant proposal, or comprehensive exam question(s). Please discuss your needs with me well in advance, as this assignment will be tailored to your status in the graduate program.
COURSE STRUCTURE AND GOALS:

1. **Week 1:** *Introductory lectures* on sociological and feminist explanations for social inequality.  
   Goal: In-class discussion and exercises to establish and unify students’ level of expertise.

2. **Weeks 2 to 4:** What are the main *theoretical frameworks* we can use to explain the causes and consequences of gender inequality, broadly defined?  
   Goal: Students will master nuances in theoretical frameworks for the purpose of comparison/contrast and to inform empirical questions/testable hypotheses.

3. **Weeks 5 and 6:** What do we know about, and how can we explain gender inequalities in *education*? What role have political and economic conditions played? What consequences, intentional and otherwise, have educational inequalities by gender had on social stratification at large?  
   Goal: Students will master the current state of empirical research on this topic and relate it back to gender theories. Students will actively engage in designing solutions to related social problems, policy-based and otherwise.

4. **Weeks 7 to 9:** What do we know about, and how can we explain inequalities in *families* and in the *labor market/work place*? What role have political and economic conditions played? What consequences, intentional and otherwise, have work-life related gender inequalities had on social stratification at large?  
   Goal: Students will master the current state of empirical research on this topic and relate it back to gender theories. Students will actively engage in designing solutions to related social problems, policy-based and otherwise.

5. **Weeks 10 through 12:** What do we know about, and how can we explain inequalities in the effects of social policies, specifically *welfare, criminal justice, and immigration policies*?  
   What consequences, intentional and otherwise, have gender inequalities in these areas had on social stratification at large?  
   Goal: Students will master the current state of empirical research on this topic and relate it back to gender theories. Students will actively engage in designing solutions to related social problems, policy-based and otherwise.

6. **Weeks 13 through 16:** In this section, we will focus on gender-related inequalities broadly related to the human body: *sexuality, human reproduction, and health care*. What consequences, intentional and otherwise, have gender inequalities in these areas had on social stratification at large?  
   Goal: Students will master the current state of empirical research on this topic and relate it back to gender theories. Students will actively engage in designing solutions to related social problems, policy-based and otherwise.

GROUND RULES

Instructor:

I reserve the right to change all aspects of the syllabus. This includes assessment dates/formats. All changes will be announced in class and on Canvas with ample lead time. I am available for scheduled virtual office hours on class days and for individual appointments as needed – during regular business hours (8am-5pm CST) unless students have a compelling reason to request meetings outside those hours. In-person meetings can be arranged if needed. I will strive to provide feedback/respond to emails within 48 hours. However, if you have an urgent subject that you need to discuss you should send me an email (please list as subject line “SOCI 200 urgent”). I will monitor Canvas discussion posts but not respond to them or grade them unless they violate course expectations. While I reserve the right to give “pop quizzes” with little/no announcement should class participation falter, I detest them as much as you do.
**Student Feedback and Concerns:**
Your experience with learning in this course is important to me. If you have questions, concerns, or positive feedback, please contact me using one of the ways indicated at the top of the syllabus. If I am unable to respond, or you feel I've not adequately addressed your concerns, you can contact our department staff (Lori Ratzlaff (lratzlaff1@unl.edu) or Deborah Schaben (sociology@unl.edu)). If your concern is still not resolved, please contact the department chair, Jolene Smyth (jsmyth2@unl.edu). If all else fails, please contact the College of Arts and Sciences at 402-472-2891.

**Student Code of Conduct and Academic Integrity:**
*By attending this class you agree to adhere to the academic honor code.* Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The UNL Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision. The UNL Student Code of Conduct applies to all aspects of the course, whether activities are held in person, hybrid, or online, in a synchronous, real-time or asynchronous manner. You can find it at: [https://studentconduct.unl.edu/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf](https://studentconduct.unl.edu/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf). For additional information about plagiarism as a form of academic dishonesty subject to university regulations, please visit [http://www.unl.edu/gradstudies/current/integrity#plagiarism](http://www.unl.edu/gradstudies/current/integrity#plagiarism).

**Professionalism:** I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful class culture. Each student contributes to an environment that shapes the learning process. Whether we meet in person or virtually/in cyberspace, in small groups or large ones, rules of engagement are important. When in doubt, please remember the Golden Rule. Disruptive behavior or discourteous manners and speech, online or in person, will have consequences for your course grade and may carry further consequences if it violates the Student Code of Conduct. For information on basic "netiquette" visit [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

Moreover, any work and/or communication to which you are privy as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course. Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

**FERPA/Privacy and Confidentiality:**
Before we begin (and you participate in) any class-related activity, please be aware that others, whether enrolled in our course or otherwise, may be nearby during discussions or break-out group activities and may hear/learn everything you say or write.

Similarly, before we engage in virtual one-on-one conversations (e.g., during office hours), I know there may be others nearby during our discussion that I cannot see. In the course of our conversation, I might reference academic information that is protected by the Family Educational Rights and Privacy Act (FERPA). In that case, our conversation can only continue provided you feel comfortable with situation. Please alert me *in advance* if there are things you’d prefer I not share in such conversations or share only using the chat function.
Visitors are welcome to attend in-person and virtual (real-time or asynchronous) sessions as personal guests of students if they have also been invited by the instructor. Please ask your host to introduce you to me before the start of a class activity you wish to visit/observe. I expect guests to adhere to the same rules that apply to students. For the purpose of this class, the university’s Trespass Policy (Regents’ Policy 6.4.7) also applies to spaces/activities conducted online. It states: “The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.”

Diversity and Inclusion:
This course frequently covers charged and sensitive topics. Students from diverse backgrounds and perspectives form its intellectual community. I strive for all students to benefit from the course and am committed to presenting material in ways that are respectful of all imaginable forms of diversity, while supporting those who have traditionally been marginalized. I encourage and appreciate your suggestions for improvement.

Services for Students with Disabilities:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

Gender-Neutral Bathrooms: Visit involved.unl.edu/unl-gender-neutral-bathrooms.

COVID-19 Protocol:
Given current CDC and county health guidance and the current transmission level of COVID-19 in our community, I respectfully request that you join me in wearing a face covering during our classes.

If a student has a clearly documented need for face coverings to be required in the class, for example a member of the student’s household is unable to be vaccinated or has a health condition that makes vaccines less effective for them, they may provide relevant documentation to the instructor, and the instructor will request administrative permission to require face coverings in the course.

COURSE REQUIREMENTS
The Academic Honor Code applies to all aspects of the course. I take it seriously. So should you.
Student learning outcomes will be assessed as follows:

ALL STUDENTS:
Attendance and In-Class Participation: 40% of final grade
Attendance: Attendance contributes 10% to your course grade. If you have more than three unexplained absences during the semester, I reserve the right to lower your grade. Punctuality is key. Late arrival counts as an absence. If you miss a class, it is your responsibility to obtain lecture notes from your fellow students.
Active participation: In-class participation contributes 15% to your course grade. This includes being attentive and participating in class discussions. I expect students to come to class prepared, having read the materials for each class before we meet.

I encourage all students to participate actively and constructively. Should imbalances arise (i.e., some students talking a lot and some students never talking), I will actively seek a wider range of participation. Just as irregular attendance will affect your course grade negatively, so will sheer physical presence combined with mental absence.

Class Discussion Leadership: Leading class discussions contributes 15% to your course grade. Each student will lead discussion at least once, on a Thursday. Undergrads will lead once, graduate students twice. Depending on class size, I may ask you to pair up as an undergrad/grad team in order to facilitate class discussion. Discussion leaders are expected to read all articles and chapters assigned for the week, in advance of the class meeting. This does include the readings listed for graduate students. Main responsibility: Design activities intended to integrate the week’s readings and the lecture material presented in preceding days/weeks. All students will participate actively in all classes, even when they are not discussion leaders. I will pass out a sign-up sheet the first week of class.

Analysis/Reflection Papers (aka “Critical Syntheses”): 30% of final grade
All students will turn in a total of three reflection papers of the current week's readings. Approximately 5 pages in length, these essays are due on Thursday at the start of class (typed, double spaced, 1” margins, Times Roman 11). I will not accept late papers. Each of these reflective essays will comprise 10% of your final grade. Please submit electronic copies in word format via Canvas or to rwerum2@unl.edu.
- Reflection #1 will be about the theory sections and is due on Thursday, September 23, at the start of class.
- Reflection #2 is due the (first) time you are choosing to serve as discussion leader, at the start of class on Thursday. None will be accepted after class on December 7.
- Reflection #3 is due on Tuesday, November 23 at what would be the start of class time. Note that we do not actually meet that day.

I will provide more explicit guidelines in class and on Canvas. The main goal is to demonstrate not just that you have done the readings (of course you have!). Mere summaries do not suffice. Instead, start with a question and try to answer it with the literature you have read to date. Demonstrate that you understand what you have read – relate the readings to each other (within and across weeks); look for commonalities and differences, e.g., in terms of the research question asked, theoretical framework(s) used, methods/data employed. Graduates: Discuss how each reading might inform your own research project. If you need assistance coming up with a question to address in your paper, please contact me.

Undergraduate Students Only:
Mid-Term Exam: 30% of grade
Students will receive a take-home mid-term exam, essay format. Open notes & books, honor code applies. It will likely contain several essay questions and provide the opportunity to choose among those questions. Please turn in your product by 5pm on Monday, October 11. It should be approximately 10 pages in length (typed, double spaced, 1” margins, Times Roman 11; bibliography not included). Please submit electronic copies in word format via Canvas or to rwerum2@unl.edu. I do not accept late assignments.

Graduate Students Only:
Final paper: 30% of grade
Approximately 15 pages in length, depending on which type of assignment you choose (prelim, grant proposal, lit review), this research paper is due by Friday, December 9, at 5pm. I will provide more
detailed guidelines separately from the syllabus. Please submit electronic copies in word format via Canvas or to rwerum2@unl.edu. I do not accept late assignments.

- To help you get an early start on the final paper, please discuss your paper ideas with me by the end of August. An initial 1-page prospectus (double-spaced) is due by September 21 (Week 5).
- An expanded 5-page prospectus is due on October 21 (Week 9).
- We will likely schedule an extraordinary meeting, outside of regular class time, where we will discuss each graduate student project individually. Date and time TBA in November.
- The final paper is due by Friday, December 9, at 5pm.

GRADING POLICY
Undergraduate students: UNL does recognize a D- as a passing grade. However, for this course to count towards your major, you must earn a “C” in all aspects of the course, including attendance.
Graduate students: UNL does NOT recognize a B- as a passing grade. For this course to count towards your degree, you must earn a “B” in all aspects of the course, including attendance.
Grading scale:
97 – 100% = A+
93 – 96% = A
90 – 92% = A-
87 – 89% = B+
83 – 86% = B
80 – 82% = B-
77 – 79% = C+
73 – 76% = C
70 – 72% = C-
67 – 69% = D+
63 – 66% = D
60 – 62% = D-
0 – 59% = F

READINGS
Please note that reading loads can be uneven across weeks – please plan accordingly. You are expected to master comprehension of the readings on your own.

Electronic readings (articles, chapters, excerpts):
Academic articles are placed on e-reserves and will be made available via our Canvas site. So are book excerpts, unless they exceed fair use policies, in which case the book is listed in its entirety below. Hyperlinks to popular media articles are posted on our Canvas website (Module: Course-Relevant Media Coverage), and available directly via the hyperlink in the syllabus. If you have questions regarding the items placed on reserves, either electronically or otherwise, please contact me.

The assigned and recommended books should be available at the UNL Bookstore. Alternatively, feel free to order them online with your favorite vendor. Or look for new/used copies online. All books are also on short-term reserve at Love Library.

Required Books:
HEREAFTER “TEFR”.
Westview Press. HEREAFTER “FT”.

Recommended Books: (assigned partially, also available on reserves)
RECIPES FOR SUCCESS: Best strategies to use, if you are interested in earning a high grade:

*Students should plan* to spend approximately 9 hours per week on course-related work (lectures, reading, studying, assignments). Regardless of delivery (in person or online), standard guidelines for a 3-credit hour class specify that every credit hour is expected to require approximately 3 hours of effort/time on the student’s part. Of course, this varies a bit by student. For undergraduate students it may take longer than for graduate students. To optimize time management, please make yourself a schedule that devotes time to this class.

- I recommend ~2 hours per day to this course. “Cramming” is a notoriously bad idea (and boring).
- I recommend students attend lectures and complete readings first (Mo-Th). Then complete assignments (Th-Fri) that require mastery of the week’s material.
- I anticipate students will spend 2.5 hrs/week with lecture content; 3.5 hrs/week reading; 1 hr/week studying material; 2 hrs/week working on written assignments.
- Students should *prepare* before attending class-related activities. This includes having read the assigned materials for each meeting” class beforehand.
- Students should *take their own notes* during lecture and need to master lecture content on their own. Do not rely purely on instructor-provided handouts or lecture outlines posted. Students who need assistance should contact the instructor, who can help find a peer mentor/study buddy or additional assistance.
- Students should *review* material posted on Canvas in advance of each scheduled assessment/assignment.
- Students should demonstrate punctuality in completing assignments and participation-based activities.
- I actively encourage students to study in groups in a manner that fits their style and capacity/situation. If you need assistance finding a suitable “study buddy” please let me know.
- Students should seek one-on-one consultations with me during office hours as needed.

TECHNOLOGY NEEDS
For this class, you will need steady internet access (to get into Canvas and UNL websites) plus access to several types of software: Microsoft Office, PowerPoint, PDF, Vidgrid, Zoom. Ideally, you will access course material via a laptop/tablet and not your phone.

NAVIGATING CANVAS
Canvas is your life line. You will access everything via the *red tabs on the left side* of your course site. For example:

- Start by going to the Canvas Course Site, also listed at the top of p. 1 here.
- The red tab called HOME provides you with a ROADMAP of where to find what. Make sure you read this first and watch the brief introductory videos.
- The red tab ANNOUNCEMENTS contains announcements/reminders from the instructor.
- The red tab SYLLABUS contains the most recent version of – you guessed it!
- The red tab ASSIGNMENTS contains the actual assignments that are used to calibrate your course grade and that you need to complete, usually on a weekly basis.
- The red tab MODULES contains all the content related to each week/unit (e.g., lectures and handouts, links to audio-visual clips, links to assigned readings via library electronic reserves, descriptions of assignments and their grading rubrics, and other course-relevant materials).
WEEKS 1-4: What are the main theoretical frameworks?
This section aims to introduce students to the major paradigms in gender theories (feminist and otherwise). Main question: How do we use these theories to explain the persistence of gendered patterns regarding inequalities, rights/entitlements, privileges, and responsibilities? How do we use them to fashion solutions to gender inequality?

WEEK 1
August 23 FIRST DAY OF CLASSES
August 24 Introduction and sign-up sheets for leading classes

Recommended reading for all students prior to the first meeting:

August 26 Introduction to Feminist Theories
Reading for all:
Gilman, Herland. PRIOR TO CLASS, PLEASE READ THE ENTIRE BOOK AND PREFACE. USE THE STUDY GUIDE POSTED ON CANVAS TO PREP FOR CLASS DISCUSSION.

WEEK 2 Discussion leaders:

August 31 Weberian Theories and Liberal Feminism
Readings for all:
Tong, Rosemary. 2009. “Liberal Feminism”, chapter 1 (p. 11-47) in FT.

September 2
Readings for all:
Stanton, Elizabeth Cady. Chs. 9 and 19 in TEFR.
Mill, John Stuart. Ch. 12 in TEFR.
Myrdal, Alva. Ch. 34 in TEFR.
Friedan, Betty. Ch. 40 in TEFR.
Committee on the Status of Women in India. Ch. 45 in TEFR.
(TEFR readings are short, no more than a couple of pages each)
WEEK 3

Discussion leaders:

Sept 6
LABOR DAY – NO CLASSES

September 7
Marxian/Socialist and Black Feminist Theories

Readings for all:
Marxian/Socialist Feminist Theories
Anthony, Susan B. Ch. 13 in TEFR.
Engels, Friedrich. Ch. 16 in TEFR.
Gilman, Charlotte Perkins. Ch. 20 in TEFR.
De Beauvoir, Simone. Ch. 38 in TEFR.

Readings for Grad Students:
Tong, Rosemary. 2009. “Marxist and Socialist Feminism: Classical and Contemporary”, chapter 3 (p. 128-162) in FT.

September 9
Black Feminist Theories
Cooper, Anna Julia. Ch. 18 in TEFR.
Du Bois, W.E.B. Ch. 30 in TEFR.
Combahee River Collective. Ch. 48 in TEFR.
Lorde, Audrey. Ch. 49 in TEFR.

Readings for Grad Students:

WEEK 4

Discussion leaders:

September 14
Radical Feminist Theories

Readings for all:
Echols, Alice. 1989. “Breaking Away from the Left.” Ch. 3 (pp. 103-138) in Daring to be Bad. University of MN Pres.
http://www.npr.org/2017/04/30/526055196/these-short-films-shine-a-spotlight-on-sexual-harassment

Readings for Grad Students:

September 16
Radical Feminist Theories

Readings for all:
Brownmiller, Susan. Ch. 46 in TEFR.

Readings for Grad Students:
WEEKS 5 and 6: What determines educational experiences and outcomes?
In this section we will examine how educational inequality patterns differ at micro (individual), meso (organizational) and macro (structural or policy) levels, and how patterns have changed historically.

WEEK 5
Discussion leaders:

September 21 Education – Micro Patterns

AT START OF CLASS:
1-PAGE PROSPECTUS FOR FINAL PROJECT DUE FOR GRADUATE STUDENTS
What is your topic and your research question?
Which literature(s) will you use to ground the project?
Which methods and data sources do you plan to use?

Readings for all:

Readings for Grad Students:

September 23

AT START OF CLASS: 5-PAGE THEORY PAPER DUE FOR ALL STUDENTS

Readings for all:

Readings for Grad Students:
WEEK 6  

Discussion leaders:

September 28  
Education – Macro Patterns

Readings for all:

Readings for Grad Students:
Mettler, Suzanne. 2005. PLEASE READ “Beyond All Expectations” and “Created with Men in Mind” (ch. 3, pp. 41-58, and ch. 9, pp. 144-162) in *Soldiers to Citizens*. Oxford UP.

September 30  
Readings for all:

Readings for Grad Students:

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WEEKS 7 to 9: What determines gender inequalities in family and labor market experiences and patterns?

This section is designed to help you understand how micro, meso, and macro dynamics affect work-life balance, and the gender inequalities associated with this concept.

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WEEK 7  

Discussion leaders:

UNDERGRADUATE STUDENTS: ACCESS TAKE-HOME MIDTERM AFTER CLASS ON OCTOBER 5

October 5  
Family

Readings for all:

Readings for Grad Students:
October 7
Readings for all:

Readings for Grad Students:

____________________________________________________________________________

WEEK 8

October 11 UNDERGRADUATE STUDENTS: TAKE-HOME MIDTERM DUE BY 5PM

October 12 Labor Market
Readings for all:

Readings for Grad Students:

October 14
Readings for all:

Readings for Grad Students:
OR

____________________________________________________________________________
WEEK 9  

October 19  FALL BREAK OCTOBER 18-19  --  NO CLASSES  

October 21  Labor Market  

GRADUATE STUDENTS: 5-PAGE PROSPECTUS DUE AT START OF CLASS. Please provide electronic copies to all. Brief presentations of topics – 5 minutes per student, followed by discussion.

Readings for all:
https://news.ncsu.edu/2017/05/gender-bias-in-programming-2017/ and  

Readings for Grad Students:

WEEKS 10 to 12: What are the causes and consequences of welfare, criminal justice, and immigration policies?  
For the next three weeks, we will explore what has shaped inequalities in these arenas. We will also examine the intended and unintended consequences of policies in these arenas.

WEEK 10  

October 26  Welfare  

Readings for all:

Readings for Grad Students:

October 28  

Readings for all:

Readings for Grad Students:
WEEK 11
November 2
Crime
Discussion leader:
Readings for all:
http://www.npr.org/sections/ed/2017/01/27/511428075/does-your-school-arrest-students

Readings for Grad Students:

November 4
Readings for all:

Readings for Grad Students:
Uggen, Chris and Jeff Manza. 2006. PLEASE READ REMAINDER OF Locked Out: Felon Disfranchisement and American Democracy.

WEEK 12
November 9
Immigration
Discussion leader:
Readings for all:
http://www.npr.org/sections/codeswitch/2017/03/17/520517665/that-time-american-women-lost-their-citizenship-because-they-married-foreigners

Readings for Grad Students:

November 11
Readings for all:

Readings for Grad Students:
WEEKS 13 to 15: What are the causes and consequences of inequalities in “body politics”?
For the remainder of the semester, we will explore issues related to health care, human sexuality and reproduction.

WEEK 13
Discussion leader:

November 16  Sexuality
Readings for all:
Please revisit Pateman ..... and then read this:

Readings for Grad Students:

November 18
Readings for all:

Readings for Grad Students:

WEEK 14
THANKSGIVING BREAK: NOVEMBER 24-26
NO CLASS MEETING ON NOVEMBER 23, but:
5-PAGE REFLECTION PAPER #2 IS DUE 11/23 BY 5PM
WEEK 15  
November 30  Human Reproduction

Discussion leaders:

Readings for all:
Sanger, Margaret. Ch. 31 in TEFR.
http://www.npr.org/2017/05/12/527806002/focus-on-infants-during-childbirth-leaves-u-s-moms-in-danger

Readings for Grad Students:

December 2
Readings for all:
Boston Women’s Health Book Collective. Ch. 43 in TEFR.

Readings for Grad Students:

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WEEK 16  
December 7  Health Care

ALL REMAINING REFLECTION PAPERS DUE BY START OF CLASS.

Readings for all:

Readings for Grad Students:
GRADUATE STUDENT FINAL PROJECTS DUE BY 5PM.

Readings for all:

Readings for Grad Students:

December 10 Last day of classes
By signing this statement, I acknowledge that I have received and read Dr. Werum’s syllabus. I pledge to follow the rules and norms outlined therein, as well as amplifications explained verbally in class. I understand that breaching the rules may affect my course grade, regardless of my academic performance.

__________________________________                                     ________________
Signature                                      Date

________________________________________
PRINT NAME