

Aging and the Life Course
SYA 6933

Instructor: Miles Taylor, mtaylor3@fsu.edu

Office Hours: Wed 10:30-1 or by appointment (please feel free to stop by, but if you have important questions its best to email or call and make sure I'm not in a student meeting)

Time: Thurs. 11AM - 2PM

Location: 519 BEL

The aging of industrialized and developing nations is likely the most important trend of our time. Extensions in life expectancy have changed the way we think about disease, disability, and death. In the U.S. we can expect to live more years in school, work, in unions, and as part of families than ever before. However, these trends do not translate universally across all demographic and social groups. The framework of the life course allows us to not only make sense of trends and differences between groups, it provides a roadmap of thinking about health, relationships, socioeconomic status, etc. over time and life stages. In this course, we will begin by focusing on life course data and methods, examining characteristics of life course research and addressing major ongoing methodological debates. We will shift to demographic topics in aging which set the stage of population trends for social research. Finally we will discuss health processes and family across the life course, with a focus on older adulthood in the United States.

Course Requirements:

All students are expected to have completed the assigned readings before class in order to participate in class discussion and to make summary and citation easier in the future. Note that the required readings are **BOLDED**, the nonbolded, small font ones are optional/supplemental.

- (1) Preparation for each class including all assigned readings and class participation and discussion (10%)
- (2) Analysis of the **HIGHLIGHTED** weekly readings and responsibility for leading class discussion assigned to each student a few times during semester (10%)
- (3) Completion of one take-home exam (15%)
- (4) Completion of one Mini Research Proposal (10%)
- (5) Completion of one research paper on the topic of your choice (pending approval). You have three options for a paper type described below (50%).
- (6) Present an **8-10 minute** summary of your paper at the end of the semester (5%)

Important dates:

February 23rd: Take-home exam due

March 23rd: Mini research proposal due

April 27th: Final papers due

Analysis of Weekly Reading Assignments

Weekly readings are a mix of journal articles and book chapters. All students are responsible for the **BOLDED** assigned readings each week, and they should be ready to discuss them. It is recommended that you have some system of taking notes about or on the article while you read it to facilitate discussion (and citation) later. Notes/things to think about should include the main research question/s of the article, the theory and/or perspective and its fit to the question/s, the data and methodology and their appropriateness, the contribution to the literature, and the strengths and weaknesses of the research.

When you are the discussion leader in a given week, your goal is to engage the class in discussion of the topic of the assigned piece. You should prepare a brief summary of the topic, theory, research question or hypotheses, data and methodology, findings, limitations, and contribution. You should also prepare discussion questions about the reading **in the context of the other readings** and the field in general. Things you should think about:

1. Which theory or perspective is the article/chapter based on and which theory might also be used to couch the research?
2. What are the main concepts of the reading and how do you think they rank in importance to the overall field?
3. What are the data and methods used and are they appropriate for the question? Are there others that might do a better job?
4. What limitations have the authors discussed and which ones have they missed?
5. Are the findings compelling and what are some alternate explanations?
6. What is the largest contribution and what are future research areas on this topic?

Take-Home Exam

Serving as a rough “midterm” exam, I will give you a take-home exam to be completed within a week focusing on the topics and discussions covered in class. There will be two required questions (you will have a choice of at least two within each section) and each answer should be roughly 4 pages double spaced with a short bibliography. You should use readings from class but should also draw from other scholarly work. The exam is intended as preparation for your comprehensive exams.

Mini Research Proposal

Students are required to complete 1 brief essay (roughly 3-5 pages) focused on future research for a given life course/aging topic. You should use class readings as the basis of the proposal, supplemented by a brief literature review. In your essays, you will summarize the knowledge on a topic and identify a gap in the theoretical or empirical contributions. You will then translate this into a testable research question and describe a research project that could resolve the question. This assignment is intended to be a basis for your final paper.

Final Course Paper

Students are required to write a 15 to 20 page research paper on a topic **relevant to the course and based on the readings**. This assignment is due on **April 27th** and should be one of the types listed below.

Option 1: Research Proposal

Using your mini research proposal as a starting point, write a full research proposal. The proposal should be composed of three parts:

I. Literature review: extend the review of your mini proposal and add other relevant citations.

This should comprise roughly 2/3 of the paper.

II. Identify a research question: the idea here is to locate a gap in the current knowledge and to address it in a testable way. This can include a theoretical debate or the introduction of a new theoretical perspective to a substantive topic, a challenge to an author's findings and interpretations, or a substantive issue where there is little empirical evidence. Remember that the question must be testable either with existing or collected data. Remember that this is a proposal for research that you will hypothetically conduct.

III. Describing the Method: How will you go about answering your question? What data would you need to do so and how would you go about finding the population of interest in either existing or collected data? What type of analytic plan would you use (quantitative/qualitative) and how would this lead to a contribution to the field? Remember, a proposal is all about finding an interesting gap in the literature and presenting a strategy to fill it.

Option 2: Overview of the Research

An alternative is to write an extended literature review of a topic of your choice that is relevant to the course. Topics might include race differences in morbidity, age-period-cohort effects and their analysis, the effects of marriage on health over the life course, or the impacts of early life conditions on later life health. This is a great option for first year students who want to develop expertise in an area or want to analyze a broad literature for a future empirical paper.

Option 3: Empirical Analysis

The third option is to write a paper using original data. The ultimate goal would be to present your findings at a conference and/or submit the paper to a journal. This option is appropriate for more advanced students with methodological training and a background in a substantive topic. The model for this paper is a journal article.

Notes about final papers: Papers should be emailed to me by the specified time and date. Please save papers in Word format. If you use another OS besides Microsoft, please send a second version of the paper in pdf (in case there are formatting slips). All papers should be

double spaced with 12 point font. Unless you have prior permission to turn in a paper late, late papers will be docked one half letter grade (i.e. A to A-, B+ to B) each day they are late.

Student Presentations

I have reserved the last class period for presentations of your final papers. You should prepare a **8-10 minute** professional-style presentation of your paper. You may use, handouts, Powerpoint, etc. but these are not required. After each presentation we will have a **2 minute** question period. These presentations are intended to prepare you for presenting your work at conferences and defenses.

Professionalism and Attendance: Participation is a small part of your grade (under Course Requirements) but this does not reflect the fact that this is a graduate seminar and thus I expect all students to attend class, participate in discussion, and behave professionally (arrive on time and show respect to your fellow classmates and to me). If you know you will miss a class, please let me know ahead of time. I will dock grades for missing more than 2 classes, regularly coming late, or unprofessional behavior during class. Students who miss more than 3 classes will receive a failing grade.

Course Schedule

Section 1: Data and Methods of Life Course Research

Week 1/January 8: Introduction

Mayer, Karl U. 2009. "New Directions in Life Course Research". *Annual Review of Sociology* 35: 413-433.

Riley, Matilda W. 1987. "On the Significance of Age in Society." *American Sociological Review* 52:1-14.

Elder, Glen H. Jr. 1998. "The Life Course as Developmental Theory." *Child Development* 69:1-12.

Week 2/January 15: Life Course and Longitudinal Data

Elder, Glen H. Jr. and Miles G. Taylor. 2009. "Linking Life Course Questions to Data Archives." Chap. 5 in *The Craft of Life Course Research*, Glen H. Elder Jr. and Janet Z. Giele, Eds. The Guilford Press.

Hauser, Robert M. and Robert J. Willis. 2004. "Survey Design and Methodology in the Health and Retirement Study and the Wisconsin Longitudinal Study." *Population Development and Review* 30: 209-244.

Moen, Phyllis and Elaine Hernandez. 2009. "Social Conveys: Studying Linked Lives in Time, Context, and Motion". Chap. 12 in *The Craft of Life Course Research*, Glen H. Elder Jr. and Janet Z. Giele, Eds. The Guilford Press.

Barrett, Anne, and Miriam Naiman-Sessions Forthcoming. "It's our turn to play": performance of girlhood as a collective response to gendered ageism, *Aging and Society*.

Blossfeld, Hans-Peter. 2009. "Comparative Life Course Research: A Cross-National and Longitudinal Perspective". Chap. 13 in *The Craft of Life Course Research*, Glen H. Elder Jr. and Janet Z. Giele, Eds. The Guilford Press.

Giele, Janet Z. 2009. "Life Stories to Understand Diversity: Variations by Class, Race, and Gender" Chap. 11 in *The Craft of Life Course Research*, Glen H. Elder Jr. and Janet Z. Giele, Eds. The Guilford Press.

Week 3/January 22: Measurement and Substance of Transitions and Trajectories

George, Linda K. 2009. "Conceptualizing and Measuring Trajectories." Chap. 8 in *The Craft of Life Course Research*, Glen H. Elder Jr. and Janet Z. Giele, Eds. The Guilford Press.

Lynch, Scott M. and Taylor, Miles. Forthcoming. "Trajectory Models for Aging Research". in *Handbook of Aging and the Social Sciences, 8th Edition* (Academic Press).

Jersey Liang, Xiao Xu, Joan M. Bennett, Wen Ye, and Ana R. Quiñones. 2010. Ethnicity and Changing Functional Health in Middle and Late Life: A Person-Centered Approach *J Gerontol B Psychol Sci Soc Sci* (2010) 65B (4): 470-481

Kail, Benjamin L. and Miles G. Taylor. 2014. "Cumulative Inequality and Racial Disparities in Health: Private Insurance Coverage and Black/White Differences in Functional Limitations." *Journals of Gerontology: Social Sciences*

Barrett, Anne E. 2000. "Marital Trajectories and Mental Health." *Journal of Health and Social Behavior* 41: 451-464.

Stephen W. Raudenbush. 2001. "Comparing Personal Trajectories and Drawing Causal Inferences from Longitudinal Data." *Annual Review of Psychology* 52:501-25.

Week 4/January 29: Mortality and Meaningful Missingness

House, James S. James M. Lepkowski, Ann M. Kinney, Richard P. Mero, Ronald C. Kessler and A. Regula Herzog. 1994. "The Social Stratification of Aging and Health." *Journal of Health and Social Behavior* 35: 213-234.

Douglas A. Wolf, Coady Wing, and Leonard M. Lopoo. 2013. "Methodological Problems in Determining the Consequences of Military Service" Chap. 13 in Wilmoth, J. M., & London, A. S. (Eds.). *Life course perspectives on military service*. Routledge.

Anna Zajacova and Sarah A. Burgard. 2013. Healthier, Wealthier, and Wiser: A Demonstration of Compositional Changes in Aging Cohorts Due to Selective Mortality. *Popul Res Policy Rev* (2013) 32:311-324

Sautter, J.M., P.A. Thomas, M.E. Dupre, and L.K. George. 2012. "Socioeconomic status and the black-white mortality crossover." *American Journal of Public Health* 102(8): 1566-

1571.

Jinyoung Kim Richard Miech. 2009. The Black–White difference in age trajectories of functional health over the life course. *Social Science & Medicine* 68 (2009) 717–725

Section II: Demography of Aging

Week 5/February 5: Life Expectancy, Life Span, and Limits

Finch CE. 2012. The evolution of the human lifespan, past present and future. *Trans Am Philosoph Soc* 156: 9-44

Zheng H. 2014. Aging in the context of cohort evolution and mortality selection. *Demography*. 51(4):1295-317.

Smith, David W. and Benjamin S. Bradshaw. 2006. “Variation in Life Expectancy During the Twentieth Century in the United States.” *Demography* 43: 647–657.

Jennifer Ailshire and Eileen Crimmins . 2013. “Physical and Biological Indicators of Health and Functioning in U.S. Oldest-Old.” *Annual Review of Gerontology and Geriatrics*. Vol. 33, Chapter 9, pp. 193-215.

Vaupel, James W. 2009. “Lively Questions for Demographers about Death at Older Ages.” *Population Development and Review* 35: 347-356.

Oeppen, Jim and James W. Vaupel. 2002. “Broken Limits to Life Expectancy.” *Science* 296: 1029-1031.

Week 6/February 12: Disability, Healthy Life Expectancy, and the Compression of Morbidity

Land, Kenneth C. and Yang Yang. 2006. “Morbidity, Disability, and Mortality.” Chap. 3 in *Handbook of Aging and the Social Sciences*, Robert Binstock and Linda K. George, Eds. 6th edition. Academic Press.

Eileen Crimmins and Aaron Hagedorn. 2010. “Socioeconomic Gradient in Healthy Life Expectancy.” *Annual Review of Gerontology and Geriatrics*, 30: 305-321.

Joshua A Salomon*, Haidong Wang, Michael K Freeman, Theo Vos, Abraham D Flaxman, Alan D Lopez, Christopher J L Murray. 2012. Healthy life expectancy for 187 countries, 1990–2010: a systematic analysis for the Global Burden Disease Study 2010 *Lancet* 2012; 380: 2144–62

Seeman, T. E., Merkin, S. S., Crimmins, E. M., & Karlamangla, A. S. (2010). Disability trends among older americans: National health and nutrition examination surveys, 1988-1994 and 1999-2004. *American Journal of Public Health*, 100(1), 100-107.

James F. Fries, Bonnie Bruce, and Eliza Chakravarty . 2011. Compression of Morbidity 1980–2011: A Focused Review of Paradigms and Progress. *Journal of Aging Research*, Volume 2011, Article ID 261702, 10 pages

Week 7/February 19: Cohort and Cohort Differences

Ryder, Norman B. 1965. "The Cohort as a Concept in the Study of Social Change." *American Sociological Review* 30: 843-861.

Pavalko, Eliza K., Fang Gong and J. Scott Long. 2007. "Women's Work, Cohort Change and Health." *Journal of Health and Social Behavior* 48: 352–368.

Lynch, Scott M. 2003. "Cohort and Life-Course Patterns in the Relationship Between Education and Health." *Demography* 40: 309–331.

Yang, Yang. 2009. "Social Inequalities in Happiness in the United States, 1972 to 2004: An Age-Period-Cohort Analysis." *American Sociological Review*, 73: 204–226.

Martin, Linda.G. , Vicki A. Freedman, Robert F. Schoeni and Patricia M. Andreski. 2009. "Health and Functioning among Baby Boomers Approaching 60." *Journal of Gerontology: Social Sciences* 64B: 369–377.

Shanahan, Michael J., Glen H. Elder, Jr., Richard A. Miech. 1997. "History and Agency in Men's Lives: Pathways to Achievement in Cohort Perspective." *Sociology of Education* 70: 54-67.

*******Take-Home exam due Monday, February 23th sent to my email by 5 PM*******

Section II: Health and Disparities

Week 8/February 26: Theories of Cumulative Process

O’Rand, Angela M. 2009. "Cumulative Processes in the Life Course." Chap. 6 in *The Craft of Life Course Research*, Glen H. Elder Jr. and Janet Z. Giele, Eds. The Guilford Press.

Willson, Andrea E., Kim M. Shuey and Glen H. Elder Jr. 2007. "Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health." *American Journal of Sociology* 112: 1886–1924.

Geronimus, Arline T. 2001. "Understanding and Eliminating Racial Inequalities in Women's Health in the United States: The Role of the Weathering Conceptual Framework." *Journal of the American Medical Women's Association* 56:133-136.

Geronimus, Arline T., Margaret Hicken, Danya Keene and John Bound. 2006. "Weathering" and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States." *American Journal of Public Health* 96: 826-833.

Ferraro, Kenneth F. and Tetyana Pylypiv Shippee. 2009. "Aging and Cumulative Inequality: How Does Inequality Get Under the Skin?" *The Gerontologist* 49: 333–343.

Population Research Bureau. 2008. "Use of Biomarkers in Predicting Health and Mortality." *Today's Research on Aging* 14: 1-6.

DiPrete, Thomas A. and Gregory M. Eirich. 2006. "Cumulative Advantage as a Mechanism for Inequality: A Review of Theoretical and Empirical Developments." *Annual Review of Sociology* 32: 271-97.

Week 9/March 5: Race, Socioeconomic Status (SES), Gender, and Intersections

Ferraro, Kenneth F. 2006. "Health and Aging." Chap. 14 in *Handbook of Aging and the Social Sciences*, Robert Binstock and Linda K. George, Eds. 6th edition. Academic Press.

McMunn, Anne, Elizabeth Breeze, Alissa Goodman, James Nazroo, and Zoe Oldfield. "Social determinants of health in older age." Chap. 13 in Marmot's Social Determinants of Health.

Cummings, Jason L. and Pamela Braboy Jackson. 2008. "Race, Gender, and SES Disparities in Self-Assessed Health, 1974-2000." *Research on Aging* 30: 137-168.

Morgan E. Levine and Eileen M. Crimmins. 2014. "Evidence of Accelerated Aging among African Americans and its Implications for Mortality." *Social Science and Medicine*.

Warner, David F. and Tyson H. Brown. 2011. "Understanding How Race/Ethnicity and Gender Define Age-Trajectories of Disability: An Intersectionality Approach" *Social Science & Medicine*, 72: 1236-1248.

Phelan, Jo C. and Bruce G. Link. 2005. "Controlling Disease and Creating Disparities: A Fundamental Cause Perspective" *Journals of Gerontology: Social Sciences* 60B (Special Issue II): 27-33.

March 12: Spring Break

March 19: Class canceled

******Mini Proposal due Monday, March 23rd sent to my email by 5 PM******

Week 10/March 26: Life Course Implications of Military Service

Janet M. Wilmoth and Andrew S. London. 2013. "Life-Course Perspectives on Military Service: An Introduction." Chap 1 in Wilmoth, J. M., & London, A. S. (Eds.). *Life course perspectives on military service*. Routledge.

Elder, Glen H., Lin Wang, Naomi J. Spence, Daniel Adkins, and Tyson H. Brown. June 2010. Pathways to the All-Volunteer Military. *Social Science Quarterly* 91(2): 455-475.

Andrew S. London, Elizabeth Allen, and Janet M. Wilmoth. (2013) "Veteran Status, Extramarital Sex, and Divorce: Findings from the 1992 National Health and Social Life Survey." *Journal of Family Issues* 34(11): 1452-1473.

Conley, D. and J. Heerwig. 2012. "The Long-Term Effects of Military Conscription on Mortality: Estimates from the Vietnam-era Draft Lottery." *Demography* . 49: 841-855.

Alair MacLean. 2013. "A Matter of Life and Death: Military Service and Health." Chap 10 in Wilmoth, J. M., & London, A. S. (Eds.). (2013). *Life course perspectives on military service*. Routledge. doi:10.4324/9780203079744

Wilmoth, J. M., London, A. S., & Parker, W. M. (2010). Military service and men's health trajectories in later life. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 65(6), 744-755. doi: 10.1093/geronb/gbq072

Section III: Gender, Family, and Intergenerational Relationships

Week 11/April 2: Gender, Work, and Health

Rieker, Patricia P. and Chloe E. Bird. 2005. "Rethinking Gender Differences in Health: Why We Need to Integrate Social and Biological Perspectives." *Journals of Gerontology: Social Sciences* 60B (Special Issue II): 40–47.

Jennifer Karas Montez, Pekka Martikainen, Hanna Remes, Mauricio Avendano. 2014. "Work-Family Context and the Longevity Disadvantage of US Women." *Social Forces*, doi: 10.1093/sf/sou117

Tetyana Pudrovska and Amelia Karraker. 2014. Gender, Job Authority, and Depression *Journal of Health and Social Behavior*, Vol. 55(4) 424–441

Pavalko, Eliza K. and Kathryn A. Henderson. 2006." Combining Care Work and Paid Work: Do Workplace Policies Make a Difference?" *Research on Aging* 28:359-374.

Gorman, Bridget K. and Jen'nan Ghazal. 2006. "Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity." *Journal of Health and Social Behavior* 47: 95-110.

Week 12/April 9: Social Relationships and Health

Debra Umberson and Jennifer Karas Montez. 2010. Social Relationships and Health: A Flashpoint for Health Policy. *Journal of Health and Social Behavior* 51(S) S54–S66

Valle, Giuseppina, Janet Weeks, Miles G. Taylor, and Isaac Eberstein. 2013. "Mental and Physical Health Consequences of Spousal Health Shocks Among Older Adults" *Journal of Aging and Health* 25: 1

Kathrin Boerner, Daniela S. Jopp, Deborah Carr, Laura Sosinsky, and Se-Kang Kim 2014. "His" and "Her" Marriage? The Role of Positive and Negative Marital Characteristics in Global Marital Satisfaction Among Older Adults *J Gerontol B: Psychol Sci Soc Sci* 69, 579-589.

Claude S. Fischer and Lauren Beresford. 2015. Changes in Support Networks in Late Middle Age: The Extension of Gender and Educational Differences *J Gerontol B Psychol Sci Soc Sci* 70 (1): 123-131

Liu, Hui and Debra J. Umberson. 2008. "The Times They Are a Changin': Marital Status and Health Differentials from 1972 to 2003." *Journal of Health and Social Behavior* 49: 239-253.

King, Michael and Annie Bartlett. 2006. "What Same Sex Civil Partnerships May Mean for Health." *Journal of Epidemiology and Community Health* 60:188–191.

Linda J. Waite , Edward O. Laumann , Aniruddha Das , and L. Philip Schumm. 2009. "Sexuality: Measures of Partnerships, Practices, Attitudes, and Problems in the National Social Life, Health, and Aging Study." *Journal of Gerontology: Social Sciences* 64B: i56–i66.

Week 13/April 16: Intergenerational Relationships

Uhlenberg, Peter. 2009. Children in an aging society. *Journal of Gerontology: Social Sciences*, 64B: 489–496.

Van der Pas, S., Van Tilburg, T. G. , & Silverstein, M. (2013). Stepfamilies in later life. *Journal of Marriage and Family*, 75, 1065–1069.

Corinne Reczek. 2014. The Intergenerational Relationships of Gay Men and Lesbian Women *J Gerontol B Psychol Soc Sci* 69 (6): 909-919

**Fenian Chen, Christine A. Mair, Luoman Bao, and Yand Claire Yang. 2014. Race/Ethnic Differentials in the Health Consequences of Caring for Grandchildren for Grandparents *J Gerontol B Psychol Sci Soc Sci* first published online December 6, 2014
[doi:10.1093/geronb/gbu160](https://doi.org/10.1093/geronb/gbu160)**

Robison , Julie, Richard Fortinsky , Alison Kleppinger , Noreen Shugrue and Martha Porter. 2009. "A broader view of family caregiving: effects of caregiving and caregiver conditions on depressive symptoms, "health, work, and social isolation. *Journal of Gerontology: Social Science*, 64B: 788–798.

Neugarten, Bernice L. and Karol K. Weinstein. 1964. "The Changing American Grandparent." *Journal of Marriage and Family* 26: 199-204.

April 23: Research Presentations

Final Paper due Monday, April 27th sent to my email by 5 PM

In addition to my own policies for classroom comportment described above, you are expected to abide by the following policies that have been developed by the College of Social Sciences at Florida State University:

Academic Honor Policy: Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: <http://www.fsu.edu/~dof/honorpolicy.htm>

Academic Dishonesty: Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor's discretion. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy (<http://www.fsu.edu/~dof/forms/honorpolicy.pdf>).

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. I am more than happy to make accommodations for you. Go to <http://www.fsu.edu/~staffair/dean/StudentDisability> for more information about services available to FSU students with disabilities or contact Student Disability Resource Center, 108 Student Services Bldg., Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), e-mail: SDRC@admin.fsu.edu

Classroom Courtesy: Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about children or other family members, keep it on vibrate. [http://www.e-soc.net/7/30/2006/Policy on Student Conduct Page 2 of 2](http://www.e-soc.net/7/30/2006/Policy%20on%20Student%20Conduct%20Page%20of%202).

Incomplete Grades: Missing work or uncompleted assignments are insufficient reasons for me to give a grade of Incomplete. Incompletes will not be given except under extenuating circumstances at the instructor's discretion. Note that College of Social Science guidelines require that students seeking an "I" must be passing the course.

Finally, students in the course will be held to the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or possibly an "F" for the course and may be reported to the University Judicial Office. Cheating and plagiarism will not be tolerated.