INTRODUCTION TO SOCIAL RESEARCH
Sociology 382 (CRN 41015) – Fall 2015
Tuesday 11:00am-12:50pm HGH 227
Thursday 11:00am-12:50pm SCI A 460

Instructor: Karen August
Office: BSS548
Email: kda14@humboldt.edu
Phone: 707-826-3148

SYLLABUS

Course Description: This course is designed to help students understand and appreciate research as an analytic and interpretive approach to developing an understanding of sociological research. The course aims to expose students to the social scientific methods that researchers use within the academic discipline of sociology and to encourage students to think about how research can be applied to real-world problems. Students will develop skills to review professional research articles for their strengths, limitations, and informative value for practice. The course teaches students to evaluate quantitative and qualitative research on the basis of clarity of concepts; sampling strategies; internal and external validity of the research design; reliability and validity of measurement instruments; consideration of ethical and human diversity issues; analysis of data; and developing conclusions relevant to the real world.

Required Text & Readings:
Matsumoto as assigned on the syllabus. *Moodle.
Additional readings as assigned and posted to Moodle.

Learning Outcomes:
The following learning outcomes are course, Sociology Department and University specific:

Course: After completing this course, students will be able to:
1. Identify the fundamental theoretical and methodological differences between quantitative and qualitative research designs;
2. Evaluate the relative strengths and weaknesses of different research designs; become critical consumers of research
3. Articulate the ethical and political issues surrounding social science research;
4. Use theoretically informed social research methods as tools for change in work or community settings;
5. Develop and defend a research proposal; and
6. Communicate with precision and style in both writing and orally.
Department of Sociology: Successful completion of this course will help students to:
1. Think critically about social justice efforts and inequalities in communities and environments.
2. Develop a solid foundation in sociological theory;
3. Make linkages between empirical data and theoretical concepts;
4. Develop appropriate research designs and instruments to answer sociological questions;
5. Apply appropriate techniques to the analysis and presentation of data; and
6. Communicate effectively orally and in writing.

University: Successful completion of this course will help students to have developed:
1. Effective communication through written and oral modes;
2. Critical and creative thinking skills in acquiring a broad knowledge base, and applying it to complex issues;
3. Competence in a major area of study; and
4. Appreciation for, and an understanding of, an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

Course Format:
Class meetings will consist of a combination of lectures and active student discussion of the weekly topic and assigned readings. At times, the class may be run as a workshop to facilitate feedback and the development of student proposals.

Course Requirements:
1. Regular attendance and class participation are critical and required.
2. Check Moodle daily and read all emails sent to the class.
3. In order to ensure “rich participation”, students must keep up with the reading. Most of the reading will be from the required text and Moodle readings. I also might assign several articles for our reflection as well as include references for recommended readings. Students will be required to complete additional readings and analysis of research articles as assigned throughout the semester.
4. The main goal of this course is for students to develop a “working” knowledge of the various aspects of and steps in the research process and to give them the “tools” to become competent consumers of the research literature and to be able to engage in the conduct of social science research.
5. Handouts on the details and expectations for course assignments will be distributed in class (and on Moodle). Assignments will be discussed at length in class prior to the initiation of each assignment.

In fairness to all students, assignments dates are firm. Please see the instructor if there are extenuating circumstances which prevent you from meeting a deadline. Otherwise, late assignments will be graded down.

Estimated Outside of Class Time
Students hoping to earn an “A” in this class can anticipate spending an average of 8-12 hours each week on outside class activities: reading, writing and editing, researching, and thinking about material in preparation for our class meetings. You will be expected to come to class with all readings and assignments listed on the course schedule for that day completed.
Assignments and Grading

In-class Work (15%): There will be short writing exercises and group work in class that will allow you to practice the new skills you are learning. There may be pop quizzes during this time.

Written Assignments (5%): There will be written assignments for this class. Specific instructions will be distributed in class and posted to Moodle for each assignment. These assignments are designed to give some “real experience” and will help you to navigate through your own research proposals and projects. All written assignments must be turned in via hardcopy format. I will not accept your written work on-line and I will make no exceptions on this policy.

In-Progress Assignments (25%): The in-progress assignments will comprise the bulk of your final research proposal when combined and are sequential. They will be graded for suggestions/edits as well as points. It is recommended you carefully read both the assignment and the graded papers when returned to enable you to write a strong final proposal paper. The assignments will be handed out in class and posted to Moodle.

Quizzes (15%): There will be reading quizzes for each chapter on Moodle. They will be multiple choice and short answer and are timed according to the material. The quizzes are dual purpose – encouraging you to keep up with the reading assignments and to ensure you are grasping the concepts. Quizzes will be available from Tuesday until Saturday night at 11:59pm for the week the reading is assigned. There are no make-ups for on-line quizzes.

Final Research Proposal (30%): Your final research proposal will serve as an example of the knowledge you gained in this class over the full semester. The Final Proposal is the major assignment of the course and is the combination of your Research Writing Assignments over the term. A detailed handout on the appropriate organization/format and expectations regarding the final proposal will be distributed within the first several weeks of class. The Final Proposal will be due on 12/15/2015 during the final exam time, 10:20am-12:10pm.

Attendance (10%): There is an attendance requirement for this class. You may miss only two classes or one week. More than two absences will result in a full letter drop in your grade. Attendance will be taken every class. You are expected to be on time for class. If you miss roll it is your responsibility to ensure I know you were in class that day. Students who miss class in this course tend to not do well.

Grading Scale

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<tr>
<th>Grade</th>
<th>Description</th>
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<td>A</td>
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<td>F</td>
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Course Schedule: Due dates for text readings and assignments are attached to this syllabus and may be subject to change with fair notice. If the schedule is revised, the revised course schedule will be posted on the courses’ Moodle website.

Getting in touch with me: The best way to contact me is e-mail. I check my e-mail several times a day, generally around 8:00 am, once during the day, and around 7:00 pm. As the time I spend on campus is limited, it would be best for you to e-mail your questions. When emailing me, please type the course number (Soc 382) in the regarding box.
Ground Rules:
1. Be on time to class and plan to stay for the whole class. It is disruptive to other students to arrive late or leave class. If you need to do this for medical reasons, please speak to me before class begins.
2. Before class begins, turn your cell phone off. Please do not text, chat or use your laptop in class. Also, no electronic cigarettes or smoking devices are permitted in my classrooms.
3. Food is not allowed in the classroom. We will talk about this.
4. Be honest. Although group learning and study groups are encouraged, class assignments and exams are individual student products. Cheating will not be tolerated. Please be familiar with HSU policies around Academic Honesty (HSU 2010-2011 Catalog, The Fine Print page 37, and 274-276 – I have attached it).

HSU Policies:
Students are responsible for reviewing and complying with all HSU policies, with particular attention to the following:
- Academic Honesty
- Nondiscrimination Policy
- Rights and Responsibilities for a Campus Community
All policies can be located at the end of your course catalog, the last two pages of this syllabus, or HSU web site: [http://www.humboldt.edu/~humboldt/catalogpdfs/catalog2007-08.pdf](http://www.humboldt.edu/~humboldt/catalogpdfs/catalog2007-08.pdf). All students must adhere to the HSU policy on plagiarism. Evidence of cheating, copying other students’ work, turning in work completed by another person, or plagiarism of published material will result in a grade of F in this course.

Students with Disabilities: Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. Student Disability Resource Center

Add/Drop Policy: Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. Schedule Adjustments (Adding or Dropping)

Emergency Evacuation: Please review the evacuation plan for the classroom (posted on the orange signs), and review Campus Emergency Preparedness http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: 826-INFO or Emergency Conditions

Attendance and Disruptive Behavior: Students are responsible for knowing policy regarding attendance and disruptive behavior: Class Attendance and Disruptive Behavior
<table>
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<tr>
<th>SOC 382</th>
<th>COURSE SCHEDULE</th>
<th>FALL 2015</th>
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<tr>
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<td><strong>Topics</strong></td>
<td><strong>Assignments</strong></td>
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<tr>
<td>Week 1</td>
<td>Tue 8/25</td>
<td>Course Introductions, Syllabus &amp; Requirements, Grading, Discussion of Research</td>
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<td>Thur 8/27</td>
<td>Human Inquiry &amp; Science</td>
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<td>Week 2</td>
<td>Tue 9/1</td>
<td>Paradigms, Theory &amp; Social Research, Ethics &amp; Politics of Social Research</td>
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<td>Thur 9/3</td>
<td>Matsumoto, Ch 1 Style Guide Ch 4</td>
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<td>Week 3</td>
<td>Tue 9/8</td>
<td>Research Design</td>
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<td>Thur 9/10</td>
<td>Library Research Training Reading &amp; Writing Social Research</td>
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<td>Week 4</td>
<td>Tue 9/15</td>
<td>Conceptualization, Operationalization &amp; Measurement</td>
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<td>Thur 9/17</td>
<td>Matsumoto, Ch 2 Style Guide Ch 6 Annotated Bibliography Due</td>
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<td>Week 5</td>
<td>Tue 9/22</td>
<td>Indexes, Scales &amp; Typologies</td>
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<td>Thur 9/24</td>
<td>Matsumoto, Ch 4</td>
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<td>Week 6</td>
<td>Tue 9/29</td>
<td>Logic of Sampling</td>
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<td>Thur 10/1</td>
<td>Matsumoto, Ch 5 Matsumoto Ch 6 Literature Review Due</td>
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<td>Week 7</td>
<td>Tue 10/6</td>
<td>Experiments</td>
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<td>Thur 10/8</td>
<td>Unobtrusive Research</td>
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<td>Week 8</td>
<td>Tue 10/13</td>
<td>Survey Research</td>
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<td>Date</td>
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<td>Thur 10/15</td>
<td>Observation Paper Due</td>
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<td>Week 9</td>
<td>Tue 10/20 Qualitative Field Research</td>
<td>Babbie, Ch 10, p294-328 Esterberg, p57-150 Research Design Due</td>
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<td>Thur 10/22</td>
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<td>Week 10</td>
<td>Tue 10/27 Evaluation Research</td>
<td>Babbie, Ch 12, p358-385</td>
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<td>Thur 10/29</td>
<td>Qualitative Data Analysis</td>
<td>Babbie, Ch 13, p386-412 Esterberg, p151-198</td>
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<td>Week 11</td>
<td>Tue 11/3 Quantitative Data Analysis</td>
<td>Babbie, Ch 14, p413-440 Data Analysis Due</td>
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<td>Thur 11/5</td>
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<td>Week 12</td>
<td>Tue 11/10 Statistical Analysis</td>
<td>Babbie, Ch 16, p459-496</td>
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<td>Thur 11/12</td>
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<td>Week 13</td>
<td>Tue 11/17 The Logic of Multivariate Analysis</td>
<td>Babbie, Ch 15, p441-458 Executive Summary Due</td>
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<td>Thur 11/19</td>
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<td>11/23-27</td>
<td>Thanksgiving Break</td>
<td>Travel Safely</td>
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<td>Week 14</td>
<td>Tue 12/1 Proposal Presentations</td>
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<td>Week 15</td>
<td>Tue 12/8 Proposal Presentations</td>
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<td>FINALS WEEK</td>
<td>TUE 12/15 Final Exam</td>
<td>Final Research Proposal Papers Due During this time</td>
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The Fine Print  (2010-2011 Humboldt State University Catalog page 37 and 274-276)

**Academic Honesty:** (P. 37)
Academic honesty is of serious concern at Humboldt. It is integral to all six principles for building a successful campus community (see Rights & Responsibilities), especially to the maintenance of a “just” and “disciplined” campus. Students are expected to maintain high standards of academic integrity.

**Academic Dishonesty:**
Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

**Cheating**
Cheating is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain, credit for work or any improvement in evaluation of performance by any dishonest or deceptive means. Cheating includes, but is not limited to:

- **Taking Information**
  a) Copying graded homework assignments from another student.
  b) Working together on a take-home test or homework when specifically prohibited by the instructor.
  c) Looking at another student’s paper during an examination.
  d) Looking at text or notes during an examination when specifically prohibited by the instructor.
  e) Accessing another student’s computer and using his/her program as one’s own.

- **Providing Information**
  a) Giving one’s work to another to be copied or used in an oral presentation.
  b) Giving answers to another student during an examination.
  c) After having taken an exam, informing another person in a later section about questions appearing on that exam.
  d) Providing a term paper to another student.
  e) Taking an exam, writing a paper, or creating a computer program or artistic work for another.

**Policy on Cheating:**
At faculty discretion, cheating may result in an F grade on the assignment or examination or in the course. If a student denies the charge of cheating, she/he will be permitted to remain in the class during the formal hearing process (as outlined in CSU Executive Order 628).

The instructor shall contact the student in writing with evidence of the cheating within one week of discovery of the event. The Academic Dishonesty Referral form will also be submitted to the Office of the Vice President for Student Affairs, with copies to the student and to the student’s major department. Student’s rights shall be ensured through attention to matters of due process, including timeliness of action.

The Student Discipline Coordinator, located in the Office of the Vice President for Student Affairs, shall determine if any further disciplinary action is required. Disciplinary actions might include, but are not limited to: requiring special counseling; loss of membership in organizations; suspension or dismissal from individual programs; or disciplinary probation, suspension, or expulsion from the university and the CSU system.

**Plagiarism**
Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own without giving proper credit to the sources. Such actions include, but are not limited to:

- a) Copying homework answers from the text to hand in for a grade.
- b) Failing to give credit for ideas, statements of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or part thereof.
- c) Submitting a paper purchased from a “research” or term paper service.
- d) Retyping a friend’s paper and handing it in as one’s own.
- e) Giving a speech or oral presentation written by another and claiming it as one’s own work.
- f) Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
- g) Presenting another’s computer program as one’s own.

**Policy on Plagiarism:**
Plagiarism may be considered a form of cheating and, therefore, subject to the same policy as cheating, which requires notification of the Office of the Vice President for Student Affairs and disciplinary action. However, as there may be plagiarism as a result of poor learning or inattention to format, and there may be no intent to deceive, some instructor discretion is appropriate. Under such circumstances, the instructor may elect to work with the student to correct the problem at an informal level. In any case that any penalty is applied, the student must be informed of the event being penalized and the penalty.

Within one week of discovery of the alleged plagiarism, the instructor will contact the student and describe the event deemed to be dishonest. If this is a first violation by the student, this initial contact may remain at an informal level. In this contact, the student and instructor shall attempt to come to a resolution of the event. The instructor may assign an F or zero on the exam or project or take other action within the structure of the class as deemed appropriate to the student’s behavior. A report of this contact and resolution might be filed with the Office of the Vice President for Student Affairs for information-only purposes. Such a report will be witnessed by both the instructor and student. If no resolution can be reached within a week of initial contact, the case could be referred to the Office of the Vice President for Student Affairs using the Academic Dishonesty Referral form.

If the violation is repeated, the instructor will contact the student within one week of discovery, describe the event deemed to be dishonest, and notify the student that the Academic Dishonesty Referral form has been filed with the Office of the Vice President for Student Affairs.

When a case is referred to the Office of the Vice President for Student Affairs, the consequences might be severe. Disciplinary actions might include, but are not limited to: requiring special counseling; loss of membership in organizations; suspension or dismissal from individual programs; or disciplinary probation, suspension, or expulsion from the university and the CSU system.

**Other Examples of Academic Dishonesty:**
Other forms of academic dishonesty include any actions intended to gain academic advantage by fraudulent and/or deceptive means not addressed specifically in the definition of cheating and/or plagiarism. These actions may include, but are not limited to:

- a) Planning with one or more fellow students to commit any form of academic dishonesty together.
- b) Giving a term paper, speech, or project to another student whom one knows will plagiarize it.
- c) Having another student take one’s exam or do one’s computer program, lab experiment, or artistic work.
d) Lying to an instructor to increase a grade.
e) Submitting substantially the same paper or speech for credit in two different courses without prior approval of the instructors involved.
f) Altering a graded work after it has been returned, then submitting the work for regarding without the instructor’s prior approval.
g) Removing tests from the classroom without the approval of the instructor—or stealing tests.

The policy on these and other forms of academic dishonesty is the same as that described above for cheating.

**Student Responsibility**
The student has full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who will be happy to explain what is and is not acceptable in their classes. For further information on the disciplinary process and sanctions, see the Office of the Vice President for Student Affairs, Nelson Hall East 216, or the Dean for Academic Programs & Undergraduate Studies, Siemens Hall 216G.

**Rights & Responsibilities (Student) for a Campus Community (P. 276)**
In 1990 the Carnegie Foundation for the Advancement of Teaching issued a special report entitled Campus Life: In Search of Community. The report challenged the nation’s universities to build campus communities based upon six principles:
- First, a university is an educationally purposeful community, where faculty and students share academic goals and work together to strengthen teaching and learning.
- Second, a university is an open community, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.
- Third, a university is a just community, where the sacredness of the person is honored and where diversity is aggressively pursued.
- Fourth, a university is a disciplined community, where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.
- Fifth, a university is a caring community, where the well-being of each member is sensitively supported and where service to others is encouraged.
- Sixth, a university is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

Humboldt State University accepts this challenge and to this end presents specific implications of these principles in the areas of student life and activity.

**Diversity & Common Ground**
The principles enunciated as a basis for campus community require that students accord one another the fundamental respect due to fellow human beings and that they respect the various cultural traditions contributing to the richness of our human heritage. While freedom of thought and expression are values deeply held in an academic community, freedom should not be construed as license to engage in demeaning remarks or actions directed against individuals or groups on the basis of race, ethnicity, or gender.

**Class Attendance & Disruptive Behavior**
Students have the right to attend and participate in all classes for which they are officially enrolled. They may be denied only for the purpose of maintaining suitable circumstances for teaching and learning. Any student who has neglected the work of the course or is disruptive to the educational process may be excluded from a course.

**Attendance.** At Humboldt, regular and punctual class attendance is expected. Each instructor establishes regulations regarding attendance requirements. It is the responsibility of the student to make arrangements regarding class work in those cases where the student’s absence is because of participation in intercollegiate athletics, forensics, drama festivals, music tours, and the like.

**Disruptive Behavior.** Disruptive student behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching and learning processes. The faculty member determines what is disruptive and has a duty to terminate it. Disruptive behavior may take many forms: persistent questioning, incoherent comments, verbal attacks, unrecognized speaking out, incessant arguing, intimidating shouting, and inappropiate gestures.

Disruptive classroom behavior may, on the other hand, result from overzealous classroom participation, lack of social skills, or inappropriately expressed anger at the course content. Sometimes there is a thin line between controlling the learning environment and permitting students’ academic freedom, between intentional and unintentional disruption. Faculty have the responsibility to maintain a learning environment in which students are free to question and criticize constructively and appropriately. Faculty also have the authority and responsibility to establish rules, to maintain order, and to eject students from the course temporarily for violation of the rules or misconduct. The faculty member shall give at least one verbal warning to a student to cease in-class disruptive behavior. In cases of abusive behavior, this requirement may be waived. In addition, if the in-class disruption does not cease, an attempt shall be made to resolve the problem in a conference between the faculty member and the student. If disruption occurs after these two measures are taken, the instructor may file a complaint with the office of the Vice President for Student Affairs to initiate university disciplinary action which may result in the student’s permanent exclusion from the course and other disciplinary sanctions. Ordinarily, if a student banned from a course has passed status, the student will be granted a grade of W—withdrawal. In cases where a student exhibits abusive behavior, is physically abusive, or threatens physical abuse, a verbal warning from the faculty member is not necessary. Examples might include directed profanity, physical disruption of the classroom, or threatening behavior. The University Police may be requested to escort the student from the class and an interim suspension may be imposed by the president. Individuals in attendance in a course in which they are not officially enrolled may be excluded from the course by the instructor.

**Nondiscrimination Policy (P. 274)**

**Race, Color Ethnicity, National Origin, Age and Religion.** The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, ethnicity, national origin, age, or religion be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

**Disability.** The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Federal laws, including sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Diversity and Compliance Services, Siemens Hall 220, Humboldt State University, Arcata, CA 95521-8299, 707-826-4501, has been designated to coordinate the efforts of Humboldt State University to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to this department.

**Sex/Gender.** The California State University does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by Humboldt State University. Such programs and activities include admission of students...
and employment. Inquiries concerning the application of these laws to programs and activities of Humboldt may be referred to Diversity and Compliance Services (see contact information above), the office with the administrative responsibility of reviewing such matters, or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105. The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

**Humboldt State University**: University Management Letter 03-01 Humboldt State University Nondiscrimination Policy February, 2003 (language clarification 09/2008) UML 03-01 (Supersedes University Management Letter 00-03).

Humboldt State University is committed to maintaining an environment free from unlawful discrimination. To fulfill this commitment, the University will work to prevent unlawful discrimination from occurring and will ensure that University policies prohibiting discrimination are fully enforced.

The University affirms and protects the rights of students and employees to seek and obtain the services of the University without discrimination. No employee or student shall on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status or national or ethnic origin be excluded from participation in, be denied the benefits of or be otherwise subjected to unlawful discrimination, including discriminatory harassment, under any program of the University.

Employees and students who cause these rights to be violated may be subject to discipline. This policy should not be interpreted as superseding or interfering with collective bargaining agreements or other California State University policies and procedures currently in effect. If discipline of an employee is sought as a remedy under this policy, the procedural rights under applicable collective bargaining agreements and system-wide procedures will continue to apply. However, those rights may not supersede or interfere with the requirements of state and federal law. [Procedures for processing complaints of unlawful discrimination are available in the Office of President, Siemens Hall 224, and can be found online at [http://www.humboldt.edu/~hsupres/uml/uml03-01.html](http://www.humboldt.edu/~hsupres/uml/uml03-01.html)]