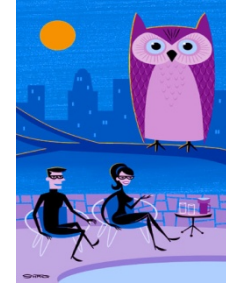


# SOCIOLOGY 4111 - DEVIANT BEHAVIOR



Fall 2014 6-8:30 Tuesday; Room 135 Blegen Hall

course page: [www.soc.umn.edu/~uggen/4111.htm](http://www.soc.umn.edu/~uggen/4111.htm)

**Professor: Christopher Uggen (You-Gun)**  
office: 1167 Social Sciences: 612-624-4016  
email: [uggen001@umn.edu](mailto:uggen001@umn.edu)  
office hours: 5:30-7 Monday; before/after class or by appt.

**Teaching Assistant: Dominique Harding**  
office: 1181 Social Sciences  
email: [hardi213@umn.edu](mailto:hardi213@umn.edu)  
office hours: 3:30-5 Tuesday or by apt.

## Logic of the Course

Welcome! This course considers why and how certain attributes and behaviors are defined as deviant, the consequences of deviant labels, and how norms, values, and rules are made and enforced. There are four units. We first take up basic concepts that cut across deviance theories and research, including social control, subcultures, and deviant careers. The second is devoted to theories of deviant behavior and societal reaction. We then discuss methodology and how the "social facts" of deviance are determined and disseminated. Case studies in substantive areas are the fourth focus, addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability, and mental illness.

## Objectives

- To *understand* how deviance is defined and produced.
- To gain a *working knowledge* of the key sociological theories of deviance.
- To *apply* the conceptual tools of these theories to selected case studies.
- To *critically evaluate* institutional responses to deviance and control.

## Texts

There is one basic text for the course and supplemental readings available online in Adobe pdf format. The Adler and Adler reader is a collection of excerpts from classic and contemporary writings on deviance, with a much heavier emphasis on the social construction of deviance. If you purchase an earlier edition of the text, please understand that you will be responsible for the material in the most recent editions. Texts are available at the bookstore or online from retailers such as amazon.com and barnesandnoble.com. Most of the **supplementary** readings will come from my "local" work with Minnesota graduate and undergraduate students on topics such as disenfranchisement, sexual harassment, and workplace deviance. This is more difficult material, but I'll explain the research during lectures.

- Adler, Patricia A., and Peter Adler. 2012. *Constructions of Deviance: Social Power, Context, and Interaction, 7<sup>th</sup> Edition*. Belmont, CA: Wadsworth.
- Local/Supplemental readings available at [www.soc.umn.edu/~uggen/4111.htm](http://www.soc.umn.edu/~uggen/4111.htm) in an online pdf portfolio.
- **Recommended only:** Marshall Clinard & Robert Meier. 2010. *Sociology of Deviant Behavior*. Belmont, CA: Wadsworth. [Old school text; useful for those who have not had previous exposure to theories of crime and deviance]
- **Recommended only:** Best, Joel. 2004. *Deviance: Career of a Concept*. Belmont, CA: Wadsworth.

## Course Requirements

- 25% Midterm examination. The extent and distribution of delinquency, sociological theories of delinquency, and their application to particular scenarios.
- 25% Working Paper. Uggen's paper assignment or an article-length research paper or grant proposal on a topic negotiated with the professor and teaching assistant.
- 30% Final examination. This exam is cumulative, but focuses heavily on the substantive areas of deviance discussed after the midterm exam.
- 10% Active class participation. Come to lecture prepared to discuss the day's readings.
- 10% Short Exercises. Group discussion write-ups and short individual assignments.

## Course Policies and Friendly Reminders

- Late Assignments/Missed Exams. Assignments, exams, and readings should be completed by the beginning of class on their due date. Late work will be penalized 10% per day. Please document any family or medical emergency and email the professor and TA before class (email preferred).

- Class Notes. The “buddy system” works great for notes. If you must miss class, copy the notes from one of your classmates. Then see the TA or professor to clarify anything you do not understand. All PowerPoint outlines are available at [www.soc.umn.edu/~uggen/4111.htm](http://www.soc.umn.edu/~uggen/4111.htm)
- Grading. At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points). I then make cut-points for the grades based on the class distribution of scores. I try to ensure that students who do all the reading, attend the lectures, and participate actively can *generally* earn grades of B- or better in my classes. Blowing off readings or lectures, however, is almost certain to hurt your grade.
- Attendance. We will not be taking attendance in class, but missing lecture more than once (in a once-per-week course) or twice (in a twice-per-week course) is likely to compromise your participation grade.
- Reading. This is a *reading-intensive* upper-division course. You should read and understand about **75 pages** weekly (*before* the appropriate lecture). The readings are not typically repeated in lecture and the lectures are not duplicated in the readings.
- Offensive Material. The sociology of deviance encompasses behaviors ranging from minor deviance to severe crime. In learning about deviance in this course, healthy, well-adjusted students may encounter language, depictions, or attitudes that they find disturbing or offensive. The teaching assistant and professor will be available to discuss any concerns you have with course materials.
- Plagiarism/Academic Misconduct. You do not need to cheat. You do not want to cheat. Very Bad Things will happen if you cheat. Do not cheat.
- Teaching Philosophy and Department Policies (attached).

## TENTATIVE CLASS DISCUSSIONS AND ASSIGNMENTS

Readings listed below lecture topics should be completed prior to lecture. For evening courses, we'll try to cover “A” topics before the break (usually 6-7:15) and “B” topics after the break (7:30-8:30)

### PART I: CORE CONCEPTS -- DEVIANCE, CONTROL, AND CAREERS

#### Week 1 9/2 Welcome! Defining Deviance (63p)

A. Lecture: *Welcome! Social Facts and Social Constructions*

B. Lecture: *Defining Deviance*

Read Adler & Adler: I. Introduction, pp. 1-10

Read Adler & Adler: 1. Erikson, On the Sociology of Deviance pp. 17-24

\*Local Angela Behrens, Christopher Uggen, and Jeff Manza. 2003. “[Ballot Manipulation and the ‘Menace of Negro Domination’: Racial Threat and Felon Disenfranchisement in the United States, 1850-2002.](#)” *American Journal of Sociology* 109:559-605. [Note: Don't worry about all the fancy statistics. Focus on how deviance is defined and how and why this has changed over time]

#### Week 2 9/9 Social Controls and Deviant Careers (80p)

A. Lecture: *Criminology, Deviance, and the Hobbesian Problem of Order (5 min. video: Bowling for Columbine)*

Read Adler & Adler: 2. Heckert and Heckert, Typology of Deviance pp. 25-40

Read Adler & Adler: 11. Best, The Constructionist Stance pp. 105-108

Read Adler & Adler: 18. Brunson and Miller, Gender, Race, and Urban Policing pp. 189-199

B. Lecture: *Introduction to Deviant Careers (of people, firms, nations...)*

Read Adler & Adler: VIII. Phases of the Deviant Career pp. 521-525

Read Adler & Adler: 43. Wright & Decker, Deciding to Commit a Burglary pp. 526-535

\*Local: Christopher Uggen and Melissa Thompson. 2003. “[The Socioeconomic Determinants of Ill-Gotten Gains: Within-Person Changes in Drug Use and Illegal Earnings.](#)” *American Journal of Sociology* 109:146-85. [Note: focus on the case history pp. 161-65, the thousands of cases summarized in Table 6, and pp. 177-78 discussing whether criminal and conventional careers can be explained with the same set of concepts or tools]

#### Week 3 9/16 Subcultures, Stigma, and Power (60p)

A. Lecture: *Subcultures, Power, and “Unconventional Sentimentality” (service learning intro) (5 min. video: The Wall)*

Read Adler & Adler: 21. Chambliss, Saints and Roughnecks pp. 223-236

Read Adler & Adler: VIII. Social Organization of Deviance pp. 381-388

Read Adler and Adler: 34. Jenkot, Cooks are Like Gods pp. 409-418

## PART II: THEORIES OF DEVIANCE AND SOCIETAL REACTION

- B. Lecture: *Stigma and Individualistic versus Sociological Theories* (video, time permitting: *The Woodsman*)  
Read Adler & Adler: II. Theories of Deviance, pp. 57-72  
Read Adler & Adler: 38. Turvey, Sexual Asphyxia pp. 463-474  
Read Adler & Adler: 33. Adler & Adler, Self-Injurers as Loners, pp. 401-408

### Week 4 9/23 Structural Theories of Deviance (53p)

- A. Lecture: *Functionalism & Anomie Theories* (5 min. video: *Bullworth*)  
Read Adler & Adler: 6. Durkheim, The Normal and the Pathological pp. 73-77  
Read Adler & Adler: 7. Merton, Social Structure and Anomie pp. 78-84
- B. Lecture: *Conflict and Threat Theories* (focus on rule-making)  
Read Adler & Adler: 5. Quinney, Conflict Theory of Crime pp. 51-56  
Read Adler & Adler 10. Chesney-Lind, Feminist Theory pp. 98-104  
\*Local. What Ryan D. King, Michael Massoglia, and Christopher Uggen. 2012. "[Employment and Exile: U.S. Criminal Deportations, 1908-2005.](#)" *American Journal of Sociology* 117:1786-1825. [Note: focus on the labor markets and punishment section pp. 1790-93, Table 1, and Figure 3a-3c.]

### Week 5 9/30 Labeling, Learning, and Control Theories of Deviance (72p)

- A. Lecture: *Labeling Theory and Moral Entrepreneurs* (4 min. video: *Gattaca*)  
Read Adler & Adler: 3. Becker, Labeling Theory pp. 41-45  
Read Adler & Adler 4. Hendershott, Morality of Deviance 46-50  
Read Adler & Adler: 16. Tuggle and Holmes, Blowing Smoke pp. 171-180
- B. Lecture: *Social Control, Differential Association, and Learning Theories*  
Read Adler & Adler: 9. Hirschi, Control Theory pp. 89-97  
Read Adler & Adler: 8. Sutherland and Cressey, Differential Association pp. 85-88  
Read Adler & Adler: 27. Cromwell and Thurman, Devil Made Me Do it pp. 308-316  
\*Local Michael Massoglia and Christopher Uggen. 2010. "[Settling Down and Aging Out: Toward an Interactionist Theory of Desistance and the Transition to Adulthood.](#)" *American Journal of Sociology* 116:543-82. [Note: focus on changing conceptions of "normal" for young adults and the symbolic interactionist theory on pp. 545-555]

## PART III: LEARNING THE "SOCIAL FACTS" OF DEVIANCE

### Week 6 10/7 Methodology - How We Learn the "Social Facts" of Deviance (65p)

- A. Lecture: *Government/Official Statistics and Surveys* (Video: *Matrix Reloaded "causality"*)  
Read Adler & Adler: III. Studying Deviance pp. 109-114  
Read Adler & Adler: 12. Besharov and Laumann-Billings, Child Abuse Reporting pp. 115-121  
Read Adler & Adler: 13. Laumann et al., Survey of Sexual Behavior pp. 122-131  
Check <http://www.eoc.gov/eoc/statistics/> Check <http://monitoringthefuture.org/purpose.html>
- B. Lecture: *Participant Observation, Interviews and Other Qualitative Approaches*  
Read Adler & Adler: 14. Adler, Researching Dealers and Smugglers pp. 132-148  
Read Adler & Adler: 26. Scully and Marolla, Rapists' Vocabulary of Motive pp. 291-307  
Read Adler & Adler: 35. Miller, Young Women in Gangs pp. 419-432

C. Review

## PART IV. CASE STUDIES IN SUBSTANTIVE AREAS

### Week 7 10/14 Midterm Exam

### Week 8 10/21 Crime (69p)

A. Lecture: *Crimes of Violence (7 min. video: Fight Club)*

Read Adler & Adler: 41. Armstrong et al., Sexual Assault on Campus pp. 494-511

Read: Adler & Adler: 17. Failure to Launch: Why Some Issues fail to Detonate, pp. 181-188

B. Lecture: *Property Crimes, Power, and Political Crimes*

Read Adler & Adler: 42. Engdahl, Opportunity Structure for White-Collar Crime, pp. 512-520

Read Adler & Adler: 37. Rothe, War Profiteering, Iraq and Halliburton pp. 446-458

\*Local: Christopher Uggen and Jeff Manza. 2002. "[Democratic Contraction? The Political Consequences of Felon Disenfranchisement in the United States.](#)" *American Sociological Review* 67:777-803. [Note: focus on how the "felon" label has affected political power]

## Week 9 10/28 Organizational and Occupational Deviance / Leaving Crime (67p)

A. Lecture: *Corporate Crime and Occupational Deviance (10-minute video: Office Space)*

Read Adler & Adler: 22. Liederbach, Opportunity and Medical Crime pp. 237-246

\*Local Jessica Huiras, Christopher Uggen, and Barbara McMorris. 2000. "[Career Jobs, Survival Jobs, and Employee Deviance: A Social Investment Model of Workplace Misconduct.](#)" *The Sociological Quarterly* 41:245-63. [Note: Focus on how "career stakes" provide informal social controls that reduce workplace deviance]

B. Lecture: *Desistance - Leaving Crime*

Read Adler & Adler: 46. Career Shifts for Drug Dealers and Smugglers pp. 562-574

Read Adler & Adler: 20. Pager, The Mark of a Criminal Record pp. 211-222

\*Local Christopher Uggen. 2000. "[Work as a Turning Point in the Life Course of Criminals: A Duration Model of Age, Employment, and Recidivism.](#)" *American Sociological Review* 65:529-46. [Note: Focus on Figures 1-4 - do jobs affect recidivism in this experiment? How does the effect depend on age?]

## Week 10 11/4 Sex, Gender, and Deviance (62p)

### Working Paper DRAFTS to be exchanged at beginning of Class

A. Lecture: *Heteronormativity, Sex, and Gender Norms in the U.S. (5 min. video: Boys Don't Cry)*

Read: Adler & Adler: 19. Blinde & Taub, Homophobia and Women's Sport pp. 200-210

Read: Adler & Adler: 29. Bemiller, Men who Cheer pp. 317-330

Read: Adler & Adler: 24. Weinberg, Williams, & Pryor, Becoming Bisexual pp. 268-278

\*Local: Christopher Uggen and Amy Blackstone. 2004. "[Sexual Harassment as a Gendered Expression of Power.](#)" *American Sociological Review* 69:64-92. [Note: focus on feminist perspectives and hypotheses pp. 66-70, prevalence p. 73, and interview responses]

Recommended: Denizet-Lewis: [The Scientific Quest to Prove Bisexuality Exists.](#) *New York Times Magazine* 3/20/14.

B. Lecture: *Sexual Deviance, Stigma, and Sex Work*

Read: Adler & Adler: 39. Draus & Carlson, Sex for Crack pp. 475-484

## Week 11 11/11 Sexual Harassment and Sex Work (41p)

### Working Papers Due at beginning of Class

A. Lecture: *Sexual Deviance, Stigma, and Sex Work (continued)*

Read: Adler & Adler: 45. Williamson & Cluse-Tolar, Pimp-Controlled Prostitution pp. 550-561

Read: Adler & Adler: 40. Durkin, Show me the Money: Cybershrews pp. 485-493

B. Lecture: *Sexual Harassment*

\*Local: Heather McLaughlin, Christopher Uggen, and Amy Blackstone. 2012. "[Sexual Harassment, Workplace Authority, and the Paradox of Power.](#)" *American Sociological Review* 77:625-47. [Note: focus on how "power" at work affects the likelihood of experiencing harassment]

## Week 12 11/18 Substance Use, Moral Panics, and Rulemaking (61p)

A. Lecture: *Drug Use, Rulemaking, and Other Crime (6 min. video: Traffic or Reefer Madness)*

Read: Adler & Adler: IV. Constructing Deviance pp. 149-158

Read: Adler & Adler: 15. Reinerman, Construction of Drug Scares pp. 159-170

B. Lecture: *Drugs and Subcultures in Emerging Adulthood*

Read: Adler & Adler: 32. Sirles, Drug Use and Disordered Eating among College Women pp. 389-400

\*Local: Michael Vuolo, Christopher Uggen, and Sarah Lageson. "[Taste Clusters of Music and Drugs: Evidence from Three Analytic Levels.](#)" 2013. *British Journal of Sociology*. [Note: focus on subcultures connecting music and drugs and how this is measured using radio ratings, self-report surveys, and Alpine Valley concert data]

Week 13 11/25 Durkheim on Suicide and Goffman on Bodily Stigma (73p)

A. Lecture: The "*Social Facts*" and Theories of Suicide and Self-Injury

Read Adler & Adler: 33. Cyber Communities of Self-Injury pp. 401-408

Read: Adler & Adler: V. Deviant Identity pp. 247-256

B. Lecture: *Stigma Management, Bodies*

Read: Adler & Adler: 23. Degher & Hughes, The "Fat" Identity, pp. 257-267

Read: Adler & Adler: 31. Martin, Stigma Management pp. 361-380

Read: Adler & Adler: 29. Simi & Futrell, White Power Activists pp. 331-344

Read: Adler & Adler: 30. Roschelle & Kaufman, Homeless Kids pp. 345-360

Week 14 12/2 Stigma Management and Mental Illness (37p)

A. Lecture: *Identity Transformation and Deviant Careers in Mental Illness*

Read: Adler & Adler: 25. McLorg & Taub, Anorexia and Bulimia, pp. 279-290

Read: Adler & Adler: 47. Howard, Obstacles to Exiting Emotional Disorder Identities, pp. 575-585

\*Local: Jason Schnittker, Michael Massoglia, and Christopher Uggen. "[Out and Down: Incarceration and Psychiatric Disorders.](#)" 2012. *Journal of Health and Social Behavior* 53:448-64. [Note: focus on how and why incarceration seems to increase mood disorders, but not anxiety or impulse control disorders]

B. Conclusions: *Deviance as Sociology's Central Concept*

**Final Exam:** 12/9 in Same Room



images of deviance and artwork copyright 2012 [Shagmart](#)

[if you would like to view or purchase work by the artist, see <http://www.shag.com>]

# SOCIOLOGY 4111 - DEVIANT BEHAVIOR - UGGEN

## Paper Assignment - Choose one of four options

**Drafts due 11/4, Papers due 11/11 at beginning of class**

(but please do NOT skip class to finish paper)

### Option 1. Your deviant career [about 7 pages total]

Students selecting option #1 will analyze their own histories of deviant behavior.

- (1) Introduce the topic in a paragraph. [half page]
- (2) Describe the "social facts." Use general concepts relating to deviant careers (e.g., entry, management, exit, cultures and subcultures, formal and informal social controls) and try to establish a clear timeline. [2 pages]
- (3) Summarize the state of knowledge about this particular form of deviant activity based on course materials or other sources (in most cases, about 5 sources should be sufficient, most of which can come from your readings). [2 pages]
- (4) Explain the social facts using at least two competing theories. Which one best fits the data? Explain why by specifically linking concepts from the theory to the people and events you describe in parts 1 and 2. [2 pages]
- (5) Summarize and conclude by pointing out gaps between the theory and data or areas where future research is needed [half page].

### Option 2. Random Acts of Kindness (A. Lewellyn Jones) [about 7 pages total]

- (1) Perform four random acts of kindness toward strangers
- (2) Aside from being a requirement for this paper, describe your motivation for choosing each of the acts (e.g., you could perform many kind acts, why did you chose the four you did?). [1 page introduction]
- (3) Describe these experiences in a journal: what you did, how you felt while doing it, and the reaction you received. [about 3 pages, or about 1-2 paragraphs per act]
- (4) Explain what happened and why using at least two competing or complementary theories of deviance and at least three research studies on altruistic behavior (e.g, helping, volunteering, donating), preferably behavior like the "random acts" you performed. In most cases, this section should provide an overall explanation of all four acts, rather than a separate analysis of each one. [about 3 pages]

### Option 3. Service Learning [3-4 pages total, plus service work]

- (1) Perform service learning in one of the agencies discussed in class.
- (2) Write a brief descriptive summary of your experiences and explain how your experiences informed the course materials discussed in lectures or readings [e.g., if you are working with young gang members, does gang entry appear to operate in the manner that Sanchez-Jankowski describes?] [3-4 pages total]

### Option 4. Independent Project [12-25 pages total]

Prepare an original research paper or grant proposal on a topic negotiated with the professor and teaching assistant. [12-25 pages]

NOTE: In a "working paper," the polish is less important than the quality of your thinking and your *ability to integrate abstract concepts with concrete reality*. Nevertheless, you must communicate your ideas **clearly**. You will be graded on *clarity* and the *specificity* and *appropriateness* of the discussion, as well as the overall logic and internal consistency of your writing.

## *Uggen's Teaching Goals and Philosophy*

### **1. Respect for Students.**

The other points are really a subset of this one. Education is a service industry, but you cannot simply purchase a unit of education the way you would buy other commodities. Instead, you must devote time and energy to learning. I respect those students who must make work, family, or other commitments their top priority. Nevertheless, to benefit from the class and to be rewarded with a high grade, you must find time to do the work.

### **2. Procedural Justice or Fairness.**

In my non-statistics classes, I typically grade exams and papers anonymously (by identification numbers rather than names) to avoid favoritism or other biases. Universal standards and strict deadlines are the best way I know to provide equal opportunities for all students.

### **3. High Standards for Excellence.**

I reserve grades of A for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. You can receive a B by doing all of the work well and a C by meeting *all* course requirements.

### **4. Opportunities for Independent Work.**

All must meet the basic requirements. For those wishing to engage the material at the highest level, I allow flexibility for more ambitious projects.

### **5. Responsiveness and Accountability.**

You will have the opportunity to evaluate me and to critique the course in time for me to make changes that will benefit *you*. If you think I have failed to live up to the principles or philosophies here listed, please let me know about it.

### **6. Accessibility.**

I will be available to you during office hours and flexible in scheduling appointments outside these hours (*including* nights and weekends).

### **7. Openness to Diverse Perspectives.**

Sharing your experiences and understandings (publicly or privately) enriches the course for your fellow students, especially when you disagree with me.

### **8. Enthusiasm for the Subjects I Teach and for Teaching as a Vocation.**

I cannot expect you to really engage the course materials if I am bored with them. Therefore, I will make every effort to make the texts, lectures, and assignments current, relevant, and intellectually engaging.

### **9. Skills, Knowledge, and Attitudes.**

I teach: (1) technical and life skills that will benefit you inside and outside of the classroom; (2) abstract and concrete knowledge about the social world; and, (3) attitudes promoting the free and good-humored exchange of ideas.

## COLLEGE OF LIBERAL ARTS POLICY

**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. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
W	Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

**FINAL EXAMINATIONS** (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): 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 CLA 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 (<http://advisingtools.class.umn.edu/cgep/>).

**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 in the CLA Classroom, Grading, and Examination Procedures on-line at <http://advisingtools.class.umn.edu/cgep/>).

**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://www.policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

**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](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 their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

**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.

**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. See the departmental advisor in 923 Social Sciences to explore options.

**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 Disabilities Services in 230 McNamara.

**SEXUAL HARASSMENT:** University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

**SOCIOLOGY PROGRAMS INFORMATION:** The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at <http://www.soc.umn.edu/undergrad/>

General information, Sociology Department, 909 Social Sciences - 624-4300

*Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300*

Director of Undergraduate Studies, Professor Teresa Swartz, 1172 Social Sciences - 624-2310

Sociology Honors Advisor, Professor Kathleen Hull, 1131 Social Sciences - 624-4339

**Director of Graduate Studies, Professor Ann Meier, 1074 Social Sciences – 624-9828 and/or**

**Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093**

**Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <http://z.umn.edu/socugrad>**

## **REQUIRED SERVICE-LEARNING SYLLABUS LANGUAGE**

You **must** include the following statements in the appropriate section of the syllabus for any service-learning class we are working with you on:

**Academic integrity also applies to community work done for academic credit.** Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty:

1. Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).
2. Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.
3. Signing in at a site or training session and leaving before the hours or training were completed OR signing in for a friend or classmate at a site.
4. Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current service-learning experience.

### **Accommodations for Students Registered with Disability Services Doing Service-Learning**

If you are registered with Disability Services, you are eligible to receive accommodations from the University when doing service-learning in the community. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, service-learning staff can work with you to find a service-learning site that meets your needs. If you have an invisible disability, we encourage you to talk with your service-learning coordinator and/or your DS specialist to discuss the type of work environment and structure you need to be successful during your community experience.

### **Confidentiality and Privacy Issues within the Service-Learning Context**

Community organizations participating in service-learning expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many service-learning students will be working with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your service-learning, you may come to know information about individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your service-learning include:

1. You should not take photographs of anyone at your service-learning site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission or the parent/guardian of children under 18 years of age.
2. During class discussions, be careful about revealing any information that could be used to personally identify any individual you work with in your service-learning.
3. In written assignments and especially when using online learning tools (Moodle, class blogs, etc.), be particularly attentive about the information you disclose about your service-learning experience, in case the site you are using is publicly available online. Refrain from mentioning the name of your organization and change the names of any individuals you write about if you are utilizing these online tools for your class.

**Please note that Criminal Background Checks are also required for many service-learning placements, especially those that involve working with “vulnerable populations” such as children, the elderly, and individuals with disabilities. If the agency asks about any convictions and you have a criminal record:**

- Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.
- Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors).
- If you believe that your record could disqualify you from the approved service-learning options, **please be proactive and talk to your service-learning coordinator** to discuss alternative placement options.

### **Non-Discrimination and Religious Service**

According to the University of Minnesota Board of Regents policy on *Equity, Diversity, Equal Opportunity and Affirmative Action*, the University shall,

Provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This policy applies to service-learning provided as part of any academic course, so the Community Service-Learning Center (CSLC) shall only develop partnerships with organizations that comply with this policy and offer volunteer opportunities to any and all interested students. **If your faculty member allows you to do your service-learning at an organization that is not a CSLC partner, CSLC staff must contact the organization to ensure their compliance with this non-discrimination policy before your work with them will be approved for class credit.** An organization that excludes any potential volunteers on the basis of any of the criteria listed in the non-discrimination policy will not be a permissible service-learning site. In order for you to receive academic credit, the site must qualify as a “University of Minnesota program” that is equally available to all members of our community.

You may perform service-learning with faith-based organizations, including religious institutions such as churches, mosques, synagogues, temples, etc., if the organization complies with the non-discrimination policy. However, service done as part of an academic course **cannot include any of the following religious activities: providing religious education/instruction, conducting worship services, or engaging in any form of religious proselytizing.** CSLC staff ensures that our community partner organizations comply with these guidelines as well. Again, if your faculty member allows you to do your service-learning at an organization that is not a CSLC partner and you would like to work with a faith-based organization or a religious institution, **please consult with your service-learning coordinator before beginning your service to make sure your proposed experience adheres to these guidelines.**

## OPTIONAL SERVICE-LEARNING SYLLABUS LANGUAGE/ FAQ

### What is service-learning?

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Students use what they learn in the classroom to address community-identified issues. They not only learn about practical applications of their studies, they also become actively contributing citizens and community members through the service they perform.

### What does service-learning look like at the University of Minnesota?

- Students either work individually or in small groups with a community-based organization to address a community need;
- Students work with one organization over the course of the semester, either in a direct service role or on a specific project tied to the content of their academic course;
- The experience is relationship-based;
- Students’ work with the organization will be ongoing throughout the semester, averaging 2-3 hours per week for approximately 30 hours in total.

### Why participate in service-learning?

Many people learn as well or better by doing as by reading or listening. Education is a function not only of lectures and books, but also of experience, and especially of connecting what one reads and hears with ongoing experiences and observation. Service-learning provides a hands-on approach to learning while also contributing the public good.

### Why am I getting credit for volunteering?

Attendance and participation in class sessions may form part of your final grade for a class, but typically most of your grade comes from other assignments that allow you to demonstrate what you have learned from lectures, readings, discussions, etc. Service-learning works the same way – your instructor may determine part of your course grade by the time you spend working with an organization, but more significantly, you are receiving credit for the learning connected

to your experience in the community. This makes service-learning is different from volunteering, where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient. The learning in service-learning is equally important, and it primarily benefits you, the learner. Think of your service-learning experience as a text you are learning from, but instead of reading it, you are living it. Unless you are able to articulate and connect what you learn from your course texts, from lectures, and from your experience in the community to the course concepts to your instructor in an acceptable way, you will not get credit for your work.

### **What doesn't count for service-learning?**

Here are some examples of when volunteer or community work may not be used to fulfill a service-learning requirement for a course. If you have any questions about what does or doesn't count, contact your faculty member and your service-learning coordinator.

- **On-Campus Service:** An important component of service-learning is the opportunity to engage with communities outside of campus and learn from new and different environments, so work done with and for a student organization or campus office or program, even if it is unpaid, will not fulfill service-learning requirements. There are some on-campus experiences that can count as service-learning if the work includes partnering with off-campus communities or individuals.
- **Work Study or Paid Work:** The spirit of service-learning is that it is unpaid work that benefits the community and enhances student learning. This is also a matter of fairness: while many students work, most students are not able to apply their paid work experiences to fulfilling service-learning requirements.
- **Working with immediate family:** Service-learning activities must adhere to all University policies. This includes the policy on Managing Nepotism and Personal Relationships, which prohibits individuals from teaching or supervising the employment of any member of their family or their partner. Since you are doing service-learning as part of an academic course, it would likewise be inappropriate for a member of your family or a significant other to serve as your service-learning supervisor.

### **Does the time I spend traveling to and from my service-learning site count toward my required hours?**

No, just as time spent traveling to and from class does not count as instructional time, and time spent traveling to and from a job is not compensated. When you schedule service-learning into your weekly activities, you need to allow enough time to get to and from your organization, but you should only record the hours you spend working at the organization.

### **Can I be reimbursed for the costs of traveling to my service-learning site, like my bus fare?**

No. Service-learning provides additional content for your class, just like any books you are required to purchase. Think of your transportation costs for service-learning as if you were assigned to purchase another book for the class instead.

### **What if I'm doing service-learning in multiple courses this semester?**

Most students in this situation want to know, "can I use the same placement for both courses?"

The answer is often yes, as long as the work you'll be doing at your service-learning site has a clear connection to the course content for both classes. If you are in this situation, **contact your service-learning coordinator as soon as possible** to begin the process of making sure your organization is approved for both classes and discussing how many total hours of service-learning will be expected of you during the semester (students in this situation are typically asked to do more than the minimum number of hours required for one class). **You should only record the hours you spend at the organization once in the online system**, and your service-learning coordinator will also make sure that both of your instructors know how many hours you have completed by the end of the semester.

### **Should I record the hours I spent at my pre-service training workshop?**

You should record any time spent attending orientation and/or training sessions at your organization, but **do not record the hours you spend attending a pre-service training workshop offered on campus by the Community Service-Learning Center** (Community Involvement in Practice, Critical Perspectives on Community Involvement, or the MLC Tutor Training), **even if your instructor is allowing you to count your workshop attendance toward your total hours for the semester**. All hours you record in the online system are submitted to your organization for your supervisor's approval, and s/he has no way of knowing whether or not you attended a training on campus. Your attendance at the pre-service training will be tracked in another part of the online system so your instructor can give you the appropriate credit.