

## sociology 4141 - juvenile delinquency – fall 2017

\$118.27	109	32	13	EI02105
ADMISSION	SECTION	ROW	SEAT	EVENT ID
PRICE \$3.00	UMN SOCIOLOGY PRESENTS			109
109	JUVENILE DELINQUENCY			ADULT
78RT768	PROF CHRIS UGGEN			32
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13	SEPTEMBER 6TH, 2017			
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1:00-2:15 pm Monday & Wednesday 110 Blegen

course page: [www.soc.umn.edu/~uggen/4141.htm](http://www.soc.umn.edu/~uggen/4141.htm)

web: [chrisuggen.com](http://chrisuggen.com)

### Professor: Chris Uggen (*you-gun*)

office: 1014A Soc Sci; 612-624-4016

hours: wed 2:30-4 (after class) & by appt.

mail: [uggen001@umn.edu](mailto:uggen001@umn.edu)

### Teaching Assistant: Suzy McElrath

office: 1082 Soc Sci; 612-624-7509

hours: mon & wed 10-11 and by apt.

email: [mave0013@umn.edu](mailto:mave0013@umn.edu)

### Logic of the Course

This course offers an overview of social theory and research on youth crime and delinquency. We start by critically examining the social facts surrounding the measurement, extent, and distribution of delinquency. Next, we study the principal sociological explanations of delinquent behavior. These theories provide *conceptual tools* for analyzing delinquency and punishment among groups such as gang members. We then trace youth experiences in the juvenile justice system, from policing, to juvenile court, to probation, and institutionalization. Throughout, we analyze the success or failure of key programs implemented in attempts to prevent or reduce delinquency.

### Objectives of the Course

- To *understand* how delinquency is currently measured and the extent and distribution of delinquent behavior according to these measures.
- To gain a *working knowledge* of the key sociological theories of delinquency.
- To *apply* the conceptual tools of these theories to selected case studies.
- To *critically evaluate* concrete policy responses to delinquency.

### Required Texts (at bookstore or widely available on amazon, etc.)

- **CWB.** Cullen, Francis T., John Paul Wright, and Kristie R. Blevins (editors). 2008. *Taking Stock: The Status of Criminological Theory*. New Brunswick, NJ: Transaction. By now, many of you have a working knowledge of delinquency theories. This edited collection provides a clear assessment of the evidence confirming or disconfirming them. It is difficult reading, but the authors are first-rate experts.
- **Rios.** Rios, Victor M. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press. This is a fresh critical ethnography of punishment and criminalization, with a focus on African American and Latino boys.

## Recommended Text (a good general reference for those feeling lost)

- Robert Agnew and Timothy Brezina. 2011. Juvenile Delinquency: Causes and Control.

## Course Requirements

- 10% Active class participation. Come to lecture prepared to discuss the day's readings.
- 10% Short exercises. Group discussion write-ups, visits, and short individual assignments.
- 25% Midterm examination. The extent and distribution of delinquency, sociological theories of delinquency, and their application to particular scenarios.
- 25% Working paper or service learning option. (1) Uggen's 8-10-page paper assignment or (2) a 3-5-page paper based on service learning experiences, or (3) 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 on connecting sociological theories with efforts to prevent and control delinquency.

## Additional Honors Expectations

1. **Meet** with me as a group at least 3 times outside of regular course time (time TBD).
2. Submit an **honors paper** (expanded version of one of the working paper options and/or individual or group research paper).
3. Help Uggen and TA Suzy McElrath on other small **leadership** tasks (class discussion, paper exchange, discussion questions, tour).
4. Engage in research opportunity with Uggen on (a) monetary sanctions court observation, (b) justice and equity project data collection, (c) writing brief (1-page) TSP clippings on crime news, or (d) other project to be negotiated.
5. Sign up, prepare, and **visit** one presentation (e.g., ASC oral history or presidential or Sutherland address), workshop, or seminar on a course-related topic.

## 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 is penalized 10% per day. Please document any family or medical emergency and notify the professor and TA before class via email.
- Class 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. We will also make PowerPoint outlines available online at [www.soc.umn.edu/~uggen/4141.htm](http://www.soc.umn.edu/~uggen/4141.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 is almost certain to hurt your grade.
- Attendance. We will not be taking attendance in class, but missing lecture more than once is likely to compromise your participation grade.
- Reading. This is a *reading-intensive* upper-division course. You should read and understand about 100 tough pages weekly (*before* the appropriate lecture). The readings are not typically repeated in lecture and the lectures are not duplicated in the readings.
- Triggers/Offensive material. Juvenile delinquency involves behaviors ranging from minor deviance to severe crime. In this course, healthy, well-adjusted students may encounter language, depictions, or attitudes that they find disturbing or offensive. Please see the teaching assistant or professor 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).

## **PART I: EXTENT AND NATURE OF DELINQUENCY**

### Week 1 – 09/06

#### **A. Introduction: Welcome and Data Collection**

*Self-Report Survey and Note cards; Optional service learning*

- CWB Introduction, pp. 1-34.
- Rios, Preface, pp. vii-xvi.

#### **B. Defining and Measuring Delinquency: The Policy Moment**

- Schiraldi, Vincent, Bruce Western, and Kendra Bradner. 2015. "[Community-Based Responses to Justice-Involved Young Adults](#)." NIJ New Thinking in Community Corrections Series. Pp. 1-17.
- Laub, John H. 2014. "[Understanding Inequality and the Justice System Response: Charting a New Way Forward](#)." WT Grant Foundation.

### Week 2 – 09/11 & 09/13

#### **A. Extent and Nature of Delinquency: Official Statistics**

- Christopher Uggen and Suzy McElrath. 2014. "[Six Social Sources of the U.S. Crime Drop](#)." Pages 3-20 in *Crime and the Punished*, edited by Douglas Hartmann and Christopher Uggen. New York: WW Norton.
- Sherman, Lawrence L., Denise C. Gottfredson, Doris L. MacKenzie, John Eck, Peter Reuter, and Shawn D. Bushway. 1998. "[Preventing Crime: What Works, What Doesn't, What's Promising](#)." NIJ Research in Brief. Washington, DC: USGPO. Pp 1-13.

#### **B. Extent and Nature: Self-Reports and Victimization**

- Rios, Chapter 1. "Dreams Deferred: The Patterns of Punishment in Oakland." Pp. 3-23.
- [Start] Moffitt, Terrie E. 1993. "[Adolescent-Limited and Life-Course-Persistent Antisocial Behavior: A Developmental Taxonomy](#)." *Psychological Review* 100: 674-701.
- Recommended: [NCVS replication guide](#).

## **PART II. THEORIES OF DELINQUENCY**

### Week 3 – 09/18 & 09/20 **Transition: From Correlates to Causal Models**

#### **A. Age, Careers, and the Life Course**

- [Finish] Moffitt, Terrie E. 1993. "[Adolescent-Limited and Life-Course-Persistent Antisocial Behavior: A Developmental Taxonomy](#)." *Psychological Review* 100: 674-701.
- CWB, Chapter 10. Terrie E. Moffitt, "A Review of Research on the Taxonomy of Life-Course Persistent Versus Adolescence-Limited Antisocial Behavior." Pp. 277-311.
- [Local] Nyseth Brehm, Hollie, Christopher Uggen, and Jean-Damascène Gasanabo. 2016. "[Age, Gender, and the Crime of Crimes: Toward a Life-Course Theory of Genocide Participation](#)." *Criminology* 54: 713-43.

## B. Rational Choice and Deterrence

- CWB, Chapter 13. Travis C. Pratt Francis T. Cullen Kristie R. Blevins Leah E. Daigle Tamara D. Madensen. "The Empirical Status of Deterrence Theory: A Meta-Analysis." Pp. 367-95.
- Anthony Petrosino, Carolyn Turpin-Petrosino, and John Buehler. 2003. "[Scared Straight and Other Juvenile Awareness Programs for Preventing Juvenile Delinquency: A Systematic Review of the Randomized Experimental Evidence.](#)" *The ANNALS of the AAPSS* 589: 41-62.

## Week 4 – 09/25 & 09/27: Delinquent Association and Learning

- **Social Psychological Theories: Differential Association**
- Sutherland, Edwin H. and Donald R. Cressey. "[A Sociological Theory of Criminal Behavior.](#)" Pp. 77-83 in *Criminology* 10th Edition.
- CWB, Chapter 1. Ronald L. Akers Gary F. Jensen. "The Empirical Status of Social Learning Theory of Crime and Deviance: The Past, Present, and Future." Pp. 37-76.
- **"Moving to Opportunity"**
- Clampet-Lundquist, Susan, Kathryn Edin, Jeffrey R. Kling, and Greg J. Duncan. 2011. "[Moving At-Risk Youth Out of High-Risk Neighborhoods: Why Girls Fare Better Than Boys.](#)" *American Journal of Sociology* 116:1154-1189. [a big treatment]

## Week 5 – 10/02 & 10/4: Learning and Control Theories

- **Cognitive Behavioral Approaches, Learning, and Control**
- Heller, Sara B., Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, Harold A. Pollack. 2017. "[Thinking, Fast and Slow? Some Field Experiments to Reduce Crime and Dropout in Chicago.](#)" *The Quarterly Journal of Economics* 132: 1–54.
- Rios, Chapter 2. "The Flatlands of Oakland and the Youth Control Complex." Pp. 24-42.
- **Social Psychological Theories: Social Control & Self Control**
- Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley: University of California Press. [Chapter 2](#). Pp. 16-34.
- CWB, Chapter 2. Michael R. Gottfredson, "The Empirical Status of Control Theory in Criminology." Pp. 77-100.

## Week 6 – 10/09 & 10/11: Labeling and Symbolic Interaction

### A. Labeling Theories and the Life Course

- Rios, Chapter 3. "Labeling Hype: Coming of Age in Era of Mass Incarceration." Pp. 43-73.
- Mears, D. P., Kuch, J. J., Lindsey, A. M., Siennick, S. E., Pesta, G. B., Greenwald, M. A. and Blomberg, T. G. 2016. "[Juvenile Court and Contemporary Diversion: Helpful, Harmful, or Both?](#)" *Criminology & Public Policy*, 15: 953–981.

### B. Summary and Review of Social-Psychological Theories & Data

- 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.
- CWB, Chapter 11. John H. Laub, Robert J. Sampson, and Gary A. Sweeten. "Assessing Sampson and Laub's Life-Course Theory of Crime." Pp. 313-333.

## Week 7 – 10/16 & 10/18: Gangs, Neighborhoods, and Social Disorganization

### A. 10/16 **Review Session** (with Suzy McElrath)

### B. 10/18 **Midterm Examination**, covering material through 10/11

## Week 8 - 10/23 & 10/25: Social Structural Theories

### A. **Racism, Neighborhoods, and Gangs**

- Rios, Chapter 4. "The Coupling of Criminal Justice and Community Institutions." Pp. 74-96.
- Du Bois, W.E.B. 1899. *The Philadelphia Negro* (excerpt) "[The Negro Criminal](#)." Pp. 1-15.

### B. **Social Structural Theories: Social Disorganization**

- Shaw, Clifford, and Henry H. McKay. 1931. *Juvenile Delinquency in Urban Areas*. [Chapter X](#). Pp. 283-293.
- Sampson, Robert J. 2008. "[Rethinking Crime and Immigration](#)." *Contexts* 28-33.
- CWB, Chapter 5. Robert J. Sampson. "Collective Efficacy Theory: Lessons Learned and Directions for Future Inquiry." Pp. 149-168.

## Week 9 – 10/30 & 11/1: Anomie and Individual-Level Strain Variants

### A. **Social Structural Theories: Anomie**

- Merton, Robert K. 1938. "[Social Structure and Anomie](#)." *American Sociological Review* 3: 672-82.
- CWB, Chapter 4. Steven F. Messner and Richard Rosenfeld. "The Present and Future of Institutional-Anomie Theory." Pp. 127-148.

### B. **General Strain Theory**

- Rios, Chapter 5. "Dummy Smart: Misrecognition, Acting Out, and Going Dumb." Pp. 97-123.
- CWB, Chapter 3. Robert Agnew. "General Strain Theory: Current Status and Directions for Further Research." Pp. 101-125.

*NOTE: Midterm Evaluations*

## Week 10 – 11/6 & 11/8: Critical Theories

### A. **Social Structural Theories: Marxian and Conflict Theories**

- Wacquant, Loic. 2012. "[The Punitive Regulation of Poverty in the Neoliberal Era](#)." *Criminal Justice Matters* 89: 38-40.
- CWB, Chapter 7, Michael J. Lynch, Herman Schwendinger, and Julia Schwendinger. "The Status of Empirical Research in Radical Criminology." Pp. 191-217.

### B. **Gender, Social Structure, and Feminist Criminology**

- CWB, Chapter 8. Jody Miller and Christopher W. Mullins. "The Status of Feminist Theories in Criminology." Pp. 217-50.
- Rios, Chapter 6. "Proving Manhood: Masculinity as a Rehabilitative Tool." Pp. 124-41.

## **PART III: DELINQUENT CAREERS IN THE JUVENILE JUSTICE SYSTEM**

### Week 11 – 11/13 & 11/15: Prevention and Introduction to Juvenile Justice

#### **A. Prevention and Introduction to Juvenile Justice**

- Greenwood, Peter. 2008. "[Prevention and Intervention Programs for Juvenile Offenders.](#)" *The Future of Children* 18:185-210.
- Sullivan, Christopher, Alex R. Piquero, and Francis T. Cullen. 2012. "[Like Before, But Better: The Lessons of Developmental, Life-Course Criminology for Contemporary Juvenile Justice.](#)" *Victims and Offenders* 7:450-71.
- [Local] Schaefer, Shelly, and Christopher Uggen. 2016. "[Blended Sentencing Laws and the Punitive Turn in Juvenile Justice.](#)" *Law & Social Inquiry* 41:435-63.

#### **B. Paper Drafts Due: Workshop (Chelsea Carlson) (ASC Meetings)**

### Week 12 – 11/20 & 11/22: Juvenile Justice, Gender, and Policing

#### **A. The Juvenile Justice System and the "Gender Gap"**

Zahn, Margaret A., Jacob C. Day, Sharon F. Mihalic and Lisa Tichavsky. 2009. "[Determining What Works for Girls in the Juvenile Justice System: A Summary of Evaluation Evidence.](#)" *Crime & Delinquency* 55:266-93.

#### **B. Police and the Juvenile Court**

##### **\*Papers Due at the Beginning of Class**

- CWB, Chapter 14. John Braithwaite, Eliza Ahmed, and Valerie Braithwaite. "Shame, Restorative Justice, and Crime." Pp. 397-417.
- Rios, Chapter 7. "Guilty by Association: Acting White or Acting Lawful?" Pp. 142-56.

### **Site Visit (exact day and time T.B.A.)**

### Week 13 – 11/27 & 11/29: Probation and Institutionalization

#### **A. Probation**

- Lane, Jodi, Susan Turner, Terry Fain, and Amber Sehgal. 2007. "[The Effects of an Experimental Intensive Juvenile Probation Program on Self-reported Delinquency and Drug Use.](#)" *Journal of Experimental Criminology* 3:201-219.

#### **B. Institutionalization**

- CWB, Chapter 15. Paul Gendreau, Paula Smith, and Sheila A. French. "The Theory of Effective Correctional Intervention: Empirical Status and Future Directions." Pp. 419-446.
- Michelle Inderbitzin, Trevor Walraven, and Joshua Cain. 2014. "[Juvenile Lifers, Learning to Lead.](#)" In *Crime and the Punished*, edited by Douglas Hartmann and Christopher Uggen. New York: WW Norton.

Week 14 – 12/4 & 12/6: Institutionalization and Conclusions

**A. Institutionalization and Conclusions**

- Richard Rosenfeld and Steven F. Messner. 2014. "[A Social Welfare Critique of Contemporary Crime Control.](#)" In *Crime and the Punished*, edited by Douglas Hartmann and Christopher Uggen. New York: WW Norton.
- Rios, Conclusion. "Toward a Youth Support Complex." Pp. 157-167.

Week 15 – 12/11 & 12/13: Review and Second Midterm Examination

**A. 12/11: Class Discussion and Review (Suzy McElrath)**

**B. 12/13: Second Midterm Examination**

- [Makeup opportunity for those missing the 12/13 exam, 12/18: 8-10 am]

## ***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. Embracing 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.



**Sociology 4141: Juvenile Delinquency (Uggen) Working Paper Assignment:  
Design/Refine a Program for the Prevention or Control of Juvenile Delinquency**

Your goal is to design a program to prevent or control juvenile delinquency. *My* goal is to test your ability to merge theory and practice, but I sincerely hope the paper helps you pursue or develop *your* own career interests. Drafts are due in class on **Wednesday November 15th**. Your double-spaced typed paper is due at the start of class on **Wednesday November 22nd**.

- I. **Introduction** [1 paragraph]
  - Summarize the problem, target group, theoretical rationale, operations and goals for your program. It is usually easiest to write this part last, rather than first.
  
- II. **Current State of Knowledge** [2 pages]
  - What do we know about the success of similar programs?
  - I want at least 5 academic sources (e.g. texts and journals). You may also cite government publications, program literature, and personal interviews with academics or practitioners.
  - Try to make a critical, unbiased evaluation of existing sources (Lundman provides a good example of the appropriate “tone”). Don’t “oversell” your approach.
  
- III. **Theoretical Rationale of Your Program** [2 pages]
  - Summarize the delinquency theory your program is based upon in a paragraph or two. In your own words, explain how the theory works. You may draw on theories from social work, psychology, or elsewhere, but connect the ideas to the sociological theories in this class.
  - Note the *level of analysis* (e.g., individual, state) appropriate to the theory and program.
  - Explain how the theory *specifically* applies to the problem, program, and target group you are considering. How will you apply the theory's conceptual tools in this program?
  - Flow diagrams or figures are helpful, but always discuss them in the text.
  
- IV. **Program Narrative** [1 page]
  - Describe the program’s day-to-day operations in concrete terms. Each will vary, but you might discuss referral and outreach (where you find clients), eligibility requirements, site, duration, participating organizations, and other factors.
  
- V. **Goals and Objectives** [1 page]
  - State measurable program outcomes (e.g. decrease unemployment rate; increase graduation rate, decrease self-reported delinquency, increase self-esteem).
  - [Grant applications have “administration” and “organization/management” sections outlining timetable, budget, personnel, etc. You needn’t include this, but are welcome to try!]
  
- VI. **Evaluation and Conclusion** [1 page]
  - Outline a strategy to measure performance, or program results
  - Briefly summarize your proposal and make your final pitch for funding.
  
- VII. **Bibliography** [1 page – with 5-10 decent sources referenced]
  - Credit all sources (names, dates, titles, page numbers, etc.) so I can easily find them.

NOTE: The polish is less important than your *ability to integrate abstract concepts with concrete reality*, but you must communicate **clearly** to make an effective proposal. You will be graded on *clarity* and the *specificity* and *appropriateness* of the literature and program design, as well as overall logic and internal consistency.

**Sociology 4141: Juvenile Delinquency (Uggen) Service Learning Option:  
Reflect on Your Experiences (3-5 pages)**

For those taking the service learning option, you need only write a short summary of your activities and bring course materials to bear on these experiences in some way. Fifty percent of your paper grade will thus be achieved by completion of the service learning. The other fifty percent is determined by a short, double-spaced typed paper due at the start of class on **Wednesday November 15th (draft) and November 22nd (final)**. Here is a suggested outline for this paper.

**I. Service Learning Description** [1 paragraph]

- Describe what you did, where, when, and how you did it, and with whom.

**II. Organization Goals and Challenges** [1 page]

- What is the organization trying to accomplish? Is this formally stated somewhere or something you simply picked up from other workers?
- What barriers or challenges to success does the organization face? Try to cite specific incidents or examples.

**III. Bring Course Materials to Bear on the Experience** [1- 2 pages]

- You have some choice here. You may discuss the “working theory” used by the organization (for example, a juvenile probation program may be based on deterrence theory or labeling theory) or its workers
- You might also comment on how the agency’s practices may be consistent or inconsistent with social science research on delinquency.
- You might note typical experiences and unexpected or atypical experiences that reveal something useful about how the organization operates.

**IV. Evaluation and Conclusion** [1 paragraph]

- What did you think of your experience? Would you suggest any changes in how the organization operates?

**For those who would like to write about their experiences in some other (non-service learning) program or agency, we ask that you add the following section between “organizational goals and challenges” and “bring course materials to bear on the experiences”:**

**2.5 Current State of Knowledge** [2-3 pages]

- What do we know about the success of similar programs?
- I want at least 5 academic sources (e.g. texts and journals). You may also cite government publications, program literature, and personal interviews with academics or practitioners.
- Try to make a critical, unbiased evaluation of existing sources (Lundman provides a good example of the appropriate “tone”). Don’t “oversell” your approach.

This addition should bring the paper to about 5-8 pages

## COLLEGE OF LIBERAL ARTS POLICIES

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

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

**SCHOLASTIC CONDUCT:** The University Student Conduct Code defines scholastic dishonesty as follows:

*Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").* For the complete policy, visit: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](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 Disability Resource Center in 180 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. 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://cla.umn.edu/sociology>

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 Joe Gerteis, 1125 Social Sciences - 624-1615  
Soc Honors Faculty Representative, Prof. Joachim Savelsberg, 1144 Social Sciences - 624-0273  
Director of Graduate Studies, Professor Jeylan Mortimer, 1014B Social Sciences – 624-4064 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 - <https://sociologyundergrad.wordpress.com/>

## **REQUIRED SYLLABUS LANGUAGE FOR COMMUNITY-ENGAGED LEARNING**

*Instructors must include this statement in the syllabus for all courses supported by the Center for Community-Engaged Learning:*

### **Academic integrity 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. Incidents may also be referred to the [Office for Community Standards](#).

1. Misrepresenting hours completed at a community site or spent working on a community project. This includes documenting hours done in previous semesters or with an unauthorized organization.
2. Writing reflections or completing other assignments about events or activities the student did not actually participate in or attend at their community site. This includes drawing on community work done in previous semesters or with an unauthorized organization.

### **The University of MN [Student Conduct Code](#) also applies to student behavior while doing community work for academic credit**

Violations or potential violation of the student conduct code applies in any setting where a student is engaged in work toward academic credit or is related to University activities. Any potential violations reported to CCEL liaisons from community partners will be forwarded to the Office for Community Standards to be addressed.

### **Accommodations for students registered with disability resource center doing community-engaged learning**

If you are registered with the Disability Resource Center and use reasonable accommodations in your courses, you may also want to explore what accommodations may be useful in your community-engaged learning. CCEL staff can work with you on how to bring up accommodation needs at a community learning site, or assist you in finding a site that meets your health and/or accessibility needs. We can work closely with your instructor and/or your Access Consultants to discuss the type of work environment and structure you need to be successful during your community experience. Additionally, we also strongly suggest having a conversation with your community supervisor in order to allow them to understand what you need to be successful.

### **Confidentiality and Privacy Issues in community work**

Be aware that through your community-engaged learning, you may come to know information about individuals that is covered by policies 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 community engagement include:

1. Photography: You should never take photos of anyone at your community organization without first knowing the organization's policy for obtaining consent.
2. Personal Identifiers: Be careful about revealing information that could be used to personally identify individuals you work with at your community organization. This includes changing the names of people at your organization when submitting assignments for class.

### **Criminal background checks are required for many community organizations**

If the organization's volunteer application 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 the organization. If you are concerned that your record could disqualify you from the approved community-engaged learning options, please be proactive and discuss your options with your community-engaged learning liaison.

### **Non-Discrimination in community work**

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.

All CCEL partner organizations have verified that the engagement opportunities they offer to students are in compliance with this policy. If your faculty member allows community-engaged learning at an organization that is not a CCEL partner, CCEL staff will contact the organization to ensure their compliance with this non-discrimination policy before it will be approved for class credit.

### **Religious Service**

Faith-based organizations, including religious institutions such as churches, mosques, synagogues, or temples, can be community-engaged learning sites as long as they comply with the U of MN's non-discrimination policy. However, service done as part of an academic course cannot include any of the following religious activities: providing religious education/instruction, worship activities, or any form of proselytizing.