Criminology is the body of knowledge regarding delinquency and crime as social phenomena. It includes within its scope the process of making laws, breaking laws, and of reacting toward the breaking of laws. These processes are three aspects of a somewhat unified sequence of interactions. The objective of criminology is the development of a body of general and verified principles and of other types of knowledge regarding this process of law, crime, and reaction to crime. — Edwin Sutherland

DESCRIPTION
This seminar offers a graduate-level foundation of theory and new empirical research in sociological criminology. I follow Edwin Sutherland’s broad definition of the field, though this course emphasizes rulebreaking (see seminars in the sociology of law and sociology of punishment for more on rulemaking and societal reaction). Our focus is definitive statements from important theoretical traditions and critical empirical tests of these theories. We also address critiques of the theories or the research generated by them and attempts to translate theories into policy.

OBJECTIVES
1. The course will help you develop a more nuanced understanding of the dominant theories and conceptual models in criminology. This knowledge is absolutely fundamental to teaching criminology at the college level and to developing graduate reading lists and publishing research in the area.
2. We will work through empirical pieces by many of the best sociological criminologists. As you develop your own research, it is useful to see how others have translated propositions into testable hypotheses, devised appropriate methodologies to test them, and presented the results to diverse audiences.
3. The course will stimulate your thinking about questions at the intersection of science and public policy. These include how we produce our knowledge, its relevance to lives outside the academy (and penitentiary), and the utility of crime theories and criminologists. Such big-picture considerations may help you to choose the level of abstraction at which you work and the contributions you’d like to make as teachers and researchers. For example, I study crime, law, and deviance because I believe that good science can light the way to a more just and safer world. I’ll encourage you to developing your own goals, mission, and orientation to the field.
4. Finally, a graduate seminar should encourage your professional development as you make the transition from student to independent social scientist. I will share anonymous reviews, letters from funding agencies and journal editors, and other materials that may show you another side of the research and publication process.

READINGS
1. At least five classic and cutting-edge articles or chapters per week

You will read a host of challenging research articles throughout the semester, but I’ve tried to limit the number of required readings to 5-7 per week. The recommended readings are all exemplary work on the topic that should be on your reading lists but won’t be discussed in our weekly meetings unless student interest is very high. I’ve put a lot of my own work on this syllabus—not because it is exemplary but so that I can share reviews and details about the research and publication process that may be helpful to you. The Kubrin volume offers an excellent introductory overview of this research literature and helps to fill these gaps in coverage.

RECOMMENDED FOR YOUR SHELVES
We will dip into the following books this term, but will not devote great time to them. Those interested in teaching criminology or developing expertise in the area should purchase and read them, stem to stern.

• Laub, John H. and Robert J. Sampson. 2003. Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70

REQUIREMENTS
1. Each participant will share responsibility for helping to lead at least one of the course meetings. This includes summarizing and distributing a precis of at least three core readings and a list of open-ended questions about the materials twenty-four hours prior to each class session. The precis is a detailed 2-4 page single-spaced summary of the theory, data, methods, and argument of the reading. Based on the readings, the leader should also help us identify the core concepts, assumptions, and ideas of the tradition, and to help us get a sense of its current empirical status and policy implications – to what degree is it supported with evidence?
2. An original seminar project is required of all students. This may take the form of a research proposal, a synthesis and critical evaluation of a particular line of research, or an empirical paper addressing a substantive problem in criminology. Do not waste your time on a paper that will only be used to meet course requirements. The seminar project should advance your own career and research agenda. I don’t care if it takes you 14 years (as was the case with one seminar student), I want you to publish your seminar papers!
3. Seminars are constructed in interaction. I will provide a brief setup at each meeting and try to provide an environment in which everyone feels comfortable participating, but responsibility for the seminar is borne collectively. This means that you must come to class prepared to discuss the readings (preferably with written comments and at least one question of your own) and to have considered how the course materials will affect your work. A rough guideline: everyone should speak at least once during each course meeting.

POLICIES
• Your course grade is determined by written work and seminar participation. I intend to weight precis and discussion leadership at 20%, seminar projects at 60%, and participation at 20%. Active seminar participation is a necessary but not sufficient condition to earning an “A” grade.
• You do not want an incomplete hanging over your head. In almost every case, it is better to turn in “work in progress” than to delay said progress by taking an incomplete.
• Teaching Philosophy (attached)
• Department Policies (attached)

CAUTION
This course is not comprehensive. There are multiple definitive statements and myriad critiques and tests for many of these topics. To maximize our coverage in a single semester, I selected work that I consider exemplary, representative, or fresh and engaging, with an emphasis on locally grown, organic criminology. Nevertheless, there are vast criminological expanses that we will not touch.

TENTATIVE OUTLINE
1. 9/6 WELCOME - CRIMINOLOGY, ITS PUBLICS, and POLICIES [Introductions and Discussion of Projects]

“I haven’t committed a crime. What I did was fail to comply with the law.” – David Dinkins
Kubrin, Stucky, and Krohn, Chapter 1. [Okay to skim this basic material]


Recommended
* Blueprints for Violence Prevention. Center for the Study and Prevention of Violence at the University of Colorado.

2. 9/13 DETERRENCE, MONEY, and CHOICE [Interview with Rita]

“We are often deterred from crime by the disgrace of others.” — Horace

Required
Kubrin, Stucky, and Krohn, Chapter 2.


Nagin, Daniel S. 2013. “Deterrence: A Review of the Evidence by a Criminologist for Economists.” Annual Review of Economics 5:83-105. [I don’t usually assign reviews in seminar, but this one is up-to-the-minute]

*Uggen, Christopher 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. [okay to skim but will discuss this or a similar forthcoming article in Social Problems that’s in production now]

Recommended


3. 9/20 SOCIAL (DIS)ORGANIZATION, COLLECTIVE EFFICACY, and NEIGHBORHOOD CONTEXT

“The real significance of crime is in its being a breach of faith with the community of mankind”

– Joseph Conrad

Required
Kubrin, Stucky, and Krohn, Chapter 4.


Recommended


4. 9/27-ish DIFFERENTIAL ASSOCIATION and PEER EFFECTS [CHANGED TIME!]

“If you share your friend’s crime, you make it your own” – Latin proverb

Required

Kubrin, Stucky, and Krohn, Chapter 6.


Michael Massoglia, Glenn Firebaugh, and Cody Warner. 2013. “Racial Variation in the Effect of Incarceration on Neighborhood Attainment.” American Sociological Review 78: 142-165. [I’d like to use this to open a discussion of halfway-house approaches to reentry]

Recommended


5. 10/4 ANOMIE THEORY and INDIVIDUAL-LEVEL “STRAIN” VARIANTS

“The common argument that crime is caused by poverty is a kind of slander on the poor.” – HL Mencken

Required

Kubrin, Stucky, and Krohn, Chapter 5.


Recommended

6. 10/11 SOCIAL CONTROL and SELF CONTROL

“Educate your children to self-control, to the habit of holding passion and prejudice and evil tendencies to an upright and reasoning will, and you have done much to abolish misery from their future lives and crimes to society.” – Daniel Webster

Required


Recommended


7. 10/18 LABELING and SOCIETAL REACTION

“We enact many laws that manufacture criminals, and then a few that punish them.” — Allen Tucker

Required
Kubrin, Stucky, and Krohn, Chapter 8.


Recommended


8. 10/25 IDENTITY, PHENOMENOLOGY, and DESISTANCE

“There is a heroism in crime as well as in virtue. Vice and infamy have their altars and their religion.”
– William Hazlitt

Required


Recommended


9. 11/1 CRIMINAL CAREERS and LIFE COURSE TRANSITIONS

“When you are younger you get blamed for crimes you never committed and when you’re older you begin to get credit for virtues you never possessed. It evens itself out.” - George Santayana

Required


Recommended
10. 11/8 GENDER and GENERALITY

"Women are quite able to see to their own defence, as long as the law does not transform them into criminals if they take effective measures to do so." - Claire Joly, Marie Latourelle, Maryse Martin, & Karen Selick

Required


Recommended


11. 11/15 CONFLICT, RACE, AND PUNISHMENT

Required
Kubrin, Stucky, and Krohn, Chapter 9.


Recommended


12. 11/22 – NO CLASS [AMERICAN SOCIETY OF CRIMINOLOGY MEETINGS, ATLANTA]

I hope that many of you attend ASC this year. I’ll be presenting several papers with graduate students, other faculty, and former graduate students: Estimating the Labor Market Effects of Criminal Record Clearing: Evidence from a Legal Aid Help Desk, Statistical Power in Experimental Audit Studies: Cautions and
Calculations for Paired Tests with Dichotomous Outcomes, Before and After Genocide: State Capacity, Complicity, and Control, Visualizing Punishment and the Crime Drop. The abstract submission deadline for next November's San Francisco meeting will be around 3/15/14.

13. 11/29 – NO CLASS [THANKSGIVING BREAK] (Individual meetings as needed).

14. 12/6 - CONSEQUENCES of CRIME and PUNISHMENT

“Tremble, thou wretch, That hast within thee undivulged crimes Unwhipped of justice.” - William Shakespeare

Required


Recommended


“The worst crime is faking it” – Kurt Cobain

15. Wednesday 12/11 – Final Papers due to Uggen
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.

   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.
UGGEN’S INTERVIEW WITH RITA, SHAKOPEE CORRECTIONAL FACILITY (FOR LOCKED OUT PROJECT)

CU: Well, now, is, um, uh, isn’t there some sort of pre-release planning for people that are-

RITA: Oh, yeah. I have to have an address to go to and then I’ll be on parole for four months. So…

CU: but what about work? Isn’t that, doesn’t that play a part of that planning?

RITA: Well, I’ll have to come back here if I don’t get a job right away ‘cause they have, I wasn’t here long enough to get set up to try to find my one. If I would have been here for more than three or four months, I would have been eligible for the work-release program where I could have gone to a half-way house and got a job and got in a program where I’d already have a job when I was getting out. But since I was in here for such a short time, they’re basically letting me out on the street. I’m one of them that’s pretty much doomed to fail unless I get really lucky out there and find a job right away. Or manage to stay out of trouble for four months ‘cause that’s how long I’m on parole. Otherwise I’ll have to come back here for the, ‘til July when I’m off parole. And then they can’t do anything to me if I don’t have a job. So it’s basically making it more- the easiest thing for me to do would be to go back to selling drugs, but I don’t want to because I don’t want to be back here. So that- It’s gonna be hard for me to go to get a real job and stay out of trouble, but I will do it.

CU: Yeah. And that’s something that you’re not able to tap into whatever resources they have here.

RITA: No, because I’m not here long enough.

…CU: Is there anything across these, like, three areas that would either keep you out of crime or pull you back into crime? In work, family…

RITA: I think the work thing is gonna be the hardest because my concern is trying to find a decent job being a convicted felon. Um, I’m pretty much on my own when I get out. You know? And it is totally up to me how I do it. And that’s basically what, you know, my case worker has said too. You’ll either be back or you won’t. So…

CU: Well, is there anything your case worker can do? ‘Cause it sounds like you’re concerned about work especially.

RITA: Oh, yeah. If there wasn’t that little question on there “Have you ever been convicted of a felony?” You know? I, um- She said there are resources available, my parole officer will know about resources to help find a job. So I’m hoping that that will happen ‘cause I’ll see my parole officer as soon as I get out. And that we’ll be talking about because I do need to get a job.

CU: But you might have to work your way up from something?

RITA: Yeah. Well, any job will be, you know, there. I just- I’ve done tough things ‘cause I know what’s available in the unit. You make a lot more money that way.

CU: Yeah. And can you, I mean just so I can understand this ‘cause people hear, people hear crazy numbers. What, what, um, I mean like realistically, how much could you earn in a week illegally? Or, or like-

RITA: Between stealing and with drugs? Uh, talking even merchandise rather than money? Thousands and thousands and thousands per day. Seriously. I’ve, uh, gotten $20,000 worth of stuff in a weekend. And, uh…

CU: But, but then how do you turn that into money?

RITA: Well, that’s the whole thing is that okay, if you know the right drug dealers who want what you can get. Say I was gonna get jewelry and TVs, DVD players and stereos, if they want them, they’ll usually give you, um- Say you’ve got a $500 DVD player, they’ll give you $250 worth of drugs for that DVD player.

CU: I see.
RITA: I can turn around and sell the $250 worth of drugs for $250. I mean you basically get about half-price of what the stuff costs at the store. If you know the people that want it.

CU: But then you're on, you're taking risks in terms of-

RITA: Exactly.

CU: Getting busted for drugs.

RITA: Yeah. Yeah. And realistically, um, sad thing is that I found out is that you get in so much more trouble for drugs than you do for stealing it's not even funny.

CU: Right.

RITA: It's like, it's ridiculous because I, me myself, I think it's worse to steal from somebody than, you know — I mean you're stealing from them something that belongs to them and doesn't belong to you. When you're doing drugs, if you're not selling it to little kids, it, you're really not hurting any- You know what I mean? You're not hurting anybody per se if...I mean we're not talking heroin and crack and stuff. I do methamphetamine. It's my drug of choice, and the people that I sold it to were people that I knew all my life. And they're my age. They're not, you know, they're now holding down jobs, doing whatever. If I just sold the drugs, I, I could make a lot of money in a week. $600, $700 easy without even- You know I have ten people that I sell to- that's it. And all of them have their own jobs, it's not to any kids. Nobody's hurting anybody and they're all still doing it even though I'm now in here. But yet if I were to get caught with that, I could get ten years time. Where I could go out and do, steal somebody's purse and take their checkbook and write checks all weekend and get $20,000 worth of stuff, and I'd get caught with one of them and I probably wouldn't even go to jail. It's what it comes right down to. Isn't that pathetic? That's the truth though. I mean it is the truth because I've seen it and I've been there and done it and...you wouldn't even go to jail.

CU: But, but that interests me about this, uh, this economic choice. I mean because you know when you're, you know that you're going to have to make do on a lot less money like with, with a job.

RITA: Yeah. Because I mean I'm gonna get a job that probably, if I'm lucky, make $8 or $9 an hour, which I can go make a drug deal in a half-hour and make $300, you know? It's...Not leaving you much options. You totally need to change your lifestyle.
GRADERS: 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 2.67 grade points
B- 2.33 grade points
C+ 2.00 grade points
C 1.67 grade points
D+ 1.33 grade points
D 1.00 grade points
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.
S 1.00 grade points

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://www1.umn.edu/DeanRegents/Policies/Academic/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

COLLEGE OF LIBERAL ARTS POLICY

FINAL EXAMINATIONS (see schedule on the Calendar web site at http://onestop.umn.edu/onestop/Calders/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/CLASSROOMPED.html

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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/](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/](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, subpoenaes, 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 associate chair and/or the department academic advisor (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 attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

- 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 Joachim Savelsberg, 948 Social Sciences - 624-3343
- Director of Graduate Studies, Professor Ann Meier, 1074 Social Sciences – 624-9828 and/or
- Graduate Program Associate, Becky Drasin, 931 Social Sciences - 624-2093